

Stakeholders' Perception of the Effectiveness of CCMAS Entrepreneurship Education Curriculum for Driving Inclusive Economic Growth and Resilient Future

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Abstract

This study focused on stakeholders' perception of the effectiveness of CCMAS entrepreneurship education curriculum for driving inclusive economic growth and resilient future. This study's objectives were investigated through two guiding research questions and two hypotheses. The research was conducted using the survey design method, and the population comprised thirty-eight (38) business education lecturers drawn from state universities in Delta State. A questionnaire served as the data collection instrument after due validation and obtaining consistent reliability. The study utilized mean and standard deviation for data analysis related to research questions and t-test statistics for hypothesis testing. The study found that Core Curriculum Minimum Academic Standard (CCMAS) entrepreneurship education contents to a significant extent can foster inclusive economic growth and a resilient future in Nigeria. The findings of this study led to the recommendation among other things, that universities should adequately implement the CCMAS entrepreneurship education contents.

Keywords: CCMAS, Entrepreneurship Education, Economic Growth, Resilient Future,

INTRODUCTION

Every nation needs individuals and youth who can become creative thinkers having the ability to solve economic problems themselves. For any nation to improve and explore, they should ensure that entrepreneurship is given adequate attention. The educational sector has been striving to ensure that its products can bridge the unemployment gap within its Nation.

For effective implementation of every academic program by its recipients, it should be embedded with the requirement capable of fostering a smooth application and integration of content learnt into real-life situations. Any program of instruction in any academic program should be sequentially planned such that it captures the goals and purpose as is intended.

The youths of today need to struggle their way through economic situations and become resilient for meaningful results. In this context, resilience refers to an individual's ability to adapt or align with the situations that surround them. The resilient future is the willpower and determination to ensure that individuals pave the way for themselves in the economy to get to a successful end despite the challenges they are facing. The youths are facing lots of struggles to succeed economically considering the prevailing circumstances in which they find

themselves today; hence, they are becoming resilient in trying to find the gateway to solving these economic problems, which includes unemployment. It becomes imperative, therefore, for the youths to engage in programs that will prepare them adequately to develop themselves through innovation and creative thinking.

The curriculum's content forms the core of every academic structure. Curriculum implementation undergoes various stages. It must go through a series of checks by many experts and stakeholders to know if it will be able to meet up with the set goals.

The curriculum is an organized plan for academic activities. With its aims, goals, and objectives geared towards achieving the educational objective of any nation. Curriculum is a very powerful tool in which institutions use a well-structured template to carry out academic activities. Curriculum is a well-planned instruction and guided learning. The curriculum systematically constructs experiences or knowledge to build in students the relevant attitudes and skills for effective living in a dynamic society (Olubebe, 2020). These various pieces of knowledge have been well structured into different instructional designs, to follow as a guide. Hence, synergy linking one stage or content to the order. One of the objectives of program is to achieve business success and economic sustainability through "specific, measurable, achievable, relevant, and time-bound (SMART) objectives" (Akinyem 2022). Curriculum should be what can be measured. Periodically identify areas that require adjustments. Curriculum refers to a planned educational programme designed for a particular group of students within a set timeframe such that the intended learning and behavioural outcome can be actualized (Alade in Nwalado 2020). Each group is adequately planned and allocate time to achieve the desired outcome and expectation.

Every nation should focus on the vocational aspect of its educational system, which brings about adequate educational transformation and development in which entrepreneurship is a medium. Ekoh-Nweke, Mkpa & Ezeabi (2020) defined entrepreneurship. training/education as a systematic, conscious, and goal-orientated process in which non-entrepreneurship individuals who have the necessary potentials are creatively trained. These great potentials acquired enable these individuals have a sound background or base through which its foundations are built, also a systematic transformation of knowledge and skills acquired into practical situations. The ability to adequately manage a business with the appropriate skills and competencies is known as entrepreneurship education, which has brought about a lot of contributions in Nigeria (Akinsola 2023). This gives our youths the ability in critical thinking and creativity.

Today, the government introduces entrepreneurial education into tertiary institutions through the regulatory and supervisory agency.

The tertiary level of entrepreneurship education includes the following objectives:

1. Providing graduates with adequate training and initiatives to identify noble business opportunities is crucial.
2. Providing structural education for youths to be self-employed and self-reliant.

These objectives are very clear and precise. Individuals who go through this well-planned and structured program should contribute meaningfully to his/her quota in solving economic-related problems, creating jobs for people, and becoming self-reliant as well as employable. This employability skill helps to function effectively within the economy. The ability of an individual to adapt to changing job requirements is to ensure she can maintain a job through knowledge and competencies, which is referred to as employability skills (Ogundele 2022). In an economy faced with so much uncertainty, employers of labour will only engage competent hands. Employability is effective when outstanding individuals have personal and technical qualities and are ready to navigate through hurdles to ensure better career management (Tomlinson, 2022). Entrepreneurship is synonymous with employability skills, which has brought about an enormous positive impact in the nation's development. The important role of entrepreneurship has made it feature in international and local conferences to provide sustainable development in the world at large (Justina 2019). This makes it crucial to incorporate it thoroughly into the entrepreneurship education curriculum and ensure its implementation.

Entrepreneurship education is a diverse and well-calculated program of instruction designed to drive the academic calendar to a successful end. Entrepreneurship education curriculum is a well-designed program that is involved in the learner's ability to think creatively to proffer a solution to a phenomenon. According to Nwosu (2021), an entrepreneurship education curriculum refers to a structured plan that outlines the entrepreneurial understanding, exposure, mindsets, and attitudes to be acquired by learners as well as the industrial strategies and assessment methods to be used. It was about the developmental aspects of the students. These characters that have been developed among the students help them in creative thinking to find out those areas that need critical analysis within the world around them when faced with economic-related issues. When facing any economic challenge, students know how to contribute. Regarding the things mentioned above, the regulatory bodies created the Core Curriculum and Minimum Academic Standard (CCMA) to make sure that graduates from these programmes can properly work in the economy where they live.

To make Nigerian university education more viable for the society's need at large, the Nigerian Universities Commission (NUC) restructured the Benchmark Minimum Academic Standard

(BMAS) through the introduction of the Core Curriculum Minimum Academic Standard (CCMAS) to cater for the 21st-century economic situations. CCMAS is the result of over two years of comprehensive and detailed interaction among stakeholders. This involved professional bodies and academic experts. Below are the CCMAS objectives.

Objectives of Entrepreneurship Education Programme

The objectives of entrepreneurship education degree programme according to NUC (2022) are as follows: 1) Develop a group of competent professionals in the field of entrepreneurship; 2) Motivate our youths through the psychologically based entrepreneurial orientations obtainable from entrepreneurship training; 3) Produce graduates for competence and self-employment by focusing on skills acquisition and entrepreneurship.

Unique features of Entrepreneurship Education Programme

1. Fostering a strong sense of self-value in our graduates.
2. Developing core skills in innovation and creativity to enhance teaching effectiveness.
3. Empowering graduates with confidence and independence.
4. Generating employment opportunities.
5. Hands-on learning through practical training and workshop demonstrations.

The above shows aim of the program is to help non-public sector students develop thinking skills to start a business and employ people after graduation. Entrepreneurship education goal include diversification in various aspects. It is important that graduates can make a living and hire others after graduation. Ekesionye, Ezeh, Ezeaku and Ajuzie in 2020 did a study titled repositioning Nigerian universities through attainment of entrepreneurship of benchmark minimum academic standards (BMAS). This led to measuring entrepreneurship education to see if it can bring about resilient future and development of the economy.

Statement of the Problem

Entrepreneurship content is a well-structured and planned program aimed at ensuring that its recipients transfer the content learnt into real life situations and are competent enough to solve economic-related problems. Synergy should exist for successful transition of skills learnt into practical in the labour market, which ought to give them an edge over their contemporaries. However, it is a serious concern to the nation about the continuous increase of graduates who are yet to be employed or venture into entrepreneurial practice. Wolugbom (2018) stated that Nigeria is still wallowing in abject poverty and socioeconomic backwardness due to her inability to build her economy on the principles of self-reliance through skill acquisition via functional skill-oriented educational programs that can help boost economic activities of the

nation. There is a need to solve some of these problems, but there seems to be some loopholes that may be the cause of unemployment. Therefore, the researcher sought to determine the adequacy of the content of entrepreneurship education in universities in Delta State to see how it can help economic development.

Research Questions

- (1) To what extent can CCMAS entrepreneurship education foster inclusive economic growth?
- (2) To what extent can CCMAS entrepreneurship education foster a resilient future?

Hypotheses

- (1) There is no significant difference in the mean responses of business education lecturers regarding the extent to which CCMAS entrepreneurship education can foster inclusive economic growth based on gender.
- (2) There is no significant difference in the mean responses of business education lecturers regarding the extent to which CCMAS entrepreneurship education can foster resilience future based on gender.

METHODOLOGY

The study employed a descriptive survey research design with thirty-eight (38) business education lecturers from the University of Delta, Agbor and Delta State University, Abraka was used as the population. Due to the size of the population, there was no need for sample, so the study made use of the entire population. A questionnaire titled “CCMAS Entrepreneurship Education Stakeholders’ Perception Questionnaire” (CEE-SPQ) with four-point Likert scale type of “Very High Extent (VHE), High Extent (HE), Moderate Extent (ME) and Very Low Extent (VLE)” was used. It consisted of twenty items which covered the objectives of the study. Upon due validation and reliability exercise, the questionnaire was administered through google form to the respondents on WhatsApp messaging. Data for the study was collected and analyzed using mean and standard deviation to analyze the research questions while t-test was used to test the null hypothesis at 0.05 level of significance.

Table 1: Population of Study

S/N	University	Position	Population
1	University of Delta Agbor	Lecturers	19
2	Delta State University Abraka	Lecturers	19
	Total		38

Lecturers from two universities in Delta State constituted the population of the study. At the University of Delta, Agbor, there are 19 lecturers included in the study. Similarly, Delta State

University, Abraka, also has 19 lecturers forming part of the study population. Altogether, the total number of lecturers from both universities amounts to 38, providing the basis for the research analysis.

PRESENTATION OF RESULTS

Research Question One: To what extent can CCMAS entrepreneurial education foster inclusive economic growth?

Table 2: Mean and Standard Deviation of Respondents Ratings on CCMAS Entrepreneurship Education and Inclusive Economic Growth

S/N	Items	Mean	SD	Remark
1	Initiatives of CCMAS can help foster financial stability	4.58	1.32	VHE
2	Digital literacy can be improved through CCMAS program	3.67	0.88	HE
3	Effectiveness of CCMAS incubates business resilience	4.20	0.86	VHE
4	Collaboration of public sector exploring the content	3.94	1.32	HE
5	Encouragement of social entrepreneurship and creativity through content	4.63	0.78	VHE
6	Incorporation of local content value and needs through entrepreneurship	3.76	1.28	HE
7	Entrepreneurship mindset is developed through CCMAS program	4.12	1.05	VHE
8	CCMAS accelerates youth entrepreneurship and employment	4.34	0.91	VHE
9	Initiatives of CCMAS can help foster financial stability	4.22	0.81	VHE
10	Improved development and income through the content of CCMAS	3.56	1.32	HE
Aggregate Mean		4.07	1.05	VHE

The result presented in Table 2 shows an aggregate mean score of 4.07, which represent very high extent is indicative that CCMAS entrepreneurship education can foster inclusive economic growth. Items were rated either very high extent or high extent with the ranging of the mean scores from the highest of 4.63 to the lowest of 3.56. The aggregate score of the standard deviation proves that the responses of the respondents were not significantly divergent.

Research Question Two: To what extent can CCMAS entrepreneurship education foster a resilient future?

Table 3: Mean and Standard Deviation of Respondents Ratings on Entrepreneurship Education CCMAS and Resilient Future

S/N	Items	Mean	SD	Remark
1	Innovation and adaptability promoted through CCMAS initiatives	3.47	1.43	HE
2	Financial literacy fostered through enriched content	4.24	0.89	VHE
3	Strategic thinking and resilient future accelerated through innovative ideas	3.22	1.22	HE
4	Entrepreneurship ability enhanced through CCMAS program	2.75	0.71	ME
5	Resilient future promoted through social entrepreneurship engagement	3.87	1.13	HE
6	CCMAS initiatives develop entrepreneurship stress management	3.45	0.63	HE
7	Local economic growth impacted through CCMAS	3.37	1.15	HE
8	Reduced poverty through innovative and creative skills	4.18	0.88	VHE
9	Role of CCMAS in fostering resilient future	3.68	0.79	HE
10	Integrated sustainable business practice through content through well designed program	4.32	0.62	VHE
Aggregate Mean		3.65	0.94	HE

The result presented in Table 3 shows an aggregate mean of 3.65, which represents a high extent and is indicative that CCMAS entrepreneurship education can foster future resilience. Items received mean ratings within the range of 4.36 to 275, which cover very high extent, high extent, and moderate extent. Aggregate score for standard deviation proves that the respondents' responses were not significantly divergent.

Test of Hypotheses

Table 4: Summary of t-test Analysis of significant difference in the mean responses of business education lecturers on the extent CCMAS entrepreneurship education can foster inclusive economic growth as a result of gender

Gender	N	\bar{X}	SD	df	t-value	P-value	Decision
Male	18	3.49	.68	36	1.38	0.30	Not Significant
Female	20	3.17	.59				

The results in Table 4 indicate a t-value of 1.38 with 36 degrees of freedom and a p-value of 0.30. Since the p-value exceeds the alpha level of 0.05, we fail to reject the null hypothesis. This means that male and female business education lecturers did not significantly differ in their mean ratings on the extent to which CCMAS entrepreneurship education can foster inclusive economic growth.

Table 5: Summary of t-test Analysis of significant difference in the mean of business education lecturers' responses on the extent CCMAS entrepreneurship education can foster inclusive economic growth in regard to gender

Gender	N	\bar{X}	SD	df	t-value	P-value	Decision
Male	18	3.49	.68	36	2.12	0.73	Not Significant
Female	20	3.17	.59				

Result Table 4 displays the t-value of 2.12 at 36 degrees of freedom with a p-value of 0.73, which is greater than the alpha value of 0.05 ($0.73 > 0.05$). Since the p-value is greater than the significant value, the null hypothesis is therefore accepted. Meaning male and female business education lecturers do not significantly differ in their mean ratings on the extent of CCMAS entrepreneurship education can foster a resilient future.

DISCUSSION OF FINDINGS

Table 2 presented how CCMAS entrepreneurship education can help foster inclusive economic growth, and its findings showed an aggregate score of 4.07. The mean ranged from 3.56 to 4.63. This points that the program to a high extent can help in equipping its recipients for economic development. This is supported with the study of Okoroafor (2019) that CCMAS can bring about inclusive economic growth.

The findings in table 3 showed that CCMAS entrepreneurship Education can foster future resilience to a high extent. The mean score ranged from 2.75 to 4.36, which is of moderate extent and high extent. The aggregate mean score was 3.65 which indicates a high extent. This indicates our youths can struggle through the economic situations and become stronger in the process. This finding is supported by Adeyinka (2020), who carried out a study that CCMAS can foster future resilience as entrepreneurs are able to adjust swiftly to changing economic situations adequately. It is also supported with the study of Gbadamosi (2019), that CCMAS entrepreneurship can help foster future resilience in which dynamic environment can be navigated.

CONCLUSION

This study examined perception of stakeholders in measuring CCMAS entrepreneurship education for inclusive economic growth and a resilient future in Universities in Delta State. The study concludes that CCMAS entrepreneurship education content can help to accelerate a resilient future as well as improving economic standards and is very key in a nation's economic transformation through self-reliance and job creation and high employability status achieved. This has helped in reduction of unemployment problems of our graduates and economic stability of our nation. However, entrepreneurship education has some hitches in the transformation process desired, there should be further strengthening of the program, as part of our nation's economic development to ensure stability.

RECOMMENDATIONS

- (1) Parents and government should try to place more emphasis on creativity of value through CCMAS entrepreneurship education.
- (2) Stakeholders and regulatory bodies should Provide grants for the program and for recent graduates who wish to venture into business.
- (3) The various associations should have more discussions during their annual conferences to support the program to achieve better results.
- (4) Management of the Universities should develop a feedback mechanism to achieve more collaboration.
- (5) Universities should adequately implement the CCMAS entrepreneurship content for greater results.

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