
**ADEQUACY AND MANAGEMENT OF INSTRUCTIONAL RESOURCES FOR EFFECTIVE TEACHING
AND LEARNING OF ENTREPRENEURSHIP EDUCATION FOR ECONOMIC GROWTH AND
DEVELOPMENT IN SOUTH-EAST, NIGERIA**

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Abstract

The main purpose of this study was to investigate the adequacy and management of instructional/material resources for effective teaching and learning of entrepreneurship education for economic growth and development. This study was carried out in Imo State, using survey research design. The population of the study consists of 220 lecturers with the sample of 177 lecturers. The instrument for data collection title "Adequacy and Management of Instructional Material/Resources Questionnaire (AMMIMRQ)". The instrument was structured on four point with 25 items. The instrument was validated by three experts. The reliability of the instrument was established using a trial-test in Universities in Anambra State. The reliability index of the instrument using Cronbach Alpha Coefficient yielded 0.85. The researchers, with the aid of three research assistant, administered the instrument directly on the respondents. Mean and standard deviation were used to answer the research question while t-test was used to test the null hypothesis at 0.05 level of significance. The study revealed among others that there are inadequate instructional material resources for the teaching and learning in entrepreneurship education in universities in Imo state. It was recommended among others that universities should improve on the provision of requisite instructional material resources for effective teaching and learning in entrepreneurship education to enhance entrepreneurship skill acquisition for economic growth and development. The study concluded that most Universities in South-East, Nigeria lack adequate and poor management culture of instructional resource hence setback on entrepreneurship education teaching – learning. It was recommended among others that Government of Imo State should improve on the provision of instructional/material resources for entrepreneurship education teaching and learning to boost skill acquisition among graduates to enhance national economic growth and development.

Keywords: Management, Instructional, Material, Resource, Teaching, Entrepreneurship
Education

Introduction

Education is an important tool for national awareness, positive change and development. The soundness of a nation's economy, politics and social values mostly depends on the amount of qualitative and quantitative education she could offer to her citizens. Education is also a tool for adjustment, civilization and development. It is one of the means of improving students' capabilities and character as well as preparing them for useful living in the society (Onwurah & Nwankwo, 2019). According to Agi and Yellow (2013), education is critical to the development of human resources through the impartation of appropriate skills, knowledge and attitude. Therefore, educational institutions are required to turn out qualified graduates to meet the needs of employers and national development through the inculcation of employability skills for success in entrepreneurship. Entrepreneurship is the willingness and ability of an individual to seek for investment opportunities, establish and run an enterprise successfully. It is the act of starting a company, arranging business deals and taking risks in order to make profit through skills acquired educational (Solomon 2007; Baba, 2013). The spirit of entrepreneurship is a pre-requisite to an entrepreneurial society and culture. This spirit is required for the overall development unlike Nigeria, hence the need for entrepreneurship education.

Ihekwoaba (2007) defined entrepreneurship as a process of contributing to the social and economic development of the society. Steinhoff and Burgess (1983) stated that entrepreneurship occurs when an individual develops new business or venture, a new approach to an old business idea or a unique way of giving the market place a product or service by using resource in a new way under conditions of risks. Entrepreneurship involves the

capability to find and evaluate opportunity, gather the necessary resources and implement action to take advantage of the opportunities. Entrepreneurship is very important because it seeks to: (a) Improve backwardness of the people. (b) Create self employment and generate employment opportunities. (c) Create special attention to take up new activities. (d) Stir up economic gain and development. (e) Analyzed resources utilization (f) Encourage utilization of human potentialities. (Meredith, Nelson and Nech 1991).

Link between entrepreneurship and economic growth are several theories developed to indicate that there is a link between entrepreneurship and economic growth of a nation. (Hagan in Emeh, 2018), in his book on the theory of social danger – how economic growth begins, linked personality formation and entrepreneurial with economic growths of the society. He proposed that “entrepreneurial personality is formed in childhood upbringing which later leads to a more creative persons who when intervening relative social blockage or obstacles arising from a traditional view of things as then triggered to respond in the entrepreneurial way, leading to surges of creating energy which introduces economic growth”. According to Thomas Cochran, who was the first person to attempt a direct correlation between entrepreneurship and economic growth. In this theory, he viewed entrepreneurs as deviant personalities or supernormal individuals rather than people who represent society model personality. Also Mac Webber (1904) developed a theory on the link between entrepreneurship and economic growth. He stated that “the main motivating factor for the entrepreneurs was religious belief or the protestant work ethics whichever labour, societal norms that discourage extravagance, consumption and indolence. The result was higher productivity, increased savings and investment, all of which are vital for economic growth”. He

said that entrepreneurship is the product of the society. In summary and from all the above theories, the following are the roles of entrepreneurship in economic growth of a nation. (1) Entrepreneurship fosters economic development and growth by encouraging the production of more goods and services, creation of new technologies, new ideas which translate to new companies, new products which leads to the growth of the nation's economy. (2) Entrepreneurship changes and regenerated market competition which leads to economic growth of a nation. (3) Entrepreneurship helps to raise higher productivity by improving production, technique research, development and investment in new plant and machinery. Also entrepreneurship helps to control and contain the negative impacts of macroeconomic policies. For example, decision on taxation, development costs, spending and money creation, regulatory control and other external factors, such control helps to increase productivity. (Back man in Emeh, 2018). (4) Entrepreneurship creates employment for the teaming population of the nation through the creation of small and medium scale enterprises. In Nigeria, it is documented that SME businesses employ about 30% of the entire working population (Ukwu in Eme 2018). (5) Entrepreneurship helps in utilization of resources. The small and medium enterprises help to mobilize resources that would otherwise remain idle in the hands of people and employ them productively. This lead to capital formation which in turn leads to economic growth of a nation.

According to Okafor and Chiazor (2018), entrepreneurship education is the driving force for economic growth, development and job creation. The aim of entrepreneurship education is to equip participants with needed skills which will enable them to be useful to themselves, become job creators as well as contribute to the expansion of the national economy. Ojeifor

(2013) explained entrepreneurship education as the process through which individuals are made to become participating members of the society. It enables individuals to become capable of living in the society and contributing towards its economic development (Nwachukwu and Nwammo, 2010). This indicates that a viable/functional educational system takes into cognizance the dynamics of the labour market and equips its graduates with occupational skills and competencies to enable them become self reliant. Entrepreneurship is about learning the skills needed to assume that risks of establishing a business. It is about developing the winning strategies and executing them with all the vigour, persistence and passion needed to win any game (Inegbanbor, 2006). It is an exciting game with increased popularity all over the world in last two decades. Eze and Emem (2009) added that entrepreneurship education is the type of education that seeks to prepare people especially youth to be responsible enterprising individuals who become entrepreneurs or entrepreneurial thinkers and who contribute to economic development and sustainable communities. In entrepreneurship education, students are immersed in real life learning experiences where they have an opportunity to take risks, manage the result and learn from the outcomes. It therefore provides entrepreneur with the skill of entrepreneurship.

The importance of instructional or material resources for effective teaching and learning of entrepreneurship education in Nigeria in order to achieve the goals cannot be over emphasized. Ikediugwu (2007) posited that school physical facilities include space, classrooms, laboratories, libraries, textbooks, and other teaching aids. In the school system, teachers manage these facilities and their availability makes the teaching job easy and aids the achievement of educational goals. These instructional resources need adequate management

to effectively serve their purposes. Management of school physical facilities is not an easy task for school teachers, therefore, they need the assistance and guidance of the school principals.

Ricklefs (2005) defined resources as an economic or productive factor required to accomplish an activity or means to undertake an enterprise and achieve the desired outcome. According to Ricklefs, resources are productive factors required to accomplish an activity or undertake an enterprise and achieve desired outcome. In the context of this study, instructional/ material resources are different types of equipment required for entrepreneurial training for adequate entrepreneurship skills acquisition by graduates.

Statement of the problem

The researchers are worried about the low level of performance of entrepreneurship education lecturers in South-East and it impacts on the graduates, the state and the nation. Due to lack of adequacy and management of instructional materials to boost effective teaching and learning, hence, there is a falling standard of education in South-east Nigeria due to low productivity level of lecturers (Eze, 2012; Yavala, 2011). Balutu (2015) reported that lecturers' low productivity in tertiary institutions in south-east Nigeria had ranked the states in the region educationally under-developed when placed side by side with states in other part of the country.

Purpose of the study

The main purpose of this study was to determine the adequacy and management of instructional/material resources for teaching and learning in entrepreneurship education in tertiary institutions in South-East, Nigeria.

Research question

A research question was posed to guide the study, how adequate and management of instructional/material resources for training in entrepreneurship education in public tertiary institutions in South-East, Nigeria.

Hypothesis

Hypothesis was formulated to guide the study male and female.

Ho: Lecturers in public tertiary institutions in South-East, Nigeria do not differ significantly in their mean rating on the adequate and management of instructional material resources for effective entrepreneurship education training and development in public tertiary institutions in South-East, Nigeria.

Method

The study adopted a survey research design because all the individuals cannot be contacted. It involved the collection of information from a sample of individuals through their responses. (Schutt, 2004). The study was conducted in South-East. The choice of the study area was because of commercial activities in the zone. The study covered higher institution in the zone that offered entrepreneurship education causes.

The population of the study consisted of 220 entrepreneurship education lecturers in public universities in Imo state. The sample of the study comprised of 177 lecturers who were randomly selected from the population.

The instrument for data collection was a structured questionnaire titled "Adequacy and Management of Instructional Material/Resources Questionnaire (AMIMRQ)" with 25 items. The instrument has two parts. Part A contain personal data of the respondents while part 'B' contain 25 items which sought information for based on the research question. The instrument

was validated by three experts, one each from Department of Educational Management, Measurement and Evaluation and Entrepreneurship Education all from the University of Calabar. The inputs of the experts were used in producing the final version of the instrument. The reliability of the instrument was obtained through administration of 10 copies, 10 respondents in Anambra state who were not part of the study population. The data collected were analyzed using Cronbach Alpha which yielded a reliability coefficient of 0.85. The instrument was administered by the researchers with the aid of three research assistants. The instrument was dully filed and returned for the purpose of the study.

The data collected were analyzed using mean and standard deviation to answer the research question while t-test was used to test the null hypothesis at 0.05 level of significance.

Decision rule; any item with mean score of 4.50 – 50.00 is regarded as Agreed (A) while item with mean score of 3.50 - 4.49 is forty which is Agreed (A), item with 1.50 -2.49 is Fairly Agreed (FA) while item with 0.50 - 1.49 Not Agreed (NA). The hypothesis tested will be rejected if the calculated t value is equal to or greater than the critical t-value but not rejected the calculated t-value is less than the critical t-value.

Result

How adequate and management of instruction resources for training and development entrepreneurship education in public tertiary institutions in South-East, Nigeria.

S/N	Instructional material/resources	Mean	SD	Remark
1.	Projectors	3.84	0.32	Agree
2.	Computers	3.53	0.43	Agree

3.	Internet facilities	1.65	0.51	Not Agree
4.	Recorders	1.58	0.52	Not Agree
5.	Workshop equipment	1.84	0.76	Not Agree
6.	Scanners	1.43	0.50	Not Agree
7.	Printer	1.58	0.65	Not Agree
8.	White board	3.60	0.47	Agree
9.	Sewing machines	2.15	0.19	Not Agree
10.	Weaving/design machines	1.78	0.54	Not Agree
11.	Welding equipment	1.24	0.65	Not Agree
12.	Carpentry tools	2.26	0.47	Not Agree
13.	Home economic tools	1.34	0.49	Not Agree
14.	Poetry equipment	2.50	0.48	Not Agree
Grand (\bar{X})		2.25		

Table 1 reveals that out of the 14 items rated only thirteen were rated Agree while other 11 items indicated not agree. However, the grand mean (\bar{x}) of 2.25 were obtained, this is to confirmed that instructional/material resources for entrepreneurship training development in entrepreneurship education in public tertiary institutions in Imo state are inactive. The standard deviations for all the items are within the same range indicating that the respondents are not wide apart in their ratings.

Hypothesis

Ho: Male and female lecturers in public universities in Imo state do not differ significantly in their mean rating on the adequate and management of instructional/material resources for effective entrepreneurship education training and development in public tertiary in Imo state.

Gender	N	X	SD	A	df	t-cal	t-crit
Male	97	2.01	0.50				
				0.05	174	1.53	2.00N/S
Female	82	1.89	0.39				

Table 2 data revealed that the t-value of 1.53 is less than the critical t-value of 2.00 at 0.05 level of significance at 174 degree of freedom. This implies that respondents from male and female lecturers in public universities in South-East, Nigeria do not differ significantly in their mean ratings on the adequate and management of instructional material/resources for entrepreneurship education training and development in public tertiary institutions in South-East, Nigeria. Hence, the null hypothesis is not rejected.

Discussion

The study shows that instructional material/ resources for entrepreneurship education training and development in public tertiary institutions in South-East, Nigeria are not agreed. This was revealed by the cluster mean of 2.25 which fell under not agreed boundary limit of 1.50 – 2.45. This finding is in agreement with Duktur, Barko and Zakka (2015), they reported that equipment for teaching and learning entrepreneurship education were not adequately available. They further stated that inadequacy of the equipment affected the effectiveness in teaching-learning of entrepreneurship education among tertiary institutions undergraduates. Bello, Oludele and Ademilayi (2016) affirmed that the adequacy of items of equipment in our

tertiary institutions would improve learning process. They also stressed that entrepreneurship equipment provided productive teaching and learning experiences that enhanced students' creative and improved their intellectual power.

Similarly, Amakwe (2015) and Ubulom (2013) disclosed that equipment for entrepreneurship education in the universities was not adequately available and inadequacy of equipment has caused serious impediment to the teaching of entrepreneurial skill in our tertiary institutions.

The result of the hypothesis tested revealed that the respondents in public tertiary institutions in Imo state do not differ significantly in their mean ratings on the adequacy of instructional/material resources for teaching and learning of entrepreneurship education. This is confirmed with the findings of Amakwe (2015), Duktur, Barko and Zakka (2015) revealing that institutions ownership did not differ significantly in their mean rating on availability of equipment for teaching entrepreneurship education in universities in south-east states. Likewise in colleges of education in north-central, Nigeria.

Conclusion

The study concluded that tertiary institutions in South-East, Nigeria do not have adequate instructional material/ resources for entrepreneurship education teaching and learning. Effort should be made to enhance the effectiveness of entrepreneurship education among undergraduates.

Therefore, Government of South-East, Nigeria should improve on the provision and management of instructional/material resources for entrepreneurship education teaching and

learning to boost skill acquisition among graduates to enhance national economic growth and development.

Management of tertiary institutions in South- East, Nigeria should make effective use of the fund allocated to their schools to enhance provision and periodic maintenance/management of instructional/material resources for skills acquisition in entrepreneurship education for national economic growth and development.

Management of tertiary institution should create more avenues for revenue generation to support in instructional/materials resources provision for skills acquisition in entrepreneur education.

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