

Challenges Hindering the Availability of Instructional Resources for Entrepreneurial Skills Acquisition among Business Education Students in Tertiary Institutions, Rivers State

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Abstract

This study was motivated by the frequently observed negligence of the Challenges that hinder the availability of instructional resources and acquisition of entrepreneurial skills among Business Education students in tertiary institutions, Rivers State. A descriptive survey research design was adopted in the study. The study was carried out in Rivers State, with two research questions and two null hypotheses, and a population consisting of 409 final year students offering Business Education programme drawn from the three tertiary institutions in Rivers State. Purposive sampling was adopted as the entire population was used as the Sample size. A structured questionnaire tagged “Challenges Hindering Availability of Instructional Resources for Entrepreneurial Skills Acquisition among Business Education Students in Tertiary Institutions in Rivers State (CAIRAESBESQ) was used by the researchers. The instrument was validated by eight Business Education experts in the field of study other than those used for the study, and reliability co-efficient of 0.89 was obtained. Research questions were analyzed with mean and standard deviation, and the hypotheses were tested with z - test statistical tool. Findings from the study proved that instructional resources for acquisition of entrepreneurial skills among Business Education students are available but not adequate and inadequate funding, lack of maintenance, poor policy formulation amongst others are challenges that hinders the availability of instructional resources. Based on the Findings, conclusion were made and recommendations made amongst others includes that effort should be intensified by the authorities of tertiary institutions to ensure that instructional resources and manpower are made adequate and to include practical in the course of teaching and learning for effective acquisition of entrepreneurial skills among Business Education students in Rivers State.

Keywords: *Challenges, Availability, Instructional Resources, Entrepreneurial Skills, Business Education Students.*

Introduction

The primary purpose of teaching and learning is to bring about permanent change in behaviour through active participation and critical thinking. This cannot take place without the availability and proper use of instructional facilities and other needed resources. The quality of education that students receive depends on the availability of overall instructional resources in which teaching and learning take place. Khan and Igbal (2012) stated that adequate and quality instructional resources are basic ingredients for quality education and to achieve the intended goal of tertiary institutions. Entrepreneurial skills acquisitions become imperative with availability of instructional resources. Entrepreneurship remains a vital ingredient for economic development of any nation. Education has been acknowledged as

one of the powerful tools for changing the world. It opens the door for individuals to participate and contribute to economic development and self-sufficiency. The participation of the individual in creating wealth and contributing to economic development is a gate way to the individual's economic security. Etuk and Ekpo (2008) opined that when people are denied educational opportunities, they are excluded from the development process. The resultant effect of this exclusion is insecurity. Entrepreneurship education seeks to provide **students** with the knowledge, skills and motivation to encourage **entrepreneurial** success in a variety of settings.

Skill is thought of as a quality of performance which does not depend solely upon a person's fundamental, innate capacities but must be developed through training, practice and experience (Adeyemo, 2009). Adeyemo emphasized that entrepreneurial skills are the basic skills necessary to enable one starts, develops, finances, and succeeds in one's enterprise. Availability of instructional resources enhances students learning by allowing them to be involved in demonstrations and practice which would continue to build their skills (Oyinloye & Olywalola, 2014). According to Uzuegbu, Mbadiwe and Anulobi (2013), the term "availability" relates to how much instructional material is on hand, to which teachers and learners have access. It refers to the condition of being obtainable or accessible at a particular point in time. Unfortunately one of the major challenges that hinder the acquisition of entrepreneurial skills are inadequate infrastructure which are inadequate class rooms, laboratory equipment, inadequate teaching and learning resources. The above assertion is supported by Ayelotan and Sholalgbade (2014) who depicts that physical facilities and equipment are inadequate in tertiary institutions offering entrepreneurship education in Rivers State.

Challenges Hindering Availability of Instructional Resources

The challenges hindering availability of instructional resources for acquisition of entrepreneurial skills among business education students in tertiary institutions in rivers state are:

Inadequate funding: According to Acharu and Solomon (2014), inadequate infrastructural (instructional) resources are evidently linked to inadequate funding by Governments. This situation is so bad that funding is usually in response to conditionality's imposed by International Financial Institutions (IFIS). Despite the foregoing, Nigeria still remains a major defaulter in complying with the UNESCO recommendations that at least 26 percent of the National Budget must be committed to education.

Poor policy implementation: There is lack of well – articulated educational Policy by the Nigerian government. More attention is given to other sectors than to education. This posing problem to the provision of instructional resources especially for the acquisition of entrepreneurial skills.

Lack of maintenance: According to Udin and Uwaifor (2007), most equipment and infrastructure in Nigeria are in despair and decay due to poor maintenance culture. Absence of maintenance culture in our school systems has caused a major setback to effective implementation of entrepreneurship programme. Equipment that breaks down in public institutions is sometimes difficult to repair. In such case damaged equipment continue to depreciate till it finally become dead. Miller and Akume (2009) noted that all stakeholders in the educational sectors are expected to be partners in the maintenance of school equipment while parents and government are to provide finance for maintenance activities. In the same way, school authorities are to detect fault and utilize fully the available equipment.

Corruption in education system: The Nigeria education system has witnessed unprecedented anomalies in terms of fund diversion, bribery and falsification of unverifiable projects to the personal gains of individuals and to the detriment of education in Nigeria. Corruption has crippled the provision of educational materials to a sorry level that some government owned institutions do not have the necessary materials for effective teaching and learning. Laboratories and classroom are empty, no befitting office accommodation and furniture for lecturers. Priye (2016) lamented that corruption began to have its serious and negative effects on education in the middle and late 1980's as the psychosocial beast beclouded the minds of those who ruled Nigeria. According to Priye, the scramble to loot as much as possible by those in position of power resulted in the neglect of the educational sector.

Students' attitudes toward educational facilities: the belief that government property is nobody's property sometimes affects the availability, maintenance and continuity of instructional equipment in our tertiary institutions. The syndrome of "it is government property" has become a canker worm eating deep into the very fabric of our educational system as students mishandle equipment and go school free. This does result to inadequacy of instructional materials and the blame to educational authorities. Puyate in Acharu and Solomon (2012) supported this when he opined that "there is little or no concern on the part of government, lecturers and students for the improvement of the present state of facilities in tertiary institutions. Students must be sensitized on how to take good care of educational facilities for the benefit of effective teaching and learning.

Increase in students enrolment: Onyesom, Egbule and Okwuokenye (2012) stated that Business Education of which entrepreneurship is an integral part has been experiencing incremental movement in the number of students' enrolment as a result of the quest for a discipline that can make one self-reliant and productive after graduation. As a result, the number of information and communication technology instructional based equipment such as computers, laboratories and classrooms are always insufficient for effective teaching and learning of Business Education programme.

Poor attitude toward imbibing the entrepreneurial skills and spirit: Experiences from ivory towers manifest a lot of laissez faire attitude towards entrepreneurship education by students who are supposed to be the beneficiaries of the programme. Entrepreneurship education requires that students be exposed to theoretical and practical skills component of the course. Entrepreneurship education like vocational and technical education is expensive (Ezinwa, 2016). Furthermore, there is a minimum standard that is acceptable. Where such standard cannot be maintained it is useless embarking on such project. During this situation, entrepreneurship, which would have salvaged the situation, was not encouraged. It has been observed that tertiary education has not properly include philosophy of self-reliance such as creating a new cultural and productive environment that will promote pride in primitive work and self-discipline as to encourage students to actively and freely take part in discussion and decision affecting their general welfare, promoting new set of attitudes and culture for the attainment of future challenges (Arogundade, 2011) Nwangwu (2007) argued that the failure of tertiary education to imbibe the above philosophy in students has led to wastages in terms of both human and natural resources. This is because the youths and graduates from tertiary institutions are not equipped with the skills with which to exploit the natural resources that abound in Rivers State and Nigeria.

Statement of the Problem

Education is one of the basic foundations for economic development of the individual and society while entrepreneurship education acts as the driver because of its emphasis on skill acquisition, attitudes and behaviours. Business Education in Nigeria is established to impart the youths with practical and employable skills. Some of the challenges associated with availability of instructional resources for the acquisitions of entrepreneurial skills are: inadequate funding, lack of maintenance, poor policy formulation and implementation, corruption in education system, poor student attitudes towards educational facilities, laboratory materials, technicians, practical experience and entrepreneurship centre. Other issues include emphasis on the theoretical knowledge rather than practical knowledge due to non-availability of entrepreneurship education centre, technology, and entrepreneurial mindset of students. It is based on the above highlighted problems that this study is necessitated by the researchers.

Purpose of the Study

The purpose of this study was to determine the challenges hindering the availability of instructional resources for entrepreneurial skills acquisition among Business Education students in Rivers State. The study sought to:

1. Determine the availability of instructional resources for entrepreneurial skills acquisition among Business Education students.
2. Determine the challenges hindering entrepreneurial skills acquisition among Business Education students in Rivers State.

Research Questions

The following two research questions were raised for the study:

1. How can the availability of instructional resources for entrepreneurial skills acquisition among Business Education students be determined?
2. What are the challenges hindering entrepreneurial skills acquisition among Business Education students in tertiary institutions in Rivers State?

Hypotheses

Two null hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean responses of male and female Business Education students on the availability of instructional resources for entrepreneurial skills acquisition.
2. There is no significant difference in the mean responses of male and female Business Education students on the challenges hindering entrepreneurial skills acquisition.

Methodology

The study adopted the descriptive survey research design, because it involved eliciting information from respondents. The study was conducted in Rivers State, as it has to do with three tertiary institutions in Rivers State that offers Business Education programmes. The population of the study consisted of 409 final year Business Education students in the three tertiary institutions that offer Business Education programmes as a course of study in Rivers State. There was no sample and sampling techniques as the population was not large enough for sampling as such the study adopted a purposive sampling technique with 14 item questionnaire was the instrument designed and used for the study. The instrument used to answer the research questions was structured using the four point rating scale as follows: Research question one options were: Highly Available (HA), Available (A), Moderately Available (MA), and Not Available (NA). Research question two options were: Strongly

Agreed (SA), Agreed (A), Disagreed (DA) and Strongly Disagreed (SD). The respondents were asked to choose the option that best fit their opinion concerning the question items. Test re-test method was adopted in the study with a co-efficient of 0.89. Data generated was analyzed using mean and standard deviation and mean score of 2.50 and above was regarded as either Available or Agreed and below 2.50 was regarded as Not Available or Strongly Disagreed based on research question one and two responses. Null hypotheses were tested using z- test statistical analyses at 0.05 level of significance. The null hypotheses was accepted, if the calculated value of z is less than the critical value of z and was rejected if the calculated value of z is greater than the critical value.

Results

Results from the study were presented in tables as thus:

Research Question1: How can the availability of instructional resources for entrepreneurial skills acquisition among Business Education students be determined?

Table 1: Mean and Standard Deviation Computations about Availability of Instructional Resources for entrepreneurial Skills Acquisition among Business Education Students

S/N	Items	Male			Female		
		Mean	S.D	Remark	Mean	S.D	Remark
1.	Computers	3.40	0.81	Available	3.22	0.84	Available
2.	Building	3.45	0.78	Available	3.01	1.06	Available
3.	Furniture	2.13	1.02	Not Available	2.34	1.18	Not Available
4.	Electrical Fixtures	2.17	1.14	Not Available	1.92	1.02	Not Available
5.	Libraries	2.26	1.10	Not Available	2.18	1.16	Not Available
6.	Machine	2.37	0.97	Not Available	2.18	1.05	Not Available
7.	Projectors	2.95	1.03	Available	2.91	1.09	Available
Grand Mean & S.D		2.68	0.98	Available	2.54	1.06	

Source: Field Survey (2018).

Data analysis in table 1 showed that the respondents were of the opinion that the items in the table are available for entrepreneurial skills acquisition among Business Education students as it revealed that computers (3.40 & 3.22) are available building (3.45 & 3.01) and projectors (2.95 & 2.91) are available while furniture (2.13 & 2.34), electrical fixtures (2.17 & 1.92), libraries (2.26 & 2.18), machine (2.37 & 2.18) are not available for entrepreneurial skills acquisition in Rivers State tertiary institutions. The respondents viewed showed that instructional resources for entrepreneurial skills acquisition are available but not adequate with a grand mean of 2.68 and 2.54 respectively.

Research Question 2: What are the challenges hindering entrepreneurial skills acquisition among Business Education students in tertiary institutions in Rivers State?

Table 2.2: Mean and Standard Deviation Computations on the Challenges Hindering Entrepreneurial Skills Acquisition among Business Education Students in Rivers State Tertiary Institutions in Rivers State

S/N	Items	Male			Female		
		Mean	S.D	Remark	Mean	S.D	Remark
8.	Inadequate Funding	3.34	0.79	Agreed	3.27	0.85	Agreed
9.	Lack of Maintenance	3.30	0.79	Agreed	3.23	0.80	Agreed
10.	Poor Policy Formulation and Implementation	3.02	1.03	Agreed	2.81	1.11	Agreed
11.	Corruption in Education	3.35	0.76	Agreed	3.16	0.89	Agreed
12.	Poor students attitudes towards educational resources	2.95	0.99	Agreed	2.84	0.99	Agreed
13.	Increase in students enrolment	3.01	1.02	Agreed	2.76	1.07	Agreed
14.	Poor Power Supply	3.37	0.88	Agreed	3.18	0.86	Agreed
Grand Mean & S.D		3.19	0.89	Agreed	3.04	0.94	Agreed

Source: Field Survey (2018).

Table 2 showed the analysis of challenges hindering the availability of instructional resources for entrepreneurial skills acquisition. It was revealed that lack of fund (3.34 & 3.27), lack of maintenance (3.30 & 3.23), poor policy formulation and implementation (3.02 & 2.81), corruption in education (3.35 & 3.16), poor students attitudes towards educational resources (2.95 & 2.84), increase in students enrolment (3.01 & 2.76), and poor power supply (3.37 & 3.18) are the challenges that hinder the availability of instructional resources in Rivers State tertiary institution.

Test of Hypotheses

The hypotheses in the study were tested as thus:

Hypothesis 1: There is no significant difference in the mean responses of male and female Business Education students on the availability of instructional resources for entrepreneurial skills acquisition.

Table 3: Z-test of Difference on the Opinion of Male and Female Business Education Students on the Availability of Instructional Resource for Entrepreneurial Skills Acquisition

Respondents	Mean	Std. Deviation	N	z-cal.	z-crit.	Decision.
Male	2.68	0.98	182	1.27	1.96	Accepted
Female	2.54	1.06	219			

Source: Field Survey (2018).

The result in Table 3: Shows that z-calculated value is less than z-critical value. Since the z-

calculated value of 1.27 is less than the z-critical value of 1.96. The null hypothesis which states that there is no significant difference in the mean response of male and female Business Education students on the availability of instructional resource for entrepreneurial skills acquisition was therefore upheld and accepted.

Hypotheses 2: There is no significant difference in the mean responses of male and female Business Education students on the challenges hindering entrepreneurial skills acquisition.

Table 4: Z-test of Difference of e of Male and Female Business Education Students on the Challenges Hindering Entrepreneurial Skills Acquisitions

Respondents	Mean	Std. Deviation	N	z-cal	z-crit.	Decision
Male	3.19	0.89	182	0.56	1.96	Accepted
Female	3.04	0.94	219			

Source: Field Survey (2018).

The result in table 4 revealed that the z-calculated value is less than z-critical value. Since the z-calculated value of 0.56 is less than the z-critical value of 1.96. Thus, the null hypothesis which states that there is no significant difference in the mean responses of male and female Business Education students on the challenges hindering entrepreneurial skills was accepted

Discussion of Findings

Findings from research question one revealed that instructional resources for acquisition of entrepreneurial skills among Business Education students in Rivers State are available but not adequate. This finding is in agreement with the view of Bans (2007), who opined that resource and other infrastructure in tertiary institutions offering entrepreneurship education programme in Rivers State are dilapidated, inadequate, over used and a death trap in some cases. Inadequate availability of instructional resources has made teaching and learning process not to function effectively because students do not acquire the necessary entrepreneurial skills they need to be self-reliant. In agreement with the view of Bans, Fafunwa (2010) depicts that a large number of students are crowded in classrooms, using inadequate and obsolete equipment and with disillusioned teachers. These combined deficiencies perhaps constituted a major gap in the quality of learning infrastructure, and the challenges bear on teaching and learning that prevent the education system from getting the best out of its efforts to achieve the required level of attainment in teaching and learning activities in tertiary institutions. Base on the above, there is the need to update instructional resource as it is needed to aid in teaching of entrepreneurship education and it will help in the improvement of students knowledge.

Findings from research question two revealed that inadequate funding, lack of maintenance; poor policy formulation and implementation, corruption in education, increase in students' enrolment and poor power supply are challenges that hinder the availability of instructional resources for entrepreneurial skills acquisition in Rivers State tertiary institutions. It was also discovered that there is no significant difference between the mean responses of male and female Business Education Students on the challenges that hinder the availability of instructional resources for entrepreneurial skill acquisition in Rivers State tertiary institutions. This findings is in agreement with the view of Ayelotan and Sholalglbade (2014) who maintained that physical resources and equipment are inadequate in tertiary institutions

offering entrepreneurship education in Rivers State, which hinder the acquisition of entrepreneurial skills such as inadequate infrastructural resources; which are inadequate class rooms, laboratory equipment, inadequate projectors, inadequate funding, lack of maintenance, corruption in education system and students attitude toward education resources. Agreeing with the view of Ayelotan and Sholalgbade, Priye (2016) depicts that corruption has cripple the provision of instructional resources to a sorry level that some government owned institutions do not have the necessary materials for effective teaching and learning. Laboratories and classroom are empty, no befitting office accommodation and furniture for lecturers. Priye went further to state that the scramble to loot as much as possible by those in position of power resulted in the negligence of the educational sector. The researchers is in agreement with the above viewed that inadequate funding, lack of maintenance, poor policy formulation, corruption, and poor student's attitudes towards educational facilities are challenges that hinder the availability of instructional resource for entrepreneurial skill acquisition in Rivers State tertiary institutions.

Conclusion

Based on the results and findings of this research work, the researchers therefore concluded that instructional resources for entrepreneurial skills acquisition are available but not adequate in Rivers State and it is only with skilled men that materials can be harnessed, manipulated and transformed into product. This clearly indicate that there is a big gap in the quality of learning infrastructure, which posed many challenge on teaching and learning that prevent the educational system from getting the best out of its efforts to achieve the required level of attainment in teaching and learning in tertiary institutions. Conclusively, availability of instructional resources and acquisition of entrepreneurial skills among Business Education students has a positive effect to good performance in examinations while poor performance has been blamed on inadequacies. Skills acquired through entrepreneurship education enable students to function effectively in the society at large. But there are many challenges causing hindrance to effective acquisition of entrepreneurial skill.

Recommendations

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

1. Efforts should be intensified by the authorities of tertiary institutions in Rivers State to ensure that Government provides adequate manpower and workshop for effective teaching of entrepreneurship education.
2. In order to ensure effective acquisition of entrepreneurial skills, efforts should be intensified by the authorities concerned, to include practical in the course of teaching.
3. Efforts should be intensified by the authorities of tertiary institutions in Rivers State to ensure that instructional resources are available for entrepreneurial skills acquisition.

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