AN ASSESSMENT OF ENTREPRENEURSHIP CAPACITY OF BUILDING PROGRAMMES IN TERTIARY INSTITUTIONS

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Abstract: This study assessed the entrepreneurship capacity of building programmes in Federal tertiary institutions in Anambra state with a view to recommending measures to implement a robust building curriculum. This was achieved through the adoption of survey research design with the use of questionnaires to collect primary data from respondents and research works reviewed. Being a survey research, data were accessed through well-structured 352 questionnaires administered, to both staffs and students of the selected tertiary schools in Anambra state. Out of the 352 questionnaires, 298 questionnaires which represented 81.6% were returned and found useful for this research. Research finding identified poor performance of the school curriculum, loss of interest among students after graduation and less number of participants in the field. The research proffered some mitigating measures to cope with the lack of qualities in our today curriculum, it was observed in the tertiary institution sampled, that students finds it difficult the practice due to lack of confidence among themselves. This study concluded by recommending tertiary institutions to embrace the current curriculum as a high priority; that there should be a provision for the study of entrepreneurship courses and maintenance in each tertiary institution in the state and an adequate workshop for practice and outdoor learning; that the government should develop and formulate policy and strategy in making the school environment a better place to learn.

Keywords: Entrepreneurship Capacity, Federal Tertiary Institutions, Curriculum, Building Programmes

1.0 Introduction
An effective government policy that decreases unemployment, must stimulate entrepreneurship or increase the number of new businesses opportunities especially for the youth. According to Astebro and Thompson (2018) entrepreneurship fuels the economic development of countries, although there are some discrepancy on about the exact numbers; empirical work indicates that small business startup account for a large proportion of job creation (Astebro and Thompson; 2011). Entrepreneurship, according to Onuoha (2019), is the practice of starting new organizations or revitalizing existing organizations, particularly new carrier and on-the field of training in response to identified opportunities. At the end of a career study in building programme in any tertiary institution, a building graduate is expected to have developed entrepreneurship capacity to practice and engage in what taught in order to sustain his/her ability contribute to societal progress. However, it had been observed through years of study and personal observation that most graduate are unemployable or lack the required courage, competencies and ability to embark on construction project alone or in company of others. This can be traced to lack of entrepreneurship capacity training within the building programme curriculum as stated in standard practice like NUC, CARBON, NIOB and Global Project Management institute standard. The Building profession is a sector where lot of business opportunities can be created if the knowledge of entrepreneurship becomes widespread fresh builders and trainee can run their own business. Speaking of entrepreneurship in building as a professional course in recent years; it has grown wide to identify different skills and competencies that allow after graduation independence. Tertiary institution, the Building Programmes and its curriculum must involve activities are designed to help students become job creators instead of being constant job seekers after graduation (Nwoka and Thom-Otuya, 2019). The building programmes as stated in the academic curriculum for undergraduates degree programme for building students by NUC helps in actualizing and bring the term entrepreneurship to fore. In considering the unfolding nature of entrepreneurial careers, we can begin to ask questions about how entrepreneurship interacts with other stages and transitions. Most of the existing research also emphasizes stable individual traits. For example, professions and institution circumstances are known to be correlated with entrepreneurship: undergraduates are more likely to become entrepreneurs than graduates; polytechnic are more likely to produce entrepreneur than universities (Aldrich and Kim, 2017). This study therefore intends to examine the present core competencies as contained and practiced by tertiary institution to offer training in building in comparism to standard practice. The study will also investigate on why the graduates could not embark on entrepreneurship or self connected career or business paths in building. This will help in providing a robust implementable 21st century course curriculum model that will not only build entrepreneurship capacity but also help graduate competing, favorable among their peers. The aim of this research is to assess the entrepreneurship capacity of building programmes in tertiary institution in Nigeria in order to provide a Robust implementable 21st century course curriculum model. The study is on "Assessment of entrepreneurship capacity of building programme in tertiary institutions". It will covers areas is base on core competencies of building programme content in federal institutions In Anambra state.
2.0 Literature Review

2.1 History of Entrepreneurship In Nigeria
Entrepreneurship in Nigeria started when the goods produced by her citizens exceeded their needs. They exchanged surplus items for what they needed. For instance, a farmer started selling out his farm produce in exchange for meat from a hunter. Farmers started selling their farm produce and engaging the services of their family members for greater output. While farmers farmed, non farmers engaged in other activities like craft work. These entrepreneurial activities improved Nigerian economy until the colonial era. In the colonial era, there was something for everyone to do. The boys assisted their fathers in farming, hunting, gold-smithing and other vocation while the girls assisted their mothers with cooking and home cleaning. Then, Nigeria started direct trade started with the Europeans. The Europeans built coastal bases, introduced slave trading and bought slaves from Nigeria. Subsequently, the slave trade business boomed and some Nigerian traditional rulers participated. Eventually, the colonial era turned the Nigerian system around. Africans were trained and employed as low rank officers in the local administrations. Nigerians were indirectly receiving training on how to exploit and dominate their country. Then, a biased form of education like inequality was introduced, and colonizers were amassing the wealth of our dear country, Nigeria. During this period, the colonial masters introduced an educational curriculum that did not have much regard for entrepreneurship. The Colonizers curriculum concentrated majorly on arithmetic, religion, reading, writing, i.e. it was all about book and religion. This greatly affected the entrepreneurial culture that was already striving as Nigerians tended toward white collar jobs as a means of livelihood.

2.2 Entrepreneurial Behavior, Entrepreneurs and Non-entrepreneurs
Entrepreneurial behaviour is viewed differently by authors. While some see entrepreneurial as human behaviour involved in identifying and exploiting opportunities (Bird & Schjoedt, 2009), others see it as the assemblage of functions, activities and actions involved in the perception of opportunities and creation of organisations (Mustafa, Murat & Aptug, 2014). Other researchers consider the behaviour as the motive and acts enabling an entrepreneur to reach decisions in their roles as creators of profitable opportunities and as exploiter of those opportunities (Endres & Woods, 2010; Henderson & Palm, 2011). The foregoing suggests that entrepreneurial behaviour is defined by the actions taken by the entrepreneur to create and develop business. Opportunity in this study refers to the chance to meet a unique need, interest or want through a creative means. Business opportunity is therefore the projected courses of action to introduce or profit from something new and/or improved supply-demand combinations that seek to address market failure problems.

Entrepreneurs and non-entrepreneurs are identified by the extent they identify ground-breaking opportunities in their immediate environments. Tertiary students should identify the enormous opportunities in their communities. However, lack of skills, and cultural norms and values may hamper the development. The researcher observed that to a greater or lesser extent, in just about every culture in Anambra state, there are skeptical or even hostile attitudinal and behavioural barriers to entrepreneurship. Hence, entrepreneurship education should aim specifically at young people, who are typically more open to self-exploration and usually more willing to challenge new knowledge and societal prejudice than are most adults (World Economic Forum, 2009:30). However, going by the conventional perspective which is growing and managing business, entrepreneurship education for secondary students may be confronted with many specific challenges. Hence, entrepreneurship education should aim specifically at young people, who are typically more open to self-exploration and usually more willing to challenge new knowledge and societal prejudice than are most adults (World Economic Forum, 2009:30). However, going by the conventional perspective which is growing and managing business, entrepreneurship education for secondary students may be confronted with many specific challenges.

2.3 The Present Core Competencies Area in the Building Programmes in Tertiary Institution
The unique roles of the 21st century curriculum are preparing(1)The buildability and maintainability report,(2)The project quality management plan(3)The project health and safety plan(4)Programming construction works(5)Managing the construction process and specifying materials and workmanship. The creation of new firms results in economic development of the society, as they are context-dependent and social processes are flourished as well. Skill/potential of a person is found to be main aspect in Entrepreneur startup. Various startup barriers and motivators have been investigated. (Nader Abdul-Hadi et. al 2005) focused on barriers caused by building programmes of Federal tertiary institutions in Anambra state, the author investigated barriers such as lack of resources i.e. Finance, time, money, human resource etc., construction knowledge, and decision making ability of owner, lack of practicals to build self confidence. Nader focused on successful lean construction means, and suggested few important barriers of engaging in an entrepreneurship. As Entrepreneurship is vital for sustainable development (Markus Larsson, 2012) worked on sustainable economic development and concluded that self confidence, collaboration of new ideas, trust and believe of new ideas are critical factors of a successful entrepreneur.

2.4 Effects of entrepreneurship on Students and Tertiary institutions
In the present economic situation, having knowledge of an academic subject is no longer sufficient for a new graduate. Students are increasingly required to have skills and abilities which will increase their employability, such as: the retrieval and handling of information; communication and presentation; planning and problem solving; and social development and interaction. It includes instruction in opportunity recognition, commercializing a concept, managing resources, and initiating a business venture. It also includes instruction in traditional business disciplines such as management, marketing, information systems and finance. Entrepreneurs or the move towards self-employment is, and will continue to become, an increasingly important element of economic growth and development. It is essential to have the infrastructure required to facilitate entrepreneurial mind-set and encourage self-employment. Having a culture of the creation of a new enterprise is a critical aspect of this infrastructure, as it will encourage students to take the risk of starting a business. Entrepreneurial education and training provides individuals with the ability to recognize(1)commercial opportunities(2)self-esteem(3)knowledge and skills to act on them.(4)Creation of new ideas(5)Self
participation on acquired degree. Educators and policy makers continually search for more effective ways to strengthen education system, engage students during learning as well as to increase students learning output. This led to increase in the number of education institutions and policy reforms across levels of education institutions in Nigeria. Despite the increase in the number of education institutions in Anambra state of Nigeria, the increasing rate of youth unemployment and frequent collapse of businesses among young entrepreneurs was still a source of worry to the graduates, parents, entrepreneurs, governments and the society at large. More worrisome was the fact that Anambra state labour market was characterized by increasing number of graduates from higher institutions who do not find jobs in the formal sectors. It was further argued that wage employment opportunities in the state were increasing at far lower rates than the rate at which demand for those jobs were growing (Omo-Egbeonu and Kinikanwo, 2014). Research findings attributed this ugly development to lack of entrepreneurial behaviour among secondary students. The behaviour under consideration consist of identifying innovative opportunities, conducting feasibility study, writing business plan and presenting business plan or proposal for the purpose of raising funds for the business.

2.5 The Impact of Entrepreneurship Capacity Deficiency on Building Programme
Nigeria’s Vision 2020 is a mental picture of the future of the nation representing improvements on the status quo such that by 2020, Nigeria will be one of the 20 largest economies in the world able to consolidate its leadership role in Africa and establish itself as a significant player in the global economy and political arena (FGN, 2008). According to Haan (2006) entrepreneurship programmes help develop attitudes favourable to starting one’s own business and provide knowledge and skills for running a business. Skill development encompasses a broad range of core skills so that individuals are equipped for productive activities and employment opportunities. Entrepreneurship skills and functional trade is a key component of tertiary education curriculum as presented by Orji (2011) who noted that the new tertiary education curriculum builds on gains of the Basic Education Curriculum and targets all-round development of every individual student. That is, it involves preparation for higher education; functional trade and entrepreneurship skills; and strengthening of ethical, moral and civic values. According to him, self confidence in entrepreneurship is a major component of the new building technology curriculum and is designed to address the dearth of technical skills amongst growing demand for the services of the skills in Nigeria. Career in Building technology can be categorised into the professionals and non-professionals. The professionals refers to registered builders with the council of Registered Builders of Nigeria (CORBON, 2010) While the non-professionals are technicians and craftsmen who are skillful in building constructions practices but not registered with CORBON. The Nigerian Institute of Building (NIOB) brought these technicians, artisans and craftsmen together for periodic training to enhance their performance. This paper considers the non-professional builders opportunities and prospects open to them in combining their entrepreneurial and technical skills towards contributing to the built environment and national productivity. Building is a time-honoured process, which deals with acquisition of skill and knowledge in chosen occupation to enable an individual to earn a living. This type of education helps to identify potential in individuals such as (1) Painting (2) Tiling (3) Welding (4) Plumbing (5) Cladding etc Entrepreneurship Development in Nigeria.

2.7. Challenges in Nigerian Entrepreneurial and Functional Building Technology Curriculum
There are some challenges affecting the implementation of curriculum in tertiary institutions. These include (a) Examination malpractice (b) Inadequate resources (c) Type of leadership, and the societal challenges.

1 Inadequate Budgetary Allocation: United Nations Development Programme (2010) Report, as cited in Wapmuk (2011) also indicates that Nigeria’s Human Development Index (HDI) is 0.423, thus, ranking Nigeria 142 out of 169 countries surveyed. About education, which is the basis for self-reliance, budgetary allocation to education in Nigeria has not met the UNESCO standard of 26% of nation’s annual budget (Wapmuk, 2011).

2 Death of Infrastructural Facilities in Tertiary Institutions: Training in the functional technology and entrepreneurship education demand huge and enormous resources, materials and facilities. The National policy on education (2004), affirms that the principle behind technology education and nurturement of trainers to be experimental, exploratory and challenging to the utmost is strongly tied to the availability and quality of infrastructural facilities in the institutions.

2.8 Designed Instruction in the 21st Century Expectation
Teachers play a significant role in helping students develop 21st century skills by applying methods that increase students' abilities. They should use innovative strategies and modern learning technologies that help integrate cognitive and social skills with content knowledge as well as increase student participation in the learning environment in order to promote these future skills. There are many strategies that enhance both learning content and skills while also allowing students to engage in real life. One such approach is problem-based learning. In this model, students can discuss and analyze different issues and topics that are related to the real world. Also, this approach allows students to investigate problems, provide explanations, generate ideas, analyze data, and make judgments in order to find the appropriate solution. Research has shown that students applying problem-based learning increase their participation in class activities and enhance critical thinking skills (Joyce et al., 2009). Some researchers found a significant correlation between problem-based learning activities and the critical thinking skills that students will need in the 21st century (Drew, 2013). Building curriculum is a powerful scheme, which allows students to access information and knowledge by themselves. Teachers should give students the opportunity to research and obtain information in order to develop different skills. As a result, technology can prepare students to learn how to learn in order to get information from different websites. The Internet allows students to expand their knowledge of issues and understand social values in multiple topics such as global warming, famine, poverty, health issues, global population explosion and other environmental and social issues. This would allow them to be informed.
about and able to address the global issues suffered by society. Multimedia allows for development of the different types of literacies advocated by the CCSS. Technology provides students more practice in reading and writing, as well as online literacy in order to meet their future needs. Drew (2013) said, Students need to be prepared as skilled and strategic readers, writers, and communicators in online environments (p. 322).

2.9 The Advantages of implementing 21st curriculum to Building Technology students
It gives the building technology students the opportunity to exercise leadership skills and interpersonal relationships through proper and effective communication. Through entrepreneurship education, youths and adults can learn the act of effective communication. Effective communication helps students learn conflicts resolution procedures in building industry. Entrepreneurship brings about the creation of goods and services needed by the people on daily basis. The government alone cannot produce all that the people need to survive; therefore, the entrepreneurs collaborate with the government in satisfying the needs of the people with adequate goods and services. his noble education helps to create of wealth in any national economy of this nation. Therefore, the students of building technology will be able to create employment for others instead of looking for white collar jobs daily. Entrepreneurship helps to ameliorate the problems of unemployment in the state and the country at large because it enables people to be self-employed and also gives them the ability to employ others who are seeking for employments. This actually helps to grow the gross domestic products (GDP) of our economy. Entrepreneurship helps people to develop management skills that concerns planning and financial issues. Through its training, the learners can manage time, money and other building construction resources and materials discreetly. Indigenous construction industries and technologies are transformed as a result of entrepreneurship development and education. Improvement and modification of building technology can only be achieved by constant workshop and site practices. Establishment of small businesses in the rural areas helps in the mobilization of rural savings for economic uses. This boosts economic activities in rural areas because insufficient knowledge of entrepreneurship has made much of the rural savings in less developed countries to remain idle and unproductive.

2.10 Measures for a rebuts implement 21st century building programmes curriculum that boast student’s entrepreneurship capacity.
From the foregoing, it is very clear that entrepreneurship education empowers individuals for world of works. For this strategy to work effectively, all the stakeholders in entrepreneurship education and building technology programme must corporate together. Consequently, the curriculum developers, lecturers/ instructors and the students/learners must play their roles effectively. Entrepreneurship remains a vital ingredient for economic development of any nation. Under the free enterprise system, businesses operate in dynamic environments and success or failure depends on how well their products fair in a competitive market. Individuals therefore can engage themselves in private endeavours provided their operations are not inimical to the acceptable norms of our society. The role of effective communication in Entrepreneurship and building technology programmes cannot be over stressed. It helps the students to learn the methods and procedures of conflicts resolution in building industry. It is also pertinent that our building technology students should be encouraged to promote their products through the path of entrepreneurship programmes. This is the fastest way to make them job creators, self-employed and move them away from being perpetual job seekers. However, it is also the primary role of our schools to prepare and train the students for the world of work. In order for the trainees to succeed in the industry and achieve nice positions, there must be a total commitment to self and career developments. Consequently, the Federal Ministry of Education, on Building Construction, Block-laying, Brick-laying and Concrete Works (2010) also stresses the need to inculcate entrepreneurship skills into building trades and construction.

Table 2.1: Entrepreneurial topics should be included into the curriculum of building construction

<table>
<thead>
<tr>
<th>Topic</th>
<th>Performance Objectives</th>
<th>Content</th>
</tr>
</thead>
</table>
| Business Opportunities in Building Industry     | i. Students should be able to identify various opportunities in building industry (Block making, timber shade, building materials, construction equipment).  
ii. Explain the procedure for establishing the business opportunities. | i. Opportunities in building industry.  
ii. Procedures for establishing businesses in the industry. |
| Types of Business Organizations and Ways of Raising Capital | Students should be able to:  
i. Briefly explain the principles of organization and management, of sole proprietorship, partnership and Limited Liability Company.  
ii. State types of capital.  
iii. Explain source of capital. | i. Principles of organization and management of a business unit.  
ii. Types of capital.  
iii. Sources of capital. |
| Managing Construction Business.                 | Students should be able to:  
i. Mention requirements for managing construction business e.g. Investment, Short and long term loans, cooperative society, feedback | i. Requirement for managing construction business. |
using good quality materials. Good supervision and Reading Construction news/magazines.

### Contract Work
Students should be able to:
- i. Define contract
- ii. List and explain forms of contract
- iii. Explain nature and uses of contract document
- iv. Discuss briefly the functions of parties involved in contract.

### Estimating and costing of Construction Jobs
Students should be able to:
- i. Illustrate with aid of sketches of a simple one bedroom self contained building with working specification and estimate cost of materials.

### Book keeping principles and techniques
Students should be able to:
- i. Explain the importance, principles and techniques of Book keeping in Building establishment
- ii. Book keeping in small scale businesses.
- iii. Books of original entries.

#### Source:
Nigerian Educational Research and Development Council (2010).

Therefore, a student of Building should be expected to undergo practical parts of his semester courses with functional builders within the host community. By exposing students to practical trainings in building and construction technology and activities, designing of buildings, interpretation of building plans and estimations, concrete work and technology, block laying and bricklaying, roofing and joinery, painting and decorating etc, these will help them to be focused as professional students of building construction technology. The students should be made to work with builders and later share their practical field experiences with their course mates. This level of students sharing of field work knowledge during the week should be designed as interactive lecture period for all. Where these skills are learnt from organized practical training sessions as part of the curriculum, they would be easily mastered by learners. It is imperative that the operators of entrepreneurship curriculum must make regular reviews in a way that the programme would become dynamic and sustainable. The economic activities of societies are on a rapid track, and this implies that entrepreneurship programmes in all disciplines require regular modifications. For our students to develop their entrepreneurial skills properly, it is mandatory for lecturers and instructors to attend entrepreneurship conferences yearly and inculcate into the learners the practical skills they had acquired. The instructors and lecturers should try their very best to expand students knowledge outside the classroom walls and learning surroundings. This is why it is essential that lecturers should be innovative and teach students how to be ingenious and adaptive in the fast-changing world of works. Inclusion of innovative practical training sessions to be carried out by students in work places will enable them to acquire needed skills. Furthermore, workshop practical works normally expose students to real world of works and its associated methods of productions. Dokubo (2015) explained that students learn better during practical training periods since they are exposed to the exact jobs expected of them to carry out upon graduation from school. Hence, practical training either in workshops or fields is one vital principle and objective in vocational education programme that is in daily application in building technology and this greatly supports the philosophy of entrepreneurship education.

#### 2.6 Literature Gap
It is noteworthy to mention that there is limited research works available on the similarities and difference between the present building programmes in tertiary institution and the standard building programmes in meeting entrepreneurship capacity of students. Most of the studies in Nigeria were on impact of entrepreneurship, core competencies area in building programmes and implementation of 21st building programmes to boost student's entrepreneurship capacity.

#### 3.0 Methodology
This research paper adopted survey design while its sampling are professional, academic and non-academic staffs of the Federal tertiary schools in the study area. Since the target population is two (2) schools as it the only number of federal schools in the study area. The methods of data collection for the study consisted the use of designed questionnaires for Students and academic staffs. Analysis of the data was done using both qualitative and quantitative analytical techniques. In the case of quantitative technique, data gathered will be analysed using tables, charts, write-ups. Qualitative analysis will be done using content analysis, descriptions and photographs. The sample size for the category of the study population was calculated using the Taro Yamane formula to get 352. The target population of 392 represents the number of approved federal institutions within the study area(Table 3.1)

#### Table 3.1 Number of Approved Federal Institutions in Anambra State

<table>
<thead>
<tr>
<th>Institution</th>
<th>Type</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>NNAMDI AZIKIWE UNIVERSITY AWKA</td>
<td>UNIVERSITY</td>
<td>190 BUILDING STUDENTS</td>
</tr>
<tr>
<td>FEDERAL POLYTECHNIC OKO</td>
<td>POLYTECHNIC</td>
<td>202 BUILDING TECH STUDENTS</td>
</tr>
</tbody>
</table>

#### Source:
Nigerian University commission board 2010.
4.0 Data Analysis, Presentation and Discussion

A total of questionnaires were prepared and administration to the categories of respondents, 202 was administered to FEDERAL POLYTECHNIC OKO (Lecturers, ND and HND students) and 300 were returned and 190 questionnaires were administered to NNAMDI AZIKIWE UNIVERSITY (Lecturers and students).

<table>
<thead>
<tr>
<th>Table 4.0.1 Questionnaires Response Rate</th>
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<tbody>
<tr>
<td>Questionnaire</td>
</tr>
<tr>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Number of questionnaire shared</td>
</tr>
<tr>
<td>Number of questionnaire returned</td>
</tr>
<tr>
<td>Number of useful questionnaire</td>
</tr>
</tbody>
</table>

Source: researcher’s field survey, 2022

Table 4.0.1 shows that 354 questionnaires were administered to both Nnamdi Azikiwe University. Out of 352 questionnaires only 300 questionnaires which represent 81.08 were returned and found useful, while 52 questionnaires representing 18.92 were not returned. According to Draugalis, Coons and Plaza (2019) who stated that the acceptable response rate of a survey questionnaire should be greater than or equal to 80%. This indicates there was a high response rate which is found adequate for the study.

4.1 The present core competencies existing in the building programmes of your department

The category of respondent used to obtain this data were lecturers, as they are the ones with more level of understanding of what the curriculum should be detailed with. Therefore, the sample size used in obtaining this data in order to assess the present core competencies is 39 which took care of the lecturers useful sample size used in the study. The likert scale in respect with four (4) scale is 2.5.

<table>
<thead>
<tr>
<th>Table 4.1: The present core competencies existing in the building programmes of your department</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Identification of material</td>
</tr>
<tr>
<td>Process of construction</td>
</tr>
<tr>
<td>Structural detailing</td>
</tr>
<tr>
<td>Service in building</td>
</tr>
<tr>
<td>Maintenance technology</td>
</tr>
<tr>
<td>Average</td>
</tr>
</tbody>
</table>

Source: researcher’s field survey, 2022

Table 4.1 shows the Average mean as 4.59 which indicate the factors that states the present core competencies existing in the building programmes. From table 4.3 indicating the respondents view. The analysis revealed that 4.80 was the highest response on the factor that determine the present core competencies exiting in building programmes, followed by 4.76.

<table>
<thead>
<tr>
<th>Table 4.2 Evaluation of the global standard core competencies as stated in the professional ethics standards like NIOB, CORBON, And NUC.</th>
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<tbody>
<tr>
<td>5</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
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<td>Identification of material</td>
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<tr>
<td>Maintenance technology</td>
</tr>
<tr>
<td>Average</td>
</tr>
</tbody>
</table>

Source: researcher’s field survey, 2022

Table 4.2 shows the average mean as 19.11 which indicate the Evaluation of the global standard core competencies as stated in the professional ethics standards like NIOB, CORBON, And NUC. Which shows the respondent view of the differences. The analysis revealed that 4.86 percent was the high response, 4.42 is the lowest.

<table>
<thead>
<tr>
<th>Table 4.3 Does the present building programme meet entrepreneurial capacity need of your department</th>
</tr>
</thead>
<tbody>
<tr>
<td>S/N</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>YES</td>
</tr>
<tr>
<td>NO</td>
</tr>
</tbody>
</table>

Source: Researcher’s filed work, 2022

Table 4.3 shows the percentage average which indicate that if the building programme meet the entrepreneurial capacity of their department. 96.64 percent shows that a great number of respondent agree to it.

<table>
<thead>
<tr>
<th>Table 4.4 The impact the of entrepreneurship capacity in building programme in tertiary institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
</tbody>
</table>

Source: Researcher’s filed work, 2022

Table 4.4 shows the impact of entrepreneurship capacity in building programme in tertiary institution.
The authors declare that there is no conflict of interest regarding the publication of this manuscript.

Table 4.5 A rebuts implementable 21st century building Programmes curriculum that boast student’s entrepreneurship capacity

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Mean</th>
<th>SD</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>17.9</td>
<td>119</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.60</td>
<td>12.08</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>11.2</td>
<td>100</td>
<td>86</td>
<td>0</td>
<td>0</td>
<td>4.09</td>
<td>9.62</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>97</td>
<td>86</td>
<td>115</td>
<td>0</td>
<td>0</td>
<td>3.94</td>
<td>9.65</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>87</td>
<td>111</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>3.96</td>
<td>9.62</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>178</td>
<td>80</td>
<td>40</td>
<td>0</td>
<td>0</td>
<td>4.46</td>
<td>11.16</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>105</td>
<td>115</td>
<td>78</td>
<td>0</td>
<td>0</td>
<td>4.09</td>
<td>9.68</td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Researcher’s field survey, 2022

Table 4.5 shows the average mean which indicate the a rebuts implementable 21st century building Programmes curriculum that boast students entrepreneurship capacity. The analysis revealed that 4.60 was the highest response on the table, followed by 4.46 of the implementable 21st century building Programmes curriculum that boast students entrepreneurship capacity, 4.09 shows that there is a decline in percentage while 3.94 indicates that is not stable, 3.94 indicated to have a low effect on this table.

5.0 Summary of key findings
1. This study has confirmed that the present core competencies in building programmes in tertiary institutions is poor. 35.5% was the highest response to present core competencies of their departmental course curriculum to be positive and negative response is 65.5%.
2. This study has found that generally, the impacts of entrepreneurship capacity in building programme in tertiary institutions in respect to fresh graduates as increase in productivity and construction operatives engagement, self confidence, increase in the economic development, make better decisions and identification of opportunities.
3. The study evaluated the global standard core competencies as stated in the professional ethics standard that helps to assess and identify the problems of poor performance of graduates. Which is treated as a case of study in this research (2.8.3)
4. This study has suggested some measure to mitigate the poor performance of graduates

6.0 Conclusion
Entrepreneurship capacity failure facing the construction discipline has been a serious matter that must be achieve, by better implementation of 21st building curriculum programme rather than graduating students with no or low skills. They study concluded that entrepreneurship capacity examined in Anambra state shows there is an existence of poor performance from fresh graduates of the tertiary institutions due to lack of knowledge and a better understanding to benefit of entrepreneurship, lack of acquired skills, inability to make use of equipments or tools. The main aim of this research was to assess the entrepreneurship capacity on the building programme in tertiary institutions. To archive this, a literature review was carried to set the theoretical framework for the performed research. Furthermore, observation survey was conducted to further the performance of the fresh graduates in the tertiary institutions within the study area: The study concludes by enumerating a number of recommendations aimed at addressing the problem of poor performance or inability of students to practice and complete in the field of construction. It is hoped that these recommendations if implemented will contribute in no small way in increasing the performance of practice by students within the study area.

7.0 Recommendations
The study suggest that
1. Entrepreneur capacity can improve by providing training and skills Inquisition for gradates and students
2. Proper government funding and intervening on job deficit and economy instability of the country to resolve business and financial problem.
3 An update in the course curriculum to boast and solve the systrm change
   There should be a work shop practice on very course treated in the university
   Provision of tools and machines to boast to boast students interest to the field of construction

**Compliance with Ethical Standards Conflicts of Interest:** The authors declare that there is no conflict of interest regarding the publication of this manuscript.

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