STUDENTS' PERCEPTION ON THE EFFICACY OF ENTREPRENEURSHIP EDUCATION

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Abstract

The formal educational system inherited in Nigeria from the imperialists, turned out graduates with job-seeking mindsets as opposed to job creation. To tackle the problem, Nigerian government made entrepreneurship course mandatory for all students in tertiary institutions. This study, therefore, examined students' perception on the entrepreneurial course content, their preference for entrepreneurial teaching methods and ascertained if the level of students' entrepreneurship key competencies differs based on gender, age, and faculty. The population of the study comprised all the 8,276 final year students of the 2017/2018 academic session at the University of Benin, Nigeria. Using Yamane's formula, a sample size of 382 students was taken across different faculties in the university. 274 copies of the questionnaire administered were found usable for data analyses. Data generated from the structured questionnaire were analyzed using percentages, mean and t-test. The study found that the majority of the students are satisfied with the course content ($\bar{X} = 3.75$) of the University's entrepreneurship course. The results also showed that gender, age, and faculty do not significantly influence their entrepreneurial attitude, skill, knowledge, and key competence. The study recommended that critical topics such as time and management should be built into the entrepreneurship course content. Also, course content could also include practical sessions where students are trained to acquire practical skills that will aid business operations.

Keywords: Course content, education, entrepreneurship, teaching methods, students.

Introduction

Due to the nature of unemployment and the negative consequences that accompany it, governments all over the world including Nigeria, have attempted to tackle the problem through various policies and programmes. Some of such programmes in Nigeria include Operation Feed the Nation (OFN) by General Olusegun Obasanjo's administration, Family Economic Advancement Programme by General Sani Abacha's regime, Subsidy Re-Investment and Empowerment Programme (SURE-P) and YouWin Programme by Goodluck Ebele Jonathan's Administration, and the N-Power scheme by President Buhari. Each programme has however not been without

its flaws. With the population of Nigeria rising geometrically while job placements grow arithmetically, Akhuemonkhan *et al,* (2013) observed that the nation's formal education system is fuelling unemployment, crime and a cycle of poverty as graduates cannot be absorbed into jobs.

In a bid to correct this flaw, and link curriculum with entrepreneurship, the Nigerian government through the Federal Ministry of Education, directed that entrepreneurship education be included as part of the curricula of universities, polytechnics, and colleges of education through the National Universities Commission (NUC), National Board for Technical Education (NBTE) and the National Commission for Colleges of Education (NCCE) effective from the 2007/2008 academic session (Gabadeen & Raimi, 2012; ILO 2011). Entrepreneurship is therefore presently a compulsory course for all undergraduate students in all tertiary educational institutions irrespective of the student's area of specialization (Yahya, 2011).

Yahaya (2011) reports that within the first three years of the introduction of the programme, it was expected that at least 50,000 graduates would have been trained. Of this number, it was anticipated that at least 10,000 would be self-employed and self-reliant by establishing their business ventures. Entrepreneurship education has however not been able to actualise many of the lofty goals that were set at its inception due to several problems. One of the major problems as noted by Ifedili and Ofoegbu (2011) is that the style of teaching entrepreneurship education across tertiary institutions in Nigeria is flawed: it focuses too much on the theoretical aspects of the course.

Nnadi (2013) has advocated for reloading of curriculum content in a manner that will ensure that students acquire core life skills. It is against this backdrop that this study set out to investigate students' perceptions on the efficacy of the entrepreneurial study module after they have taken the entrepreneurial course. Specifically, the objectives are to examine students' assessment of the entrepreneurial course content; determine students' preference for entrepreneurial teaching methods and ascertain the level of students' entrepreneurship key competence (knowledge, attitude, and skill) differs based on gender, age, and faculty.

Literature Review

"Nigeria is a nation of paradox, blessed with enormous wealth, but a larger proportion of the citizens live in abject poverty and face worsening unemployment" (Akhuemonkhan, Raimi & Sofoluwe, 2013 p.55). In the same

vein, Maduewusi (2005) notes that a good percentage of graduates of Nigerian primary, secondary and tertiary institutions are unemployed. This problem is traceable to the type of education students received in schools which equipped them with little or no functional skills for self-reliance (Arikewufo, 2000). The formal educational system inherited in Nigeria from the imperialists, turned out graduates with job-seeking mind-sets as opposed to job creation. The majority of Nigerian graduates, therefore, lacked entrepreneurial traits such as self-motivation, drive, and innovation needed by the world of work and employers of labour (Simkovic, 2011; Towobola & Raimi, 2011).

Entrepreneurship Education

Various definitions have been offered for entrepreneurship education. The term entrepreneurship education is often used interchangeably with entrepreneurship training and skill acquisition (Akhuemonkhan *et al.,* 2013). Akhuemonkhan *et al.* (2013) defined it as a specialised and all-round training programme, designed to change the worldview of students from job seekers to wealth creators by developing their latent talents and potentials. Ejiogu and Nwajiuba (2012) defined it as an integral part of general education aimed at preparing individuals for self-employment, occupational fields, and effective participation in the world of work. According to Ismail, Rak and Omar (2011), entrepreneurship education seeks to provide students with the knowledge, skill and motivation to encourage entrepreneurial success in a variety of settings. Towobola and Raimi (2011) defined it as a pragmatic and meaningful interaction between learner and instructor to develop the ability of the learners to identify, evaluate and generate ideas and uniquely solve business problems. According to the European Commission's (2008) expert report, entrepreneurship education programmes can have different objectives such as: developing entrepreneurial drive amongst students (raising awareness and motivation); training students in what is needed to set up a business and to manage its growth and developing the entrepreneurial abilities needed to identify and exploit business opportunities.

Raimi, Shokunbi and Peluola (2010) opined that entrepreneurship education is not a new phenomenon in Nigeria. In their view, it is an age-long tradition, a culture and a habit that has consistently been transferred from one generation to another within the diverse ethnic nationalities that make up Nigeria.

According to the European Commission (2012), the objectives of entrepreneurship education are to improve the entrepreneurship mindset of young people to enable them to be more creative and self-confident in whatever they undertake, to improve their attractiveness to employers, encourage innovative business start-ups and improve their role in society and the economy.

Entrepreneurial Education Teaching Methods

Different models have been proposed for teaching entrepreneurship in a university environment. Jones-Evans, Williams and Deacon (2000) proposed the action learning approach. According to them, action learning is an approach to solving real problems that involve taking action and reflecting on the results. Hampden-Tuner (2010) proposed an approach that integrates simulations and games of managing and organizing meetings with some of the world's leading entrepreneurs. Harkema and Schouten (2008) provided examples of student-oriented learning of entrepreneurship. Their approach suggests planning of learning by the student himself/herself and the use of personal coaches.

Dermol (2010) however explains that no matter the model proposed, two terms (entrepreneurship teaching and entrepreneurial learning) are often used synonymously with entrepreneurship education. According to the European Commission (2002), entrepreneurship teaching involves the transfer of entrepreneurial attitudes and skills, developing relevant personal characteristics which are not directly linked to the business context (such as creativity, risk-taking, responsibility), and specific training on how to create a new firm (e.g technical and business skills). Gribben (2010) defines entrepreneurship learning as all forms of education and training, both formal and informal, which contribute to the entrepreneurial spirit and learning with or without commercial objectives. Holcomb, Ireland, Holmes and Hitt (2009) defined entrepreneurial learning as a process in which people absorb new knowledge from direct experience or observation of other people's behaviour, actions and consequences, make intuitive or heuristics conclusions because of environmental uncertainty and inconsistent information and organise acquired knowledge by linking it with pre-existing knowledge structures.

Dermol (2010) notes that many authors believe that entrepreneurial learning methods should be interactive and action-oriented while teaching should involve students as much as possible since the choice of teaching methods is

crucial for the effectiveness of entrepreneurial learning. He explains that teachers on their part should have some real-life entrepreneurial experience and build the learning content as much as possible on these experiences.
According to the Expert group of the European Commission, (European Commission, 2008) the approaches and content of entrepreneurial learning should differ in business and non-business higher education institutions and there should be a distinction between the approaches at the first and second levels of study as well. Dermol (2010) summarised possible teaching methods for entrepreneurial learning as given in the European Commission's (2008) report (See Table 1)

Table 1: Overview of teaching methods for entrepreneurial learning

Learning through experience and experimentation	**Learning by Observation and examples**
• Action Learning • Simulation • Role playing • Use of personal instruction • Self-directed learning • Problem-based solving • Distance learning • Business plan competition • Group technique to create new ideas • Business planning workshop	• Meeting with leading entrepreneur • Fiction or film production • Integration of teachers real-life experience • Case studies with discussions • Entrepreneur as Guest Lecturer • Study of 'live' entrepreneurial cases • Guest speakers – entrepreneurs as lecturers

Source: Dermol (2010: 32)

Entrepreneurship Key Competence

The American Heritage Dictionary of English Language defines competence as a state or quality of being adequately or well qualified. It also defines it as a range of skills, knowledge or abilities. Hence, entrepreneurship key competence refers to the skill, knowledge or ability that students should imbibe after undergoing a course in entrepreneurship. Lans, Hulsink, Baert and Mulder (2008) opined that in practice, the construct of competence is surrounded by a great deal of confusion. Various names have been used by different authors to refer to these skills. Jimoh (2007) opines that an effective curriculum must inculcate core life skills. These core life skills as enumerated by Jimoh (2007) include decision making, problem-solving, creative thinking, critical thinking, effective communication, interpersonal relationship skills, self-awareness, empathy, coping with emotions and

coping with stress. Dermol (2010) however categorised entrepreneurial competence as cognitive, functional and behavioural competence. Lans *et al.* (2008) note that whatever the combination, competencies are a mix of knowledge, skills and attitudes. The European Commission (2012) also stated that entrepreneurship key competence is a composition of entrepreneurship attitude, entrepreneurship skills and knowledge of entrepreneurship. According to the Commission's report, entrepreneurial attitude encompasses the sense of initiative, risk propensity, self-efficacy and need for achievement; entrepreneurial skill encompasses creativity, analysis, motivation, networking, and adaptability; while entrepreneurial knowledge encompasses understanding role entrepreneurs perform and knowledge of entrepreneurship. The issue of competence is critical in entrepreneurship education because according to the European commission's (2012) report, it is a measure of the effectiveness of any entrepreneurial education system. This study adopts the conceptualization of entrepreneurship key competence adopted by the European Commission report of 2012.

Methodology

This study employed the survey method. The adoption of the survey method was due to its high flexibility for data collection, potential to build rapport and field a high degree of diversity of questions to capture various perceptions of respondents (Malhotra, Birks & Wills, 2013). The population of the study comprised all the 8,276 final year students of the 2017/2018 academic session at the University of Benin, Nigeria. The rationale for this selection was based on the fact that all students are mandated to take a course in entrepreneurship in their penultimate year. Using Yamane's formula, a sample size of 382 students was taken across different faculties in the university. The faculties include arts, education, engineering, environmental sciences, law, management sciences, life sciences, pharmacy, physical sciences, basic medical sciences, and social sciences. Out of the 382 copies of questionnaire administered, 274 copies were found usable for data analyses. Convenience sampling was adopted in administering the questionnaire used for the study.

The instrument used for the data collection was the questionnaire which is an adaptation of that used in the European Commission's Report of 2012. The questionnaire was divided into two sections. Section A focused on demographic information of the respondents such as sex, age and faculty of study. Section B contained questions that were directly related to the research objectives on entrepreneurial teaching methods, entrepreneurial

course contents and entrepreneurship key competence. For preferred entrepreneurial teaching methods, respondents were asked to rank the various methods in their order of preference. Questions on entrepreneurial course contents and entrepreneurship key competence were in Likert scale format. The questionnaire was considered to be valid since it was adapted from the previous study of European Commission's Report of 2012. Cronbach's Alpha method was used for the reliability test. The result revealed that the instrument was reliable as the Cronbach's Alpha scores range from 0.684 to 0.810. Open-ended questions were also used to obtain additional responses relating to the subject matter. Data generated from the structured questionnaire were analyzed using descriptive statistics such as frequency distribution, simple percentages, weighted mean, t-test and analysis of variance. All analyses were conducted using Microsoft Excel and Statistical Package for Social Sciences (SPSS 24.0 Version).

Results and Discussion

Out of the 382 copies of questionnaire distributed, 274 were found usable. This represents a 71.7% response rate.

Table 2: Students' demographic information

Variable	Categories	Frequency	Percent
Gender	Male	149	54.4
	Female	124	45.3
	Missing	1	0.3
	Total	274	100
Age	Less than 18 years	4	1.5
	18-24 years	200	73.0
	25-30 years	66	24.1
	Above 30 years	4	1.5
	Total	274	100
Faculty	Agriculture	10	3.6
	Art	20	7.3
	Basic Medical Sciences	9	3.3
	Education	24	8.8
	Engineering	20	7.3
	Law	12	4.4
	Life Sciences	27	9.9
	Management Sciences	114	41.6
	Pharmacy	8	2.9
	Physical Sciences	11	4.0
	Social Sciences	19	6.9
	Total	274	100

Source: Researchers' fieldwork and computation

Table 2 shows the distribution of respondents across selected demographics. Of 274 copies of questionnaire returned, 149 (54.6%) of the respondents were male while 124 (45.4%) were female while one respondent did not indicate sex. For age distribution, the majority of the respondents (200 representing 73%) were within the age group of 18 – 24years. Table 2 also shows that most of the respondents (114 representing 41.6%) were from the Faculty of Management Sciences. This shows that the questionnaire was fairly distributed to students in terms of gender and age category.

Students' Assessment of the Entrepreneurial Course Content

Table 3 shows respondents' assessment of course content in terms of topics and sub-topics taught as well as course outline given.

Table 3: Assessment of course content

S/N	Statement	Very Dissatisfied (1)	Dissatisfied (2)	Not Sure (3)	Satisfied (4)	Very Satisfied (5)	Total	Mean	One-sample t-test (p-value)
1	Topics and sub - topics taught	15 (5.7%)	25 (9.5%)	20 (7.6%)	172 (65.6%)	30 (11.4%)	262	3.68	11.011 (0.000)
2	Course outline is given	11 (4.2%)	18 (6.9%)	31 (11.9%)	165 (63.5%)	35 (13.5%)	260	3.75	13.099 (0.000)
Overall Satisfaction index								***3.72***	***7.952 (0.000)***

Source: Researchers' fieldwork and computation

Table 3 shows that the mean level of satisfaction of students with the topics covered and the course outlines given to them were 3.68 and 3.75 respectively. It also indicates that the majority of the respondents were satisfied with the topics and sub-topics taught as well as the course outline given. The one sample t - test results showed that satisfaction index (mean) obtained for topics taught and course outline given is significantly different from the midpoint of 3. Hence students were satisfied with the outline and topics taught in the course.

Topics in the entrepreneurship course of the University of Benin include entrepreneurship in a developing society, feasibility study and writing reports, discovering business opportunities, human relations in

entrepreneurship, sources of financing a new venture, marketing your products and services, government policies and entrepreneurial activities, the legal framework for entrepreneur, understanding tax policies in business, establishing and maintaining accounting records, ethical issues in business, the entrepreneur and corporate social responsibility, corporate governance, computer application in business, and protecting your assets (Okafor, Isenmila, Inegbenebor & Donwa, 2011).

Respondents' suggestions on the open-ended questions revealed that the course content could be further improved by including such topics as time management, case studies of successful entrepreneurs, risk management and building self-confidence. They also suggested that successful entrepreneurs should be involved in the teaching of the course and students should engage in practical work and the industrial attachment for a better understanding of the course.

Preference for Entrepreneurial Teaching Methods

Using open-ended questions, respondents were asked to indicate their preference for the various entrepreneurial teaching methods suggested by Dermol (2010). Tables 4 and 5 present the results obtained.

Table 4: Learning through experiment and experimentation

S/N	Method	Freq	%	Ranking
1	Group technique to create new ideas	106	17.8	1st
2	Action Learning	100	16.8	2nd
3	Self -directed learning	76	12.8	3rd
4	Use of personal instruction	75	12.6	4th
5	Business plan competition	63	10.6	5th
6	Problem-based solving	52	8.7	6th
7	Role playing	44	7.4	7th
8	Business planning workshop	44	7.4	7th
9	Simulation	23	3.9	9th
10	Distance learning	13	2.2	10th
Total		**596***	**100**	

Note: ** Total more than the sample size of 274 because some respondents ticked more than one option*

Source: Researchers' fieldwork and computation

For learning through experiment and experimentation the methods most preferred by students were group technique to create new ideas (17.8%); action learning (16.8%), and self-directed learning (12.8%). However,

respondents rated simulation (3.9%) and distance learning (2.2%) as their least preferred methods of teaching entrepreneurship courses.

Table 5: Learning by observation and examples

S/N	Method	Freq	%	Ranking
1	Case studies with discussions	112	28.5	1st
2	Meeting with leading entrepreneur	90	22.9	2nd
3	Study of 'live' entrepreneurial cases	68	17.3	3rd
4	Integration of teachers real-life experience	63	16.0	4th
5	Guest Entrepreneur as Lecturer	45	11.5	5th
6	Fiction or film production	15	3.8	6th
Total		**393***	**100**	

Note: ** Total more than the sample size of 274 because some respondents ticked more than one option*

Source: Researchers' fieldwork and computation

Table 5 reveals that the three most preferred learning by observation and examples approach are case studies with discussions (28.5%); meeting with leading entrepreneurs (22.9%), and studying of "live" entrepreneurial cases (17.3%). Respondents however rated fiction or film production (3.8%) as the least preferred method for learning by observation and examples.

Level of Students' Entrepreneurship Key Competence

On a 5 point Likert scale, the students were asked to indicate the extent to which they agree or disagree with statements on entrepreneurial competence which is made up of attitude, skill and knowledge. Table 6 shows the level of the University of Benin students' competence (attitude, skill and knowledge) after taking the entrepreneurship course.

Table 6: Level of entrepreneurial competence amongst students

S/N	Competence	Mean	One Sample t-test	p-value
1	Entrepreneurial attitude	4.14	35.595	0.000
2	Entrepreneurial skill	3.90	30.251	0.000
3	Entrepreneurial knowledge	4.15	23.356	0.000

Source: Researchers' fieldwork and computation

Respondents scored highest on the entrepreneurial attitude dimension (with a competence index of 4.14), followed by the entrepreneurial knowledge dimension (competence index of 4.15). For the entrepreneurial skill dimension, the competence index was 3.90. Since all indices were

significantly different from 3 (See the last column in Table 6), it can be concluded that the entrepreneurial key competence such as entrepreneurial attitude, skill and knowledge was effectively inculcated in the students through entrepreneurship course in the University of Benin.

Students' Attributes and Level of Entrepreneurship Key Competence

We also sought to ascertain if students' level of entrepreneurial competence varied based on gender, age or faculty. The results of the analyses are presented in Table 7.

Table 7: Students' attribute and entrepreneurship key competence

Variable	Category	Entrepreneurial			
		Attitude	Skill	Knowledge	Competence
Gender	Male	4.16	3.89	4.18	4.08
	Female	4.08	3.89	4.05	4.01
	Total	4.13	3.89	4.12	4.05
	Independent sample T-Test (p-value)	1.244 (0.215)	0.018 (0.985)	1.301 (0.194)	1.107 (0.269)
Age	Less than 18 years	3.91	3.67	4.33	3.97
	18-24 years	4.12	3.90	4.11	4.04
	25-30 years	4.18	3.90	4.12	4.07
	Above 30 years	3.75	3.75	4.25	3.92
	Total	4.12	3.89	4.12	4.05
	F-Test (p-value)	1.201 (0.310)	0.400 (0.753)	0.135 (0.939)	0.164 (0.920)
Faculty	Agriculture	4.03	3.76	4.30	4.03
	Arts	4.09	3.93	4.15	4.06
	Basics Medical Sciences	4.13	3.92	4.26	4.10
	Education	4.15	4.03	4.22	4.13
	Engineering	4.13	3.92	4.07	4.04
	Law	3.94	3.97	4.08	4.00
	Life Sciences	4.25	3.97	4.03	4.08
	Management Sciences	4.18	3.87	4.09	4.05
	Pharmacy	4.09	3.73	4.25	4.03
	Physical Sciences	4.03	4.01	4.36	4.14
	Social Sciences	4.09	3.87	4.21	4.06
	Total	4.14	3.91	4.14	4.06
	F-Test (p-value)	0.364 (0.961)	0.546 (0.856)	0.543 (0.859)	0.276 (0.986)

Note: Details of these analyses can be found in Appendix A.
Source: Researchers' fieldwork and computation

From Table 7, though male students have a higher level of entrepreneurial attitude and knowledge when compared to their female counterparts, the p-value obtained shows that at a 5% level of statistical significance, there is no

significant difference between both sexes across all dimensions of entrepreneurial competence.

With respect to age, Table 7 shows that after taking the entrepreneurial course, there was no significant difference amongst students of different age groups in terms of entrepreneurial competence.

In terms of faculty, Table 7 also shows that the faculty students belonged to did not significantly influence their level of entrepreneurial attitude, entrepreneurial skill and entrepreneurial knowledge.

Conclusion and Recommendations

Given the established relationship between entrepreneurial studies and its potentials for national development, much still has to be done in ensuring that Nigerian students are not only equipped with entrepreneurial attitude and knowledge but also with relevant entrepreneurial skills. The study, therefore, recommend as follows:

i. As gathered in the study, critical topics such as time management, case studies of successful entrepreneurs, risk management and building self-confidence, among others should be built into the entrepreneurship course content of the University of Benin and other tertiary institutions in the country.
ii. A more pragmatic approach to teaching entrepreneurship courses should be adopted. For instance, the involvement of successful entrepreneurs in the teaching of the course will greatly inspire students and help to build entrepreneurial networks. Course content could also include practical sessions where students are trained to acquire practical skills like sewing, barbing, photography, and so on. A pragmatic approach could also involve the Centre for Entrepreneurship Development (CED) organising students for industrial attachment with various entrepreneurial firms during the holidays following the semester when the students registered for the entrepreneurial course (CED 300).
iii. Since gender, age and faculty were not found to significantly affect students' entrepreneurial competence after taking the entrepreneurial course and given the severity of the unemployment problem in Nigeria, it would be appropriate for Nigerians irrespective of their sex or course of study to develop core life skills at a younger

age. Entrepreneurial education can, therefore, be introduced into the curriculum for secondary schools.

iv. The Centre for Entrepreneurship Development in the University of Benin should regularly conduct studies to assess the impact of the course on students' entrepreneurial intentions, drives, and performance. Periodic studies could also focus on ascertaining the proportion of students who after taking the course set up an entrepreneurial firm and the challenges they face.

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Appendix A: Level of entrepreneurial competence amongst students

S/N	Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total	Mean	One-Sample t-test (p-value)
Entrepreneurial attitude								***4.14***	***35.595 (0.000)***
1	The entrepreneurial course helped me develop my sense of initiative	95 (34.9%)	127 (46.7%)	20 (7.4%)	24 (8.8%)	6 (2.2%)	272	4.03	17.240 (0.000)
2	I am willing to take the risk of starting a business	89 (32.6%)	137 (50.2%)	39 (14.3%)	7 (2.6%)	1 (0.4%)	273	4.12	24.071 (0.000)
3	I tend to take my chances even if I run the risk of making a loss	59 (21.7%)	148 (54.4%)	51 (18.8%)	13 (4.8%)	1 (0.4%)	272	3.92	19.251 (0.000)
4	In difficult situations, I can usually think of a solution	92 (33.9%)	152 (56.1%)	20 (7.4%)	4 (1.5%)	3 (1.1%)	271	4.20	27.132 (0.000)
5	No matter what comes my way, I am usually able to handle it	74 (27.3%)	143 (52.8%)	44 (16.2%)	9 (3.3%)	1 (0.4%)	271	4.03	21.911 (0.000)
6	I can rely on my ability to solve problems	67 (24.6%)	149 (54.8%)	41 (15.1%)	10 (3.7%)	5 (1.8%)	272	3.97	18.911 (0.000)
7	I am ambitious	131 (48%)	120 (44%)	15 (5.5%)	4 (1.5%)	3 (1.1%)	273	4.36	30.010 (0.000)
8	I want to achieve more than most people want to.	156 (57%)	98 (35.9%)	11 (4%)	6 (2.2%)	2 (0.7%)	273	4.47	32.609 (0.000)
	Entrepreneurial skill							***3.90***	***30.251 (0.000)***
9	I often come up with new ideas	104 (38.4%)	141 (52%)	22 (8.1%)	3 (1.1%)	1 (0.4%)	271	4.27	30.428 (0.000)
10	I openly question how things can be improved on	81 (29.9%)	154 (56.8%)	26 (9.6%)	7 (2.6%)	3 (1.1%)	271	4.12	24.044 (0.000)

Source: Researchers' fieldwork and computation