

**UNIVERSITY UNIFIED UNDERGRADUATE ENTREPRENEURSHIP EDUCATION
CURRICULUM
IS A MUST**

Dr. Ola Adebayo, B. Tech. PhD (Bradford) U.K
Federal University of Technology
Department of Entrepreneurship Management Technology
Akure Ondo State
Nigeria

Abosede Adebola Otemuyiwa
Joseph Ayo Babalola University
Department of English
Ikeji-Arakeji
Osun State
Nigeria

ABSTRACT: *This work focuses on specific attempts to upgrade the undergraduate entrepreneurship curriculum with a view to give impetus to graduate youths knowledge of business ideas and set-ups. Analysis of primary data collected for the work were carried out using pie chart graphs figures 1-7 for each of the 7 states and a combined pie chart for all the 7 states put together. Table 1 being the demographic response of the respondents. Table 2 Shows percentage ratio of respondent's response. Table 3 Shows percentage of respondent's response to the research questions, while Table 4 shows marital frequency and percentage ratio. This work describes the initiatives being pursued by the researcher, the major theme and issues highlighted by this work in terms of the roles that the universities and government, and government agencies can play in promoting entrepreneurship in our institutions, by putting in place a unified skilled entrepreneurship undergraduates curriculum, having in mind, some findings by Nigerian researchers on entrepreneurial education activity. The work concludes that the economic development benefits of the country universities entrepreneurship strategic programme of study can be best effected through combination of initiatives to promote enterprise environment for our graduate youths*

KEYWORDS: Upgrading entrepreneurship curriculum, student needs, government desire.

INTRODUCTION

Education is a unique purchase.(Babatunde,2009).“ One of the few things you can buy that will last your lifetime. It can't rust, corrode, breakdown, or wear out. Education can't be stolen, burned, repossessed or destroyed. Education is a purchase that becomes a permanent part of you. Once you have it, no one can take it away.” So also, and, especially, entrepreneurship education is that which involves the knowledge for setting up of new businesses or new ventures. Business is the organized

efforts of an individual to produce and sell for a profit, the goods and services that satisfy societal needs. However, a business is a particular organization such as American Airlines. Nigerian Airlines. Church Gates Group of Companies .Dangote Group of Companies etc.

This definition is in tandem with (Robert and Michael.2002),. “Entrepreneurship as a process of creating something new and assuming risks and rewards.”The upgrading of entrepreneurship training has not gotten the attention it deserves in our economies (Elizabeth. 2013),”. Due to lack of empirical studies, the knowledge of how to embed typical entrepreneurial system is needed in education curriculum. People can be trained (Robert and Sharon. 2005), to be better employees or entrepreneurs “They states that the reason why there are more employees than entrepreneurs is simply that schools and colleges train young people to become employees. That is why so many parents say to their children to go to school or college so they can good jobs. I have yet to see or hear any parent say, go to school or college to become an entrepreneur”..

As a result small and new firms increasingly became the focus of government incentives to stimulate economic development and job creation. Recently, small and new business have been viewed as a key job and wealth creation in developing countries, and in disadvantaged regions with industrialized nations. Entrepreneurship entails the process of developing new ventures. It begins with an identification of a gap. It can also be viewed as the vehicle for creating new jobs, generating revenue, advancing innovation, enhancing productivity, and improving business models and processes. Entrepreneurial skills (Ola. 2013), “are skills needed to have to succeed in business”.

Entrepreneurship education is expected to develop the business creation and ownership urge of an individual by providing insight into the tool, techniques and framework for functional areas of business enterprise including skills, production, marketing, human resources and finance.

Entrepreneurial education (Babatunde. 2009)is also a lifelong learning process which can start as early as elementary school and progressing through all levels of education, including Adult Education. A clear distinction between the traditional business management education and entrepreneurial education.

RESEARCH METHODOLOGY

The study adopted Descriptive Survey research designed to find out how to prepare entrepreneurship curriculum for the training of the university undergraduates that will meet the entrepreneurship education needs of the students also meeting the entrepreneurial challenge of our time. It was conducted in six southwestern states and Kwara state of Nigeria. The targeted respondents being the university graduates serving as national youths service corps members. The sample was 1,750 participants which consisted of corps members. The instrument for data collection was questionnaire designed for the study. The questionnaire had three sections A to C. Section” A” sought information on personal data of the respondents; section” B” on respondents and qualification, section ’C’ sought answer to research question 1 and 2 respectively. The instrument was administered through the states NYSC skills acquisition coordinator-out of 1,750 questionnaire administered, 1, 339 were duly filled and returned by the participants. These percentage represented rate of return. See table1 below the work was limited to the coverage areas

of the seven states of the Federation and only targeted the university fresh graduates that were on their national youth service year.

LITERATURE REVIEW/ENTREPRENEURSHIP CONCEPT

Shane, (2003), described entrepreneurship as the act of being an entrepreneur. The word “entrepreneur” originates from a 13th century. French verb ‘entreprendre’ meaning ‘to do something’ or to undertake’ while in the 15th Century the noun form ‘entrepreneur’ was used to refer to “someone who undertakes innovations, finance and business acumen in an effort to transform innovations into economic goods”.

(.Jean.1803), a French economist, coined the word” entrepreneur” in (Robert and Michael. 2002), he defined an entrepreneur as “one who undertakes an enterprise, especially a contractor, acting as an intermediary between capital and labour”.

According to Various authors’ definitions an entrepreneur is somebody who initiates or finances new commercial enterprise. The entrepreneur is an innovator, one who carries a combination of the following, the introduction of a new product, the opening of a new market, the conquest of new sources of materials, and the organization of new industry.

Statement of Problem:

Education system in Nigeria today is now in trouble, there is a need for an urgent solution to arrest the decay and imperfection inherent in the present system, especially in the third tier of our education. Our Universities should not only to focus on the theoretical aspect of entrepreneurship, but taking the students through the practical aspects of becoming successful entrepreneurs. The problem therefore, militating against the university graduates today being the total absence of skilled and practical training knowledge from the university and having spent between four and seven years to study in the University.

Finding

Research question one has revealed that the imperfections was as a result of total neglect of skilled training that was completely absence from the university undergraduates curriculum. The study also revealed that the need of the students should be the determinant of any undergraduates entrepreneurship curriculum drafting. The study again revealed that the desires of the university education authority in Nigeria is not really important as shown through the respondents response to research question number two.

Importance of the Study

The study therefore fills an important information gap to assist the government, university, and education authority concerned in the education sector in the drafting process of entrepreneurship undergraduates curriculum that will stand the test of time. It also points to the need for the development of entrepreneurial education in the higher institution in the country to resolve the perennial problem of graduates inability to secure any job or being able to set-up business of their own.

Table 1: Demographic Response of the Respondents:

Locat.	A		Gender			Marital			Q = 1			Q = 2			HN	F.D	H. D
	R	B	M	F	B	Mr	Sn	B	Y	N	B	Y	N	B			
OG 244	204	40	93	135	16	21	219	5	195	49	-	48	196	-	28	213	3
O 243	214	29	109	129	5	61	167	15	190	50	3	49	191	3	61	179	3
KW 209	133	74	118	80	9	47	147	13	124	83	-	97	110	-	106	94	7
EK 191	134	57	89	92	10	31	153	7	116	61	14	35	142	14	43	45	1
ON 189	114	75	46	113	30	52	130	7	146	35	8	36	145	8	47	136	2
OS 180	113	67	76	86	18	32	143	4	115	53	11	34	135	11	32	145	3
LA 85	73	12	4	74	7	10	74	1	82	2	1	16	68	1	5	80	-
TO= 1, 339	985	354	535	709	95	254	1, 033	52	1,217	85	37	218	1,087	37	322	992	19

Source: Field Survey (2012/2013) Primary data collected from 7 states of the federation.

Table 2. Data Collected with Percentage Ratio of Respondents Response

Location	A	% A	B	% B	C	% C	D	% D
Ogun	195	80.0	49	20.0	48	19.7	196	80.3
Oyo	190	79.2	50	20.8	49	20.4	191	79.6
Kwara	124	59.9	83	40.1	97	46.9	110	53.1
Ekiti	116	65.5	61	34.5	35	19.8	142	80.2
Ondo	146	80.7	35	19.3	36	19.9	145	80.1
Osun	115	68.5	53	31.5	34	20.1	135	79.9
Lagos	82	97.6	2.0	2.4	16	19.0	68	81.0
Total	968	74.4	333	25.6	315	24.2	987	75.8

Source: Field Survey (2012/2013)

Results/Findings:

Table 3: Percentage of respondent’s response to questions 1 and 2.

Coverage area	% resp. to ques.1		%resp. to ques. 2	
	%A	%B	%C	%D
OG244	80.0	20.0	19.7	80.
OY 243	79.2	20.8	20.4	79.6
KW209	59.9	40.1	46.9	53.1
EK191	65.5	34.5	19.8	80.2
ON189	80.7	19.3	19.9	80.1
OS180	68.5	31.5	20.1	79.9
LA85	97.6	2.4	19.0	81.0
TOTAL=1,339	74.4	25.6	24.2	75.8

Source: Field Survey (2012/2013)

Research questions:

(i) Should entrepreneurship curriculum that includes both the theory and practical with substantial skilled training for the University undergraduates be drawn on the basis of the needs of the students?

(ii) Or should the entrepreneurship curriculum for University undergraduates be drawn on the basis of the desires of government/institutions?

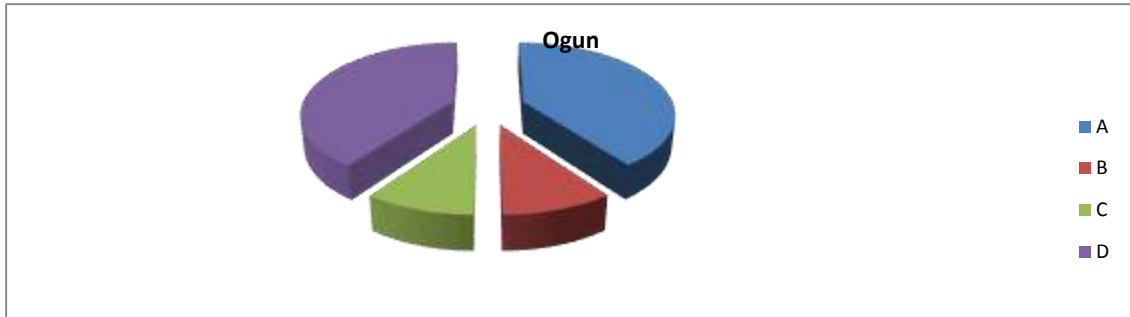


Figure 1

When the first research question was asked, 80.0% of the respondents said 'Yes' while 20.0% said 'No' see columns A and B in Table 3 respectively.

When the second research question was asked, 19.7% of the respondents said 'Yes' while 80.3% said 'No' see table 3 in columns C and D respectively.

The pie chart Fig.1 shows pictorial representation of the response of the corps members from Ogun state NYSC. Secretariat, Abeokuta

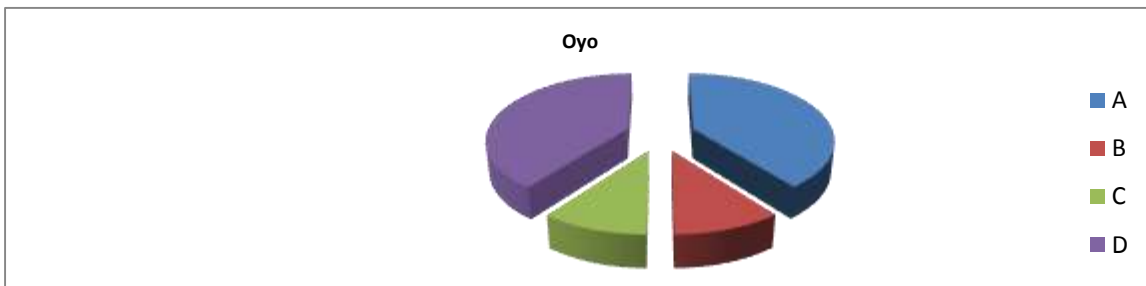


Figure 2

The, 'Yes' response of the respondents corps members serving at Oyo state, for the first research question were 79.2%, and 20.8%, said 'No' in columns A and B of Table 3.

For the second research question, when the respondents corps members were asked, 20.4% said 'Yes' while 79.6%, said 'No' in columns C and D of Table 3 respectively. The pie chart Fig 2 shows the pictorial representation of the response of the corps members from Oyo state NYSC secretariat. Ibadan.

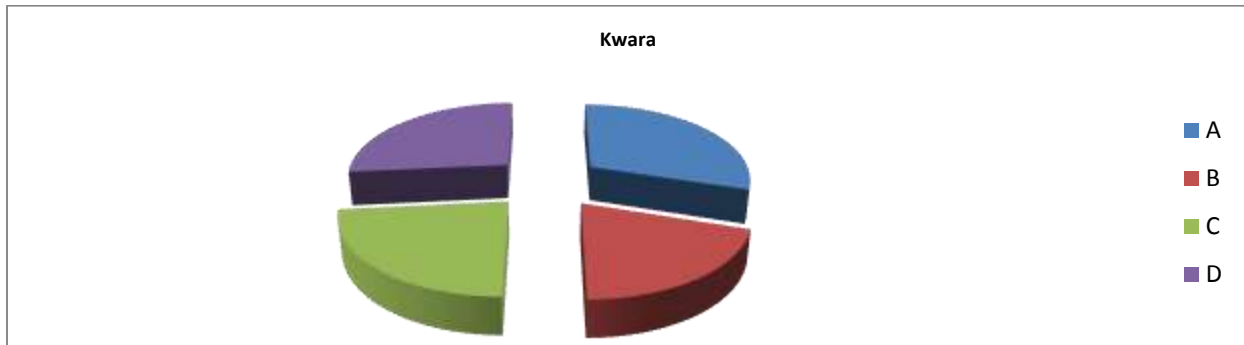


Figure 3

Serving corps members from Kwara states, response to the first research question was 59.9%, who said 'Yes' and 40.1% who said 'No' in columns A and B

Respondents response to the second research question were 46.9% who said 'Yes' and 53.1%, who said 'No' in columns C and D of Table 3 respectively.

The pie chart Figure 3 also shows that highest percentage response of the respondents from Kwara state agreed with the respondents response from the first two states of Ogun and Oyo respectively.

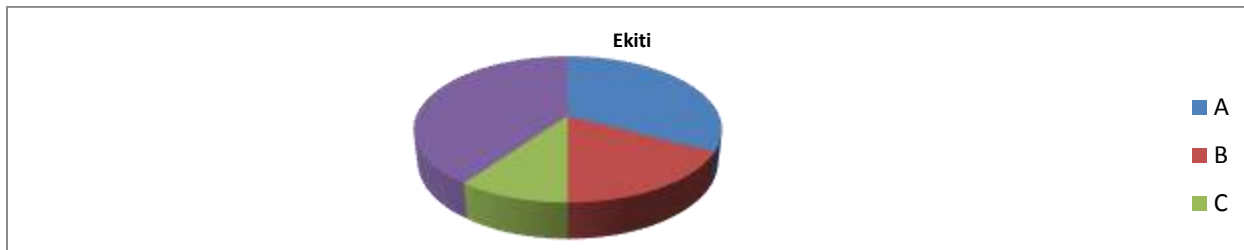


Figure 4.

When the first research question was asked, the respondents that said 'Yes' were 65.5%, while those that said 'No' were 34.5%, in columns A and B of Table 3.

For the second research question, those who said 'Yes' were 19.8%, while those who said 'No' were 80.2%, in columns C and D, of Table 3. The pie chart Figure 4 again, shows clearly the results' of the findings from Ekiti serving corps members.

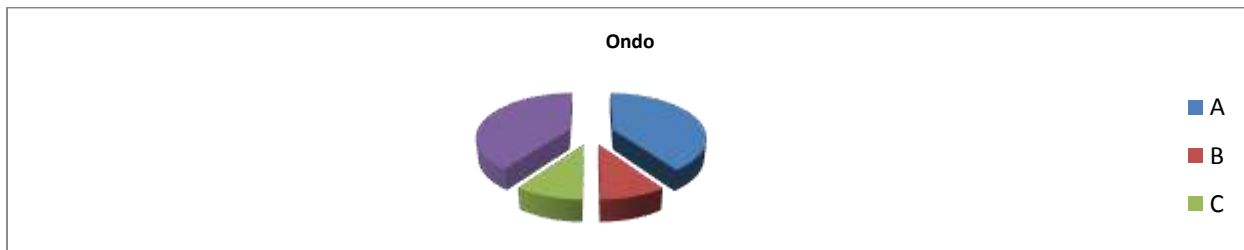


Figure 5

The respondents corps members serving at Ondo state, who said 'Yes' to the first question were 80.7%, while those who said 'No' were 19.3% in columns A and B, see Table 3.

For the second research question, when the respondents was asked, 19.9% said 'Yes' while 80.1% said 'No' in columns C and D, of Table 3. for Ondo state serving corps members at Akure.

The pie chart, Figure 5 shows the pictorial representation of the response from the corps members from the state



Figure 6 Above

When the first research question was asked, 68.5% of the respondents said 'Yes' while 31.5% said 'No' in columns A and B, of Table 3.

Respondents who said 'Yes' to the second research question were 20.1%, while 79.9%, said 'No' in columns C and D respectively, see Table 3.

Figure 6 represents various responses from Osun state corps members at Osogbo



Figure 7

Respondents serving corps members from Lagos state for the first question were 97.6%, who said 'Yes' while those that said 'No' were only 2.4%, in columns A and B

For the second research question, when the respondents were asked 19.0%, said 'Yes' while 81.0% said 'No' in columns C and D of Table 3.

DISCUSSIONS

Respondent's response from Lagos state was the least of all the 7 states coverage areas, because the attitudes of the officer that was delegated to assist in the administration of the instrument for the study was uncooperative, hence only (34.0%) respondents out of two hundred and fifty (250) expected, and (4.8%) out of the total respondents of one thousand seven hundred and fifty (1,750) expected. See Tables 4 and 5 below.

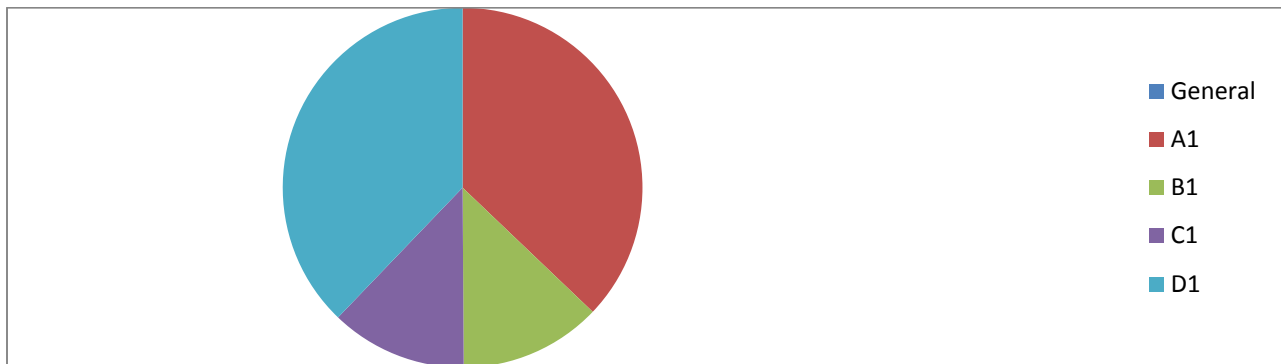


Figure 8

With the analysis of the seven states put together in Figure 8, it can be seen that the trend is similar. Respondents response to the first research question were 74.4%, who said 'Yes', while those who said 'No' were 25.6%.

Respondents response to the second research question who said 'Yes' were 24.2%, while respondents who said 'No' were 75.8%, in columns C and D line 8, in Table 3.

At a glance, it can be seen from the Table 3 that data and results of findings of all the 7 states coverage areas are totally in agreement with each other in the study.

Comparatively, results of findings from Ogun state to that of Oyo state are very similar, and closely on the same and similar percentage ratio level were findings from Kwara, Ekiti, Ondo, Osun, and Lagos state. This agreement can be seen vividly through the pictorial pie chart, Figures 1 to 7.

Respondents response to two hundred and fifty (250) administered questionnaire to each state being in the following percentage ratio:

From Ogun state were 97.6%, Oyo state were 97.2%, Kwara state were 82.8%, Ekiti state were 76.4%, Ondo state were 75.6%, Osun state were 72.0%, and Lagos state were 34.0%. See Table 5 below..

Again, when respondents response to one thousand seven hundred and fifty (1750) questionnaires administered to the 7 states were subjected to a percentage ratio share per state, starting from Ogun state were 13.9%.

Oyo state were 13.88%, Kwara state were 11.8%, Ekiti state were 10.9%, Ondo state were 10.8%, Osun state were 10.3%, and Lagos state were 4.8%. See Table 4 below,

From this analysis, response from Lagos state appeared too poor (although the trend is similar) in comparison with other 6 states.

Table 4: Respondents Response Percentage Ratio to 1,750 Questionnaires:

Loc (A)s	Questionnaire (B)	Res .(C)	%Res. to 1,750(D)
Ogun	1, 750	244	13.9%
Oyo	“	243	13.9%
Kwara	“	207	11.8%
Ekiti	“	191	10.9%
Ondo	“	189	10.8%
Osun	“	180	10.3%
Lagos	“	85	4.8%

Source: Field Survey (2012/2013)

Percentage share ratio of response to the total number of one thousand seven hundred and fifty (1,750) questionnaires administered to all the 7 states in column D of table 4. While frequency/response of each state is as indicated in column C of the same Table.

Table 5 column D represents percentage share ratio per each state

Loc. (A)	Ques.admin. (B)	Res. (C)	% Res. To 250
Ogun	250	244	97.6%
Oyo	“	243	97.2%
Kwara	“	207	82.8%
Ekiti	“	191	76.4%
Ondo	“	189	75.6%
Osun	“	180	72.0%
Lagos	“	85	34.0%

Source: Field Survey(2012/2013)

Percentage ratio of response to 250 questionnaire per each states, see Table 5

Column B represent questionnaire allocation to each state.

Column C represent response of the respondents from each of the 7 states..

Column D represent percentage ratio of the frequency of the numbers

Table 6: Age of Respondents Characteristics

Selected dimension	frequency	%	Valid %	Cumulative %
18-24	308	31.9	31.9	31.9
25-29	602	62.3	62.3	94.2
30-40	56	5.8	5.8	100.0
Total	966	100.0	100.0	

Source: Field Survey (2012/2013).

The above shows that greater proportion of the respondents are within the age range of 25-29 as represented by (62.3%) endorsed that age range. This was followed by the age range 18-24, representing (31.9%) of the total sample, while those between 30-40 represented (5.8%) of the total respondents. There were no respondents either under 18 years or above 40 years old that were represented in the survey.

Table 7: Gender: Sex of Respondents:

Gender	Frequency	%	Valid %	Cumulative %
Male	535	43.0	43.0	43.0
Female	709	57.0	57.0	100.0
Total	1244	100.0	100.0	

Source: Field Survey (2012/2013)

In terms of the sex of the respondents, males represented (43.0%) of the total sample, while the females constituted the highest percentage of (57.0%) of the sample.

Table 8: Educational qualification of Respondents:

Qualification table	Frequency	Percent	Valid %	Cumulative %
HND	322	24.2	24.2	24.2
B Sc, B.A, BTech etc.	992	74.4	74.4	98.6
MSc, M.A, PhD, DSc. etc.	19	1.4	1.4	100.0
Percentage Total	=	100.00	100.0	

Source: Field Survey (2012/2013)

The above shows that (74.4%) of the respondents obtained first degree of B.A, B. Sc. B. Tech. etc. This is followed by (24.2%) respondents who were Higher National Diploma graduates, while respondents with M.Sc. PhD and D.Sc. were the least represented (1.4%).

Table 9: Marital Respondents Response characteristics:

Marital	Frequency	% Per.	Valid percent	Cumulative %
Married	254	19.7	19.7	19.7
Single	1,033	80.3	80.3	100.0
Total	1287	100.0	100.0	

Source: Field Survey (2012/2013)

In terms of marital status, males' respondents that were married represented (19.7%), while females constituted (80.3%) of the sample.

CONCLUSION

It has been a common practice by the Nigerian university authority to draw the entrepreneurship university undergraduates programme, without taken cognizance of the needs' of students (in curriculum preparation), especially their need for job, or job creation after graduation. These institutions, also are in the habit of thinking that college/faculty of management sciences and her lecturers are the most qualified experts to teach or handle or draw the entrepreneurship curriculum. How can a lecturer in the management sciences who had no skills, no technical or professional/business experience of any kind be an expert or an authority on entrepreneurial education. Most of these so called business management scientists had never ran any business and had never set-up any kind of business outfit before. Can we now ask these academics, how many businesses they ever developed and run successfully or failed?

From the study, it has been clearly demonstrated through the respondents response, that there is a need for a unified skilled entrepreneurship undergraduates curriculum. The study has shown that

the needs of the students should be the driving force on which the course programmes of the institutions be based, especially entrepreneurship.

Findings in the study, clearly elucidates (both in number and in percentage of respondents for the two research questions), that, there were 968 (74.4%) who said 'Yes' to the positive question (i), and 987 (75.8%), who said 'No,' to the negative research question (ii)

It is therefore necessary in view of the findings of this study, that the education policy makers in the education sector to have a thorough review of the university undergraduates curriculum in line with the entrepreneurship programme, if what Federal Government, through the Minister of Education is planning for the sector could be accomplished. That the universities should strive to arrange and impart relevant enterprise knowledge to their students, so that after graduation they should be able to use their hands with sound academic principles and theory and be self-reliant.

RECOMMENDATIONS

This paper recommends that, (i) a unified undergraduate entrepreneurship curriculum (benchmarked) be developed by the education authority, especially the National University Commission (NUC).

(ii) That the need of the students should be taken into consideration when the undergraduate curriculum is being developed.

(iii) The National University Commission (NUC). In conjunction with Federal Ministry of Education should arrange a national conference, inviting all the stakeholders in the education sectors especially the universities that are running entrepreneurship degree or course units programmes and others who are interested in the development of entrepreneurship education in this country to present papers from where education policy template could be developed.

That the National University Commission (NUC). Could better set an adequate standard (infused with the template) for the training and learning of core entrepreneurship skills by Nigerian university undergraduates.

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