



## Evaluation of the Implementation of Entrepreneurship Education Curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria

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### ABSTRACT

*This research investigates implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria. Entrepreneurship education has garnered significant attention globally as a means to foster economic growth, innovation, and sustainable development. In Nigeria, the incorporation of entrepreneurship education into the curriculum of educational institutions, including Federal Colleges of Education (FCEs), aims to equip students with the necessary skills and mindset to navigate the complexities of the modern economy. Through a comprehensive descriptive survey research design via 378 participant sampled Units Heads, GSE Lecturers, VTE lecturers and students from the two selected COEs. This research aims at determine the extent of adherence to policy document on implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria; and to ascertain the extent to which lecturers are professionally qualified for the implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria. The study showed that the entrepreneurship education curriculum that is in use in Colleges of Education is in conformity with the policy document. The study recommends that, entrepreneurship education curriculum should be strictly implemented based on the recommendation in the policy document to involve practical teaching than theoretical work. This will aid the achievement of the specified goals of providing the undergraduate with relevant skills for self-sufficiency upon graduation.*

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### INTRODUCTION

Entrepreneurship education course was first introduced to the Nigeria Certificate in Education (NCE) Vocational and Technical Education (VTE) curricula in 2002 by the National Commission for Colleges of Education (NCCE). This become essential following the increasing importance of entrepreneurship education and its ability to contribute to economic growth, job and wealth creation as well as poverty reduction made it a national policy issue in Nigeria, and inspired its

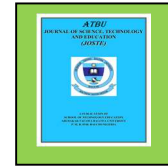
integration in higher education Curricula generally and Colleges of Education (COEs) in particular. Thus, beyond teaching subject matter related contents and foundation courses, students in COEs are taught sets of abilities and meta-abilities needed for enterprise development and management (Ukoha, 2012). The abilities are diverse but unique body of knowledge, skills, attitudes and behaviour possessed by successful entrepreneurs. Experts Gibb, (2006a); Henry, Hill & Leitch, (2005) indicate that entrepreneurship is teachable, since it is perceived as behaviours

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patterns which among other factors can be influenced by education. The objective for the teaching of entrepreneurship education was to empower students to be able to harness opportunities, and be self-reliant and become job-creators and not job-seekers. Entrepreneurship education tends to make the curriculum more functional. Functional curriculum, according to Alasoluyi and Dada (2016), and Esu (2010), is designed to teach students skills that will equip them to function as competent and accepted adults in the society. Izedoni and Okafor (2010), reiterate that entrepreneurship education equips youths with passion and multiple skills to operate a successful business on their own.

The implementation of entrepreneurship education as a course in Colleges of Education in North-West Zone is exemplified as most of the colleges in the zone now have a Centre for Entrepreneurship Education (CEED) in their respective institutions. Nonetheless, it is a well-known fact that 18years after the introduction of (CEED) in the Colleges of Education, many NCE graduates are still found looking for employment, it is also found that today many NCE graduates do not have access to (CEED) and training. Nwite (2016), reported that adequate lecturers to provide the needed appropriate skills and right attitude were not available and where they were available, they were in shortfall and that entrepreneurial learning environment and support tools were not available in most of the Colleges in North-West Zone, Nigeria. The situation has been exacerbated by mass production of higher institutions graduates and school leavers from secondary education institution without any commensurate arrangement for gainful employment or opportunities for self-reliance.

#### STATEMENT OF PROBLEM

In spite of the various efforts such as introduction of poverty alleviation programme, Sure-P, National Directorate for Employment and skill acquisition centres put by the government and stakeholders in education to achieve the objectives of entrepreneurship education, since its introduction into Colleges of Education, it seems that there is still need for more improvement in the

teaching of entrepreneurship education which in turn may yield positive results as students who had gone through this programme are expected to demonstrate their interest in becoming entrepreneurs by maintaining even small trades while they are still on campuses. In addition, students are to exhibit their entrepreneurial thinking capacity by designing their future business plans to be actualized after graduation. It is surprising that most of these students after graduation are unable to be self-employed. According to the National Directorate of Employment (NDE) 2020, there are 2.9 million Nigerian youths that are unemployed recently.

This point to a gap between the entrepreneurship education programme and the intended outcomes; it seems lack of coherent proof of the impact of entrepreneurship education triggers doubts about its efficacy. This granted that several interrelated factors could account for the apparent inability of entrepreneurship education curriculum to produce the intended outcomes. An overview of the above listed challenges includes inadequate facilities and equipment for teaching and learning in practical-related courses, lack of entrepreneurship teachers, unavailability of relevant funds, poor enterprising culture, poor planning and execution of processes of action, poor societal attitude to technical and vocational education development and insensitivity of government to enterprise creation and expansion strategy.

#### Aim and Objectives

This research aimed to explore the evaluation of the implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria. The specific objectives of this study include:

1. Determine the extent of adherence to policy document on implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria; and
2. Ascertain the extent to which lecturers are professionally qualified for the

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implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria.

### Research Questions

1. To what extent does the policy document adhere to implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria?
2. To what extent are the lecturers professionally qualified for the implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria?

### Research Hypotheses

To guide the investigation, the following hypotheses have been formulated:

- H0<sub>1</sub>: There is no significant difference in the rating mean of respondents on the implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria.
- H0<sub>2</sub>: There is no significant difference in the professional qualifications of lecturers for the implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria.

### LITERATURE REVIEW

#### Entrepreneurship Education

Schumpeter in NUC (2015) contends with this view and opined that though many economics scholars agree that entrepreneurship is necessary for economic growth, they do not agree on the actual role that entrepreneurs play in generating economic growth. These debates, notwithstanding, entrepreneurship theory has kept on evolving over the years and throughout its evolution different scholars have put forward different characteristics that they believe are common among most entrepreneurs.

Entrepreneurship education theoretical foundations extend from economics to other disciplines such as history, politics, education, ecology, culture, experience, and networking and so on. There are many definitions of the concept 'entrepreneurship education'. For instance, Putari (2006), observes that scholars had not been in agreement in their definitions of entrepreneurship education and chronicled the definitions of entrepreneurship education by various scholars (Brockhaus & Horwitz; Sexton & Smilor, Wortman; Gartner in NUC, 2015). Putari (2006), views entrepreneurship education as the activity that involves identifying opportunities within the economic system. While in NUC (2015) perceives entrepreneurship education as involving "activities necessary to create or carry on an enterprise where not all markets are well established or clearly defined and/or in which relevant parts of the production function are not completely known".

#### Concept of Curriculum

Curriculum is the backbone of all learning institutions that are anchored on all learning experiences provided in the curriculum which sustain learning programmes run in schools. These learning experiences are the knowledge, ideas and skills that reflect the society's aspirations, values, beliefs and norms. It is the sum totals of activities which are planned and directed by the school for the attainment of educational goals (Offorma & Ofoefuna, 2009). Every well-planned curriculum is characterised by its ability to achieve objectives, flexibility to accommodate changes and its relevance to the needs of the learners and the society. It is also characterised by its ability to be evaluated. Strickland and Aitchison (2012), conceptualized curriculum as a vehicle that aids institutions in delivering their agendas and priorities. That is, curriculum is seen in terms of process and product and as the driving force supporting such a successful delivery.

#### Concept of Curriculum Implementation

The term curriculum implementation has been defined in different ways by different scholars. Curriculum implementation refers to the



act of working out the plans and suggestions that have been made by curriculum specialists and subject experts in a classroom or school setting. Offorma (2002), defined curriculum implementation as the planning and execution of the contents of curriculum in order to bring about certain changes in the behaviour of the learners and the assessment of the extent to which the changes take place.

## THEORETICAL FRAMEWORK

### **Curriculum Implementation Theories**

Curriculum implementation theories was developed by Gross (1971), which states that for any implementation of any educational programme to succeed then it must be based on the following elements; teacher ability, management of the support facilities, and the clarity of the implementer. All these elements are important to the study in that they are the basis of the study. The theory has a link in this study in that it is about curriculum implementation. The theory helped the study to establish the professional qualification of teachers, management of resources that support curriculum implementation and to investigate the implementers' knowledge and innovation on Entrepreneurship Education Curriculum. Gross (1971) cited in Omollo, Odongo and Raburu (2016), states that the implementer who is the teacher should be aware of language changes in the curriculum. When the teacher is not aware of the changes in the curriculum then he/ she cannot implement it well.

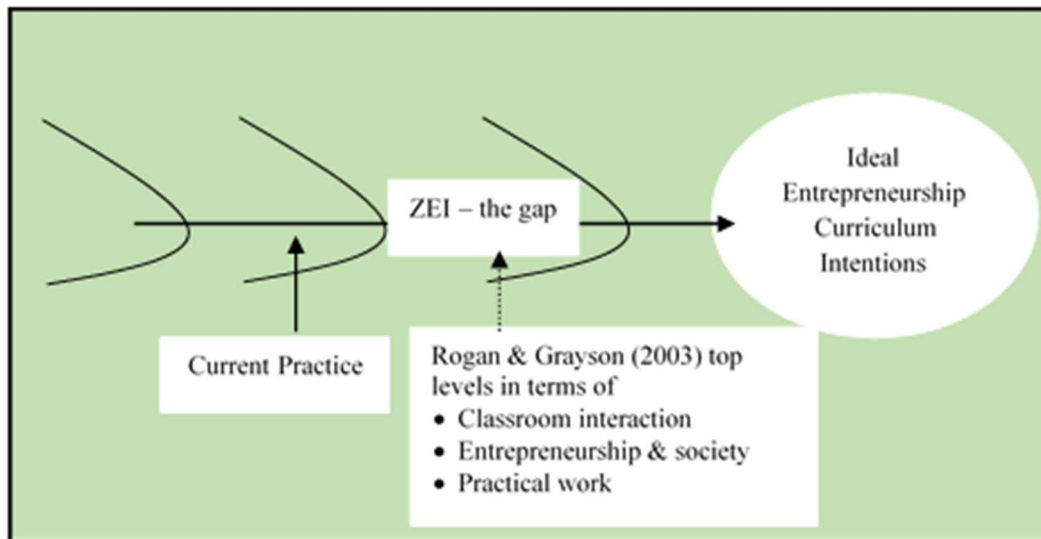
The implementer should therefore be innovative in the implementation of the curriculum. The study therefore used this to find out whether the curriculum implementers are innovative or not. The theory therefore links with the study in that it investigated the implementation of entrepreneurship education curriculum, the innovation of the implementers and challenges encountered by the implementers. According to Gross (1971) cited in Omollo, Odongo and Raburu (2016), for every curriculum to be implemented well, then the implementer must be innovative and clear in the implementation of the programme. The

present study requires innovation and clarity of the implementer.

### **The Zone of Feasible Implementation**

The theory of curriculum implementation summed up as 'Zone of Feasible Implementation (ZFI)' by Rogan and Grayson (2003), is part of the chosen framework for the study. According to the ZFI concept, schools differ, bringing in the need to allow for differences in degrees of implementation. The ZFI (Rogan & Grayson, 2003) relates to the idea of Zone of Proximal Development, ZPD (Vygotsky, 1978). Vygotsky referred to new learning occurring in what he termed 'The Zone of Actual Development'. He identified this as learning a child can only achieve with the assistance of an expert or a capable peer. He referred to this assisted learning as taking place in 'The Zone of Proximal Development'. The gap between the actual and proximal development depicted what he called ZPD, which showed the extent of potential growth that can occur. The concept of a ZPD has powerful implications for teaching and learning for learners, teachers and curriculum development.

According to Tawana (2009), learners are able to perform tasks beyond their actual development levels. The author observed that mediation by an expert or a capable peer led to learning to different degrees. The implications are that the current ZPD level with time becomes the actual level in future. Evaluating the implementation of entrepreneurship curriculum using the idea of a ZFI involves doing more than just establishing that the curriculum implementation is in fact happening. The ZFI could be described as the gap that exists between the current practice and the desired curriculum intentions. The figure below attempts to capture the concept of the ZFI in relation to current practice.



**Figure 1:** The gap between current and ideal practice

One view of the ZFI is that it is a gap within a practice when the activities within current practice are not yet fully developed. It can also be viewed as the gap existing between current practice and the next level. According to Rogan and Grayson (2003), the gap is a zone of feasible innovation. Innovation is most likely to take place when it proceeds just ahead of existing practice. Implementation of a curriculum should occur in manageable steps. The implications are that educational innovations requiring large leaps that fall outside the ZFI's of a school are thought to be unlikely to cause any effective change, just as teaching of new ideas outside the learner's ZPD are ineffective (Rogan, 2007; Rogan & Aldous, 2005; Vygotsky, 1978).

According to these ideas, a school's current development level, equivalent to Vygotsky's level of actual development should be determined in order that the current strengths could be enhanced while retaining the good practices and ideas from lower level (Rogan & Aldous, 2005). The notion of ZFI can be viewed as useful, because of the notion that for every school, there is a next step for development. Identifying current practice in a school makes it possible to identify the ZFI of that school. A summary of steps to identify current practice in a school coming from

various sources points towards the following (Rogan & Grayson, 2003):

1. a creation of a vision of what the school system should look like;
2. making a compilation of the current situation from any of the three constructs (Rogan & Grayson, 2003);
3. identifying strengths and weaknesses of the current system in light of the ideals;
4. target priority items for improvement in line with what appears achievable;
5. establish a plan for addressing these priority items, finding a way to gauge success;
6. assess progress regularly and revise actions as needed; and
7. take stock again and use feedback to revisit vision and begin cycle again when the action cycle is completed.

## METHODOLOGY

### *Research Design*

For this study, the design adopt for this work is descriptive survey research design involving two (2) stages. The first (1) stage dealt with survey of extent of adherence to policy document on implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria; and the second (2) stage dealt with data

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collection through the use of questionnaire for both lecturers and students on the extent to which lecturers are professionally qualified for the implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria

### Population

The population of this research consists of heads of unit entrepreneurship development centre, lecturers teaching GSE 224 & VTE 220 and students, in Federal Colleges of Education in North-West Geo-Political Zone of Nigeria. Though the North-West Geo-Political Zone consists of seven states, namely: Kano, Kaduna, Katsina, Jigawa, Sokoto, Zamfara and Kebbi State, but presently Kebbi, Jigawa and Sokoto States have not gotten Federal College of Education.

### Sample and Sampling Techniques

The sample size was selected through the adoption of the Research Advisors (2006) sample size table. The sample for this study consists of four (4) heads of unit entrepreneurship development centre, forty (40) lecturers and three hundred and thirty-four (334) students.

### Instrumentation

Two instruments used for this study. The study uses structural questionnaire on

Evaluation of the Implementation of Entrepreneurship Education Curriculum Questionnaire (EIEECQ). And Observation rating scale or checklist was use. The chosen of the two method is based of its advantage to provide information on current phenomenon spread over wide area for the purpose of getting clearer understanding of the problem under study.

### Pilot Study

The instrument was pilot tested using Cronbach Alpha technique and a reliability coefficient of 0.86 was obtained for the head of entrepreneurship development centre and lecturers' questionnaire while 0.83 was obtained for students' questionnaire. The data collected in the study will be analysed using descriptive statistics of frequency, percentage, mean and standard deviation to answer the research questions, while Kruskal-Wallis was used to test the hypotheses at 0.05 level of significance

## RESULTS

**Research Questions One:** To what extent does the policy document adhere to implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria?

**Table 1:** The extent of adherence to policy document on implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria

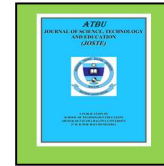
S/N	Statement	Respondents	SA	A	D	SD	Mean	SD
1.	My institution possess the NCCE entrepreneurship education curriculum guideline.	Heads of Unit	2	2	-	-	2.798	0.577
		Lecturers	3	21	6	10	2.881	1.297
		Students	82	109	84	59	2.725	1.249
2.	The curriculum guides the teaching of entrepreneurship education studies.	Heads of Unit	4	-	-	-	2.984	0.000
		Lecturers	1	30	8	1	2.750	1.150
		Students	17	145	83	89	3.102	1.241
3.	Specified objectives of the entrepreneurship education curriculum are attained.	Heads of Unit	-	-	1	3	2.250	0.501
		Lecturers	4	19	10	7	2.429	1.174
		Students	92	101	98	43	2.690	1.170
4.	Recommended lecturer-students ratio in entrepreneurship education classroom is strictly adhere to.	Heads of Unit	3	-	1	-	3.500	1.003
		Lecturers	1	31	7	1	3.289	0.921
		Students	23	153	87	71	3.013	1.157
5.	The entrepreneurship education curriculum in use in my college is	Heads of Unit	1	1	-	2	3.251	1.500
		Lecturers	16	17	6	1	3.505	0.854

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S/N	Statement	Respondents	SA	A	D	SD	Mean	SD
	in conformity with the policy document.	Students	23	145	83	83	4.000	1.201
6.	Required instructional materials are used in entrepreneurship education classroom.	Heads of Unit	-	2	2	-	2.850	0.577
		Lecturers	1	24	13	2	3.233	0.864
		Students	100	120	97	17	2.706	1.135
7.	Lecturers improvised unavailable resources in my college.	Heads of Unit	1	1	2	-	3.750	0.957
		Lecturers	4	23	8	5	3.271	0.957
		Students	15	146	62	111	2.595	1.213
8.	We have a well-equipped entrepreneurship education development centre in my college.	Heads of Unit	-	2	2	-	2.500	0.535
		Lecturers	4	26	3	7	2.453	1.110
		Students	43	93	154	44	2.468	1.232
9.	Recommended teaching strategies are used to implement the curriculum.	Heads of Unit	-	-	3	1	2.510	0.500
		Lecturers	1	30	7	2	3.074	1.195
		Students	8	159	103	64	2.079	1.171
10.	Specified assessment tools are adopted in the implementation of the entrepreneurship education curriculum.	Heads of Unit	2	1	1	-	3.472	1.290
		Lecturers	2	21	11	6	2.850	1.139
		Students	104	91	97	42	2.935	1.195
<b>Response Mean</b>							<b>2.93</b>	<b>1.00</b>

Response rate as presented in table 1 revealed that the respondents (heads of unit, lecturers and students) totalling 378 representing 100% with the average response mean of 2.93 which is higher than the benchmark mean of 2.5, agreed that the policy document is to a great extent adhered to on the implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria. For instance, respondents (heads of unit, lecturers and students) with the mean response of 3.251, 3.505 and 4.000 respectively show that the entrepreneurship education curriculum that is in use in their college is in

conformity with the policy document. On the other hand, respondents (heads of unit, lecturers and students) with the mean response of 2.500, 2.453 and 2.468 respectively disagreed with the assertion that they have a well-equipped entrepreneurship education development centre in their college.

**Research Questions Two:** To what extent are the lecturers professionally qualified for the implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria?

**Table 2:** The extent to which lecturers are professionally qualified for the implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Zone, Nigeria

S/N	Statement	Respondents	SA	A	D	SD	Mean	SD
11.	There is the availability of well-motivated lecturers to teach entrepreneurship education in my institution.	Heads of Unit	1	3	-	-	3.500	1.000
		Lecturers	9	13	9	9	4.780	0.949
		Students	78	107	64	85	4.659	1.195
12.	My institution does not have expert facilitators on various entrepreneurial education practical skills.	Heads of Unit	1	-	3	-	2.200	1.000
		Lecturers	12	9	13	6	2.457	1.253
		Students	38	93	110	93	2.357	1.236
13.		Heads of Unit	-	1	-	3	3.750	0.500

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	Lecturers with grasp and up-to-date knowledge about entrepreneurship education curriculum are inadequate in my school.	Lecturers	1	4	23	12	2.168	3.133
		Students	10	146	84	94	2.452	1.207
14.	Only lecturers with B.Ed. are employed to teach entrepreneurship education in my institution.	Heads of Unit	3	1	-	-	2.615	0.501
		Lecturers	5	11	12	12	2.598	1.212
		Students	83	69	74	108	2.622	1.173
15.	Part-time lecturers are sought within the community to teach entrepreneurship education in my institution.	Heads of Unit	3	1	-	-	3.000	0.500
		Lecturers	10	12	10	8	2.814	1.068
		Students	72	121	88	53	2.711	1.067
16.	Not all lecturers teaching entrepreneurship education have the pre-requisite qualification to teach the subject effectively.	Heads of Unit	3	1	-	-	2.753	0.576
		Lecturers	7	15	11	7	2.813	1.100
		Students	99	100	63	72	2.902	0.987
17.	Lecturers with M.Ed. qualification are allowed to implement the entrepreneurship education curriculum in my institution.	Heads of Unit	2	-	2	-	3.651	1.154
		Lecturers	5	14	13	8	2.588	1.054
		Students	86	101	79	68	3.640	1.039
18.	Lecturers with qualification in other related discipline are allowed to teach entrepreneurship education in my institution.	Heads of Unit	1	1	2	-	2.751	0.957
		Lecturers	15	11	13	1	2.623	0.956
		Students	55	52	75	152	2.639	1.348
19.	My institution often appoint lecturers with HND qualification to teach entrepreneurship education.	Heads of Unit	1	-	-	3	2.250	1.500
		Lecturers	12	9	16	3	1.893	1.050
		Students	23	154	76	81	2.375	1.176
20.	Lecturers with qualification in other academic discipline have the same performance rating with those that have qualification in entrepreneurship education.	Heads of Unit	1	-	1	2	1.250	1.541
		Lecturers	9	9	11	11	2.289	1.081
		Students	58	39	97	140	1.280	1.315
<b>Response Mean =</b>							<b>2.75</b>	<b>1.12</b>

Response rate as presented in table 2 revealed that the respondents (heads of unit, lecturers and students) totalling 378 representing 100% with the average response mean of 2.75 which is greater than the benchmark mean of 2.5 agreed to the assertion that lecturers are professionally qualified for the implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria. For instance, respondents (heads of unit, lecturers and students), with the highest mean response of 3.500, 4.780 and 4.659 respectively strongly agreed that there is the availability of well-motivated lecturers to teach entrepreneurship education in their institution.

### Hypotheses Testing

This section presents the results of the null hypotheses tested in the study. The summary of each of the hypotheses tested were presented in the following order.

**Hypothesis One:** There is no significant difference in the extent of adherence to policy document on implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria.

The data collected in respect of hypothesis one was tested using Kruskal-Wallis

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H-test. The summary of the analysis made is presented in table 3.

**Table 3:** Summary of Kruskal-Wallis test on the extent of adherence to policy document on implementation of entrepreneurship education curriculum

Group	N	Mean Rank	H-test	df	$\alpha$	P-value	Decision
Heads of Unit	4	125.21	37.459	2	0.05	.044	Rejected
Lecturers	40	117.63					
Students	334	130.68					

Table 3 revealed that the policy document was greatly adhered to on implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria. The table showed the group H-test of 37.459 with p-value of .044 at 2 degrees of freedom. Since the p-value (.044) was less than the alpha level (0.05), the hypothesis which says that there was no significant difference in the extent of adherence to policy document on implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria was rejected. This result implies that the hypothesis is statistically significant.

**Hypothesis Two:** There is no significant difference in the professional qualifications of lecturers for the implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria.

The data collected in respect of hypothesis two was tested using Kruskal-Wallis H-test. The summary of the analysis made is presented in table 4.

**Table 11:** Summary of Kruskal-Wallis test on the professional qualifications of lecturers for the implementation of entrepreneurship education curriculum

Group	N	Mean Rank	H-test	df	$\alpha$	P-value	Decision
Heads of Unit	4	124.07	11.175	2	0.05	.002	Rejected
Lecturers	40	119.50					
Students	334	129.82					

Table 4 revealed that there is difference in the professional qualifications of lecturers implementing the entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria. The table showed the group H-test of 11.175 with p-value of .002 at 2 degrees of freedom. Since the p-value (.002) was less than the alpha level (0.05), the hypothesis which says that there was no significant difference in the professional

qualifications of lecturers for the implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria was rejected. This result implies that the hypothesis is statistically significant.

**DISCUSSION OF FINDINGS**

The study revealed that the entrepreneurship education curriculum that is in use in Colleges of Education is in conformity with

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the policy document. Consequently, research question one state that to what extent does the policy document adhere to implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria? Hypothesis one which stated that there was no significant difference in the extent of adherence to policy document on implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria was rejected. This result implies that the hypothesis is statistically significant ( $p\text{-value } .044 < 0.05$ ).

The significance of this finding is that, the policy guidelines on the implementation of entrepreneurship curriculum aim to salvage the rampant youth unemployment by ensuring that youth including girls are gainfully or employed either in personal business or with other entrepreneurs. The outcome of the research conducted by Plom and Akker in Isyaku (2016) further stressed that implementing a curriculum includes; establishing acclimate of trust, implementing changes that meet the recognized needs, consult widely, establishing clear goals and limited scope, developing an ethics of the collegiality, using personal contact, providing systematic in service training, providing time and recourses, trying not to change every one and not despairing. This finding is in conformity with the findings of Okoye and Duru (2019) which indicated a high extent of utilization of national curriculum benchmark yet specific objectives were unattained. Additionally, the findings contributed that entrepreneurship education is not a new phenomenon in the annals of Nigeria; it has always been an age long tradition; a culture and a habit that consistently been transferred from one generation to another. Within the divers ethnic nationalities that made up Nigeria, entrepreneurial mind set is prevalent in Yoruba land in western Nigeria, Hausa land in the northern Nigeria and among the Igbo people of eastern Nigeria.

This finding is also in agreement with the findings which showed that adherence to the entrepreneurship curriculum contents significantly impact on students' critical thinking and generation of business ideas. In essence,

entrepreneurship education is not all about teaching someone to run a business. It is all about encouraging creative thinking and promoting a strong sense of self-work and accountability. Through entrepreneurship education students learn a lot more.

Furthermore, this finding corroborated the finding of Benjamin (2014) which revealed that proper implementation of entrepreneurship curriculum has the ability to envision and chart a course for a new business venture by combing information from a functional discipline and from the external environment in the context of the extra ordinary uncertainty and ambiguity which faces a new business venture. However, the result fall short of the expectation of the findings which indicated that the extent of adherence to entrepreneurship curriculum is of low extent. Also contributed that entrepreneurship education when effectively implemented can provide individuals with the ability to recognise commercial opportunities and the knowledge, skills and attitudes to act on them.

To corroborate this, Benjamin (2014) further revealed that entrepreneurship education when effectively and efficiently taught has the likelihood to precipitate self-employment among students and accelerating sustainable growth and development. This is evident in the number of developed nations like Japan and America that utilize entrepreneurial education for improving their human capital as opposed to traditional approach of teach-and-listen approach, which is prevalent in developing third world nations, Nigeria inclusive. Besides entrepreneurship education when effectively implemented has also been viewed to imbibe in the learners/student's traits and competencies such as team spirit, leadership problem solving, negotiation skills, self-direction and self-management.

Another finding of the study revealed that the professional qualifications of lecturers implementing the entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria varies. Consequently, research question two stated that to what extent are the lecturers professionally qualified for the implementation of

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entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria? Hypothesis two which stated that there was no significant difference in the professional qualifications of lecturers for the implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria was rejected. This result implies that the hypothesis is statistically significant ( $p$ -value  $.002 < 0.05$ ).

This finding corroborated with the findings which revealed that shortage of qualified lectures, inadequate facilities, inadequate teaching techniques, poor funding and lack of government support hinders the effective implementation of entrepreneurship education in tertiary institutions. The success of the implementation of any programme depends to a great extent on the availability of quality of the implementers (lecturers). Lecturers must have the ability to implement the curriculum with confidence. The problem of inadequate and qualified lecturers may be a serious setback to the implementation of entrepreneurship education in tertiary institutions. Therefore, time and resources should be invested to secure well-qualified lecturers in order to achieve the goal.

## CONCLUSION

Conclusion was reached based on the findings of the study that the implementation of entrepreneurship education curriculum in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria depends on several variables which include the use of resource person, the adequate use of instructional methods, instructional materials, highly qualified entrepreneurship education lecturers, motivational needs of the lecturers including equipped functional entrepreneurship education workshop for proper learning. How regular the entrepreneurship education lecturers attend lectures also determines the effectiveness of the entrepreneurship education curriculum implementation in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria. The number of entrepreneurship education students in an organized classroom always goes along way

on how much the lecturers and administrative staff can implement the entrepreneurship education curriculum in the Federal Colleges of Education.

Undoubtedly, the entrepreneurship education curriculum that is in use in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria is in conformity with the policy document. The entrepreneurship education curriculum is a viable and good programme, worthy of implementing. Availability of professionally qualified lecturers with the appropriate use of instructional methods in a conducive learning environment are all pivotal to the effective implementation of entrepreneurship education curriculum.

## RECOMMENDATIONS

Based on the foregoing research work, the researcher recommended that:

1. The entrepreneurship education curriculum should be strictly implemented based on the recommendation in the policy document to involve practical teaching than theoretical work. This will aid the achievement of the specified goals of providing the undergraduate with relevant skills for self-sufficiency upon graduation.
2. There is the need to recruit more qualified and competent entrepreneurship education lecturers to compliment the efforts of those already available in Federal Colleges of Education in North-West Geo-Political Zone, Nigeria.
3. Lecturers should keep up to date on new methods of implementing the entrepreneurship education curriculum in today's teaching and learning environment; pragmatic teaching is more appropriate in any situation.

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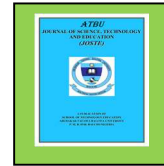
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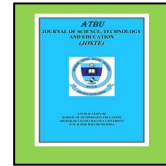
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