

Entrepreneurship Education Instructional Delivery in Higher Education Institutions in Osun State, Nigeria

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Abstract

This study identified instructional delivery methods and determined the problems associated with the delivery of entrepreneurship education in Higher Education Institutions (HEIs), particularly in Osun State, Nigeria. The study adopted the quantitative research design using survey approach. The population for the study consisted 48 lecturers and 2,384 students across the three HEIs owned by Osun State government. The sample was made up of 361 purposively selected respondents based on the courses offered and taught. This comprised 333 students offering one or more entrepreneurship education courses and 28 lecturers teaching entrepreneurship education courses from three HEIs in Osun state. The Entrepreneurship Education Instructional Delivery Questionnaire (EEID-Q) was used to elicit information from entrepreneurship education lecturers and students. Data gathered were analyzed using percentages. The results showed lectures and seminars (75%) as well as technology-enhanced learning (50%) as the predominant methods for teaching entrepreneurship education. It also showed the problems associated with the delivery of entrepreneurship education in Osun State HEIs. These include poor implementation of entrepreneurship education policies 327(90.5%), inadequate funding 325(89.9%), poor orientation and sensitisation for students 322(89.1%), non-inclusion of entrepreneurship education at basic level of education 319(88.3%), as well as infrastructural deficiency 315(87.2%). Consequently, it was recommended that student-centered instructional methods should be employed by entrepreneurship education lecturers to ensure effective delivery of the course. Government

should also increase budgetary allocation to her HEIs to be able to establish and adequately equip entrepreneurial development centers for practical work and provide adequate training/instructional materials for the course, giving its relevance to graduate self-employment in this era of rising youth unemployment.

Key words: Entrepreneurship education; Instructional delivery; Challenges; Higher education

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INTRODUCTION

Entrepreneurship education has emerged as a crucial element of higher education, especially in developing economies such as Nigeria. The escalating unemployment rate among Nigerian youths has prompted an increasing focus on entrepreneurship as a viable choice for a profession. Nevertheless, the successful implementation of entrepreneurship education in the Nigerian higher education sub-sector encounters specific obstacles due to its association with vocational and apprenticeship training, which has led to its devaluation as a form of non-formal education among a significant portion of the population, particularly educated young individuals. This may explain the lack of interest among potential graduates in entrepreneurship education over the past few decades.

In recent years, the prevalence of entrepreneurship initiatives in formal education settings has been steadily rising. Research has emphasised the potential advantages of the subject as means of fostering an entrepreneurial mindset (Adebakin & Alege, 2023), improving employability skills (Adebakin & Akinola,

2018), and encouraging self-employment (Olatunji & Adejumo, 2020; Salami & Adeyemo, 2014). The importance of entrepreneurship education in tackling the problem of youth unemployment in Nigeria has been widely acknowledged through provision of necessary knowledge, skills, and mindset to recognise and take advantage of entrepreneurial opportunities (Olatunji & Olamide, 2017). It is a valuable tool for promoting economic development and tackling the issue of youth unemployment. Governments worldwide are actively promoting entrepreneurial economies due to their ability to generate employment and wealth (Adebakin, Subair & Adelabu, 2020; Oseni, 2017).

Recognizing this importance, the Osun State, located in southwestern Nigeria, has embraced entrepreneurship education as a strategy to empower her youths and stimulate economic development. However, Olatunji and Olamide (2017) contended that the effectiveness of entrepreneurship education in Higher Education Institutions (HEIs) in Osun state has been suboptimal. Therefore, this could serve as a prompt for a thorough assessment of the instructional techniques employed for imparting entrepreneurship education in HEIs in the state.

Research has specifically investigated the method of teaching entrepreneurship education in Nigeria. Olatunji and Adejumo (2020) emphasised the lack of alignment between entrepreneurship education and the actual requirements of entrepreneurs. They stressed the necessity for a more hands-on and experiential method of teaching and learning. In a similar vein, Salami and Adeyemo (2014) discovered that although Nigerian HEIs provide widespread access to entrepreneurship education, the quality and efficacy of these programmes exhibit substantial variation. This is especially relevant to the subject's instructional delivery method. Adebakin and Ajadi (2022) have identified several pedagogical approaches for teaching entrepreneurship education in Nigerian universities, which include cooperative learning, problem-based learning, group and peer work, project work, study tours and field visits, and guest lectures. Traditional lectures and seminars have been the primary methods used to deliver instruction in higher education institutions (HEIs), including entrepreneurship education (Adeyemi & Akingbade, 2017). Lectures offer a systematic and effective method of communicating theoretical ideas and fundamental knowledge to a significant number of students (Kuratko et al., 2015). Nevertheless, the efficacy of lectures in cultivating entrepreneurship competencies has been scrutinised because of their passive nature and restricted interactivity (Oyugi & Kiboi, 2020). To optimise the effectiveness of lectures, studies indicated that it is beneficial to include interactive components such as group discussions, case studies, and guest speakers (Adebakin & Ajadi, 2022; Adeyemi & Akingbade, 2017; Fayolle, 2013).

Moreover, Oyugi and Kiboi (2020) argued that case study is a commonly employed instructional approach in entrepreneurship education, providing students with the chance to examine and deliberate on genuine entrepreneurial situations. This approach allows students to utilise abstract ideas in intricate and uncertain scenarios, promoting the development of analytical thinking and the ability to make informed choices (Fayolle, 2013). Additionally, it offers an opportunity for interactive learning and collaborative discussions, increasing student involvement and facilitating the exchange of varied viewpoints (Kuratko et al., 2015). Experiential learning, which encompasses practical activities like simulations, business plan competitions, and internships, is a highly effective instructional approach for teaching entrepreneurship education. Kuratko (2013) stated that experiential learning enables students to acquire practical experience and cultivate crucial entrepreneurial competencies, including creativity, problem-solving, and opportunity recognition. Oladapo et al. (2018) discovered that involvement in business plan competitions had a positive effect on students' entrepreneurial intentions and boosted their confidence in initiating new ventures.

Studies have shown that mentoring and coaching have a beneficial effect on entrepreneurial self-efficacy, intention, and performance (Adeyemi & Akingbade 2017; Kuratko et al., 2015; Oladipo, Adebakin & Iranloye, 2016). Similarly, Adeyemi (2020) acknowledged mentoring and coaching as valuable instructional delivery methods in entrepreneurship education. This is because these approaches provide students with individualised guidance and assistance from experienced entrepreneurs or faculty members (Oyugi & Kiboi, 2020). Mentoring relationships provide mentees with the chance to acquire knowledge from mentors' experiences, obtain industry insights, and expand their professional connections. In contrast, coaching emphasises the enhancement of skills and the attainment of goals through organised discussions and feedback on performance (Adeyemi, 2020).

It is important to highlight the incorporation of technology in education. This emerging paradigm has not only gained traction among educators but also provides innovative possibilities for teaching methods and improved learning outcomes. Several technologies have been deployed, especially during and after the COVID-19 pandemic, to assist in the teaching-learning process. According to scholars, the incorporation of online platforms, virtual simulations, and mobile applications has been identified as a means to provide educational lessons and entrepreneurship content, as well as enhance interactive learning experiences (Adebakin, Aliyu & Ayanlowo, 2021; Adeyemi, 2020; Ajadi, & Adebakin, 2022). Technology facilitates flexible learning by granting students the ability to access educational resources and engage with peers outside the confines of the physical

classroom (Adebakin, Aliyu & Ayanlowo, 2021; Kuratko et al., 2015). Moreover, technology-enhanced learning has the capability to replicate authentic entrepreneurial situations, enabling students to engage in hands-on experimentation and receive prompt feedback within a secured learning space.

Although instructional delivery methods in HEIs are increasingly recognised for their efficiency, however, concerns still exist among scholars regarding the effective delivery of entrepreneurship education. The delivery of entrepreneurship education encounters numerous challenges, especially in developing nations such as Nigeria. In a study of the roles of tertiary education in addressing the challenges of entrepreneurship and innovation in Nigeria, Adebakin and Ayanlowo (2024) identified several challenges encountered in teaching entrepreneurship education in HEIs. These challenges include insufficient capacity of lecturers/instructors, inadequate curricular capacity to support the training, limited infrastructural support, insufficient government support, and an excessive focus on theory delivery. In another study, Alberti, Sciascia, and Poli (2004) found five key challenges regarding the development of entrepreneurship through education. These include the diverse range of target audiences and objectives, the content of entrepreneurship courses, pedagogical approaches, and assessment methods. Nevertheless, scholars have reached a consensus on the debate regarding audiences and objectives, while the debate regarding contents and pedagogies remains ongoing.

Onuoha, Okoro, and Nnadozie (2019) argued that a major obstacle in providing entrepreneurship education in Nigeria is the absence of uniformity in curriculum content among different institutions. Regulatory bodies offer general guidelines, but individual institutions have a high level of autonomy in making innovative additions to the curricula. This frequently leads to discrepancies in content, calibre, and emphasis, thereby posing challenges in maintaining a uniform standard of entrepreneurial knowledge and skills among graduates. In addition to the existing curriculum inconsistencies, researchers have recognized the utilisation of delivery methods in entrepreneurship education as a matter of concern. Ajayi and Adebayo (2020) contended that traditional lecture-based teaching methods are prevalent in entrepreneurship education in Nigerian HEIs with minimal utilisation of interactive and experiential learning techniques. This statement goes against the essence of entrepreneurship, which necessitates practical, experiential learning opportunities that could enable students to apply their knowledge and cultivate their entrepreneurial skills. Oyugi and Orodho (2016) identified prevalent challenges such as insufficient infrastructure, scarcity of competent instructors, and obsolete curricula that do not cater to the demands of a rapidly changing business landscape. These

challenges frequently lead to entrepreneurship education programmes that are theoretical and lack practical relevance, ultimately failing to accomplish their intended goals (Fayolle et al., 2014).

Entrepreneurship education is now a crucial part of the curricula in HEIs worldwide, especially in developing nations such as Nigeria. It is regarded as a possible remedy for the increasing issue of unemployment. Significantly, the Osun State in the southwestern region of Nigeria, has actively adopted this pattern by integrating entrepreneurship education into the curricula of her HEIs. Nevertheless, the successful implementation of these programmes has been hindered by various difficulties. The situation in Nigeria, specifically the rising unemployment rate and lack of entrepreneurial interest among graduates, may suggest inadequate instructional delivery. As a result, this study assessed the instructional delivery methods and challenges associated with delivering entrepreneurship education in Osun HEIs.

OBJECTIVES

The study will specifically:

- Identify instructional delivery methods for teaching Entrepreneurship Education in Osun State HEIs?
- Determine the challenges associated with the delivery of entrepreneurship education in Osun State HEIs.

RESEARCH QUESTIONS

- What are the instructional delivery methods for teaching Entrepreneurship Education in Osun State HEIs?
- What are the challenges associated with instructional delivery of entrepreneurship education in Osun State HEIs?

METHODOLOGY

This study adopted quantitative research design using the survey approach. The population of the study consisted 48 lecturers and 2,384 students in the three HEIs owned by Osun State government. These institutions are Osun State University, Osun State Polytechnic and Osun State College of Education. The sample was made up of 361 respondents comprising 333 students offering entrepreneurship education courses and 28 lecturers teaching entrepreneurship education courses. This sample was determined using the research advisor at confidence level of 95% and a margin of error (degree of accuracy) of 5% level of significance. The three HEIs in Osun state were purposively selected based on ownership by Osun State government. The students as well as the lecturers were also selected purposively based on the course offered or taught, that is, entrepreneurship education. Table 1 shows the distribution of sample across the selected HEIs.

Table 1
Sample Distribution by Institution

Higher Education Institutions	No. of Students	No. of Lecturers	Total
Osun State University	74	9	83
Osun State Polytechnic	153	9	162
Osun State College of Education	106	10	116
Total	333	28	361

The Entrepreneurship Education Instructional Delivery Questionnaire (EEID-Q) was a self-designed instrument used to elicit information from the respondents. The instrument contained two sections, A and B. Section A contained demographic information of respondents while section B comprised items bothering on challenges associated with instructional delivery of entrepreneurship education. The instrument was administered on lecturers teaching entrepreneurship education and students offering the course to seek their perceived problem with entrepreneurship education delivery. Face and content validity of the instrument was ascertained by experts in the discipline to ensure that the instrument measured what it was meant for in terms of relevance, quality and accuracy. The internal consistency was done by subjecting the instrument to test-re-test reliability method. This involved administering the instrument on 20 purposively selected respondents (15 students and 5 lecturers) within the population but outside the intended sample area on two different occasions within the interval of two weeks. Data gathered from this process were subjected to reliability test using Pearson Product Moment Correlation (PPMC) with a reliability coefficient 0.83 obtained. This value indicated that the instrument was reliable, consistent and good enough to obtain information for the study. Consequently, it was administered by trained research assistants across the selected HEIs in Osun State, Nigeria. Data gathered were analysed using percentages in answering the research questions raised for this study.

RESULTS AND DISCUSSIONS

Research Question One

What are the instructional delivery methods for teaching Entrepreneurship Education in Osun State HEIs?

To answer this research question, the descriptive analysis of opinions on instructional delivery methods for teaching Entrepreneurship Education in Osun State HEIs as contained in Section A of EEID-Q was done. The responses were measured and categorised into 2-point Likert-type scale (2 - Yes, 1 - No) for the purpose of clarity of interpretations. Frequency counts and percentage were used to analyse the data. The results are presented in Table 2.

Table 2
Entrepreneurship Education Instructional Delivery Methods

Approaches	Yes (%)	No (%)	Total
Lectures and Seminars	21 (75)	7 (25)	28 (100)
Case Studies and Experiential Learning	7 (25)	21 (75)	28 (100)
Mentoring and Coaching	0 (0)	28 (100)	28 (100)
Technology-Enhanced Learning	14 (50)	14 (50)	28 (100)

Table 2 showed the instructional delivery methods for teaching entrepreneurship education. These methods include lectures and seminars (75%) and technology-enhanced learning (50%). This finding is in line with Adeyemi & Akingbade (2017) and also could be why Kuratko et al., (2015) maintained that lectures provide a structured and efficient means of conveying theoretical concepts and foundational knowledge to a large number of students. However, Adebakin and Ajadi (2022) as well as Fayolle (2013) suggested that to enhance the impact of lectures method, there is need to incorporate interactive elements such as group discussions, case studies, and guest speakers. Furthermore, the finding on the integration of technology to teaching entrepreneurship education was also supported by scholar (Adebakin, Aliyu & Ayanlowo, 2021; Ajadi & Adebakin, 2022; Kuratko et al., 2015) who laid credence to the fact that technology enables flexible learning, providing students with access to educational resources and peer interactions beyond the physical boundaries of the classroom.

However, other methods such as case studies and experiential learning as well as mentoring and coaching were found not to be predominant in teaching entrepreneurship education in Osun State HEIs. This result is in contrast to Oyugi and Kiboi (2020) who posit that case studies are a widely used instructional delivery method in entrepreneurship education. Similarly, Kuratko (2013) expressed that through experiential learning, students gain practical experience and develop essential entrepreneurial competencies such as creativity, problem-solving, and opportunity recognition. This was better explained by the finding of Oladapo et al. (2018) that participation in business plan competitions positively impacted students' entrepreneurial intentions and enhanced their confidence in starting new ventures.

Research Question Two

What are the challenges associated with the delivery of entrepreneurship education in Osun State HEIs?

To answer this research question, responses to the section B of EEID-Q were categorised, scored and collated. The process was used to compress the five response structure to 2-point Likert scale. The results were presented in Table 3.

Table 3
Challenges of Delivery of Entrepreneurship Education

S/N	Problems Delivery of Entrepreneurship Education in Tertiary Institutions	Agree (%)	Disagree (%)
1	Lack of implementation of entrepreneurship education policies is a major threat to delivery of entrepreneurship education in tertiary institutions	327 (90.5)	34 (9.5)
2	Administration of entrepreneurship education in higher education institutions lacks adequate funding	325 (90.0)	36 (10.0)
3	Non-inclusion of entrepreneurship education at lower levels of education affects the delivery at higher levels.	319 (88.4)	42 (11.6)
4	Lack of proper orientation and sensitisation for students hinders effective delivery of entrepreneurship education	322 (89.2)	39 (10.8)
5	Infrastructural deficiency in higher education institutions contributes to the delivery problem of entrepreneurship education	315 (87.3)	46 (12.7)

Table 3 showed the results of the challenges associated with the delivery of entrepreneurship education in Osun State HEIs. Majority 327(90.5%) of the respondents agreed that lack of implementation of entrepreneurship education policies is a major threat to administration of entrepreneurship education in tertiary institutions. Also, majority 325(90.0%) of the participants agreed that the administration of entrepreneurship education in tertiary institutions lacks adequate funding. In the same regard, majority 319(88.4%) of these respondents agreed that non-inclusion of entrepreneurship education at lower levels of education affects the administration of entrepreneurship education in tertiary institutions. Furthermore, larger percentage 322(89.2%) of the respondents agreed that lack of proper orientation and sensitisation for students hinders effective administration of entrepreneurship education. Finally, majority 315(87.2%) of the respondents agreed that infrastructural deficiency in the institutions contributes to the problem of entrepreneurship education. It can be concluded that the problems associated with the delivery of entrepreneurship education in Osun State HEIs in the following order include; lack of implementation of entrepreneurship education policies, inadequate funding, lack of proper orientation and sensitisation for students, non-inclusion of entrepreneurship education at lower levels of education, as well as infrastructural deficiency.

This finding corroborates the studies of Akpan (2021) as well as Adebakin and Ayanlowo (2024) who in their separate studies identified the challenges that hinder effective implementation of entrepreneurship education in tertiary institutions to include lack of effective implementation, poor funding, lack of adequate orientation and sensitisation of students, limited infrastructural support, limited government support, deficiency of instructional materials, unpleasant feedback from preceding self-employed graduates, lateness in starting entrepreneurship education and dearth of lecturers in the field of entrepreneurship education. This finding also aligns with Osuala (2010) and Maina

(2013), who in their studies found that the challenges of entrepreneurship education include: inadequate funding by government and non-governmental organisations, poor planning and evaluation of the programme across tertiary institutions, inadequate instructors, teaching materials and infrastructural facilities among others.

CONCLUSION AND RECOMMENDATIONS

Entrepreneurship education in tertiary institutions is a valuable endeavor that equips students with the knowledge, skills, and mindsets necessary for success in the dynamic and ever-changing business landscape. However, the effective delivery of entrepreneurship education comes with its share of challenges. These challenges, ranging from a lack of experienced instructors and outdated curricula to issues of risk aversion and limited access to networks, must be acknowledged and addressed to ensure that students receive a well-rounded and impactful entrepreneurial education.

Based on the findings, this study recommended that student-centered instructional methods should be employed by entrepreneurship education lecturers to ensure effective delivery of the course in Osun State HEIs. Government should ensure an increased budgetary allocation for HEIs in the state. With adequate funding, higher institutions will be able to establish and adequately equip entrepreneurial development centers for practical work and provide adequate training/instructional materials for the programmes. Also, there is need for the school management to create necessary awareness concerning entrepreneurship education among the students, emphasising the relevance of the programme to graduate self-employment in this era of rising graduate unemployment. Students should be made to understand that entrepreneurship education is not just one of those theoretical courses they study and write examination to have grades without having in mind to practice what is taught. Making the programme practical-orientated will fascinate and sustain the interest of students.

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