



# **Implementation of Entrepreneurship Education Programme in Universities in Rivers State: A Panacea for Upsurging Societal Insecurity**

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## **ABSTRACT**

The study investigated Implementation Of Entrepreneurship Education Programme In Universities In Rivers State, Nigeria: A Panacea For Upsurging Societal Insecurity. Four research questions and four null hypotheses guided the study. The study adopted a descriptive research design. The population of the study consisted of all 44,500 students from University of Port Harcourt, 22,400 from Rivers State University and 15,000 students from Ignatius Ajuru University as well as 198 facilitators. A sample size of 4293 (1375 female, 2720 male students and 198 facilitators) was drawn from the population. One self-designed instrument titled Entrepreneurial Education Programme Implementation Questionnaire (EEPIQ) was used by the researcher to elicit information. The instrument has 25 items. Face and content validities were ensured by experts in the relevant areas. The reliability coefficient of 0.87 was calculated with the help of Cronbach Alpha statistics. Mean and standard deviation were used to answer the research questions while independent samples z-test was used to test the null hypotheses at 0.05 alpha level of significance. It was found among others that the various ways Entrepreneurial Education can empower graduate students are through fashion designing skills, domestic electric wiring, clothe dyeing, toothpaste production, water packaging, agriculture, baking, painting, printing press, photographing, detergent making and food packaging respectively. It was recommended among others that Take-off grants should be provided for the graduands by the churches, chiefs, micro-finance banks and government before they transit into the society in order not to involve themselves in criminality.

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## **Introduction**

The rate of unemployment among youths and the working class may have necessitated the pandemonium in the society, churches, schools and in the work places. The level of attack on soft targets in the society is unfathomable. Insecurity may be seen as a state where people experience incessant attacks that are mind blowing. Insecurity is associated with snatching of phones, rape, armed robbery, kidnapping and rioting. A crises prone area is always devoid of peace. Insecurity is associated with lack of development. Insecurity brings about chaos in the school thereby hindering effective teaching and learning.

Insecurity in the school is meted with incessant unrest by the students. Some of the students join various secret societies in order to perpetrate mayhem in the school as well as the society. Consequently, they end up wasting lives and some of them become drop out from school. Insecurity according to Afam (2013) is a state of absolute crises and lack of peaceful co-existence in an area. Insecurity has made some parents to withdraw their wards from schools. Some of the parents have resolved to send their children abroad for quality education because of attended peaceful and serene environment. It is worthy to note that unemployment could be one of the reasons for Niger Delta Youths struggle. Their struggles may have made some of the expatriates to leave the region because of fear of being kidnapped thereby impoverishing region. The insecurity in the region may be taken drastically eradicated if the youths are empowered. The Federal Republic of Nigeria (2004) stressed that the contribution of institutions to national expansion is through training to help graduates acquire skills for self-reliance. Empowerment of the youths in tertiary institutions is supposed to be done during the period of schooling under the platform of entrepreneurship education.

Entrepreneurship education is the educational programme which equips the learner with knowledge, skills and attitudes to be an innovator, a person who creates something new- a market or a new means of production (Okebukola, 2011). More to the definition of entrepreneurship education was the definition by Nian, Bakar and Islam (2014) who saw it as a process of giving systematic instruction of entrepreneurial facts, skills and abilities to learners so as to assist them to succeed as an entrepreneur. Nwangwu in Oliobi (2017:20) outlined the objectives of entrepreneurship education to include:

- Offer useful knowledge to the learners that can help them become independent and create jobs for themselves.
- Provide university/college students with sufficient teaching on how to manage risk and unpredictability.

- Offer graduates sufficient teaching on how to develop abilities that will help them to be part of the labour force in their environment.
- To provide the opportunity for graduates to be employed and have skills that are necessary for running small scale businesses.

The various ways entrepreneurship can reduce insecurity are through the acquisition of skills in soap making, paint making, perfume making and small scale business (Adams, 2017). It is unfortunate most of the students have developed negative attitude towards the programme due to lack of orientation on the importance of the programme to personal development (Akaraka, 2016). The challenges of entrepreneurship education as noted by Aiyeduso and Osuala in Oliobi (2017:39) include inadequate funding, lack of trained manpower, lack of concentration among students, poor dedication by lecturers, poor motivation for teachers and students and insufficient time for practical activities. Osondu (2017) reported that in the mist of all the difficulties in the implementation of EE, government, non-governmental organizations should assist in the provision of funds and the basic required facilities. The security issues in Rivers State are worrisome to the extent that it requires urgent remediation through the empowerment of graduands that can influence other member of the society.

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### Statement of Problem

The government is incapacitated in the employment of all its citizenry. This worrisome situation may have led to series of economic, social, physical and emotional problems. The case of people of Rivers State is not an exemption where there are cases of militancy, kidnapping, armed robbery, thuggery, prostitution, cultism and hooliganism. If the State did not empower his people through the provision of capacity building programme that can make them self dependent and sufficient, there may be a situation where majority of the people will begin to die untimely and as such worsens the economic and insecurity problems that the State is facing currently. There is need for students to be more enlightened on how to be self-reliant and dependent. Most students do not know the importance of entrepreneurship education but just offer it as a course. There is need for students to know the importance of entrepreneurship education in order for them to have smooth transition into the society.

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### Purpose of the study

The main purpose was to examine the Implementation Of Entrepreneurship Education Programme In Universities In Rivers State: A Panacea For Upsurging Societal Insecurity. Specifically, the study sought to:

1. Examine ways soap making as an entrepreneurship education programme can help to upsurge insecurity in Universities in Rivers State.
2. Examine ways plant making as an entrepreneurship education programme can help to upsurge insecurity in Universities in Rivers State.
3. Examine ways perfume making as an entrepreneurship education programme can help to upsurge insecurity in Universities in Rivers State.

### Research Questions

The following research questions guided the study:

1. What are the ways soap making as an entrepreneurship education programme can help to upsurge insecurity in Universities in Rivers State?
2. What are the ways paint making as entrepreneurship in education programme can help to upsurge insecurity in Universities in Rivers State?
3. What are the ways perfume making as a entrepreneurship education programme can help to upsurge insecurity in Universities in Rivers State?

### Hypotheses

The following null hypotheses were tested at 0.05 alpha level of significance

1. There is no significant difference in the mean responses of facilitators and students' on ways soap making as an entrepreneurship education programme can help in upsurging insecurity in Universities in Rivers State.
2. There is no significant difference in the mean responses of facilitators and students on ways paint making as an entrepreneurship education programme can help to upsurge insecurity in Universities in Rivers State.
3. There is no significant difference in the mean responses of facilitators and students on ways entrepreneurship education programme can help to upsurge insecurity in Universities in Rivers State.

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## METHODOLOGY

The study adopted as a descriptive survey design, the population of the study consisted of all 82,098 students and facilitators in Rivers State Universities. These includes 44,500 students from university of Port Harcourt, 22,400 students from Rivers State Universities, 15,000 students from Ignatius Ajuru University of Education and 198 facilitators. The sample size consisted of 4,293 respondents, which includes 4,095 students and 198 facilitators. The researcher got this figures by using 5% of the entire population of the study. The researcher designed an instrument titled "Implementation of Entrepreneurship Education Programme in Universities in Rivers State: A Panacea for Upsurging Societal Insecurity (IEEPIUIRSAPFUSIQ) Questionnaire".

The instrument has two sections of A and B. Section A contains the demographic information of the respondents while section B contained 25 structured questionnaire items. Face and content validity was used by experts in the relevant areas and the reliability coefficient of 0.87 was calculated with the help of Cronbach Alpha Statistics. Mean and Standard deviation were used to answer the research questions while z-test was used to test the null hypothesis at 0.05 alpha level of significance.

In terms of decision mean figures of 2.50 and above agreed while mean figures below 2.50 disagreed. Also, if the z-cal is lower than the z-crit value of 1.96, the null hypothesis will be accepted but if the z-cal is higher than z-crit value of 1.96, the null hypothesis will be rejected.

## Results

The results of the study are presented as shown below:

### Research Question One

**What are the ways entrepreneurship education can help in curbing insecurity in the society?**

**Table 1: Mean and Standard deviation scores of ways soap making as an entrepreneurship education in universities can help in curbing upsurge in the society**

S/N		Students		Facilitators		Decision
1.	Soap making can help engage the students after graduation	3.12	0.87	2.88	1.09	Agreed
			1.07	3.41		
	Soap making can make the graduate self employed					
4.	Detergent production can be a source of	3.21	0.43	2.66	1.20	Agreed
5	Water packaging is a source of finance for the graduates	3.01	0.67	2.54	1.78	Agreed
6	Agricultural produce will keep the graduates in market	2.95	1.04	2.70	1.88	Agreed
7	Bakery products will increase their finance	2.77	1.12	2.66	1.98	Agreed
8	Painting activities will make the graduates self-dependent	2.53	1.23	3.13	0.43	Agreed
9	Printing press is a good source of finance	3.21	0.43	2.66	1.20	Agreed
10	Photography is a lucrative job	3.11	0.33	2.94	1.95	Agreed
11	Detergent making will make the graduates employers of labour	2.68	1.17	3.01	0.90	Agreed
12	Food packaging is a fast growing business	2.75	1.47	2.79	1.37	Agreed
	Grand mean	2.895	0.957	2.913	1.084	

Table 1 showed that items with serial numbers 1 to 10 have their various mean values above the criterion mean value of 2.50 and were agreed by the respondents as the ways entrepreneurship education can curb insecurity in the society. The various ways are through the empowerment of the students in soap making, painting, detergent making and food packaging.

### Research Question Two

What is the attitude of students towards the use of entrepreneurship education in curbing insecurity in the society?

**Table 2: Mean and Standard Deviation of ways soap making an entrepreneurship education programme in universities in Rivers State can help to upsurge insecurity in the society.**

S/N		Students		Facilitators		Decision
		4.095		198		
	I just offer entrepreneurship education as a course					
			0.58	3.01		
	The approach to the course by our facilitator makes me discouraged	2.63	0.71	2.56	1.01	Agreed
4.	I make sure I participate in all the practical	2.01	1.67	2.43	1.35	Agreed

Table 2 revealed that the students have negative attitude towards the use of entrepreneurship education in curbing insecurity in the society as shown in their grand mean value of 2.58 and 2.69 for male and female students which are above the criterion mean value of 2.50. the students attitude is that they just offer entrepreneurship education as a course, they feel reluctant attending entrepreneurship class and that the approach to the course by their facilitators discourage them.

### Research Question Three

**What are the challenges in the effective implementation of entrepreneurship education in curbing insecurity in Rivers State?**

**Mean and Standard deviation of ways perfume making as an entrepreneurship education programme in universities in Rivers State can help to upsurge insecurity in the society.**

S/N		Students 4.095		Facilitators 198		Decision
1.	Lack of fund	3.17	0.12	2.76	1.22	Agreed
			1.73	2.65		
3	Lack of Equipments	3.00	0.14	2.91	1.20	Agreed
4.	Poor supervision of the programme	2.65	1.83	3.11	0.12	Agreed
5.	Insufficient time allotted for the programme	3.20	0.01	2.70	1.31	Agreed
6.	Poor Supervision of the programme	2.70	1.67	2.88	1.23	Agreed
7.	Poor teaching methods by the facilitators	3.14	0.21	2.87	1.16	Agreed
8.	Lack of motivation /incentives	2.914	0.848	2.875	0.958	

Table 3 revealed that items with serial numbers 1 to 8 have their various mean values above the criterion mean value of 2.50 and where agreed by the respondents as the challenges in the effective implementation of entrepreneurship education in curbing insecurity in the society. The challenges are lack of fund, lack of qualified personnel, lack of equipment, poor attitude toward the programme, insufficient time for the programme, poor supervision, poor teaching method and lack of motivation.

### Hypothesis One

There is no significant difference between the mean perceptions of students and facilitators on the ways entrepreneurship education can help in curbing insecurity in the society.

**Table 5: Independent sample z-test between students and facilitators on the ways entrepreneurship education can help in curbing insecurity in the society**

Categories	N	X	Sd	df	z-cal.	z-crit.	Decision
Students	4095	2.895	0.957	4291	3.00	1.96	Hypothesis rejected
Facilitators	198	2.913	1.084				

Table 5 showed that students have mean and standard deviation scores of 2.895 and 0.957 while facilitators have mean and standard deviation scores of 2.913 and 1.084 respectively. With a degree of freedom of 4291, the calculated z-test value of 3.00 is greater than the z-test critical value of 1.96. Therefore, the null hypothesis is rejected. By implication, there is a significant difference between the mean perceptions of students and facilitators on the ways entrepreneurship education can help in curbing insecurity in the society.

### Hypothesis Two

There is no significant difference between male and female students on their attitudes towards the use of entrepreneurship education in curbing insecurity in the society

**Table 6: Independent sample z-test statistics on the attitude of male and female students towards the use of entrepreneurship education in curbing insecurity in the society**

Categories	N	X	Sd	df	z-cal.	z-crit.	Decision
Male students	1375	2.58	0.83	4093	4.23	1.96	Hypothesis rejected
Female students	2720	2.69	0.75				

Table 6 showed that male students have mean and standard deviation scores of 2.58 and 0.83 while female students have mean and standard deviation scores of 2.69 and 0.75 respectively. With a degree of freedom of 4093, the calculated z-test value of 4.23 is greater than the z-test critical value of 1.96. Therefore, the null hypothesis is rejected. By implication, there is a significant difference between male and female students on their attitudes towards the use of entrepreneurship education in curbing insecurity in the society.

### Hypothesis Three

There is no significant mean difference between students and facilitators on the challenges in the effective implementation of entrepreneurship education in curbing insecurity in the society

**Table 7: Independent sample z-test of students and facilitators on the challenges in effective implementation of entrepreneurship education in curbing insecurity in the society**

Categories	N	X	Sd	df	z-cal.	z-crit.	Decision
Students	4095	2.914	0.848	4291	0.56	1.96	Hypothesis accepted
Facilitators	198	2.875	0.958				

Table 7 showed that students have mean and standard deviation scores of 2.914 and 0.848 while facilitators have mean and standard deviation scores of 2.875 and 0.958 respectively. With a degree of freedom of 4291, the calculated z-test value of 0.563 is less than the z-test critical value of 1.96. Therefore, the null hypothesis is accepted. By implication, there is no significant mean difference between students and facilitators on the challenges in the effective implementation of entrepreneurship education in curbing insecurity in the society.

## Discussion of Findings

The findings of this study are discussed as shown below

### Ways Entrepreneurship Education can Empower Graduates for Societal Security

The various ways EE can empower graduate students are through fashion designing skills, domestic electric wiring, clothe dying, toothpaste production, water packaging, agriculture, baking, painting, printing press, photographing, detergent making and food packaging. The finding is in agreement with Adams (2017) who found that entrepreneurship can reduce insecurity through the acquisition of skills in soap making, paint making, perfume making and small scale business. Generally, EE empowerment can reduce insecurity.

### Attitude of the Students in Participation in Entrepreneurship Education for Curbing Societal Insecurity

The students have negative attitude in the sense that the students just offer entrepreneurship education as a course, they feel reluctant attending entrepreneurship class and that the approach to the course by their facilitators discourage them, the study is in tandem with Akaraka (2016) who found that it is unfortunate that most of the students have negative attitude towards the EE due to lack of orientation on the importance of the EE to personal development.

### Challenges on the Implementation of Entrepreneurship Education for Societal Security

The challenges to EE are lack of fund, lack of qualified personnel, lack of equipment, poor attitude toward the programme, insufficient time for the programme, poor supervision, poor teaching method and lack of motivation. This finding corroborated that of Aiyeduso and Osuala in Oliobi (2017:39) who reported that the challenges of entrepreneurship education include inadequate funding, lack of trained manpower, lack of concentration among students, poor dedication by lecturers, poor motivation for teachers and students and insufficient time for practical activities.

### Modalities in Curbing the Challenges in the Implementation of Entrepreneurship Education

The various ways EE implementation challenges can be curbed are through provision of fund, equipments, qualified facilitators, sufficient time for the programme, proper supervision of the programme and the issuance of grants with low interest. This was why Osondu (2017) reported that in the mist of all the difficulties in the implementation of EE, government, non-governmental organizations can go extra mile to provide funds and the basic required facilities.

## Conclusion

Based on the findings of this, it was concluded that insecurity in Rivers State can be exterminated through proper and practical implementation of entrepreneurship alongside provision of take-off grants for the graduates of this special empowerment programme.

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## Recommendations

Based on the findings, the following recommendations were made:

1. Take-off grants should be provided for the graduands by the churches, chiefs, micro-finance banks and governments before they transit into the society in order not to involve themselves in criminality.
2. The graduates who have received the grant should be closely monitored and supervised by the donor agencies in order to make sure that they set up the business for the extermination of idleness which can lead to security problems.
3. Students should be sensitized by the facilitators on the inherent importance of the programme for their life-long reliance and self-dependence in the society.
4. More fund, facilitators and equipments should be made available by the centre units, principal officers, governing board members and government.

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