

# Appraisal of Implementation of Inclusive Entrepreneurship Education Programme in Public Universities in South-South, Nigeria (During Post Covid-19 Pandemic Era)

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## Abstract

The study was conducted on appraisal of the implementation of inclusive entrepreneurship education programme in public universities in the post-covid-19 pandemic era in South-South, Nigeria. The study utilized two research questions and hypotheses. Descriptive survey research design was adopted for the research. The population of the study consisted of 19,862 final year students in universities in South-South, Nigeria. A multistage sampling technique was used to draw a sample of 984 students. Instrument titled Appraisal of the Implementation of Inclusive Entrepreneurship Education Programme Questionnaire (AIIEEPQ) was used for data collection. Descriptive statistics and independent t-test analyses were used to analyse the data. The result was tested at 0.05 level of significance. The findings revealed that quality of course content has not significantly enhanced the implementation of inclusive education programme in post-covid-19 pandemic era while students' disposition has significantly enhanced the implementation of inclusive education programme in post-covid-19 pandemic era. It was concluded that quality of the course content in the study of Inclusive Entrepreneurship Education has not successfully helped students in the practice of entrepreneurial activities but what has sustained them remains the positive attitude they developed in course of their study, chiefly based on what improved version of life they hope to make of themselves and others through the empowerment as entrepreneurs. Based on the conclusion, it was recommended among others that government and higher institutions of learning should in addition to training, upgrade and implement their entrepreneurship curriculum content to accommodate today's entrepreneurship skills as they also pertain to the criteria of inclusiveness.

## Keywords

Appraisal, Inclusive, entrepreneurship education, course content, disposition, implementation, post Covid-19 pandemic

## INTRODUCTION

The impact of covid-19 pandemic in Nigerian economy particularly in the education sector has been massive just like in other countries of the world. According to [1] the first human case of covid-19 in the world was reported officially in November, 2019 in Wuhan City, China. By early January 2020, the disease which WHO declared a pandemic, had spread widely across the continents of Asia, Europe and America, and in February 14, 2020, Africa recorded its first case in Egypt. Nigeria had its turn from a business migrant from Italy at the later part of February 27, 2020. The disease was caused by the novel coronavirus causing covid-19 and subsequently named SARS-CoV2 (being linked to the same family of viruses as severe acute respiratory syndrome). [1] records too, that most people who get infected with the virus experience either mild or moderate respiratory illness and recover without requiring any special treatment. Older people however, and people with underlying medical problems such as cardiovascular diseases, diabetes, chronic respiratory

diseases, and cancer among others, are more likely to develop serious illness and to say the least the exceptional individuals are susceptible to death. These individuals have special cases that subject them to handicapping conditions. The exceptional persons here refer to students who are disabled and or gifted and talented. They are very marginalized much less this very period. The cry which has remained far cry is issue of including them to achieve zero respect. Some of them are found in institutions of higher learning such as Universities in the South South, Nigeria.

There has been popular axiom that there is ability in disability. These abilities found in this special population can be invested on especially in entrepreneurial ventures. The forgoing population came face-to-face with the Covid-19 pandemic and have the right in the thinking of [2] to be included in the survival strategy including entrepreneurial empowerment. They are to be included in any worthwhile venture hence, what is in vogue now is inclusion. The inclusive policy in entrepreneurship is to ensure that all persons, regardless of their individual characteristics and

background, are provided with opportunity to run their businesses and to succeed.

Historically, a deadly disease such as coronavirus (Covid-19) remains a social problem to humanity and education in particular. Education has long been described as a bedrock of human understanding and an empowering tool for knowledge, skills and orientation for individuals especially the exceptional students and national development; being also seen as the greatest agent of change which any nation recognizing this, can invest her human resources in, to activate other strategies geared towards sustainable national development [3]. The entrepreneurship education according to Idika et al was conceived to be a means of realizing the national goal of acquiring appropriate skills for the development of mental, physical and social abilities which an individual needs to live and contribute maximally to the development of the society. The exceptional students are not left out here. The emergence of National Economic Empowerment and Development Strategy [4] in 2004 was with a document that clearly explained its support for the laudable objective of entrepreneurship education. This can be seen in NEEDS' target of self-reliance and development through diversification, wealth creation, poverty reduction and value re-orientation, which can only be reached and sustained through an education system that can efficiently impact the relevant skills, knowledge, orientation, abilities, attitudes and values to all persons. Bassey [4] notes that entrepreneurship education constitutes all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds; this leads government to establish skill-specific enterprises as modes of entrepreneurship training in the universities. These include; National Directorate of Employment, Industrial Attachment/ Student Industrial Working Experience, Vocational and Technical Training, Agricultural Training and Information and Communication Technology (ICT) Training.

In the event of the global covid-19 pandemic resulting in economic and overall downturn of human activities, many nations of the world are now driven towards deepening entrepreneurship skills in the citizens who are believably seen as the ready vehicle for achieving the needed self-dependence, poverty reduction/eradication and economic empowerment. In Nigeria, the situation is not different. After the intense covid-19 experience, many schools realized that more entrepreneurship education research embedding a covid-19 context was required to break through new frontiers and reset the post-covid-19 agenda. Higher institutions have come face to face with the apprehension and the need to address the new tasks of having to manage the unwanted negative pressures of covid-19 pandemic and to wade through all its challenges to ensure effective implementation of the Programme of inclusive entrepreneurship to achieve its goal of creating entrepreneurial and enterprising behaviour in all individuals and nation as a whole. There is need to prepare and make the curriculum content adequate and to engage

strategies that will further enhance the attitude of individual students in this programme. This calls for inclusion that will embrace determined people and those with additional learning needs, from backgrounds quite different from ours, and an equal gender divide. Moreso, the time to appraise such implementation for socio-economic enhancement of the area and the nation as a whole is no other time but now. According to [5], such assessment system when put in place, can produce the feedback system that can appreciably sustain performance and in this case, uphold the inclusive entrepreneurship system in Nigeria to the extent of leading to enhancement in productivity, employment level and national income.

With the objective of this study in mind, the researchers are out to collect data that may inform policy decisions in best inclusive entrepreneurial approaches and practices in universities and how to activate needed skills that will engender sustainability of entrepreneurial ability and education in post-covid-19 pandemic era, in public universities in Cross River State. It is of note that education and training can have definite role in enhancing entrepreneurship by enlarging the pool of transformed and conscious entrepreneurs in the society who, according to [6], can possess the following four capabilities in an efficient, effective and excellent manner: i) To think logically, analytically, critically and laterally; ii) To acquire occupational skills and work experience to bring out employability; iii) To realize one's potentials for self-development so as to become better persons in terms of physical, emotional, intellectual, aesthetic and moral character and; iv) To cultivate a discriminating capability to appreciate and imbibe the emerging values of our times such as ecological concerns, social harmony and egalitarianism in order to build a healthy and harmonious society.

Incidentally, without training, [7] noted that it is impossible to empower individuals without requisite skills to overcome workplace dilemmas in the dynamic society of today. The society as a vital source of curriculum is so dynamic that emergence of new challenges including the recent covid-19 crises have also placed serious challenges on curriculum implementation, calling for urgent attention, the reason for a study like this to appraise the programme of the inclusive entrepreneurship education curriculum in order to reflect these changing realities for a better enterprising and entrepreneurial output in the university. Afterall, the development a nation needs is wrapped up in the manpower and capacity build of the university, and entrepreneurial skills and capabilities being a major constituent of the developing manpower. This brings to light the whole essence of inclusion.

Entrepreneurship education has been variously defined by different authors. According to [3], it is defined in the Consortium for Entrepreneurship Education as education that seeks to prepare people especially the youths to be responsible enterprising individuals, who become entrepreneurs and entrepreneurial thinkers and contribute to economic development and sustained communities.

Entrepreneurs are the engines that run the economy of any nation; when they are privileged to be educated, they become better positioned to contribute in the expansion and advancement of the economy [8]. Jalbert in [3] defined the term entrepreneur to apply to someone who creates value by offering a product or service. They often have a strong believe about a market opportunity and accordingly organize their resources effectively to accomplish outcomes that change existing interactions. Some observers see them as being willing to accept a high level of personal, professional or financial risk to pursue the opportunity. Entrepreneurship education increases employment productivity and also it can be used for wealth creation if fully implemented in our educational institutions. It is a means of ending poverty in individual and societal lives.

In consideration of its importance in encouraging the youths to acquire skills and build capacity that help establish and maintain sustainable business venture, and particularly as a potent tool for the reduction of chronic unemployment and poverty, the [9] recommended that Nigerian universities, polytechnics and colleges of education integrate skills acquisition through this education as an integral part of the curriculum. It has thus, been made a compulsory course for all undergraduates in different disciplines. This truly serves as saving grace to this special population that seems to have suffered of stereotypical minds. This type of education can wake up sleeping talents/gifts amongst them hence, the need for inclusion. With the skills enhancement through the entrepreneurship education, the individual is thoughtfully empowered to engage in vocations with the ability to lead new creation, exhibit creative mind, be self-reliant, innovative, take risks, initiatives, knowledgeable, resourceful, people-oriented; others include team spirit, financial control, self-confidence, versatility, originality, dynamic thinking, optimum disposition, flexibility in decision, energy for hard work, responses to suggestions and criticisms, driven by need achievement, profit-oriented, persistent and preserving, adjustment to challenges and future-looking for the purpose of leading self-reliant lives [10]; [3]. In furtherance of its role to ensure the global realities including the critical issue of inclusion, are reflected in building up students in their various careers, the 2023 Curriculum review by the NUC has just been concluded; what remains a visible gap is the extent or level to which the core curriculum package (CCMAS) is being readily implemented. Previously, finance has been a major barrier to implementation of policies that when executed should solve many critical issues notably unemployment with its attendant effects- crimes, insecurity, school failure, school drop-out among other post covid-19 challenges to the nation.

In Nigeria, the rate of unemployment is on the increase because graduates are yearly churned out from the universities, polytechnics and colleges of education in their thousands into the labour market, expecting the government to provide jobs for them, but this seems not to be feasible [11]; [12]. An investigation carried out by the Federal

Ministry of Education from 2005-2010 revealed that seventy one percent (71%) of students who graduate from Nigerian universities and other forms of tertiary institutions are jobless [12]. The unemployment rate in Nigeria rose from 10.4 percent in 2015 to 14.2 percent in 2016. This percentage showed that unemployment rose from 3.5 million to 11.549 million while the labour force rose from 4.194 million to 81.151 million [13]. The Federal and State Government have seen and recognized that unemployment and poverty among the youths and graduates constitute serious problems to the society. Governments at all levels both past and present are not keeping quiet over this state of affairs; they have continued to map out social, economic and educational strategies to tackle this problem. It is no doubt a welcome turn of event but it is appalling to find out that this very programme has not been assessed to the best knowledge of the researchers. The need to appraise the implementation curriculum of the programme of this education may still constitute a vital effort geared towards finding solution to the problems of the nation particularly after covid-19 era.

“Reference [14] stated that higher education curricula in Nigeria lacked contents to deliberately develop values, attitude and skills that enable graduates to nurture their entrepreneurial abilities to realize entrepreneurship opportunities around them”. By implication, the prevailing unemployment among graduates despite the teaching of Entrepreneurship Education could be attributed to teachers’ use of teaching and assessment methods which do not promote students’ acquisition and use of entrepreneurial competencies for self-employment. Moreso, not much attention has been given to inclusive education in Nigeria [15]; [16]; this affects all components of the education curriculum including entrepreneurship education.

An inclusive entrepreneurship education creates wider knowledge and skills and also makes increased and vital contributions to economic growth. It is an inevitable strategy for inculcating entrepreneurial culture to the large populace in any nation; it creates employment and transforms communities to enhance national economic development if fully implemented [17]. It enhances equality and further inclusion, which are ingredients that make for success in today’s society [18]. According to [19], implementation of any policy or objectives can only take place if all instrumental activities are being carried out in a strategically planned environment. In other words, workshops and adequate facilities should be in place for the successful implementation of inclusive entrepreneurship education. This is to say that the implementation of entrepreneurship education cannot be successful without effective planning, provision for adequate funding, availability of physical facilities and other learning materials, quality of course content and availability of trained and competent personnel or lecturers which will also play a major role in reducing unemployment and its associated ills among graduates.

The unemployment rate to a large extent is blamed on the curriculum of tertiary institutions. The curriculum has laid

more emphasis on theoretically based knowledge than on practical. The rate of unemployment may also be blamed on the wrong choice of study made by some students, lack of quality education and high expectation from students [20]. Government in its own effort to reduce unemployment in Nigeria has devised some measures, one of which has put in place entrepreneurship education. Most of the developed countries in the world today got to such an enviable level through investment in entrepreneurship. Information and communication technology (ICT) has change the school climate [21]. An inclusive entrepreneurship education has the objective, as stated in the Basic Minimum Academic Standard (BMAS) document, to provide graduates with necessary skills that will enable them become self-reliant, to enable students identify and exploit local and global opportunities, to enable students discover their abilities so they can live a meaningful life, equipping students with tools to nurture new and existing business thereby contributing to economic development, to foster entrepreneurship knowledge in students, to develop entrepreneurship spirit among students and to equip students with analytical skills in handling negotiations, conflicts, marketing, leadership, finances and solving problems. These objectives promised to reduce unemployment to its barest minimum but for the set goals that could not be achieved [22]. The likelihood of getting out of unemployment and poverty could increase with the country taking inclusive entrepreneurship education as a serious venture and a worthy option. The mandate given to the National University Commission (NUC) to have universities teach entrepreneurship as a core course to all undergraduate students alongside the order of the Minister of Education for acquisition of skills in specific trade to be added to the General Studies Curriculum document as in the [23], need to stand implementable and not mere political statements that may tend to play down on morale of other stakeholders particularly instructors.

### **THEORETICAL CONSIDERATION**

Two important theories were selected as anchor to this research. They are the Gagne instructional theory (1962) and the theory of entrepreneurship by Joseph Schumpeter (1883–1950). One comes from the angle of the teacher knowing the best to give as the facilitator of inclusion, the Gagne. The other, Schumpeter places more demand on the students who must see innovation rising from inside of them as led by the Driver of inclusiveness. In other words, there must be understanding that entrepreneurship and particularly the inclusive case, brings about something new.

According to [24] instructional theory which is taken as the underpinning to this study, skills acquisition is enhanced if teachers and instructional designers understand the nature of the skills they want to teach. This will make for a choice of correct instructional materials, arrange instructions according to the objectives in order to be sure that the learner acquires the desired skills. Gagne propounded nine events of instructions as a sequence of steps that will guide the teacher

throughout the teaching process. Similarly, Coladarci, 1963 in [25] four dimensions of the teaching-learning process emphasize that to achieve quality training, teachers should take cognizance of the implication of these four dimensions in order to achieve the expected quality learning outcome. The purpose dimension- encompasses all that the teacher or instructor will do and what is expected of the learner in the teaching learning process. The procedure dimension- the teacher/facilitator will transfer learning or impact the learner. The information dimension is about the teacher's motivational strategies to capture the learners' interest; to participate in the teacher-learning activities. This enhances effective learning. Measurement and Evaluation dimension- the implication of this dimension is that it helps the teacher or instructor make a value judgment about the success of all the methodologies or approaches used and this can be inferred from the performance on the test and examination given. In summary, the direction is that a skill should be acquired and the correct strategies to impact those skills should be implemented during the teaching learning process in order to achieve the desired goals of the learner in the present and in all times including the post Covid-19 era fraught with issues. Engaging all dimensions will go a long way to produce the expected change behaviorally, cognitively and affectively in an all-inclusive setting [26].

Joseph Schumpeter was a distinguished Australian economist and father of entrepreneurship and innovation research who existed between 1883 and 1950. Schumpeter contributed one of the greatest intellectual principles on entrepreneurship, Creative Destruction, in a bid to pass his message that the entrepreneur brings along something new in any situation, at least a new source of profit. His vision about entrepreneurs is one of agent of change who will destroy equilibrium and permits no ordinariness in business. This has great application to the inclusive entrepreneur who cannot be seen in the eye of ordinariness, as a business man, who behaves adaptively and routinely, who may not be resourceful, but tries to use the given input factors and the given techniques efficiently. In other words, Schumpeter introduced the notion of giftedness; he showed that entrepreneurs innovate and discover opportunities that others do not see. The much -talked about innovations of today that go along with multiple streams of income, including inclusive entrepreneurship came through Schumpeter several years ago; he probably was the first scholar to develop theories about entrepreneurship. In recent times, [4] has re-emphasized that an entrepreneur is an individual who undertakes innovations, finance and business acumen to transform innovations into goods, the reason why education at all levels has been mandated to include entrepreneurship as part of its curriculum, and NUC, introducing Entrepreneurship Education to equip tertiary institution students with entrepreneurial skills, attitudes and competencies to be job creators.

## LITERATURE REVIEW

Several studies have been conducted on entrepreneurship education to reflect the importance of the discipline to sustainability of human existence and society. However, there appears to be little seen in the area of inclusive entrepreneurship education which even appears to be very critical to providing the needs of the 21<sup>st</sup> century world. In a survey by [3], to examine the relationship between entrepreneurship education and reduction of unemployment among youths in Calabar Metropolis, a skill acquisition and reduction of unemployment questionnaire, triangulated with a structured group interaction through observation, discussion and intervention were main instruments engaged to collect data from a sample of 376 trainee youths in the following skill areas: fashion designing, catering and hair dressing/haircut, which formed the sample of the study. Pearson product moment correlation analysis technique was adopted to test the 3 hypotheses at .05 level of significance. And the results showed that the 3 skills studied relate strongly to reduction of unemployment and could be very useful in tackling the employment challenges of the metropolis and Cross River State at large.

Similarly, [27] established that entrepreneurship skill development among secondary school students (SSIII) helped them create jobs for themselves and became self-reliant after their period of schooling. In their descriptive job creation efficacy, carried out with a sample of 889 students in Calabar Education Zone- Nigeria, based on findings, the researchers noted that for students to develop job creation efficacy or skill, the lesson delivery strategies adopted by their entrepreneurship education teachers in addition to adequate curriculum content ought to be well planned and directed at inculcating entrepreneurial skills in the students. The results revealed (through the use of simple % and frequency) a strong mean perception ( $\bar{x}$ = 69%) of students; also found is effect of lack of entrepreneurship skill acquisition (job creation efficacy); and 79.40% mean perception on the strategies for entrepreneurship lesson delivery for acquiring entrepreneurship skills for job creation efficacy. Acquisition may not happen if content is porous of the skills to be taught and acquired, the need therefore, to align skills fully with the provision of general education.

In their assessment of the extent of the implementation of entrepreneurship education in universities in River State, [28] found the quality of the course content for the implementation entrepreneurship education and students' attitude to be of great extent. Their findings also showed no significant difference in terms of responses of students from public and state universities in River State. In the same vein [29] and [4] noted the importance of entrepreneurship education to any economy and stressed that this education focuses on developing understanding and capacity for pursuit of entrepreneurial behaviour, skills and attributes which constitute the engine of economic and social transformation.

Inclusive entrepreneurship education is a sure way to an inclusive wealth creation and sustainability therefore, it must

be taken seriously by individuals, organisations and governments by majorly committing adequate finances to it. Unfortunately, research literatures have constantly and substantially revealed the inability of education systems to encourage learners because of poor financing of education in general and entrepreneurship education in particular [30]; [31]; [3]; [4]. In their separate studies, [30]; [31], reported of government's allocations of funds to the education sector which have been insufficient over the years. This lack has led to a shortage of resources, limited access to quality education, and inadequate salaries for teachers.

The term inclusive entrepreneurship in the context of this paper simply means the entrepreneurship is for all; it is the process of all regular and special needs students seeing the opportunities alike, and the ability to harness such opportunities to create profitable ventures are open to all of them, and that the personal qualities and conditions required for such entrepreneurship are not the prerogative of the privileged regular students. In general, [32] see entrepreneurship education as the development of entrepreneurial skills and the application of such skills to effectively and efficiently manage businesses that will be distinct from others and allowing such skills to function well. When graduates from different higher institutions of learning are equipped with entrepreneurial skills arising from rich curriculum content, they will be able to help themselves to become self-employed in due course employ others. Most Fast Food Eateries in Calabar Urban started as just Entrepreneurs' Centres- unleashing the creative potentials which people have within them and using these to create more sustainable future for everyone [33]; [21]. But looking at the level of unemployment and poverty in the country presently and how important entrepreneurship education particularly in an inclusive setting is to self-employment, the researchers have decided to investigate how it is being implemented especially in the universities in Cross River State.

## STATEMENT OF THE PROBLEM

As the growing population of youths and high rate of unemployment keep increasing in Nigeria, there are also concerted efforts from the Federal and State Governments to create laudable programmes in curtailing the high rate of unemployment among the youths, but these efforts seem to be like exercise in futility. The Federal Government of Nigeria at different times and at various administrations has attempted to curb the high rate of unemployment through the introduction of different schemes and programmes in making the unemployed youths to be self-reliant. Prominent among these intervention programmes are the establishment of National Directorate of Employment (NDE) with emphasis on skill acquisition programmes, the establishment of in 2002, targeted at reducing poverty through vocational training programme for youths and creation of employment opportunities. Skills and technical knowledge moreover are targeted at making unemployed graduates become self-employed and have business creation capacity to the extent

that they begin to empower and add value to other lives and nation in general. Despite all efforts made by the State and Federal Government in promoting entrepreneurship education in universities in Cross River State, the programme has not yielded positive results. On this note, the present study intended to bridge a gap in the quality of course content, sustained zeal of students, quality of staff, availability of innovative physical facilities, and funding challenges in making sure that inclusive entrepreneurship education appraisal and implementation become a laudable programme in the universities in south-south, Nigeria.

**Purpose of the study**

The purpose of this study is to ascertain the extent of implementation of inclusive entrepreneurship education programme in public universities in south-south during post-covid-19 pandemic era. Specifically, the objectives were to:

1. To examine how the quality of the course content enhance the implementation of inclusive entrepreneurship education in universities in south-south during post-covid-19 pandemic era.
2. To determine how students’ disposition towards the programme enhance implementation of inclusive entrepreneurship education in universities in south-south during post-covid-19 pandemic era.

**RESEARCH QUESTIONS**

1. To what extent does the quality of the course content enhance the implementation of inclusive entrepreneurship education in universities in south-south during post-covid-19 pandemic era?
2. To what extent does the students’ disposition towards the programme enhance the implementation of inclusive entrepreneurship education in universities in south-south during post-covid-19 pandemic era?

**STATEMENT OF HYPOTHESES**

The study is guided by the following hypotheses tested at 0.05 level of significance:

1. There is no significant difference in the mean rating of students of State and Federal universities regarding the quality of course content for implementation of inclusive entrepreneurship education during post-covid-19 pandemic era.

2. There is no significant difference in the mean rating of students of State and Federal universities on their disposition regarding the implementation of inclusive entrepreneurship education during post-covid-19 pandemic era.

**METHODOLOGY**

This study adopted a descriptive survey research design. This research design was appropriate because the study involves collection of data from respondents to appraise the extent of implementation of inclusive entrepreneurship education in universities in south-south, and presenting it as it is without manipulation. The area focused in the course of this study, comprises the two universities in Cross River State, namely Cross River State University (State) and University of Calabar (Federal); the choice being justified because Cross River has been grouped as low business area in relation to many areas in the country that bubble with enterprising businesses. The choice of area could in future influence the employment situation of the area and Nigeria in general. The population of this study comprised all the accessible final year students numbering 19,862 in State and Federal universities in south-south Universities in Nigeria as obtained from Centres for Entrepreneurship Education (CEE). A multistage sampling technique was used to draw the required sample size of 5% which amounts to 993 and the researchers recorded a 99.9% return rate of 984 respondents used in the final analysis. A well validated instrument was used for data collection which was titled Appraisal of Implementation of Inclusive Entrepreneurship Education Programme Questionnaire for Students (AIIEEQS) designed on a 4- point modified Likert scale type which ranged from Very High Extent (VHE) = 4 points, High Extent (HE) = 3points, Low Extent (LE) = 2 points, and Very Low Extent (VLE) =1 point. This scoring pattern was reversed for negatively worded items. The descriptive statistics of mean, standard deviation (SD) and simple bar chart were employed in answering the research questions while the independent sample t-test analysis was used to test the two null hypotheses of the study at 0.05 level of significance.

**Research question 1**

How does the quality of the course content enhance the implementation of inclusive entrepreneurship education in universities in south-south during post-covid-19 pandemic era?

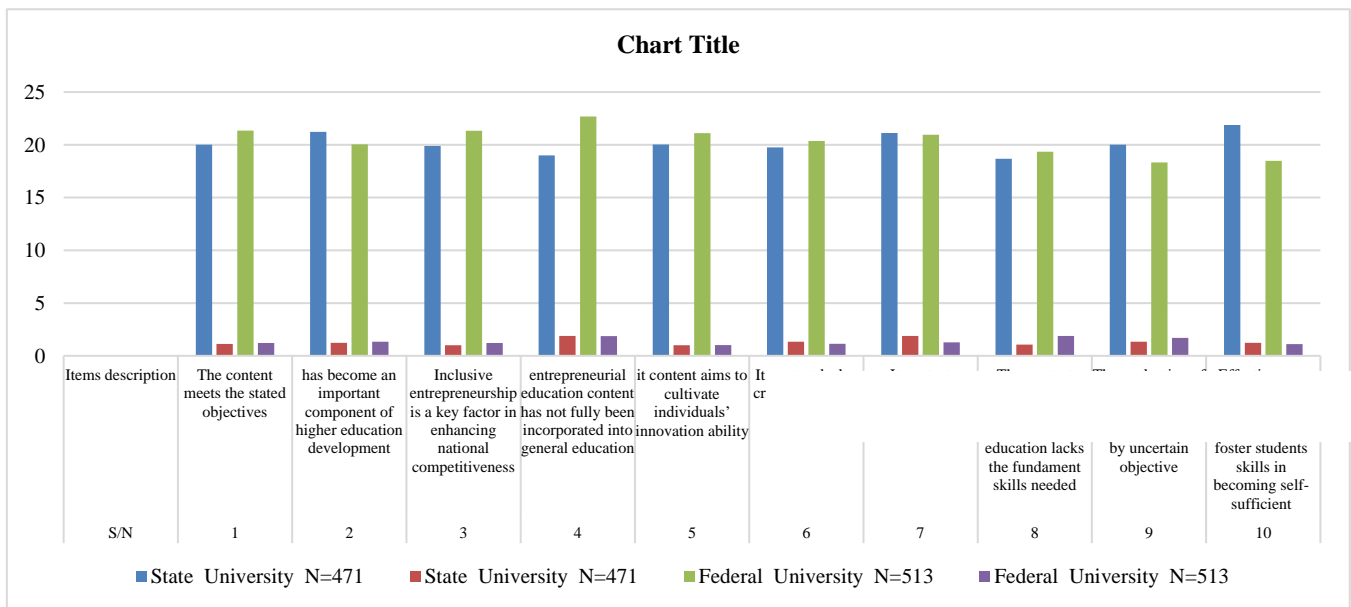
**Table 1.** Mean, standard deviation and bar chart on the quality of course content for the implementation of inclusive entrepreneurship education in universities in south-south during post Covid-19 pandemic era

S. No	Items description	State University N=471		Federal University N=513	
		$\bar{X}$	SD	$\bar{X}$	SD
1	The content meets the stated objectives.	20.02	1.12	21.34	1.21
2	Has become an important component of higher education development.	21.22	1.23	20.05	1.34

3	Inclusive entrepreneurship is a key factor in enhancing national competitiveness.	22.00	1.00	21.33	1.21
4	Inclusive entrepreneurial education content has not fully been incorporated into general education.	22.89	1.89	22.68	1.87
5	Its content aims to cultivate individuals' innovation ability.	20.03	1.00	21.11	1.02
6	Its content lacks critical thinking skills	19.76	1.34	20.36	1.14
7	Its content has motivation for one to become an entrepreneur.	21.12	1.88	20.96	1.27
8	The content quality of inclusive entrepreneurship education lacks the fundament skills needed.	18.67	1.06	22.34	1.88
9	The appraisal of the inclusive entrepreneurial skills is affected by uncertain objectives.	18.33	1.34	20.01	1.70
10	Effectiveness of inclusive entrepreneurship education content fosters students' skills in becoming self-sufficient.	21.88	1.23	18.48	1.11

The results in Table 1 of the quality of course content for the implementation of inclusive entrepreneurship education in universities in Cross River State during post Covid-19 pandemic era revealed that for state university in south-south, the questionnaire item, inclusive entrepreneurial education content as not being fully incorporated into the general education has the highest mean value of 22.89. This is followed by the item that inclusive entrepreneurship is a key factor in enhancing national competitiveness having a mean of 22.00; in this order until the least values having the evaluation of the inclusive entrepreneurial skills as being affected by uncertain objectives and the inclusive curriculum content as lacking the fundamental skills having mean values of 18.33 and 18.67 respectively.

In terms of the quality of course content for the implementation of inclusive entrepreneurship education in universities in south-south during post Covid-19 pandemic era in university of Calabar (which represents Federal owned), the findings revealed that the item, entrepreneurial education content has not fully been incorporated into general education, dominated the study with a mean of 22.68; this is followed by, the content quality of inclusive entrepreneurship education lacks the fundamental skills needed having 22.34, and the least is, effectiveness of inclusive entrepreneurship education content fosters students skills in becoming self-sufficient with the mean of 18.48. This implies that though the contents of inclusive entrepreneurial education do not differ but the extent of implementation differs significantly across state and federal owned universities in south-south Nigeria.



**Figure 1.** Mean, standard deviation and bar chart on the quality of course content for the implementation of inclusive entrepreneurship education in universities in south-south, Nigeria

**Research question 2**

To what extent do the students' disposition enhance the implementation of inclusive entrepreneurship Education in universities in south-south during post-covid-19 pandemic era?

**Table 2.** Mean and standard deviation of the implementation of inclusive entrepreneurship education in universities in south-south during post-covid-19 pandemic era.

S/N	Items description	State University N=473		Federal University N=513	
		$\bar{X}$	SD	$\bar{X}$	SD
1	Entrepreneurial curriculum is expected to serve as an antidote to graduate	19.03	2.00	19.78	1.22
2	Entrepreneurial teaching helps to equip them with entrepreneurship skills of self-employment	20.34	1.09	20.97	1.03
3	Its teaching is made mandatory to education curriculum in tertiary institutions in south-south	21.02	1.86	21.99	1.78
4	Entrepreneurial teaching inculcates in the learners the willingness of risk taking.	20.21	1.54	20.13	1.65
5	Its implementation providing individuals with the ability to recognize commercial opportunities	20.82	1.32	20.34	1.66
6	It teaching helps to bridge the gap between the industries and products of tertiary education.	20.89	1.82	19.02	1.03
7	The teaching of the course is made more of theoretically rather than practical.	19.87	1.77	18.75	1.34
8	Poor curriculum implementation of entrepreneurship has been a common phenomenon in the Nigerian education	16.00	1.43	19.00	2.76
9	As an education programme, entrepreneurship education implementation is capable of developing in the learners the ability to identify business opportunities	17.65	1.20	19.11	1.03
10	Entrepreneurial implementation is school generate programmatic ideas to which the self-employment window could be harnessed	19.67	1.24	20.03	1.34

It can be discerned from Table 2, the extent to which students' disposition enhance the implementation of inclusive entrepreneurship education in universities in state owned universities in south-south during post-covid-19 pandemic era, revealed that the questionnaire item which reads entrepreneurial teaching is made mandatory to education curriculum in tertiary institutions in south-south has the highest mean value of 21.02. This is followed by the teaching of inclusive entrepreneurial education as helping to bridge the gap between the industries and products of tertiary education, with mean value of 20.89; then its implementation providing individuals with the ability to recognize commercial opportunities has a mean value of 20.82; the least is poor curriculum implementation of entrepreneurship as being a common phenomenon in the Nigerian education with a mean value of 16.00.

Similarly for the federal universities in south-south, the questionnaire item, for entrepreneurial teaching is made mandatory to education curriculum in tertiary institutions in south-south has the highest mean value of 21.99. This was

followed by the questionnaire item which reads that entrepreneurial teaching helps to equip them with entrepreneurship skills of self-employment having 20.97, while the least was the item that reads the teaching of the course is made more of theoretical rather than practical, as having 18.75. This implies that entrepreneurial teaching is made mandatory to education curriculum in tertiary institutions in south-south and differs in its implementation among universities in south-south. Below is the graphical presentation in Figure 2 of students' disposition's enhancement of implementation of inclusive entrepreneurship education in universities in south-south during post-covid-19 pandemic era.

**Hypotheses one:**

Students in federal universities do not differ significantly from their counterparts in state owned universities on the basis of the quality of course content for the implementation of inclusive entrepreneurship education in south-south, Nigeria.

**Table 3.** Independent t-test analysis with university ownership and quality of course content for implementation of inclusive entrepreneurship education.

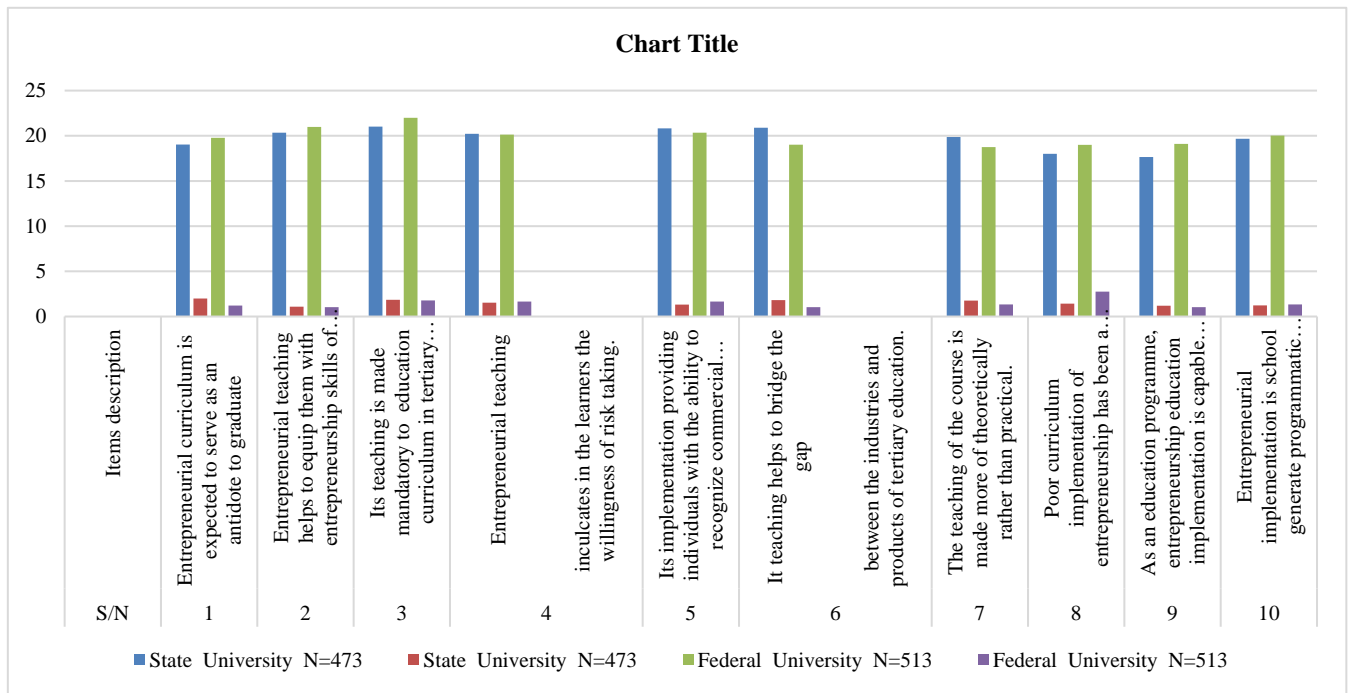
Variables	N	$\bar{X}$	Std. D	Std. EM	Df	LS	t-value	p-value
State universities	471	18.0764	4.99345	.23009	982	.05	1.62	.105
Federal universities	513	17.5965	4.28603	.18923				

p>.05



From the results in Table 3 of the Independent t-test analysis of university ownership and quality of course content for implementation of inclusive entrepreneurship education, are shown students' responses from State universities numbering 471, with a mean of 18.0764, and corresponding standard deviation of 4.99345, standard error of .23009; and responses of the Federal University students with the sample of 513, mean, standard deviation and standard of 17.5965, 4.28603 and .18923 respectively. At 982 degrees of freedom

and .05 level of significance, the t- value was found to be 1.62 with accompanying p-value of .105 which was found to be greater than the chosen alpha of .05. Thus, the null hypothesis was retained. This implies the hypothesis that there is no significant difference between the state and federal students in terms of their responses of quality of course content in the implementation of inclusive entrepreneurship education in Cross River State is upheld.



**Figure 2.** Students' enhancement of inclusive implementation of inclusive entrepreneurship education in universities in south-south during post-covid-19 pandemic era

**Hypothesis two**

Students in federal universities do not differ significantly from their counterparts in state owned universities based on

their disposition towards the implementation of inclusive entrepreneurship education in universities in south-south, Nigeria during post-covid-19 pandemic era.

**Table 4.** Independent sample t-test analysis of state and federal universities in their disposition towards implementation of inclusive entrepreneurship education in south-south, Nigeria.

Variables	N	$\bar{X}$	Std. D	Std. EM	df	LS	t-value	p-value
State universities	471	19.35	3.8911	.10264	982	.05	5.03	.000
Federal universities	513	18.56	2.0002	.27762				

\*p<.05

Table 4 of the independent t-test analysis with students in federal universities and state owned universities on their disposition towards the implementation of inclusive entrepreneurship education in universities in south-south during post-covid-19 pandemic era; revealed that State universities have 471 sampled, with a mean of 19.35 and a corresponding standard deviation of 3.8911 and standard error of .10264; while Federal universities have 513 sampled, with mean, standard deviation and standard error of 18.56, 2.00 and .27762 respectively. At 982 degrees of freedom and .05 level of significance, the t- value was found to be 5.03 accompanied a p-value of .000 which was found to be less

than the chosen alpha of .05. Thus, the null hypothesis was rejected. This implies that students in federal universities differ significantly from their counterparts in state owned universities on their disposition towards the implementation of inclusive entrepreneurship education in universities in south-south during post-covid-19 pandemic era.

**DISCUSSION OF FINDINGS**

The first finding of this study revealed that the quality of the course content for the implementation of inclusive entrepreneurship education is of Great Extent in Few items as shown in the data analyzed from the research question one.

This does not appear to be in line with the finding of [28] who reported that the quality of the course content for implementation of entrepreneurship education is of Great Extent in Majority of items investigated. This finding has explained and filled the need for more attention to be paid to the quality of content for implementation of inclusive entrepreneurship education, and not just holding on to the routine activities (often without innovations) of entrepreneurship education which probably has kept the study area too cold for business with preponderance of unemployable skills and poverty, among others. Schumpeter stressed in his principle of Creative Destruction that innovative entrepreneur is one who must destabilize the equilibrium to produce something new in any situation.

Part of the findings too, of research question one showed the content of the inclusive entrepreneurship education as NOT differing but what differs significantly across states and federal universities remains the extent of implementation. This is further shown in the result of the hypothesis (Ho) which was retained because there is no significant difference in the responses of students of both universities regarding the curriculum for the implementation of the inclusive entrepreneurship education. The students do not appear to be impacted by the curriculum and coupled with implementation challenge which has been attributed to inability to fund education in general and inclusive education in particular [30];[31]. The present situation exposes the need to re-evaluate and recalibrate the inclusive curriculum to meet up with the global demand and to get government and all stakeholders in education to demonstrate more commitment financially to this area of education.

Secondly, the impact of the entrepreneurial course content on special skills development of the students in terms of the various skills needs as highlighted in the paper has been found to be low in universities studied in south-south (Cross River State). Notably, the study findings of poor curriculum implementation marked as common phenomenon in the Nigerian education system and exemplified in the literature as poor funding of education, along with the theoretical teaching of entrepreneurship are possible reasons for the explanation of study items that emphasized lack of entrepreneurial skills and inability of students to recognize commercial opportunities. This findings are confirmed by the reports of [29], [32], [3] [27] who unanimously agreed that the objectives of entrepreneurship education as stated in the Basic Minimum Academic Standard (BMAS) document are to provide students with the necessary skills that will enable them become self-reliant, identify and exploit local and global opportunities after graduation, thereby contributing to economic development. Their emphasis therefore, of the need for entrepreneurship education in Nigeria geared towards the fight against acute poverty, youth and graduate unemployment, reliance on foreign goods and low economic growth; and rise to enhance sustainable development in the country cannot be underestimated.

Furthermore, the second finding of this study revealed that

the students' disposition towards implementation of entrepreneurship education is of great extent as shown in the data collated from the research question two. The result of the hypothesis tested also showed a significant difference in the disposition of students in the two universities towards implementation of inclusive entrepreneurship education. This result again contracts the findings of [28] that found no significant difference in the attitude of students toward the implementation of entrepreneurship course content in River State. The present research on inclusive entrepreneurship has exposed much difference in what happened and what is happening now; the need to promote and focus attention on inclusion. This finding however, is in tandem with that of [22] which maintained that students' attitude towards entrepreneurship education implementation is a promise to reduce unemployment to its barest minimum if only the university management could achieve the set goals. The difference in the study finding implied in the students' positive disposition may not be unconnected with the excitement of owning a business, creating jobs, adding value to people, being in a position to discover and rediscover things and to create and to recreate their environment. These and many more are gains that accrue from inclusive entrepreneurship education programme especially when fully implemented.

## CONCLUSION

Based on the findings of this study, it was concluded that the quality of the course content in the study of inclusive entrepreneurship education has not successfully helped students in the practice of entrepreneurial activities but what has sustained their interest in the programme remains the excitement on the entrepreneurial course that they are getting; that ultimately the course will create opportunity for them not only to do business but to be owners of their businesses. The study's future direction therefore, points towards a call for effective and efficient engagement of quality curriculum content of inclusive entrepreneurship education and adequate strategies that will further enhance the attitude of individual students involved in the programme to expanding their entrepreneurial and enterprising capabilities for national growth and development.

## RECOMMENDATIONS

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

1. All departments with emphasis on business education in universities in south-south should upgrade and maintain the use of the quality of course content for the study of inclusive entrepreneurship education in all levels of study to enable them achieve in the practice of entrepreneurial activities.

2. Federal and State Government should create more effective policies to back up the implementation of inclusiveness in entrepreneurship education courses so as to improve the attitude of all students towards entrepreneurship

education in all public universities in Cross River State. Part of this effort should be taking inclusive entrepreneurship down to the lowest level of education and enforce implementation in all levels in addition to training and retraining inclusive Drivers (Teachers) with provision of facilities for efficient inclusive entrepreneurial programme.

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