



# **A**SSessment of the Availability and Utilization of Material and Human Resources for the Implementation of Entrepreneurship Education General Studies in South-West Nigerian Universities

## **ABSTRACT**

The need to ensure effective teaching and learning of entrepreneurship education general studies in Nigerian Universities necessitated this study on availability and utilization of material and human resources for the implementation of entrepreneurship education general studies in South-west Nigerian Universities. Five research questions guided the study. The population of the study consisted all South-west Nigerian Universities where entrepreneurship education General Studies have been integrated in to their programme. The

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## **INTRODUCTION**

Unemployment is among the major developmental problems that face every developing economy in the 21<sup>st</sup> century in Nigeria today (Ihekwoaba, 2005). The increasing unemployment rate among the youths has become worrisome to the government and every well meaning Nigerian citizen. The high level of unemployment could be attributed to poor development of cognate skills by the graduates of the programme in our tertiary institutions in Nigeria. There is need for a deliberate intervention to address this problem. The present situation has become alarming because most graduates turned out by the nations tertiary institutions lack relevant marketable skills (Ihekwoaba, 2007). Tertiary institutions comprise majorly of Universities, Polytechnics, Monotechnic and Faculties of Education. At tertiary institutions, entrepreneurship education is mostly offered as a general course for all the students at different levels. The problem of unemployment is particularly pathetic as a number of graduates from various institutions looking for employment opportunities are increasing by the day in Nigeria. It is pertinent to note that entrepreneurship education can bring about the desired remedy to this unacceptable situation. It can be a tool for securing employment and emancipation of people through the provision and acquisition of necessary knowledge and skills to make life more meaningful for the citizenry. The high rate of unemployment among Nigerian graduates demands that entrepreneurship education should be properly taught to students to enable them be self employed as well as employers of



researcher used simple random sampling technique to select three states out of the six states in South-west, Nigeria. Stratified random sampling technique was used to select one private and one public University in each of the three states and six faculties in each of the sampled Universities. Purposive sampling technique was used to select all entrepreneurship education general studies courses lecturers in all sampled universities. The instrument for data collection was a structured questionnaire titled “Availability and utilization of Material and Human Resources for the implementation of Entrepreneurship Education General Studies Questionnaire (AUMHRIEEOSS) and Teaching Strategies Used in the Teaching of Entrepreneurship Education General Studies Questionnaire (TSTEETSQ)” The instruments were validated by two experts in educational evaluation, from the institute of education, University of Ibadan. The reliability of the instrument was ascertained by trial testing and Cronbach Alpha reliability technique was used which yielded reliability coefficient of 0.82 and 0.94 respectively. The data collected were analyzed with the use of simple percentage. The study found that there is inadequacy in the availability of material resources as indicated by 75.8% respondents, the result also shows that 78.9% of the respondents claimed that human resources available for the implementation of the course is not adequate the findings equally revealed that 73.8% of the course lecturers claimed that material resources for the implementation of entrepreneurship education were not adequately utilized while 76.5% respondents claimed that human resources are not adequately utilized. The findings also revealed that the strategies that were mostly used to teach entrepreneurship education include lecture method, Brainstorming, Problem Solving, Group Work, Group Discussion Mentoring. The study concluded that the level of availability and utilization of material and human resources for the implementation of entrepreneurship education general studies is not adequate. Based on the findings and conclusion of this study, it was recommended among others that University management should procure adequate material resources and equipment, government should make adequate provision for relevant material resources, there should be training programmes and skills development for entrepreneurship education general studies lecturers, and there should be repositioning of the teaching method used for the implementation of the course

**Keywords:** Material and human resources, Entrepreneurship education general studies, South west, Nigerian Universities

labour to the large number of unemployed youths in Nigeria. Entrepreneurship education has been receiving attention both nationally and internationally and government in a bid to ensure entrepreneurial development of the citizenry places greater emphasis on entrepreneurial development in Nigeria approved Minimum Academic Standard for the teaching of entrepreneurship education at the undergraduate level which circulated by the National Universities Commission in to all tertiary institutions adding entrepreneurial development as a compulsory course, mounting of entrepreneurship programmes in both institutions of learning



and entrepreneurship research centers for the purpose of developing entrepreneurship spirit (Audretsch, 2012).

Entrepreneurship education is a learning directed towards developing in young people those skills, competences, understanding and attributes which equip them to be innovative and training them to identify, create, initiate and successfully manage personal and community business as well as working for themselves. According to Beckley in Iniobong (2013) Entrepreneurship education is a path way to job creation poverty reduction and national development as well as economic development.

Entrepreneurship education is a programme of instruction aimed at training young people to acquire certain skills, abilities and competencies to enable them set up their own entrepreneurial business or improve on the existing ones. (Abdulhammeed, 2014) stated that Entrepreneurship education has the mandate to equip the youth with functional knowledge and skill to build up their character, attitude and vision. Entrepreneurship education is very important for graduates of tertiary institutions so that they will develop into successful entrepreneurs after graduation from school. (Adamu, 2010) defined Entrepreneurs as individuals who notice opportunities and take responsibility for mobilizing the resources necessary to produce new and improved goods and services. (Akpomi, 2009) stated that entrepreneurs start new business ventures and do all of the planning, organizing, leading and controlling necessary to kick-start the business. He further described the entrepreneur as a giver of employment, provider of infrastructures and valuable services to the community. He is a controller and co-coordinator of other factors of production, such as land, labour and capital.

Entrepreneurship Education is conceptualized as the type of educational process geared towards equipping students with creative and innovative ideal that will enhance self-employment and job creation. Fayolle and Gailly in Enang (2016) explained that Entrepreneurship Education refers to all activities aimed at fostering Entrepreneurial mindset, attitude and skills that cover a range of acts such as idea generation, start-up, growth and innovation. Thus, Entrepreneurship Education is an educational programme that is designed to equip students with necessary skills and competences for successful establishment and operation of business ventures

The aim of entrepreneurship education is to encourage and train the recipients to create self employment opportunities for themselves and others through establishing new businesses. Entrepreneurship education stimulates human, business interest and potentials including the development of managerial skills and good human relations which are needed for successful operations of any business. Entrepreneurship Education provides opportunities for youths to master competencies related to core entrepreneurial knowledge, skills and attitudes, such as business opportunity recognition, idea generation and marshalling resources for establishing and running of a business (Ezeani, 2014).

The Finland Ministry of Education (FME, 2009) in a bid to redress the mismatch between the expectations of the industry and products of the nation's higher institutions which rendered many graduates of Nigerian higher institutions unemployable so that thereby making graduates from Nigerian higher institutions will become job creators rather than perpetual job seekers, introduced Entrepreneurship education into the curricula of the Universities Polytechnics and Faculties of Education through their regulatory/supervisory agencies. National Universities Commission (NUC), National Board for Technical Education Commission for Faculties of Education (NCCE),



entrepreneurship Education was officially introduced into higher institution curriculum effective from 2006/2007 academic session (Manish, 2015). Support for entrepreneurship education since then has been massive and commendable; it is on record that the international Labour Organization provided support to the National Universities Commission (NUC) for the introduction of entrepreneurship education. This support has been extended to all higher Education training institutions in Nigeria (Manish, 2015). The Nigerian Universities Commission conducted a lot of workshops geared towards creating awareness on the need for students to acquire entrepreneurial skills. The Commission maintained institutional collaboration and had signed memorandum of understanding (MoU) with the National Science Foundation of United States of America, the British Council and a host of others for the purpose of promoting entrepreneurship culture (Manish, 2015). These can only be achieved when a qualitative entrepreneurship education is instituted in tertiary institutions by ensuring that adequate resources are provided.

Resources include both human and material resources. Human resources refer to the Lecturers teaching entrepreneurship while material resources are the facilities like computers, projectors, books, tables etc used for teaching entrepreneurship. (Iniobong, 2013) laments that one of the challenges affecting entrepreneurship education in Nigeria is lack of enabling environment which includes the provision and utilization of material resources. She further stated that students in tertiary institutions are not often encouraged to be involved in entrepreneurial activities. This apathy to entrepreneurial activities may be occasioned by the level of availability of material resources used in training these students. It is an imperative that skilled Lecturers in the various areas of entrepreneurship education should be adequately provided as well as ensuring that tables, chairs and other teaching facilities are adequately supplied to meet the needs of students as well as provision of steady power supply in the lecture venues. It is worthy to note that when adequate resource provision is made in the required quantity and quality, knowledge delivery is enhanced.

Material and Human resources according to Ugwuanyi, and Eze in Onyeson and Okolocha (2013) are those basic requirements that aid and facilitate effective teaching and learning which are known as instructional resources. Instructional resources according to Manabete and Makinde (2016) posited that instructional resources are those materials or services that facilitate teaching and learning in schools. According to Onyeson and Okolocha, instructional resources in entrepreneurship education include Entrepreneurship Education lecturer (human resources) Textual materials, information Communication Technology facilitate teaching and writing material students advisory (material resources). In order to ensure that these human and material resources are available and effectively utilized, the National Universities Commission (NUC) as the government regulatory and supervisory or benchmarks and carries out accreditation exercise in the Universities to ensure that the standard is maintained.

Making a case for adopting a particular methodology for EE, Nwankwo, Nwogbo Okorji and Egboka (2015) argued that, since the underlying ingredient is to be located in the affective domain of the human mind, only learning experiences, which touch the mind of the students will produce the desired outcome. He further emphasised that among the commonly adopted educational strategies for EE are teamwork, role plays, projects, games and simulations, field visits, coaching, mentoring, brainstorming, exchange visits, and other forms of learner-led practical methodologies. Efforts must be made to incorporate creativity, risk-taking and other



entrepreneurial traits into any entrepreneurial education strategy (Brown, 2000). Brown also noted that when implementing EE, efforts should be made to encourage self-learning. Creativity should be incorporated into every student activity, to challenge learners to think outside the box. In this regard, the Federal Ministry of Education (2009) noted that the EE learning environment gives responsibility to learners, encourages them to do things themselves, directs them to reorganize and seize opportunities, fosters insightful and innovative learning, fosters learner's confidence in their abilities, provides scope for risk taking and is orientated towards goal-oriented cooperation with others.

Lecturer teaching skills and teaching strategy have been found through previous studies to influence EE learning. The lecturer's teaching skills can be measured based on the lecturer's abilities, understanding and conversion of knowledge concepts to be imparted to students (Oduma, 2012). Karmelic (2009) revealed that teaching requires one to first understand the specific outcomes of the topic as well as the thematic structures of the disciplines involved. Therefore, understanding the purpose is a very important component of a lecturer's competence. According to Nelson and Johnson (2008), the educational purposes of engaging in teaching are to help students acquire reading and writing, develop skills and values to function well in society, provide them with an opportunity to acquire and discover new information, and enhance understanding of new concepts. Enabling students to enjoy their educational experiences, promoting students' responsibility to become productive in the economy and contributing to the well-being of the social, economic and business community.

Providing an argument for adopting a particular methodology for EE, Nwankwo, Nwogbo Okorji, and Egboka (2015) argued that because the primary component must be located in the emotional domain of the human brain, only learning experiences that affect this behavioural analgesic produce the desired outcome. He further emphasised that among the commonly adopted educational strategies for EE are teamwork, role plays, projects, games and simulations, field visits, coaching, mentoring, brainstorming, exchange visits, and other forms of learner-led practical methodologies. Efforts must be made to incorporate creativity, risk-taking and other entrepreneurial traits into any entrepreneurial education strategy (Brown, 2000). Brown also noted that when implementing EE, efforts should be made to encourage self-learning. Creativity must be incorporated into every student activity, to challenge learners to think outside the box. In this regard, the Finland Ministry of Education (2009) noted that the EE learning environment gives responsibility to learners, encourages them to do things themselves, directs them to reorganize and seize opportunities, promotes insightful and innovative learning, enhances learner's confidence in their own abilities, provides scope for risk taking and is oriented towards goal-oriented cooperation with others. This study however, focused essentially on availability and utilization of human and material resources and the teaching strategies used for the implementation of Entrepreneurship Education general studies course in South-West Nigerian Universities.

### **The Statement of the Problem**

The Federal Government of Nigeria through the National Universities Commission introduced Entrepreneurship education general studies in all Nigerian Universities to reduce the rising cases of unemployment among Nigerian youths so that upon graduation they would have acquired





requisite skills to set up their own business venture. Many Universities have confirmed by integrating entrepreneurship education in to their general studies programme but there remains a missing gap resulting in the increasing rate of unemployment in Nigeria. Much impact has not been felt over a decade after the introduction of entrepreneurship education general studies course. It is quite evident that the aim of integrating entrepreneurship general studies can effectively achieved if instructional resources are adequately available and utilized: Entrepreneurship education being skilled-based requires ample availability of instructional resources such as personnel, equipment and facilities as well as well equipped laboratories and workshops for student practice exercises. However, it is widely reported that this laudable programme in Nigerian tertiary institutions faces enormous challenges due to lack of relevant instructional resources. The problem of this study therefore is that the availability and level of utilization of instructional resources for Entrepreneurship general studies in South-west Nigerian Universities is not clearly known. If the status is not determined through an empirical study such as this, relevant stakeholders may not determine take object measures to Entrepreneurship education general studies is well implemented or not in South-west Nigerian university.

#### **Research Questions:**

The following research questions guided the studies.

1. What is the extent of availability of material resources for the implementation of Entrepreneurship education General Studies course in South-west Nigerian universities?
2. What is the extent of availability of human resources for the implementation of Entrepreneurship education General Studies course in South-west Nigerian universities?
3. What is the extent of utilisation of material resources for the implementation of Entrepreneurship education General Studies course in South-west Nigerian universities?
4. What is the extent of utilisation of human resources for the implementation of Entrepreneurship education General Studies course in South-west Nigerian universities?
5. What are the strategies that are mostly used for the implementation of Entrepreneurship education General Studies course in South-west Nigerian universities?

#### **Purpose of the study**

The main purpose of the study was to ascertain the extent of the availability, adequate and utilization of both human and material resources for the implementation of Entrepreneurship Education general studies course in South-west, Nigerian Universities.

#### **Methodology**

This study adopted the descriptive study research design. The population for the study consist all South-west Nigerian Universities where entrepreneurship education General studies have been integrated into their programme. The researcher used simple random sampling technique to select three States out of the six States in South-west, Nigeria. Stratified random sampling technique was used to select one private and one public University in each of the three states and six faculties in each of the sampled universities. Purposive sampling technique was used to select all EE General Studies Course lecturers in all sampled universities one public and one private universities in state that was not part of the sampled state was used for pilot testing. The



instrument used for data collection include questionnaire on availability and utilization of human and material resources for the implementation of entrepreneurship education general studies course and questionnaire of teaching strategies used in the teaching of entrepreneurship education general studies course Both instrument were validated with the assistance of two experts in educational evaluation, Institute of Education University of Ibadan, the psychometric properties of the instruments was determined and yielded co-efficient of 0.82 and 0.94 using Cronchbach Alpha: The two instruments were used to collect data that were used to answer the five research questions raised in this study and simple percentage was used to answer the research questions.

## Results

**Research Question 1** What is the extent of availability of material resources for the implementation of EE General Studies course in South-west Nigerian universities?

### The Extent of Availability of Material Resources for EE General Studies course

		Responses							
		VGE		GE		LE		NU	
		F	%	F	%	F	%	F	%
1	Textual Materials	04	8.2	10	26.4	15	30.6	20	40.8
2	Information Communication Technology Facilities	02	4.1	04	8.2	19	38.8	24	48.9
3	Practical Work Implements	02	4.1	02	4.1	23	46.9	22	44.9
4	Infrastructural Facilities	05	10.2	04	8.2	30	61.2	10	20.4
5	Teaching and Writing Materials	13	30.6	16	32.7	15	30.6	03	6.1
6	Students Advisory Support Centre	10	20.4	05	10.2	30	4.2	04	8.2
7	Electricity/Power Supply	02	4.1	02	4.1	26	53	19	38.8
<b>Percentage Aggregate</b>		<b>24.2%</b>				<b>75.8%</b>			

**KEY: VGE = Very Great Extent, GE=Great Extent, LE = Little Extent, NA = Not Utilized**

The Table above show the extent of quality of availability of material resources as indicated by the EE General Studies courses lecturers, 48 (98%) indicated that infrastructural facilities for the implementation of EE General Studies course in South west Nigerian universities are not adequately available (Item 4) 45 (91.8%) revealed that practical work implement are not adequately available (Item 3) 43 (87.8%) of the lecturers indicated that Information and Communication Technology facilities are not adequately available (Item 2). It was also revealed by 45 (91.8%) that Electricity and Power Supply was not adequately available (Item 7). The Table 4.2a (xii) also revealed that 35(71.4%) of the lecturers indicated that Textual Materials were not adequately available, (Item 1) 34 (69.4%) indicated that Students Advisory Support Centre was not adequately available and 18(36.74%) revealed that teaching and Writing materials are not adequately available. Therefore, 75.8% of the respondents claimed that EE Materials resources are not adequately available



**Research Question 2** What is the extent of availability human resources for the implementation of EE General Studies course in South-west Nigerian universities?

**The Extent of availability of Human Resources for EE General Studies Course**

		Responses							
		VGE		GE		LE		NU	
	Human Resources	F	%	F	%	F	%	F	%
1	EE Junior Lecturer	10	20.4	05	10.2	30	61.2	04	8.2
2	EE Senior Lecturer	08	16.3	04	8.2	16	32.7	21	42.8
3	EE Professor	01	2.0	02	4.1	14	28.6	32	65.3
4	EE Co-ordinators	06	12.2	04	8.2	30	61.2	09	18.4
5	EE Clerical Staff	04	8.2	10	20.4	30	61.2	05	10.2
6	EE Workshop attendants	02	4.1	06	12.3	28	57.1	13	26.5
<b>Percentage Aggregate</b>		<b>21.1%</b>				<b>78.9%</b>			

**KEY: VGE = Very Great Extent, GE=Great Extent, LE = Little Extent, NA = Not Utilized**

Table above shows the extent of quantity availability of Human resources for the implementation of EE General Studies course. The table shows that 46 (93.9%) of the EE General Studies lecturers indicated that EE Professors are not adequately available (Item 3), 41 (83.7%) of them claimed that EE workshop attendant are not adequately available 39 (79.6%) of men also indicated that EE co-ordinators are not adequately available (Item 4) The table equally revealed that 37 (75.5%) of the respondents claimed that EE Senior Lecturers are not adequately available (Item 2) and 34 (69.4%) of them indicated that EE Junior Lecturers are not adequately available, therefore, 78.9% of the respondents claimed that human resources available for the implementation of the General Studies course not adequate.

**Research Question 3** What is the extent of utilization of material resources for the implementation of EE General Studies course in South-west Nigerian universities?

**The Extent of Utilisation of Material Resources for EE General Studies Course**

		Responses							
		VGE		GE		LE		NU	
	Material Resources	F	%	F	%	F	%	F	%
1	Textual Materials	02	4.1	9	18.4	15	30.6	23	46.9
2	Information Communication Technology Facilities	01	2.0	05	10.2	22	44.9	21	42.9
3	Practical Work Implements	01	2.0	02	4.1	20	40.8	26	53.1
4	Infrastructural Facilities	04	8.2	10	20.4	17	34.7	18	36.7
5	Teaching and Writing Materials	10	20.4	20	40.8	09	18.4	10	20.4
6	Students Advisory Support Centre	08	16.3	03	6.1	22	44.9	16	32.7
7	Electricity/Power Supply	05	10.2	10	20.4	18	36.7	16	38.8
<b>Percentage Aggregate</b>		<b>26.2%</b>				<b>73.8%</b>			

**KEY: VGE = Very Great Extent, GE=Great Extent, LE = Little Extent, NA = Not Utilized**

The Table above shows the extent of utilization of material resources for the implementation of EE General Studies course in South-west Nigerian universities. The table revealed that 48(98%) indicated that EE textual materials are little extent Utilized (Item 1), 43(87.8%) claimed that





information and communication technology are little extent Utilized (Item 2) 46(93.9%) of them indicated that practical work implement are little extent Utilized (item 3) 38 (77.6%) the respondents also indicated that student advisory centre was little extent Utilized. The Table 4.2a (xiv) Further revealed that 34(69.4%) indicated that electricity and power supply was little extent Utilized (Item 7) When only writing materials were not adequately Utilized, therefore 73.8% of the EE lecturers revealed that EE material resources for the implementation of EE General Studies course are not adequately Utilized.

**Research Question 4** What is the extent of utilization resources for the implementation of EE General Studies course in South-west Nigerian universities?

**The Extent of Utilization of Human Resources for EE General Studies Course**

		Responses								
		VGE			GE		LE		NU	
	Human Resources	F	%	F	%	F	%	F	%	
1	EE Junior Lecturer	39	08	16.3	02	4.1	20	40.8	19	38.8
2	EE Senior Lecturer	34	05	10.2	10	20.4	18	36.7	16	32.7
3	EE Professor	44	01	2.0	04	8.2	12	4.5	32	65.3
4	EE Co-ordinators	37	04	8.2	08	16.3	20	40.8	17	34.7
5	EE Clerical Staff	36	07	14.3	06	12.2	22	44.9	14	28.6
6	EE Workshop attendants	35	10	20.4	04	8.2	16	32.6	19	38.8
<b>Percentage Aggregate</b>		<b>23.47%</b>				<b>76.53%</b>				

**KEY: VGE = Very Great Extent, GE=Great Extent, LE = Little Extent, NA = Not Utilized**

Table above shows the extent of utilisation of human resources for the implementation of EE General Studies course in South West Nigerian universities. The table revealed that 44(89.8%) EE Lecturers indicated that professors are not adequately Utilized (Item 3) 39 (78.6%) claimed that EE Junior Lecturers are not adequately Utilized, (Item 1) 37 (75.5%) indicated that EE Coordinators are not adequately Utilized (Item 4). The table also revealed that 36(73.5%) of the respondents indicated that EE Clerical Staff are not adequately Utilized (Item 5) 35(71.4%) of them claimed that workshop attendants are not adequately Utilized (Item 6) while 34 (69.4%) of the respondents claimed that EE Senior Lecturers are not adequately Utilized (Item 2) Therefore 76.5% of the EE General Studies course lecturer indicated that EE human resources are not adequately Utilized.

**Research Question 5** What are the strategies that are mostly used for the implementation of EE General Studies course in South-west Nigerian universities?

**Table 4.2 c(iii): Teaching Strategies Used by EE Lecturers in Teaching EE General Studies Course in South-west Nigerian universities**

S/N	Teaching Strategies	Almost Always		Sometimes		Rarely		Almost Never	
		F	%	F	%	F	%	F	%
1	Group Work	05	10.2	40	81.6	04	8.2	0	0.0
2	Projects	29	59.2	13	26.5	05	10.2	03	6.1
3	Field visit /Study Tour	0	0.0	08	16.3	39	70.6	02	4.1
4	Problem Solving	32	65.3	15	30.6	02	4.1	0	0.0
5	Mentoring	33	67.3	10	20.4	02	4.1	04	8.2



6	Immersion	0	0.0	12	24.5	30	61.2	06	12.3
7	Brainstorming	36	73.5	12	24.5	01	2.0	0	0.0
8	Labouratory Centreed Approach	0	0.0	05	10.2	28	57.1	16	32.7
9	Case Study	26	53.1	12	24.5	11	22.4	0	0.0
10	Web-Based Learning	25	51.0	16	32.7	08	16.3	0	0.0
11	Use of Guest Speaker	02	4.1	04	8.2	23	46.9	20	40.8
12	Group Discussion	34	69.4	10	20.4	05	10.2	0	0.0
13	Formal Lecture	42	85.7	07	14.3	0	0.0	0	0.0
14	Video Recorded	05	10.2	04	8.2	33	67.3	07	14.3
15	Simulations	03	6.1	13	26.5	21	42.9	12	24.5

Table above shows the descriptive analysis of the teaching strategies used by the EE General Studies course lecturers. The table reveals that 49(100%) of the lecturers indicate that they use formal lecture strategy to teach EE General Studies course, 48 (98%) claimed that the use of Brainstorming strategy is what they often use, 47(95.9%) indicated that they use problem solving approach, 45(91.8%) confirmed that they used Group Work to teach the students , 44(89.8%) claimed that they use Group discussion method of teaching. The table also reveals that 43(87.7%) of the lecturers claimed that they use Mentoring Strategy, 42(85.7%) indicated that they use Project Method, 41(83.7%) claimed that they use Web- Based Strategy, 38(77.6%) affirmed that they use Case Study method of teaching. Furthermore, following strategies were not always used by the EE General Studies course Simulation 32 (32.6%), Immersion 12(24.5%), Video Recorded 09(18.4%), Field Visit 08 (16.3%), Use of Guest Speakers 06 (12.3%), while 05(10.2%) indicate that they use laboratory centered approach to teach EE General Studies course.

### Discussion of findings

The findings of this study revealed that some of the material resources needed to implement the EE are available such as textbooks, desktop computers, televisions, computer accessories, soap ointment, perfume tools, computer accessories, furniture, unit/consulting center, and electricity while other Instructional Technology facilities are not available to implement the course general EE. This affected the implementation of the course. This result is in line with the findings of Esiobu (2008) who claimed that availability and efficient use of adequate resources are the factors that determine the quality of education in a country. The result of this finding is also in agreement with Comaan (2008) who reveals that the lack of a well-equipped entrepreneurship center/unit, and the insufficiency of existing textbooks, workbooks and teacher handbooks hampers effective teaching of entrepreneurship Comaan (2008). As for the skilled acquisition course teaching, it lacks adequate infrastructure facilities and this has greatly affected the performance of the students. There is no point in saying the fact that an enabling environment is essential for purposeful teaching and learning. Some materials are not available at all for use in the implementation of the course. The researcher's personal visit to these universities reveals that in most universities, faculty members have had to improvise the materials they use wherever they can. Institutions where some of these materials exist are found for official use and are not intended for student use. In short,



the human and material resources available in both public and private universities were insufficient and thus could not meet the minimum standards of the National Universities Commission for teaching and skills-based courses.

The result reveals that the material resources available to carry out the implementation of Entrepreneurship education General Studies course are insufficient which makes its effective use not possible because what is not available sufficiently cannot be used effectively. This result is consistent with the finding of Etonyeaku and Ajala (2010) who found from their study that the material resources available in Nigerian schools are not sufficient to be used effectively by teachers in implementing educational programmes. This finding is also in agreement with the report of, Akpan, and Etor (2013) that most skills-based programmes in Nigerian educational institutions lack sufficient material resources. Thus programmes that are meant to be practical are executed on the boards. To ensure optimal teaching and learning under the best conditions, it is expected that the General Studies course of Entrepreneurship education will be adequately provided with the required educational facilities and equipment because in the absence or insufficiency of the required teaching and learning tools, effective teaching cannot take place.

The study also reveals that the lecturers of the General Studies course of Entrepreneurship education were selected from the Faculties of Social Sciences, Management, Humanities and Sciences, which means that the lecturers of the General Studies course of Entrepreneurship education are not from the same faculties and departments who have a background in Entrepreneurship education, especially those who did not have an Entrepreneurship education background, may This affects students' knowledge and skill acquisition because well-trained experts and Entrepreneurship education specialists are a must to teach the course. This is supported by Anyakoha, (1997) who emphasized that lecturers must be familiar with their field of study, must possess the knowledge and skills necessary to achieve educational objectives and must be able to use this knowledge and skills in educating students if this is the case. The objectives to be achieved. It must be demonstrated that there is a close connection between what the lecturers know and what they teach.

The findings from the study also reveal that the human resources available for the implementation of EE are inadequate. This result agrees with the finding of Arum, (2015) that there is shortage of qualified EE lecturers for the implementation of EE in tertiary institutions in Nigeria. This finding is in conformity with the assertion of Agbonlabour (2016) and that EE is not properly taught in the Universities as a result of lack of lecturers with practical entrepreneurship training and consciousness. The finding also agrees with the views of Anderson (2007) that the capacity of lecturers that teach EE in most tertiary institutions is the reason for poor quality delivery. The finding is also in concordance with Manish, (2015) who reveals that most instructors are not entrepreneurship experts but people with training in business related disciplines. This result implies that, shortage of qualified EE lecturers hinders the effective implementation of EE in tertiary institutions in Nigeria.

The finding also reveals that the EE course lecturers are inadequate because adequacy of the lecturers was measured based on the NUC guideline that stipulated that 50 students should be in EE block per a lecturer, therefore, the role of lecturers in any educational system is enormous and if they are not adequately provided, implementation of educational policy will be adversely affected. The finding is also in line with the study carried out by Nwakolo (2007) regarding the



availability of human and material resources in skilled based courses in the South eastern parts of Nigeria that inadequacy of human and material resources hindered effective implementation of skilled-based courses. The result also agrees with Ofuasi and Eze (2001) and (2000) who confirm that the adequacy of human and materials resources in the teaching and learning of skilled-based courses requires not only facts and information but also involves changing people's attitude. To actualize this dream, qualified lecturers must be employed in the right numbers.

The findings of this study in respect of research question three found that is gross inadequacy in the utilization of material resources for the implementation of EE general studies course in South-west Nigerian Universities. This finding is in consonance with Arum (2015) who reported that material resources that were meant to curriculum implementation were not adequate supporting the above findings, Nwankwo, Nwogbo Ezeani, (2014) reported that learning facilities for implementing the entrepreneurship education programme in state were not adequately utilized. Okoye and Arimonu (2016) findings is also in consonance with the result of this study in their report which says that equipment for implementing entrepreneurship education in Nigeria were not adequately utilized.

The findings of this study supported that of Fayolle (2008)(2009) who reported that infrastructural facilities were not most adequately based courses in Nigeria. Hence, the authors emphasized that the achievement of skilled based courses cannot be achieved without effective utilization of well-equipped entrepreneurial centers. The findings of this study also confirmed with the report of Azih (2013) who identified technology resources as instructional resources were not effectively utilized the implementation of some courses as the major constants of achieving the main goal of courses. The findings of the study of research question four revealed that available human resources were not adequately utilized. Thus finding is in agreement with Zubairu (2014) who reported that human resources that are meant for the implementation of skilled based subjects are not adequately utilized. The findings is different from the findings of Eze and Aja (2014) whose study revealed that human resources for the implementation of entrepreneurship programme are effectively utilized. The findings of the study also reveals that methodology that is mostly used by EE general studies lecturers include lecturer method brainstorming, problem solving, group work group discussion, mentioning, projects, web-based method and case study. These findings corroborate with Uzoechima (2013) who found out that lecturer instructional strategy, problem solving, mentoring and group discussion strategy of instruction delivery in entrepreneurship class. The findings of this study is also in agreement with the findings of Oriazowanla and Okolocha, (2017) who reported that instructors routinely use in effective traditional teaching and assessment methods in entrepreneurship education instruction.

### **Conclusion**

The study assessed the availability and utilization of human and material resources for the implementation of entrepreneurship education general studies in South-west Nigerian Universities. Based on the finding from the study, it can be concluded that the both human and material resources were inadequately available and not effectively utilized for the implementation of entrepreneurship education general studies in South-west Nigerian Universities and traditional strategies are the mostly used in the implementation of entrepreneurship education in the area under study.



### Recommendations

The following recommendations were made by the researchers based on the finding of the study. The University managements in South-west Nigeria should be encouraged to undertake fund raising activities, the funds of which should be judiciously used to procure adequate material resources and equipment to enhance effective teaching of entrepreneurship education general studies in South-west Nigerian.

The government should make adequate provision for relevant material resources for quality instruction in entrepreneurship centers in favour of entrepreneurship education in South-west Nigerian Universities. There should be increase involvement of highly competent and experienced entrepreneurship educators to handle in the teaching of entrepreneurship education in South-west Nigerian Universities.

There should be training programmes and skill development for entrepreneurship education lecturers will encourage them to have the requisite skills, competences and exposure to enable them to be more proficient in the utilization of material resources in teaching and learning of entrepreneurship education general studies.

There should be repositioning of the teaching methods used during entrepreneurship education by lecturers which could be achieved by consciously laying more emphasis on practical work and real life situations.

The use of simulation, case study, business plan creation, problem-solving and team working compulsory for entrepreneurship education general studies lecturers so as to equip the students with entrepreneurial competences for self-reliance.

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