

# EVALUATION OF LECTURERS' COMPETENCIES IN TEACHING ENTREPRENEURSHIP EDUCATION IN TERTIARY INSTITUTIONS IN RIVERS STATE, NIGERIA

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## Abstract

*This study evaluated lecturers' competencies in teaching entrepreneurship education in tertiary institutions in Rivers State. Three research questions and three hypotheses guided the study. The study adopted evaluation research design. The Product Evaluation component of the CIPP Evaluation Model of Stufflebeam (1971) was used for this evaluation study. The population was 354 respondents comprising 154 male and 200 female lecturers in the Faculties of Education in the three public universities in Rivers State. The total enumeration sampling technique was adopted in adopting the entire 354 population as the sample of the study. A self-designed questionnaire containing 30 items was used for data collection. The instrument was validated by two experts in Measurement and Evaluation. The reliability of the instrument was established using test-retest method and a reliability coefficient of 0.83 was obtained. The mean and standard deviation were used in answering the research questions while the hypotheses were tested using z-test statistics at 0.05 level of significance. The findings of the study revealed that lecturers' entrepreneurial knowledge, skills and attitudes enhance their teaching of entrepreneurship education in tertiary institutions in Rivers State to a high extent. Based on the findings, it was recommended among others that the management of tertiary institution in Rivers State and other states of Nigeria should ensure only lectures with the pre-requisite entrepreneurial knowledge are allocated entrepreneurship courses to teach students.*

**Keywords:** Lecturer competencies, Entrepreneurship, Entrepreneurship Education

## Introduction

Education is the means through which an individual realizes his potential and utilizes them for his well being and also contributes his own quota to nation building (Amaele, 2015). Amaele (2015) opined that education facilitates national development as it equips the recipients with the needed skills, techniques, knowledge, character and information for the improvement of national economy. Education is seen as stimulus for the development of any well-meaning nation.

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Given the increasing number of young people accessing education through formal schools and the number of graduates being turned out by various tertiary institutions in Nigeria, there has been increased rate of unemployment as available jobs cannot meet the demands of these graduate job seekers. In a bid to deal with this issue, the government introduced entrepreneurship education into tertiary institutions. This is the case in most public universities in Rivers State. Undergraduate students in all programmes of the university are meant to take entrepreneurship education as a compulsory course in their 200 or 300 levels depending on their department. This is to ensure students are prepared to create jobs for themselves and others upon completion of their tertiary education programmes. Entrepreneurship education according to Leonrd (2014) is a process of providing individuals with the ability to recognize business opportunities and the insight, self-esteem, knowledge and skills to act on them. Similarly, Gautam (2015) defined entrepreneurship education as an educational or training process that is aimed at influencing individual's attitudes, behaviours, values or intentions towards entrepreneurship either as a possible career or to enhance among them an appreciation of its role in the community.

Lecturers teaching entrepreneurship education in higher institutions are expected to possess certain competencies to be effective at the teaching. Gichuhi (214) defines, teaching competency as any single knowledge, skill or professional expertise which a lecturer may be said to possess and the possession of which is believed to be relevant to the successful practice of teaching. Teaching competencies include the acquisition and demonstration of the composite skills required for student teaching like introducing a lesson, fluency in questioning, probing questions, explaining, pace of lesson, reinforcement, understanding child psychology, recognizing behavior, classroom management and giving assignment. Competency development must a continuous process in the organization (Shashi, 2014). Furthermore, Okoro (2013) posited that lecturer's competence is of particular concern when new course or media are introduced into the school curriculum. Knowledge of curriculum skills includes concepts, generalizations, skills and knowledge in the lecturer's field of specialization and being aware of the research methods applied in that field.

Lecturer's competences in teaching of entrepreneurship education can be seen from three perspectives: entrepreneurial knowledge, attitudes and skills. According to Fauziah, and Yusoff (2017) entrepreneurial knowledge is defined as the “act of knowing where to obtain information (or other resources) and how to deploy it. □ Acquired knowledge generates routines and decisional procedures. This shows how enterprising individuals continuously develop their entrepreneurial knowledge throughout their professional lives. Specifically, this include knowledge in financial management, knowledge of engineering, knowledge of book keeping and accounting, knowledge of marketing, knowledge in new venture recognition and sales etc. These have been frequently cited as important factors responsible for the success of a business.

Entrepreneurial skills on the other hand are skills required to succeed in business, most especially in new venture creation. In other words it refers to the basic skills necessary to enable an individual to start, develop, finance and succeed in an enterprise. These skills may include management, marketing and accounting skills among others (Fauziah, & Yusoff, 2017).

Robinson, Stimpson, Huefner and Hunt (1991) defined entrepreneurial attitude as the extent to which one perceives entrepreneurial behavior and its consequences as valuable, beneficial and favorable. The dimensions for entrepreneurial attitude includes need for achievement, personal control over behavior, innovation, and self-esteem. Need for achievement reflects the perceived results and outcomes of new venture creation.

It is worthy of note that in spite of the introduction of entrepreneurship education in tertiary institutions, there still remains an increasing rate of unemployment among graduates of tertiary institutions in Rivers State and Nigeria at large. This questions the effectiveness of entrepreneurship education courses taken by students and how it enhances their self-employment and job creation upon graduation.

It is against this background that this study evaluates the lecturers' competencies in teaching entrepreneurship education in tertiary institutions in Rivers State. Dike (2016) asserted that evaluation is the making of value judgment that is not subjective, rather it is the application of formal inquiry technique for data collection in order to conceptualize, refine and determine the effectiveness of a programme with a view to making decision as to whether to continue, modify or to terminate that programme. Similarly, Asuru (2015) explains that the term evaluation in general usage is the systematic process of passing value judgment as to the worth of a thing based on measurement data. Within the school setting, Asuru noted that evaluation is the systematic process of determining the extent to which instructional objectives are achieved by students. Hence, evaluation is the systematic collection of evidence to determine whether certain changes are taking place in the learning as well as determine the amount or degree of changes in the individual students. In this respect, effort by the lecturers have to be intensified to improve entrepreneurial education which will eventually impact positively on students, individual, government and the society at large.

This study was concerned with an evaluation of lecturers' competencies in entrepreneurship education in tertiary institutions in Rivers State, Nigeria. Specifically, the study sought to achieve the following objectives:

1. Find out the extent to which lecturers' entrepreneurial knowledge enhance their teaching of entrepreneurial education in tertiary institutions in Rivers State.
2. Determine the extent to which lecturers' entrepreneurial skills enhance their teaching of entrepreneurial education in tertiary institutions in Rivers State.
3. Establish the extent to which lecturers' entrepreneurial attitudes enhance their teaching of entrepreneurial education in tertiary institutions in Rivers State.

### **Research Questions**

The following research questions were raised to guide the study:

1. To what extent do lecturers' entrepreneurial knowledge enhance their teaching of entrepreneurial education in tertiary institutions in Rivers State?
2. To what extent do lecturers' entrepreneurial skills enhance their teaching of entrepreneurial education in tertiary institutions in Rivers State?
3. To what extent do lecturers' entrepreneurial attitudes enhance their teaching of entrepreneurial education in tertiary institutions in Rivers State?

### **Hypotheses**

The following null hypotheses were formulated to guide the conduct of the study:

- Ho<sub>1</sub>; There is no significant difference in the mean responses of male and female lecturers on the extent lecturers' entrepreneurial knowledge enhance their teaching of entrepreneurial education in tertiary institutions in Rivers State
- Ho<sub>2</sub>; There is no significant difference in the mean responses of male and female lecturers on the extent lecturers' entrepreneurial skills enhance their teaching of entrepreneurial education in tertiary institutions in Rivers State.
- Ho<sub>3</sub>; There is no significant difference in the mean responses of male and female lecturers on the extent lecturers' entrepreneurial attitudes enhance their teaching of entrepreneurial education in tertiary institutions in Rivers State.

### **Methodology**

The study adopted evaluation research design. The Input Evaluation component of the CIPP Evaluation Model of Stufflebeam (1971) was used for this evaluation study. The population was 354 lecturers comprising 154 male and 200 female lecturers in the Faculties of Education in the three public universities in Rivers State. This include: Rivers State University 92, Ignatius Ajuru University of Education 98 and University of Port Harcourt 164 (This data was collected at the registry of the universities in the state). The entire population was studied as census without sampling. This is because the population is small and manageable. A researcher-designed questionnaire containing 30 items was used for data collection. The instrument was titled "Evaluation of Lecturers Competencies Assessment Questionnaire (ELCAQ)". The items on the questionnaire were structured on a modified Likert type 4 point scale as Very High Extent (VHE) = 4, High Extent (HE) = 3, Low Extent (LE) = 2 and Very Low Extent (VLE) = 1. The instrument was validated by expert judgment of two lecturers in Measurement and Evaluation from Rivers State University and Ignatius Ajuru University of Education, Port Harcourt. The experts assessed the instrument in terms of content, suitability of language and appropriateness. Their correction and modification were incorporated before distribution of the instrument. The reliability of the instrument was established using test-retest method. A reliability coefficient of 0.83 was obtained which showed the



instrument was reliable. Out of the 354 copies of the questionnaire administered, 348 (196 males and 152 females) were properly filled and returned and was used for analysis. The data collected were analyzed using mean statistics, standard deviation and z-test statistics. The mean and standard deviation were used in answering the research questions while the hypotheses were tested using z-test statistics at 0.05 level of significance. Items with mean scores of 2.50 and above was regarded as “High Extent” while items with mean scores below 2.50 were regarded as “Low Extent”.

## Results

**Research Question One:** To what extent do lecturers' entrepreneurial knowledge enhance their teaching of entrepreneurial education in tertiary institutions in Rivers State?

**Table 1:** Lecturers' Entrepreneurial Knowledge and Teaching of Entrepreneurial Education

S/N	Items	Male N=196			Female N=152		
		Mean	SD	Remark	Mean	SD	Remark
	State the extent to which the following items on lecturers' entrepreneurial knowledge enhance teaching of entrepreneurship education in tertiary institutions:						
1	Financial Management	3.35	0.80	High Extent	3.29	0.75	High Extent
2	Business opportunity recognition,	3.11	0.65	High Extent	2.57	0.52	High Extent
3	New venture management	2.59	0.50	High Extent	3.26	0.74	High Extent
4	Technical knowledge	2.88	0.57	High Extent	2.60	0.53	High Extent
5	Environmental Monitoring competency	2.35	0.45	Low Extent	2.40	0.49	Low Extent
6	Network building	3.09	0.64	High Extent	2.54	0.51	High Extent
7	Knowledge of relevant machine	2.23	0.35	Low Extent	2.41	0.49	Low Extent
8	Knowledge of relevant market	2.67	0.54	High Extent	3.65	1.02	High Extent
9	Coaching competency	2.97	0.58	High Extent	3.05	0.63	High Extent
10	Marketing	2.68	0.55	High Extent	3.27	0.75	High Extent
	<b>Grand Mean</b>	<b>2.79</b>	<b>0.50</b>	<b>High Extent</b>	<b>2.90</b>	<b>0.64</b>	<b>High Extent</b>

The data presented in Table 1 revealed that mean of 2.50 and above were obtained for items 1,2,3,4,6,8,9 and 10. This indicates that both male and female agreed that the items on entrepreneurial knowledge enhance lecturers' teaching of entrepreneurship education to a high extent. On the remaining items 5 and 7 in which the mean scores were below 2.50, it indicates that the respondents are of the view that those items do not enhance lecturer's teaching of entrepreneurship education.

**Research Question Two:** To what extent do lecturers' entrepreneurial skills enhance their teaching of entrepreneurial education in tertiary institutions in Rivers State?

**Table 2:** Lecturers' Entrepreneurial Skills and Teaching of Entrepreneurship Education

S/N	Items	Male N=196			Female N=152		
		Mean	SD	Remark	Mean	SD	Remark
	State the extent the following items on lecturers' entrepreneurial skills enhance teaching of entrepreneurship education in tertiary institutions:						
1	Problem Solving Skills	2.67	0.54	High Extent	3.65	1.02	High Extent
2	Time management skills	3.04	0.62	High Extent	3.14	0.66	High Extent
3	Strategic Thinking	3.13	0.65	High Extent	3.00	0.60	High Extent
4	Project Management skills	2.85	0.56	High Extent	3.23	0.72	High Extent
5	Negotiation Skills	3.37	0.80	High Extent	3.59	0.97	High Extent
6.	Persuasion skills	3.08	0.64	High Extent	2.79	0.53	High Extent
7	Business Recognition Skills	2.84	0.55	High Extent	3.37	0.75	High Extent
8	Computer skills	2.13	0.34	Low Extent	2.18	0.27	Low Extent
9	Innovative skill	3.44	0.83	High Extent	3.39	0.79	High Extent
10	Networking Skill	2.49	0.51	Low Extent	2.39	0.48	Low Extent
	<b>Grand Mean</b>	<b>2.90</b>	<b>0.60</b>	<b>High Extent</b>	<b>3.07</b>	<b>0.68</b>	<b>High Extent</b>

The analyzed data in Table 2 showed that mean of 2.50 and above were obtained for items 1,2,3,4,5,6,7, and 9. This indicates that both male and female agreed that these items on lecturers' entrepreneurial skills enhance teaching of entrepreneurship education to a high extent. On the remaining items 8 and 10 in which the mean scores were below 2.50, it indicates that the respondents are of the view that those items do not enhance lecturer's teaching of entrepreneurship education.

**Research Question Three:** To what extent do lecturers' entrepreneurial attitudes enhance their teaching of entrepreneurial education in tertiary institutions in Rivers State?

**Table 3:** Lecturers' Entrepreneurial Attitudes and Teaching of Entrepreneurship Education

S/N	Items	Male N=196			Female N=152		
		Mean	SD	Remark	Mean	SD	Remark
	State the extent the following items on lecturers' entrepreneurial attitudes enhance teaching of entrepreneurship education in tertiary institutions:						
1	Risk taking	3.01	0.70	High Extent	2.99	0.68	High Extent
2	Creativity	2.99	0.59	High Extent	3.46	0.87	High Extent
3	Sense of initiatives	2.97	0.58	High Extent	3.33	0.78	High Extent
4	Strong desire for independence	2.89	0.54	High Extent	3.02	0.61	High Extent
5	Good self esteem	3.07	0.63	High Extent	2.66	0.51	High Extent
6	Facing uncertainty	2.91	0.69	High Extent	3.06	0.77	High Extent
7	Visionary	3.27	0.74	High Extent	3.05	0.63	High Extent
8	pro-active Attitude	3.04	0.62	High Extent	2.79	0.53	High Extent
9	Aggressiveness	2.83	0.54	High Extent	3.23	0.78	High Extent
10	Critical Thinking	2.53	0.50	High Extent	3.31	0.81	High Extent
11	Resilience	3.01	0.77	High Extent	3.05	0.79	High Extent
	<b>Grand Mean</b>	<b>2.96</b>	<b>0.63</b>	<b>High Extent</b>	<b>3.09</b>	<b>0.71</b>	<b>High Extent</b>

The data presented in Table 3 revealed that all items in the table had mean scores of 2.50 and above which indicates that both male and female lecturers agreed that the items on lecturers' entrepreneurial attitudes enhance lecturers' teaching of entrepreneurship education to a high extent.

**Hypothesis One:** There is no significant difference in the mean responses of male and female lecturers on the extent lecturers' entrepreneurial knowledge enhance their teaching of entrepreneurial education in tertiary institutions in Rivers State

**Table 4:** Z-Test Computation of the Difference in the Mean Responses of Male and Female Lecturers on the Extent Lecturers' Entrepreneurial Knowledge Enhance their Teaching of Entrepreneurial Education in Tertiary Institutions in Rivers State

Lecturers	N	$\bar{X}$	SD	Df	Z-cal	Z-crit	SL	Decision
Male	196	2.79	0.50	346	-1.75	$\pm 1.96$	0.05	Accepted
Female	152	2.90	0.60					

The analyses in Table 4 above shows that Z-calculated value of -1.75 is less than the Z-critical value of  $\pm 1.96$  at 0.05 significant level and a degree of freedom of 346 indicating that, there is no significant difference in the mean responses of male and female lecturers on the extent lecturers' entrepreneurial knowledge enhance their teaching of entrepreneurial education in tertiary institutions in Rivers State. This means that the null hypothesis was accepted.

**Hypothesis Two:** There is no significant difference in the mean responses of male and female lecturers on the extent lecturers' entrepreneurial skills enhance their teaching of entrepreneurial education in tertiary institutions in Rivers State.

**Table 5:** Z-Test Computation of the Difference in the Mean Responses of Male and Female Lecturers on the Extent Lecturers' Entrepreneurial Skills Enhance their Teaching of Entrepreneurial Education in Tertiary Institutions in Rivers State

Lecturers	N	$\bar{X}$	SD	Df	Z-cal	Z-crit	SL	Decision
Male	196	2.90	0.60	346	-0.86	$\pm 1.96$	0.05	Accepted
Female	152	3.07	0.68					

The analyses in Table 5 above revealed that Z-calculated value of -0.86 is less than the Z-critical value of  $\pm 1.96$  at 0.05 significant level and a degree of freedom of 346 indicating that, there is no significant difference in the mean responses of male and female lecturers on the extent lecturers' entrepreneurial skills enhance their teaching of entrepreneurial education in tertiary institutions in Rivers State. This means that the null hypothesis was accepted.

**Hypothesis Three:** There is no significant difference in the mean responses of male and female lecturers on the extent lecturers' entrepreneurial attitudes enhance their teaching of entrepreneurial education in tertiary institutions in Rivers State.



**Table 6:** Z-Test Computation of the Difference in the Mean Responses of Male and Female Lecturers on the Extent Lecturers' Entrepreneurial Attitudes Enhance their Teaching of Entrepreneurial Education in Tertiary Institutions in Rivers State.

Lecturers	N	$\bar{X}$	SD	Df	Z-cal	Z-crit	SL	Decision
Male	196	2.96	0.63	346	-1.78	$\pm 1.96$	0.05	Accepted
Female	152	3.09	0.71					

The analyses in Table 4 above shows that Z-calculated value of -1.78 is less than the Z-critical value of  $\pm 1.96$  at 0.05 significant level and a degree of freedom of 346 indicating that, there is no significant difference in the mean responses of male and female lecturers on the extent lecturers' entrepreneurial attitudes enhance their teaching of entrepreneurial education in tertiary institutions in Rivers State. This means that the null hypothesis was accepted.

### Discussion of Findings

The result of the findings in research question one shows that both male and female agreed that lecturers' entrepreneurial knowledge such as financial management, business opportunity recognition, new venture management, technical knowledge, new venture building, knowledge of relevant marketing, coaching and marketing enhance teaching of entrepreneurship education in tertiary institutions to a high extent. It was revealed, however, that environmental monitoring competency and knowledge of machines may not necessarily enhance teaching of entrepreneurship education in tertiary institutions. The corresponding hypothesis one corroborated this findings as it revealed there is no significant difference in the mean responses of male and female lecturers on the extent lecturers' entrepreneurial knowledge enhance their teaching of entrepreneurial education in tertiary institutions in Rivers State. This findings was supported by the findings of Fauziah and Yusoff (2017) which revealed that lecturers teaching the entrepreneurship courses need entrepreneurial knowledge such as financial management and knowledge of business recognition among others in order to impart the requisite knowledge and skills to their entrepreneurial students.

The findings of the study in research question two further revealed that lecturers' entrepreneurial skills such as strategic thinking, project management, time management and problem solving skills among others enhance their teaching of entrepreneurial education in tertiary institutions in Rivers State to a high extent. The corresponding hypothesis two revealed that there is significant difference in the mean responses of male and female lecturers on the extent lecturers' entrepreneurial skills enhance their teaching of entrepreneurial education in tertiary institutions in Rivers State. This implies that both male and female lecturers agree that lecturers' entrepreneurial skills as identified in table 2 enhance their teaching of

entrepreneurship education to a high extent. This findings was supported by the findings of Abosede, Anthony, and Jimoh (2012) which identified entrepreneurial skills needed by lecturers to include problem solving, risk management and time management among others.

The findings of the analyzed data in research question three showed that lecturers' entrepreneurial attitudes such as risk taking, creativity, sense of initiative, proactive attitude, aggressiveness, sense of independence and critical thinking among others enhance their teaching of entrepreneurial education in tertiary institutions in Rivers State to a high extent. The corresponding hypothesis three also revealed that there is no significant difference in the mean responses of male and female lecturers on the extent lecturers' entrepreneurial attitudes enhance their teaching of entrepreneurial education in tertiary institutions in Rivers State. This findings is supported by the findings of Robinson, Stimpson, Huefner and Hunt (1991) which identified four dimensions for entrepreneurial attitude to include need for achievement, personal control over behavior, innovation, and self-esteem

### **Conclusion**

Based on the findings of the study it was concluded that lecturers' competencies for teaching entrepreneurship education include entrepreneurial knowledge, skills and attitudes. These competencies enhance lecturers teaching of entrepreneurship education in tertiary institutions in Rivers State to a high extent. It was also concluded that there is no gender disparity in the effectiveness of these competencies as both male and female lecturers who possess these competencies use it in the improvement of their teaching of entrepreneurship education in tertiary institutions in Rivers State.

### **Recommendations**

1. The management of tertiary institution in Rivers State and other states of Nigeria should ensure only lectures with the pre-requisite entrepreneurial knowledge are allocated entrepreneurship courses to teach students.
2. Lecturers teaching entrepreneurship education in tertiary institutions should engage in professional courses to acquire entrepreneurial skills as this will enhance their effectiveness in teaching.
3. Lecturers teaching entrepreneurship should sometimes get established entrepreneurs who possess the required entrepreneurial attitude to share their experiences with the students. This way, both the lecturers and students can cultivate these attitudes themselves.

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