

**STRATEGIES FOR UTILIZING ENTREPRENEURSHIP  
EDUCATION CURRICULUM CONTENT OF BUSINESS  
EDUCATION PROGRAM IN TERTIARY INSTIYUTIONS  
FOR UNEMPLOYMENT REDUCTION IN  
IMO STATE.**

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**Abstract**

This study focused on the strategies for utilizing entrepreneurship education curriculum content of business education program in Tertiary Institutions for unemployment reduction in Imo State. A descriptive survey research was adopted for the study. one research question guided the study and one null hypothesis was tested at 0.05 level of significance. The population of the study consisted of 65 business educators from three Tertiary institutions that offer business education courses in Imo State (Alvan Ikoku Federal University of Education, Owerri, Federal Polytechnic Nekede, Owerri, & Imo State Polytechnic, Omuma). There was no sampling due to the management size of the population. A structured 11-item questionnaire was used for data collection. The instrument was validated by three experts from the department of business education, Alvan Ikoku Federal University of Education Owerri. The reliability of the instrument was ensured using Cronbach Alpha coefficient which yielded a reliability co-efficient of 0.87. Data related to the research questions were analyzed using means and standard deviation while t-test was used to test the hypotheses. The findings of the study revealed the strategies for promoting entrepreneurship education in business education to include use of expert, exposure of students to career talks, use of modern technology in teaching, creation of entrepreneurship hub for students', further training among others. The study recommends that business education curriculum planners should revisit the curriculum of business education to accommodate visible strategies that will enhance the implementation of the entrepreneurship education in the tertiary institutions.

## Introduction

Entrepreneurship education has been identified as one of the skill developing programme that is receiving greater attention from policy makers and experts in both developed and developing countries. Ugorji (2017) noted that as a result of economic skills and political influence and economic melt-down in the world today, a lot of countries are developing and devising ways of improving their economy by encouraging entrepreneurship education in the education institutions in the society. According to Njoku (2018) Nigeria as a nation is faced with the problem of high rate of unemployment which makes her one of the countries with the highest number of unemployed graduates. Ibezie (2020) also noted that the current condition of Nigeria's economy is characterized by high levels of unemployment, especially among young people. To solve the problem, there have been a lot of calls and push for entrepreneurship by the government, organizations, and individuals. According to Emeogba (2019), in order to, address the high levels of unemployment and poverty in Nigeria, there is a need to make entrepreneurship education a priority, by teaching people the skills and knowledge they need to start their own businesses thereby make a significant impact in the economy of the society.

Entrepreneurship education in the view of Osuala (2004) in Iwuji (2017) is a specialized training given to students of vocational and technical education to acquire the skill, idea and managerial activities and capabilities for self-employment rather than being employed for pay. Also, Uzoma (2018), noted that entrepreneurship education focuses on developing understanding and capacity for pursuit of entrepreneurial behaviours, skills and attributes in widely different context. Udoh (2018), opined that entrepreneurship education is made up of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. Entrepreneurship education is a basic human right and a critical element in human development with many benefits. The benefits of entrepreneurship education can be very enormous. According to Ibeatu (2017), entrepreneurship education can create job opportunities and reduce poverty and unemployment in an economy. In addition, entrepreneurship education can decrease the rate of emigration, or people leaving their country to find work elsewhere. Therefore, a focus on entrepreneurship education may have significant benefits for the economy of the society especially, when entrepreneurship curriculum is properly implemented. Curriculum as a structured series of learning outcomes is very essential in achieving educational objectives.

According to Iwuoha (2020), curriculum is defined as a systematic planned content or course of instruction needed by a learner who is expected to demonstrate some objective or behavioral change following instruction and guided experience in content provided by the school. Obasi (2020) noted that curriculum is the medium through which educational institutions seek to translate societal values into concrete reality. The curriculum aims towards solving the needs of the society. Onuoha (2016) opined that entrepreneurship curriculum of tertiary institutions should be planned towards providing the required skills, knowledge and experience that will help provide solutions to the needs of the society.

According to Ogudoro (2021), Entrepreneurship education curriculum content should be introduced in every skilled and vocational discipline to equip individuals with the necessary competencies necessary to be employed or create employment opportunities towards the reduction of unemployment in the society. Nwosu (2019), noted that entrepreneurship education content should be introduced and implemented in every skilled and competent program in the tertiary institutions including business education program.

According to Obasi (2019), business education is an aspect of vocational education which equips its recipients with the necessary skills and theoretical knowledge required for performance in the business world either for job occupation or for self-employment. According to Effiong (2016), business education is a systematic and organized program of instruction aimed at transmitting business knowledge, skills, ideas, attitude and technical know-how to recipients which is required for usage in business offices and for teaching others. Nwosu, (2019). Stated that Business education program creates opportunity for students to acquire skills in marketing, management, office technology, accounting as well as general education knowledge. Okwe (2019), noted that the course contents of business education are planned to help the recipients to be properly equipped to handle the challenges that exist in the world of work. To this end Odo (2021) opined that business education plays an important role in economic development by providing adequate knowledge and skills to the learner and therefore reduce the problem of unemployment in the society.

According to Loius (2017), unemployment is the difference between the amount of labour employed at current wage hands and the working conditions and the amount of labour not hired. Unemployment is a situation in which people who are willing to work at the prevailing wage rate are unable to find jobs.

## **Statement of the Problem**

Despite the fact that entrepreneurship education is no longer a new inclusion in the curriculum of tertiary institutions in Nigeria, the rate unemployment is still rapidly increasing. This could be as a result of poor strategies utilized in preparing individuals in entrepreneurship in the tertiary institutions. Okoro (2010) opined that the strategies of teaching and learning of entrepreneurship education should be of interest to teachers of business education who incidentally have a much better idea as regarding the teaching of course content and may lack the needed strategies to make the teaching of entrepreneurship effective. Therefore, it is pertinent for the study to determine the strategies for promoting entrepreneurship education curriculum content in business education towards unemployed reduction.

## **Purpose of the Study**

The purpose of the study is to determine the strategies for promoting entrepreneurship education curriculum content in business education towards unemployment reduction in Imo State, specifically the study sought to:

1. Find out the strategies for utilizing entrepreneurship education curriculum content of business education program in Tertiary Institution for unemployment reduction in Imo State.

## **Research Question**

This research question guided the study:

1. What are the strategies for utilizing entrepreneurship education curriculum content of business education program in Tertiary Institutions for Unemployment Reduction in Imo State?

## Hypothesis

This null hypothesis was tested at 0.05 level of significance:

1. There is no significant different in the mean responses of male and female business educators on the strategies for utilizing entrepreneurship education curriculum content of business education program in Tertiary Institution for Unemployment Reduction in Imo State.

## Method

The research design for the study was descriptive survey research. The population for the study consists of 65 business educators from the tertiary institutions in Imo State that offer business education (Alvan Ikoku Federal University of Education, Federal Polytechnic Nekede and Imo State Polytechnic Omuma Umuagwo). There was no sampling as the entire population was used. The instrument for data collection was researcher's structured questionnaire titled strategies for promoting entrepreneurship education curriculum in business education unemployment reduction (SPEECUR).addressed a research question with a total of 11 items. A four-point response scale was adopted; strongly agree (4), agree (3), disagree (2) strongly disagree (1). The instrument was validated by three experts in business education. To determine the reliability of the instrument, 20 copies of the instrument was administered to business educators in the other institutions in Abia State. The data was analyzed using test re-test method. The Pearson product moment correlation co-efficient was used and an overall value of 0.79 was obtained. Two research assistance helped in the data collection. The mean rating of 2.50 was used for decision rule regarding the research questions. This was calculated based on the 4 points rating interval used in the study. Items with mean values below 2.50 were considered as disagreed. The null hypotheses was accepted when the t-calculated value was less than t-critical value and was rejected when the t-calculated value was equal or greater than the t-critical value.

## Results

**Research Question One:** What are the strategies for utilizing entrepreneurship education curriculum content of business education program in Tertiary Institutions for Unemployment Reduction in Imo State?

**Table 1:**

S/N	STRATEGIES	MEAN	SD	DECISION
1	Use of experts in teaching.	3.92	0.82	Agreed
2	Use of workshops, laboratories.	3.51	0.76	Agreed
3	Excursion to business organizers.	3.42	0.75	Agreed
4	Exposure of students to career talk.	3.68	0.80	Agreed
5	Create internship programmes for mentorship.	2.75	0.72	Agreed
6	Development of apprenticeship schemes.	2.62	0.83	Agreed
7	Exposure of students to industries for practical	2.85	0.70	Agreed

	experiences.			
8	Use of modern technology in teaching.	2.78	0.77	Agreed
9	Create entrepreneurship hub for students further training.	2.80	0.71	Agreed
10	Create exhibition days as part of training.	3.21	0.69	Agreed
11	Create scholarship fund for further training.	2.58	0.74	Agreed
	<b>Grand mean = 3.21</b>	<b>0.74</b>		

Table 1 indicated that the respondents agree that all the items are strategies for utilizing entrepreneurship education curriculum in business education.

### Test of Hypothesis

**HO<sub>1</sub>:** There is no significant difference in the mean responses of male and female business educators on the strategies for utilizing entrepreneurship education curriculum content of business education program in Tertiary Institutions for Unemployment Reduction. Data collected to test hypotheses 1 are presented in table 2.

**Table 2:** Summary of t-test analysis of the mean responses of the male and female business educators on the strategies for utilizing entrepreneurship education curriculum content of business education program.

S/N	No	Groups	x	sd	Df	t-cal	t-tab	lev. of sig.	Remark
1	20	Male	2.58	0.66	50	1.14	2.021	0.05	Not significant
2	45	Female	3.61	0.69					

The t-test analysis presented in table 2 revealed that the t-calculated (t-cal) value of 1.14 is less than the t-table (t-tab) value of 2.021 at ps.0.05 level of significance and at 50 degree of freedom (df). This showed that there is no significant difference in the mean ratings of male and female.

### Discussion of Findings

The findings of the study revealed the strategies for promoting entrepreneurship education in business education towards unemployment reduction for sustainable economy includes use of experts in teaching, use of modern technology, development of apprenticeship scheme, exposure to career talk, use of workshop and laboratories, creation of entrepreneurship hub and giving of scholarship to students for further skill acquisition. Agboola (2018) observed that entrepreneurship is a key driver of economy that creates employment opportunities, wealth creation, and raise of standard of living and therefore should be taught well to students who will use it to meet the need of the society. The findings of the study also indicated that respondents considered the ten (10) items under the strategies for teaching entrepreneurship education as essential strategies that institution should utilize in

teaching entrepreneurship to students. Obanta (2019) opined that excursions internship programs help in acquiring practical skills.

The findings further revealed that entrepreneurship education curriculum in business education when properly implemented help in the training of individuals who will train others or be self-reliant and thereby reduce the problem of unemployment in the society. Amadi (2017) observed that entrepreneurship education is essential in raising individuals who will create employment opportunities when they acquire the needed skills. The result of the hypothesis showed that there is no significant difference in the mean rating of male and female business educators on the strategies for promoting entrepreneurship education in business education curriculum for unemployment reduction in the society.

## **Conclusion**

Based on the findings of the study, the researchers concluded that appropriate strategies be utilized in entrepreneurship content of business education program to produce self-reliance, self-employed, wealth and job creating individuals who will contribute towards unemployment reduction. In a period of socio-political and economic uncertainties, there is need to utilize the appropriate strategies in the teaching of entrepreneurship education using the appropriate strategies.

## **Recommendations**

Based on the findings of the study, the following recommendations were made:

1. Business education curriculum planners should revisit the present curriculum of business education to accommodate visible strategies that will enhance the implementation of the entrepreneurship education in business education.
2. Government should give adequate attention to entrepreneurship development in the country through collaboration to encourage individuals participate in business towards unemployment reduction.
3. Business educators should ensure that modern technologies are utilized in teaching entrepreneurship to the students.

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