ASSESSMENT OF ENTREPRENEURSHIP EDUCATORS' ROLE IN SUSTAINABLE DEVELOPMENT OF SCIENCE AND TECHNOLOGY IN IMO STATE TERTIARY INSTITUTIONS

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Abstract
This study examined entrepreneurship educators' role in sustainable development of science and technology in Imo state tertiary institutions. The design of the study was descriptive survey. The researchers made use of a 24-item 4-point modified likert-like type questionnaire. The population of the study was made up of 502 final year students of the departments of Home Economics, Agriculture, vocational and chemistry of Alvan Ikoku Federal College of Education, Owerri and Imo State University Owerri. The sample size was 248. Purposive sampling technique was used to select the respondent from the departments. The researchers made use of a 24- item 4-point modified Likert-like type questionnaire. Item content validity was determined at a value of 0.81 using Cronbach Apha. The data collected was analysed using mean statistic. The result showed that students agreed to a great extent that lecturers instructional delivery contribute greatly in the development of science and technology in tertiary institutions in Imo State. The research question two revealed that student agreed to a great extent that lecturers assessment techniques contribute in the development of science and technology in tertiary institutions in Imo State. Research question three indicates that students agreed to a great extent that feedback by both students and lecturers contribute in the development of science and technology in tertiary institutions in Imo State. The researchers therefore recommend among others that since entrepreneurship education is practical oriented, educators are advised to put more efforts to improve students ability to stand practically on their own.

Keywords: Evaluation, Entrepreneurship Educator, Instructional delivery, Assessment technique, Feedback, Sustainable development, Science and Technology

Introduction

Recently, there has been increase in the development of entrepreneurship education and desires to become entrepreneurs among Nigerians. This is evidenced by the introduction of entrepreneurship education into the undergraduate curriculum of universities in Nigeria by the federal government in 2006 (Adenike, 2016). The aim of the introduction is to foster entrepreneurship culture among students and faculty members with the view of not only educating them but to also support graduates of the system towards establishing and maintaining sustainable business ventures (Bloom, Canning & Chan in Adenike, 2016). This is because citizens' economic empowerment is a major goal of most developing countries such as Nigeria. The level of entrepreneurship of any country depends on the efforts of the educators to produce out man power. All Business (2012) was of the view that entrepreneurship needs to be taught across all disciplines. Karen (2009) put it that entrepreneurship and entrepreneurial skills are core components to building socially inclusive and highly participatory economics in an increasingly global competitive world. The author further said that innovation and economic

growth depend on being able to produce future entrepreneurs in their professional lives, whether by creating their own companies or innovating in larger organization.
It is imperative to develop entrepreneurial skills, attitudes and behaviours in school system (primary, secondary, vocational and other tertiary education). This will reach across all ages as part of a lifelong learning process. Entrepreneurship education according to Unachuwku (2009), is a collection of formalized teaching that informs, trains, and educates anyone interested in business creation, or small business development. Entrepreneurship education has emphasis on economics, and covers business disciplines like management, marketing and finance with links to psychology, sociology and teacher education as well business education. For entrepreneurship education to thrive well, there must be a functional education which is a process through which individuals are made participating members of their society.

Through entrepreneurship education graduates are equipped to find new methods of doing things and enabled them to be their own bosses and job creators rather than job seekers (Unachukwu2009). According to Mirror (2010), entrepreneurship is a process of identifying, developing and bringing a vision to life. The vision may be an innovative idea, an opportunity, or simply a better way to do something. He narrated some characteristic trait of prospective entrepreneurs as being agile, business-conscious, courageous, dynamic, enterprising, hardworking, knowledgeable of markets, full of leadership skills, ready to take risks, among other things.

Some small/medium scale business that could be owned by one, two or more persons which fall into our area of study include:

> Agriculture/Agro-allied: business, carbonated beverages, cassava starch production, cassava/yam flour processing, fadama farming, farm tool production, fish farming, fruit processing, garri production, goat/sheep rearing, grass cutter rearing, livestock feed production , poultry, piggery, rabbit farming, turkey farm etc. catering and hospitality business: biscuits production, bottled water production, bread making, catering school, cake making, cold store, food item sales, fast food and hoteling, ice cream production, packed rice sale etc. soap and detergents business: aloe vera soap production, antiseptic soap production, car washing soap production, detergent production, boundary soap and bleach production, toilet bowl cleaner etc. chemical and allied business: adhensive production, battery electrolyte production, car liquid wax, carburetor cleaner, fertilizer production, fumigation services, herbicides production, home disinfectants, paint production, stain removers production, termite proofing etc. Pp. 6&7.

Some of the listed business cannot prosper without enough apprenticeship and practice. This is why Iba (2009) added that both small and medium scale business fail not because of lack of fund but because of lack of professional acumen. Those acumen are the necessary success skills which entrepreneurship studies are set out to impart to the students. Candida (2013) stated that entrepreneurship education is associated with the concept of practice which relates to the acquisition of skills, knowledge and mindset through deliberate hands-on, action-based activities that enhance entrepreneurial performance. Candida further said that learning entrepreneurship requires practice and sometimes it is difficult to measure the impact of practice until you actually play the game. However, entrepreneurship performance can be

measured through assessment. Assessment according to Onwuakpa and Ofojebe (2012) is the "entire process of determining how much, how good and how well an entity or activity is. It involves measurement and appraisal of what is measured." Assessment of entrepreneurship education process is a worthy venture both to the teacher and the students.

According to Joshua and Imaobong (2015), the concept of teacher education is not taken seriously in Nigeria, although, some countries have developed models to use in evaluating and assessing teachers. In Tennessee, the system uses three components to arrive at a teacher's level of effectiveness such as observation data (50 percent), student growth (35 percent) and student achievement data (15 percent) in their work, they cited the Ontario act 2005 which defines teacher assessment as the "formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgments by a principal in determining whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet the teaching quality or standard".

True assessment of the entrepreneurship educators will go beyond the walls of the school. The entrepreneurship education manifests more during actual practice. This is why Virtanen (2013) stated that 'entrepreneurship education agenda should be promoted beyond teacher education institution to businesses and wider community". Virtanen further said that teachers and schools will not be able to realize their ambitions without co-operation and partnerships with colleagues, businesses and other stakeholders.

It therefore become necessary in this circumstance that entrepreneurship educators should be properly assessed. This proper method of assessment will make the educators to teach the students to capture and promote or foster students' capacity to apply acquired knowledge and entrepreneurial skills and attitude such as self confidence, hard work, persistence, initiativeness, innovativeness, effective communication and so on in authentic situations that require these traits.

All entrepreneurial skills require the knowledge of science and technology in order to bring about development. Science is described as expertness skills or proficiency resulting from knowledge while technology is the application of science to the arts (standard international medial holding, 2013). Science and technology lessons allow students to be creative while also developing new skills and grasping an understanding of how things work. Science and technology can provide students with a wealth of information and the knowledge, which they can then use in the future, to pursue related career or simply as a subject of interest. It is increasingly a significant part of the society as children see it as natural that they should learn about the appliances and systems they rely on a daily basis (centre for education (n.d).

In a rapidly evolving world, science and technology education is an important instrument in the search of sustainable development and poverty reduction. Yet, educational systems are faced with the challenge of science and technology education that has relevance not being able to adapt to current science and technological development. This is why UNESCO encourages the design of effective science and technology education programmes by promoting gender sensitive socio-cultural and curricular activities. It promotes a multidisciplinary approach to science and technology education and given particular attention to the provision of basic knowledge, life skills and scientific literacy for all as well as preparation for the world of work.

Considering the necessity and importance of valid entrepreneurship education, the present study sought to evaluate entrepreneurship educator's role in sustainable development of science and technology in tertiary institutions in Imo state. Specifically, the study investigated whether the educators instructional, assessment techniques and feedbacks are comprehensive enough and achieve to the objectives of entrepreneurship education. To achieve this purpose three research questions were posed to guide the study.

The Research Questions

The following research questions were raised to guide the study:

(i) To what extent does lecturers' instructional delivery/method contribute to sustainable development of science and technology in tertiary institutions in Imo state?

(ii) To what extent does lecturers' assessment techniques contribute to sustainable development of science and technology in Imo state tertiary institutions?

(iii) To what extent does feedback contributes to sustainable development of science and technology in Imo state tertiary institutions?

Methodology

The study adopted descriptive survey design. A purposive sampling technique was used to select two educationally oriented tertiary institutions in Imo state that offer science and education as part of entrepreneurship education. The population of the study constituted 502 regular students who are in their final class studying any of this courses; Home economics, Agric and vocational and chemistry of Alvan Ikoku Federal College of Education, Owerri and Imo state university Owerri.

The sample size was 248. The researchers designed a 24-item 4 point modified Likert-type questionnaire titled: Entrepreneurship Educators Assessment Questionnaire (EEAQ). The respondents indicated their extent of agreement to the items by ticking one of the response options of Very Great Extent (VGE) =4 point, Great Extent (GE)= 3 points, Low Extent (LE)= 2 points and No Extent (NE)= 1 point for each of the items. Two experts each in measurement and evaluation and entrepreneurship educators validated the instrument. Cronbach Alpha was used to establish the reliability and a value of 0.81 was obtained.

The data collected was analyzed using frequency counts and mean statistic. Items having means values of 2.5 and above indicate great extent while Items having means value below 2.5 indicate little extent.

Results

Research Question One

To what extent do lecturers instructional delivery contribute to sustainable development of science and technology in tertiary institutions in Imo State?

Table 1: Showing the extent lecturers instructional delivery contribute to the development of science and technology in tertiary institutions in Imo State

S/N	Question Items	No of score	Very Great Extent	Great Extent	Little Extent	No Extent	Total	Mean/ Score $\overline{X}$	Mean deviation $X - \overline{X}$	Deviation Squared $(X - \overline{X})^2$
1	Lecturers give students the departmental course outline before teaching.	N	108	101	39	-	248			
		Nx	432	303	78	-	813	3.28	0.67	0.449
2	Lecturers teach their courses by linking their concepts to real life situation.	N	68	105	68	7	248			
		Nx	272	315	136	7	730	2.94	0.33	0.109
3	Lecturers engage student in practical teaching outside the school.	n	-	28	99	121	248			
		nx	-	84	198	121	403	1.63	-0.98	0.960
4	Simple areas of course content are taught by lecturers and difficult aspects are given as assignment.	n	87	94	27	40	248			
		nx	348	282	54	40	724	2.92	0.31	0.096
5	Lecturers cover the entire course content before assessing the students.	n	21	62	124	41	248			
		nx	84	186	248	41	559	2.25	-0.36	0.130
6	Lecturers guide students into acquiring relevant entrepreneurial skills such as: soap making, perfumes, rearing of animals, baking of cakes, bread etc	n	67	78	50	53	248			
		nx	268	234	100	53	655	2.64	0.03	0.009
								15.66		**1.7449**

Note: n = number of responses
x = number of points each carries
eg very great extent = 4 points
great extent = 3 points
little extent = 2 points
no extent = 1 point
So nx for great extent for item 1 = 108 x 4 = **432**

In research question 1, the respondents agreed to a great extent with mean values of 3.28, 2.92 and 2.64 in items 1, 2, 4, and 6 respectively that lecturers instructional delivery contribute to sustainable development of science and technology.

In items 3, and 5 with mean values of 1.63, and 2.25 that lecturers instructional delivery contribute to little extent in sustainable development of science and technology. The result also shows a grand mean value of 2.61, variance of 0.291and standard deviation of 0.54. see appendix 1.

Research Question Two

To what extent do lecturers assessment techniques contribute to the development of science and technology in tertiary institutions in Imo State?

Table 2: Showing the extent lecturers assessment techniques contribute to the development of science and technology in tertiary institutions in Imo State

S/N	Question Items	No of score	Very Great Extent	Great Extent	Little Extent	No Extent	Total	Mean/ Score X	Mean deviation $X - \overline{X}$	Deviation Squared $(X - \overline{X})^2$
7	Lecturers give assignments so as to cover enough course outline.	N	68	90	90	-	248			
		Nx	272	270	180	-	722	2.91	0.29	0.084
8	Lecturers give objective test to give enough information about the course.	N	27	94	97	40	248			
		Nx	108	282	174	40	604	2.44	-0.18	0.032
9	Lecturers use quiz to achieve content coverage.	N	86	52	50	60	248			
		Nx	344	156	100	60	660	2.66	0.04	0.006
10	Students are assessed through activity-oriented practice as recommended by the curriculum.	N	50	120	64	14	248			
		Nx	200	360	128	14	702	2.83	0.21	0.044
111 1	Lecturers focus their assessment on theory based testing.	N	28	21	83	116	248			
		Nx	112	63	166	116	457	1.84	-0.78	0.608
12	Student do enough practical work for assessment	N	85	130	21	14	248			
		Nx	332	390	42	14	778	3.12	0.50	0.250
13	Students have enough take home assignment during the course of training.	N	48	124	55	21	248			
		Nx	192	372	110	21	695	2.90	0.28	0.078
14	Students grading is based on the following:									
A	Quiz	N	91	33	74	50	248			
		Nx	364	99	148	50	661	2.67	0.05	0.0025
B	Take home assignment	N	110	55	62	21	248			
		Nx	440	165	124	21	750	3.02	0.40	0.16
C	Practical test	N	45	97	53	53	248			
		Nx	180	291	106	53	630	2.54	-0.08	0.0064
D	Oral test	N	16	41	50	141	248			
		Nx	64	123	100	141	428	1.73	-0.89	0.792
E	End of semester Examination	N	97	44	70	37	248			
		Nx	388	132	140	37	697	2.81	0.19	0.036
								31.47		**2.095**

Research question 2 shows that the respondents agreed to a great extent in items 7, 9, 10, 12, 13, 14a, b, and e with mean values of 2.91, 2.66, 2.83, 3.12, 2.90, 2.67, 3.02, and 2.81 respectively that lecturers assessment techniques contribute to development of science and technology. Items 8, 11 and 14c and d with mean values of 2.44, 1.84, 2.54 and 1.73 respective shows that lecturers assessment techniques contribute to little extent in the development of science and technology. The result shows a grand mean value of 2.62, variance of 0.175and standard deviation of 0.418. See appendix 2

Research Question Three

To what extent does feedback contribute in sustainable development of science and technology to tertiary institutions in Imo State?

Table 3: Showing the extent feedback contribute to the development of science and technology in tertiary institutions in Imo State

S/N	Question Items	No of score	Very Great Extent	Great Extent	Little Extent	No Extent	Total	Mean/ Score X	Mean deviation $X - \bar{X}$	Deviation Squared $(X - \bar{X})^2$
15	Lecturers give correction after	n	91	58	58	41	248			
	students group presentation.	nx	364	174	116	41	695	2.80	0.25	0.063
16	At the end of each course students feel	n	14	130	90	14	248			
	satisfied that they can stand on their own to establish their own business	nx	56	390	180	14	640	2.58	0.03	0.0009
17	The practical training students get meet their	n	101	80	40	27	248			
	heart desires as entrepreneurs to be	nx	404	240	80	27	751	3.03	0.48	0.230
18	Take home assignment enable students stand	n	48	69	117	14	248			
	well in the course.	nx	192	207	234	14	647	2.61	0.06	0.0036
19	Lecturers mark individual assignment	n	26	26	65	131	248			
	and give feedback on them after returning the scripts.	nx	104	78	130	131	443	1.79	-0.76	0.578
20	Students give feedback through individual	n	89	28	36	93	248			
	presentation	nx	356	84	76	93	609	2.46	-0.09	0.008
								15.27		**0.8835**

Revealed also in research question 3 that respondents agreed to a great extent that feedback by both students and lecturers contribute to sustainable development of science and technology. This is shown by mean values of 2.80, 2.58, 3.03 and 2.61 in items 15, 16, 17 and 18 respectively. In items 19 and 20 with mean values of 1.79 and 2.46, the respondents agreed to little extent that feedback contribute to sustainable development of science and technology is tertiary institution in Imo State. The result shows a grand mean value of 2.55, variance of 0.147and standard deviation of 0.384. See appendix 3.

Discussion

A grand mean of 2.61 and standard deviation of 0.540 reveal that students agree to a great extent that lecturers instructional delivery contribute greatly in the development of science and technology in tertiary institution in Imo State. The mean values of 3.28, 2.94, 2.92, and 2.64 for question items 1, 2, 4 and 6 respectively have mean values above the grand mean of 2.61. This signifies that students agree to a great extent that lecturers give departmental course outline before teaching; teach their courses by linking their concepts to real life situations; teach simple area of course content and difficult aspects given as assignment; and guiding students in acquiring relevant entrepreneurial skills. The result generally show that lecturers

instructional delivery contribute to a great extent in the development of science and technology. It is appropriate for lecturers to give departmental course outline before teaching for students to read ahead and to know the extent of coverage of their course outline. The students respond that lecturers teach their courses by linking their concepts to real life situation. This result is in line with that of Dara (2008) that students interests are motivated when teachers link science course concepts to real life. Giving student difficult aspects of course outline as assignment showed that students were led to apply higher level cognitive skill which Nwana (2007), and Onuekwusi & Agoha(2015) observed as most useful in both critical analysis and divergent thoughts and activities. Guiding students in acquiring relevant entrepreneurial skill reveal that lecturers engage students in practical work which is in line with the curriculum stipulation which emphasizes practical- oriented activities. The result is in support of the definition of entrepreneurship education by Candida (2013) that entrepreneurship education is associated with the concept of practice which relates to the acquisition of skills, knowledge and mindsets through deliberate hand on, action based activities that enhance entrepreneurial performance.

Question items 3 and 5 having mean values of 1.63 and 2.25 are below the mean of 2.61. This signifies that students agree to little extent that lecturers engage in practical teaching outside the school and cover the entire course content. Students reporting that lecturers do not engage them in practical work outside the school may be because of lecturers high work load and high lecturer-student ratio. This can also lead to non-coverage of course content as reported by the students.

A grand mean of 2.62 and a standard deviation of 0.418 signify that students agree to a great extent that lecturers assessment techniques contribute in the development of science and technology in tertiary institutions in Imo State. The mean values of 2.91, 2.66, 2.83, 3.12, 2.90, 2.67, 3.02, and 2.81 for question items 7, 9, 10, 12, 13, 14a, 14b and 14e respectively are above the grand mean of 2.62. This suggests that students agree to a great extent that lecturers give enough assignment so as to cover the course outline; use quiz to achieve content coverage, use activity-oriented practice, practical work and take home assignment during the course of training. Revealed also was that lecturers use quiz, take home assignment and end of semester examination for grading. Students responding that lecturers use enough assignment, quiz and practical work to assess them to cover enough course outline showed that lecturers use comprehensive assessment technique in their assessment. This is in line with the standard for continuous assessment. Assessment of students using action-oriented activities is in line with the recommendation of the curriculum. Assessing students through take home assignment during the course of training shows that lecturers monitor closely students progress through formative tests. This is one of the stipulations of continuous assessment. Lecturers' use to give home assignment and end of semester examination to grade students. The grading based on the above mentioned assessment techniques are suitable to contribute in the development of science and technology. This is why Onyeka and Dara are of the opinion that any assessment that falls short of proving a full picture of the learner could be misleading and therefore any decision taken on the bases of such information is defective. It is surprising that students response on the use of practical test to grade them is approximately equal to grand mean value, showing that lecturers use of practical test for grading is relatively high. Question items 8, 11, 14c and 14d having mean values of 2.44, 1.84, 2.54 and 1.73 respectively, are below the grand mean of 2.62. This indicates that students agree to a little extent that lecturers use objective tests to give enough information about the course, focus their assessment on theoretical based testing; use practical test and oral test for grading. It is unfortunate that

students agree to a little extent that lecturers use oral test in their grading. Oral test is very important in developing students social attitude which is one of the attributes of an entrepreneur.

A grand mean of 2.55 and standard deviation of 0.384 indicate that students agree to a great extent that feedback contribute in the development of science and technology in tertiary institutions in Imo State. The mean values of 2.80, 2.58, 3.03 and 2.61 for question items 15, 16, 17 and 18 respectively are above the grand mean of 2.55. This result suggests that students agree to a great extent that lecturers give correction after students group presentation; students feel satisfied to stand and establish their own business at the end of the course; the practical training they get meet their heart desires as entrepreneur to be and take home assignments enable them stand well in the course. This result may be because of high lecturer-student ratio, lecturers use group assignments which in turn lead to development of leadership skill which is one of the attributes of an entrepreneur that entrepreneurship education tries to inculcate in students. Both lecturer/student feedback lead to students competence in their area of specialization.

This is in line with the statement of Iba (2009) that both small and medium scale business fail not because of lack of fund but because of lack of professional acumen. Those acumen are the necessary success skills which entrepreneurship studies are set out to impact in the student. Question items 19 and 20 with mean values of 1.79 and 2.46 are below the grand mean of 2.55. This result suggests that student agree to a little extent that lecturers mark individual assignment and give feedback after returning the scripts and students give feedback on individual presentation. This result indicates that lecturers neither mark individual assignment and give feedback on them nor give individual feedback after presentation. This result also may be as a result of high lecturer-student ratio which makes lecturers neither to use individual assignment nor individual presentation for assessment and feedback.

Implications of the Finding

The result of the finding has far-reaching implications:

(i) The fact that lecturers instructional delivery contribute to sustainable development of science and technology implies that students are exposed to entrepreneurial skills and attitude.

(ii) Teaching departmental courses by linking their concepts to real life situation implies that concrete instructional material and activity oriented practice are used in guiding students acquire relevant entrepreneurial skills.

(iii) Lecturers giving students difficult aspects of the course outline to do as assignment implies that students are being exposed to develop initiative and critical thinking for problem solving

(iv) Lecturers giving correction on group presentation implies that group take home assignment expose students to leadership attitude which is one of the attributes of entrepreneurs for sustainable development of science and technology.

Conclusion

The result of the finding shows that entrepreneurship educators contribute greatly in sustainable development of science and technology in tertiary institutions in Imo State. This is shown by the entrepreneurship educators' use of varied instructional methods, assessment technique and feedback in exposing students to entrepreneurial skills and attitudes.

Recommendations

This study has the following recommendations:

(i) Since entrepreneurship education is practical oriented, educators are advised to put more efforts to improve the students' ability to stand practically on their own.

(ii) Since objective test help to cover enough course content and give much information about the course, lecturers should devise means of integrating this assessment technique into their teaching.

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