



Supervision of trade skills and effectiveness of entrepreneurship programme in universities in Cross River State, Nigeria

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Abstract

The study investigated supervision of trade skills and effectiveness of entrepreneurship programme in universities in Cross River State, Nigeria. Two research questions were raised and two null hypotheses were stated. Survey research design was adopted for this study and a sample of 241 students (130 male and 111 female) were randomly selected for the study. Data were collected using “Supervision of Trade Skills and Effectiveness of Entrepreneurship Programmes Questionnaire” (STSEEPQ) designed by the researcher. The face validity of the instrument was determined by experts in home Economics while the reliability of the instrument was determined using Cronbach Alpha reliability method which gave a reliability coefficient of .74 to .83. The data collected were analysed using descriptive statistics and One-way Analysis of Variance tested at .05 level of significance. The result of the analysis revealed that supervision of bead and hat-making, and cloth making had significant positive influence on the effectiveness of entrepreneurship programme in universities in Cross River State. Based on the findings, it was recommended among others that, the supervisors should provide skills needed for opportunity and exploitation in bead and hat-making as well as in cloth making for the students and assist the students with the required skills to enable them write a good business plan.

Keywords: Entrepreneurship programme, effectiveness, trade skills, Supervision.

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1. Introduction

1.1. Introduce the problem

Poor supervision of entrepreneurship programme in the universities has led to ineffectiveness of the programme, which results in the production of unemployable graduates. Many graduates lack practical skills such as bead and hat making, cloth

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making, which make them to rely only on getting white collar jobs that cannot be found, because no government can solely provide job opportunities for all her citizens.

In order to curb this menace of poor supervision of entrepreneurship programme, government has launched entrepreneurship training programme to encourage the establishment of small and medium scale enterprises. Additionally, the government has introduced entrepreneurship education as a general course to every undergraduate student in Nigerian universities. At school level, management has emphasized the need for effective teaching and training of entrepreneurial skills. However, these measures have not been able to provide a lasting solution to the problems of skill gap among many Nigerian graduates. This has been attributed to inadequate teaching methods, lack of instructional materials, lack of supervision, finance, bottlenecks in business registrations, lack of business start-up skills, lack of skills to survive and grow (be a successful entrepreneur), to state but a few.

Aside these factors, a critical factor that militates against effective entrepreneurship programme in universities is poor supervision, as many students in their trade year sit at home without participating in any form of skills acquisitions, but write fake reports about their trade skills experience which they did not acquire as a result of lack of routine visitation of supervisors to these skills acquisition, to ensure that students are actually participating in the training programme. It is against this background that it becomes pertinent to evaluate the extent to which supervision of trade skills influence effectiveness of entrepreneurship programmes.

It is generally held that youths are valuable assets that have the potential to contribute to the economic development of the society. The effectiveness of entrepreneurship education programme should be geared towards students' awareness of self-employment as a career option and creating an enterprising culture amongst them. Effiom, Ogbaji and Odey (2017) maintained that the essence of entrepreneurship education is to inculcate the individual with entrepreneurial spirit. The authors stressed that the effectiveness of this kind of training would be seen if it is practical-based. The move towards self-employment is, and will continue to become, an increasingly important element of economic growth and development. Over time, the need for entrepreneurship to solve social issues such as unemployment through creating jobs has become obvious, especially in developing countries.

Entrepreneurship can be defined as a process through which individuals and/or government either on their own or jointly exploit available economic opportunities without being scared by associated risks or inadequate resources under their control. Entrepreneurship is promoted by the spirit of capitalism which in turn promotes economic development through job creation, increasing output of goods and services, enhancing technological innovation, and enhancing the per capital level of income. Entrepreneurship education programme is critical for developing entrepreneurial skills, attitudes and behaviours that form the basis for the economic growth of a country.

Owusu-Ansha and Paku (2012), observed that, thousands of university graduates join the labour market yearly in search of employment. The challenge for the government, therefore, is not only to tackle the large number of unemployed graduates, but also of absorbing the new entrants into the labour market. It is believed that many graduates

are unemployed because the training they received was not adequate to equip them with desirable skills and competencies required for job creation and self-employment. (Haveman, Habinek, & Goodman, 2012; Zuperka & Zuperkiene, 2012).

According to Alberti, Sciascia, and Poli (2014), for effective entrepreneurship education programme, there should be a relationship between the goals of the entrepreneurship programme, the audiences to which the programme is delivered, the content of the entrepreneurship courses or modules, the method of delivery or pedagogy and finally the assessment that will be used. Ojiefu (2012) reported that rising graduate unemployment and the low entrepreneurial drive amongst school leavers in Nigeria led to the need to reposition higher institutions as centres for building self-sustaining graduates that will be future captains of industries. Entrepreneurship education seeks to empower students with new skills to be able to harness opportunities, be self-reliant and become job creators and not job seekers on graduation.

Entrepreneurship education programme at universities can have a positive influence on students' attitude towards entrepreneurship, and in turn promote entrepreneurship as a useful and respectable career prospect for graduates. The effectiveness of entrepreneurship is to increase students' awareness of entrepreneurship as a career possibility and entrepreneurial competencies. Entrepreneurial competencies refer to the concepts, skills and mental awareness needed by individuals to start, develop and grow their business ventures. Entrepreneurship manifests itself in creative strategies, innovative tactics, market move changes, courageous leadership when the way forward is not obvious. Despite all these, the most acute problem faced by our universities today is that of how to strengthen students to develop what they have learnt, in turn create jobs on their own. These programmes have been structured to make them fit to the challenging and demanding societies. Most graduates are aiming to get high salaries in the public or private sector after graduation. They never realise that there is a sector that would offer them higher income than working in private or public sectors.

For entrepreneurship to be effective, government through the various institutions must organise micro-financial empowerment for students to enhance the acquired skills after the programme (Jamo, 2021). Supervision of entrepreneurship programmes is important to ensure that the curriculum remains relevant and that they serve the needs of entrepreneurs at different stages of development. In addition, the lack of knowledge and awareness on entrepreneurship among the youths is a big challenge nowadays. The Malaysian Statistical Department (2015) reported that the future looks black if youths are stuck in their own dimension whereby they will slowly be lost in this era". Has the government ever imagined and thought of the long term effects on our youths? Millions of our youth are at a high risk of joining the unemployment problem, social crimes, juvenile delinquency and other unethical practices. To overcome these problems, the government through the Ministry of Education needs to give more attention in terms of providing

equipment and come up with high potentials of entrepreneurs. To enhance this, curriculum contents and implementation has been described as a veritable tool for realising specific objectives (Enu & Odey, 2017).

Imam (2012) considered the argument when he submitted that the emergence of entrepreneurs is considered favourably as a key policy strategy in many developed nations and entrepreneurship is given the centre stage particularly on issues of graduate unemployment and economic development. Trade skill programmes are supervised the same way but with different methods. The methods used in beads and hat making may not be the same methods in making of textiles. The instructors may direct the students on what to do in different skills training programmes. Vocational skills programme is aimed at providing economic empowerment opportunities amongst vulnerable youth, focusing on beads making, housing decoration, baking, making of textiles and food preparation, which advocate and refocus educational systems towards acquisition of vocational and technical skills to enhance smooth transition into job for school graduates, mostly university graduates.

1.2. Purpose of the study

The study investigated the following:

1. If supervision of bead and hat-making has any influence on effectiveness of entrepreneurship programme in public universities in Cross River State.
2. To find out if supervision of cloth making influence the effectiveness of entrepreneurship programmes in public universities in Cross River State.

1.3. Research questions

The following research questions guided the study.

1. In what way does the supervision of bead and hat making influence effectiveness of entrepreneurship programmes in public universities in Cross River State?
2. In what way does cloth making influence effectiveness of entrepreneurship programmes in public universities in Cross River State?

1.4. Hypotheses

The following research questions guided the study:

1. Supervision of bead and hat making does not significantly influence effectiveness of entrepreneurship programme in public universities in Cross River State.
2. There is no significant influence of supervision of cloth making on the effectiveness of entrepreneurship programme in public universities in Cross River State.

2. Method

2.1. Research design

Survey research design was adopted for this study. Reason for using survey research design was that it enables the researcher to study the people as a group. This may not necessarily mean collecting data from the entire population. Survey simply means an examination or a description of an investigation through the collection of views or opinions or experiences of a group of people. Survey research is most appropriate when it is tailored to focus on interest about the phenomena, it is concerned with addressing questions about what is happening, why it is happening and how it is happening.

2.2. Population of the study

The population of the study comprised all the 402 Home Economics students of the two universities in the area which are University of Calabar (UNICAL) and Cross River State University of Science and Technology, Calabar Campus (CRUTECH). The population comprised of 161 male and 241 female students.

2.3. Sampling technique

For effective sample representativeness, the stratified random sampling technique will be adopted for the study. The universities in the area were first stratified into two; UNICAL and CRUTECH and the research will randomly selected 60% of the students in each of the universities. In this regards, 130 students will be selected from UNICAL while 111 students were selected from CRUTECH making it a total of 241 students for the study.

2.3.1. Sample

For effective sample representativeness, the stratified random sampling technique will be adopted for the study. The universities in the area were first stratified into two; UNICAL and CRUTECH and the research will randomly selected 60% of the students in each of the universities. In this regards, 130 students will be selected from UNICAL

while 111 students were selected from CRUTECH making it a total of 241 students for the study.

2.3.2. Instrumentation/ tool for data analysis

The research instrument used to gather data for the study was a questionnaire titled “Supervision of Trade Skills and Effectiveness of Entrepreneurship Programmes Questionnaire” (STSEEPQ) developed by the researcher. The STSEEPQ consisted of three sections A, B, and C. Section A elicited information about the demographic data of the respondents such as gender, age and university while Section B consisting of 30 items measured trade skills and Section C with 10 items measured entrepreneurship programme as the dependent variable. Sections B and C are measured on a 4-point Likert type scale. To test this hypothesis, the mean scores of the subjects in effectiveness of entrepreneurship programme were compared based on their level of supervision of cloth making which was categorized into low, moderate and high using One-way Analysis of Variance.

3. Results

Hypothesis one

Supervision of bead and hat making does not significantly influence effectiveness of entrepreneurship programme in public universities in Cross River State. The independent variable in this hypothesis was supervision of bead and hat making while the dependent variable was effectiveness of entrepreneurship programme in universities in Cross River State. To test this hypothesis, the mean scores of the subjects in effectiveness of entrepreneurship programme were compared based on their level of supervision of bead and hat making which was categorized into low, moderate and high using One-way Analysis of Variance. The result was presented in Table 1.

Table 1: One-way Analysis of Variance for supervision of bead and hat making and effectiveness of entrepreneurship programme in public universities in Cross River State

Supervision of bead and hat making	N	Mean	SD
Low	64	26.35	5.64
Moderate	119	27.95	4.07
High	58	30.77	4.79
Total	241	28.21	4.95

*Significant at .05 level of significance; $p < .05$.

Source of variance	Sum of squares	df	Mean square	F-ratio	p-level
Between groups	608.140	2	304.070	13.747*	.000
Within groups	5264.443	238	22.120		
Total	5872.583	240			

The result in Table 1 revealed that the mean score obtained by the 64 subjects who had low level of supervision of bead and hat making was 26.35 which is less than the mean score of 27.95 obtained by the 119 subjects who had moderate level of supervision of bead and hat making and this is also less than the mean score of 30.77 obtained by the 58 subjects who had high level of supervision of bead and hat making. This indicated that the higher the supervision of bead and hat making, the more effective the entrepreneurship programme in universities in Cross River State.

The result in Table 1 further revealed that the calculated F-ratio obtained was 13.747 with a p-value of .000 at 2 and 238 degrees of freedom and .05 level of significance. Based on this, the null hypothesis which stated that supervision of bead and hat making does not significantly influence the effectiveness of entrepreneurship programme in universities in Cross River State was rejected. This implies that supervision of bead and hat making had a significant positive influence on the effectiveness of entrepreneurship programme in universities in Cross River State. Since effectiveness of entrepreneurship programme in universities in Cross River State was significantly influenced by supervision of bead and hat making, the source of the difference was determined using Fisher Least Significant Difference (LSD) Post Hoc Test multiple comparison analysis. The result was presented in Table 2.

Table 2: Fisher LSD Post Hoc Test analysis for supervision of bead and hat making and effectiveness of entrepreneurship programme in public universities in Cross River State

Supervision of bead and hat making	N	Mean	Mean difference	p-level
Low	64	26.35	-1.60*	.029
Moderate	119	27.95		
Low	64	26.35	-4.42*	.000
High	58	30.77		
Moderate	119	27.95	-2.81	.000
High	58	30.77		

*Mean difference is significant at the .05 level, $p < .05$.

The result of the Fisher LSD Post Hoc Test analysis as presented in Table 2 revealed that the subjects who had low level of supervision of bead and hat making differ significantly in effectiveness of entrepreneurship programme when compared with those who had moderate level of supervision of bead and hat making (MD=-1.60; $p < .05$) and also when compared with those who had high level of supervision of bead and hat making (MD=-4.42; $p < .05$). The result further revealed that the mean score in effectiveness of entrepreneurship programme obtained by the subjects who had moderate level of supervision of bead and hat making differ significantly when compared with those who had high level of supervision of bead and hat making (MD=-2.81; $p < .05$).

Hypothesis two

There is no significant influence of supervision of cloth making on the effectiveness of entrepreneurship programme in public universities in Cross River State. The independent variable in this hypothesis was supervision of cloth making while the

dependent variable was effectiveness of entrepreneurship programme in universities in Cross River State. To test this hypothesis, the mean scores of the subjects in effectiveness of entrepreneurship programme were compared based on their level of supervision of cloth making which was categorized into low, moderate and high using One-way Analysis of Variance. The result was presented in Table 3.

Table 3: One-way Analysis of Variance for supervision of cloth making and effectiveness of entrepreneurship programme in public universities in Cross River State

Supervision of cloth making	N	Mean	SD
Low	89	26.29	5.18
Moderate	105	28.74	4.55
High	47	30.64	3.99
Total	241	28.21	4.95

*Significant at .05 level of significance; $p < .05$.

Source of variance	Sum of squares	df	Mean square	F-ratio	p-level
Between groups	633.780	2	316.890	14.396*	.000
Within groups	5238.803	238	22.012		
Total	5872.583	240			

The result in Table 3 revealed that the mean score obtained by the 89 subjects who had low level of supervision of cloth making was 26.29 which is less than the mean score of 28.74 obtained by the 105 subjects who had moderate level of supervision of cloth making and this is also less than the mean score of 30.64 obtained by the 47 subjects who had high level of supervision of cloth making. This indicated that the higher the supervision of clothing and textiles, the more effective the entrepreneurship programme in universities in Cross River State.

The result in Table 9 further revealed that the calculated F-ratio obtained was 14.396 with a p-value of .000 at 2 and 238 degrees of freedom and .05 level of significance. Based on this, the null hypothesis which stated that there is no significant influence of supervision of cloth making on the effectiveness of entrepreneurship programme in public universities in Cross River State was rejected. This implies that supervision of cloth making had a significant positive influence on the effectiveness of entrepreneurship programme in universities in Cross River State. Since effectiveness of entrepreneurship programme in universities in Cross River State was significantly influenced by supervision of cloth making, the source of the difference was determined using Fisher Least Significant Difference (LSD) Post Hoc Test multiple comparison analysis. The result was presented in Table 4.

Table 4: Fisher LSD Post Hoc Test analysis for supervision of cloth making and effectiveness of entrepreneurship programme in public universities in Cross River State

Supervision of cloth making	N	Mean	Mean difference	p-level
Low	89	26.29	-2.45*	.000
Moderate	105	28.74		

Low	89	26.29	-4.35*	.000
High	47	30.64		
Moderate	105	28.74	-1.90*	.022
High	47	30.64		

*Mean difference is significant at the .05 level, $p < .05$.

The result of the Fisher LSD Post Hoc Test analysis as presented in Table 4 revealed that the subjects who had low level of supervision of cloth making differ significantly in effectiveness of entrepreneurship programme when compared with those who had moderate level of supervision of cloth making ($MD = -2.45$; $p < .05$) and also when compared with those who had high level of supervision of cloth making ($MD = -4.35$; $p < .05$). The result further revealed that the mean score in effectiveness of entrepreneurship programme obtained by the subjects who had moderate level of supervision of cloth making differ significantly when compared with those who had high level of supervision of cloth making ($MD = -1.90$; $p < .05$).

4. Discussion

- The result revealed that supervision of bead and hat making had a significant positive influence on the effectiveness of entrepreneurship programme in universities in Cross River State in such a way that the more students are actively supervised in bead and hat making, the more effective the entrepreneurship programme in universities. This result was not surprising because supervision is an indispensable variable to the effectiveness of any academic, circular or social activity since it ensures that programmes are carried out or implemented as planned and where there are errors or deviation, the supervisor provides adequate guide to ensure the attainment of the objectives and goals of the programme.
- Since supervision has become very essential in entrepreneurial programmes like beading and hat-making and due to poor attitude of many Nigerian undergraduate students to skills acquisition and desire for white collar jobs. Hence, without adequate supervision, there will be lack of interest and a feeling that it is barely a normal routine in fulfilment of the requirement for a degree. The finding agrees with that of Mba (2008) who asserts that for any nation in search of high industrialization to succeed, the supervision and provision of relevant skills must be given serious consideration which Industrial Training Fund (ITF) (2014) also observed that supervision is very essential to the success of skill acquisition programmes given that many instructors are not educated.
- The finding of this study is in accordance with that of the study by Uranta and Nlerum (2017) who investigated the effectiveness of skills acquisition programmes of SPDC and NDDC in Rivers and Bayelsa States and found out that skill acquisition training programmes had a greater effectiveness in target communities which they further stated that graduates of both programmes were able to earn a living from the acquired

skill. The finding is also in line with the finding of the study by Ofem, Okorn and Ndem (2015) who investigated students' characteristics and entrepreneurial business venture choice making in tertiary institutions in Cross River State and noted that adequate teaching methods and supervision of bead and hat making will facilitate the acquisition of these skills and enhance the ability of students to engage in income yielding ventures.

- The result also revealed that supervision of cloth making had a significant positive influence on the effectiveness of entrepreneurship programme in universities in Cross River State in such a way that the more students are actively supervised in cloth making, the more effective the entrepreneurship programme in universities. This result was not surprising because supervision in the aspect of cloth making has become more vital for effective learning that a significant environmental social footprint is generated at various stages of the society at large and for the system to grow there must be a body responsible for its achievement. Supervision is the ultimate prerequisite for a successful organisation, institution that is set up to achieve a specific objective and goal.
- The finding of this study is in accordance with Chaudhary (2011) who carried out a study on the challenges in the textiles exports of different countries and found out that India has emerged as one of the major sourcing destination for new buyers. The finding is also in line with Hoque (2013) who's study was based on the idea that how consumers perceive the quality of Bangladeshi-made clothing apparel in general and their attitude towards Bangladeshi-made versus imported apparel from major importing countries namely India, China and Thailand and discovered that country of origin effects is not as strong as it is expected and fairly vary with age and education status of consumers which can be attributed to proper supervision.

5. Conclusions

Based on the results of the analyses of the data collected for the study, it was concluded that supervision of bead and hat making had a significant positive influence on the effectiveness of entrepreneurship programme in public universities in Cross River State. It was further concluded that supervision of cloth making had a significant positive influence on the effectiveness of entrepreneurship programme in public universities in Cross River State.

6. Recommendations

Based on the research findings, the following recommendations were considered necessary.

1. The school management should always send supervisors to the training centres daily during bead and hat making to provide adequate direction on difficult areas being faced by the students.

2. Supervisor should try as much as possible to relate teaching to practical in cloth making and avoid overloading the students with teaching period.

Acknowledgements

My profound thanks to Mr. Clarence Odey Odey whose effort carefully to arranged the course to its accomplishment, I am grateful.

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