

IMPACT OF ENTREPRENEURSHIP EDUCATION ON ENTREPRENEURIAL INTENTIONS OF UNDERGRADUATE OF COLLEGES OF EDUCATION IN ASABA

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Abstract

The paper impact of entrepreneurship education on entrepreneurial intention of undergraduates in Federal College of Education (Technical) Asaba. The study aimed at ascertaining the personal attitude, how entrepreneurship education motivates undergraduates' entrepreneurial intentions. Three research questions guided the study and a population of 118 final year students was used. The instrument for data collection was questionnaire that was structured on four likert scale. Mean and standard deviation was the statistical technique used for analysis. The paper found among others that entrepreneurship education has a positive impact on undergraduate as well as a veritable tool to ending problems of poverty and hunger. Based on this, the study recommended among others that entrepreneurship education should be made compulsory at all levels of tertiary institutions of learning in order to expose the youth population to entrepreneurship with the aim of creating more positive perception about entrepreneurship and resultant benefit of increased enterprise creation upon graduation.

The rate of graduate unemployment in Nigeria has persistently been on the increase despite the enormous endowment of the country with human and natural resources. However, graduate unemployment is not peculiar to Nigeria or developing nations; it is indeed a long standing global phenomenon hence it has been a common trend in many countries to find graduates of universities not able to secure jobs several years after graduation. In tackling the global crisis of graduate unemployment, policy makers and stakeholders in developed countries such as England, USA, and Germany, advocated a refocus of educational systems towards acquisition of vocational and technical skills to enhance smooth transition into jobs for school leavers particularly graduates of universities (Twumasi 2013). This owes to the fact that education is important to the development of any society particularly because the goals of wealth creation, poverty reduction and value re-orientation can only be attained and sustained through an efficient educational system which impacts relevant skills, knowledge, capacities, attitudes and values into individuals (Agi & Yellowe, 2013).

The concept of entrepreneurship has become vital as a result of constant and increasing economic problems especially unemployment (Garcia-Rodriguez, 2017). Entrepreneurship education among students will increase entrepreneurial intentions Students can then set up their businesses after their education. Tertiary institutions are expected to take centre stage in the process of continuous development of entrepreneurship in a Nation, to generate employment, and improve the economic development (Fatoki & Oni, 2014).

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings, variations of entrepreneurship education are offered at all levels of schooling from primary or secondary school through university

programmes. Importance of entrepreneurship education are as follows: It creates opportunities; ensures social justice; instill confidence and stimulate economy, entrepreneurship education has the mandate to equip the youth with functional knowledge and skills to build up their character, attitudes and vision. Objective of entrepreneurship education are: Positive attitudes, high aptitude for rational critical thinking and timely decision making, motivation, Skill and managerial abilities and Entrepreneurial exposure.

Researchers are of the opinion that entrepreneurship is an intentional and planned behavior that can be used to increasing the economic efficiency, bringing the new ideas in the markets, offering new jobs and raising the employment levels. Studies indicate that entrepreneurship and some of its aspects can be taught and their knowledge can be considered one of the key instruments for applying entrepreneurial attitudes, intentions and competences.

Due to this rising importance of Impact entrepreneurship education number of colleges & universities has offered this type of education but still the impact of their programs has remained largely unfamiliar. (Karimi, Biemans, Lans, Chizari, & Mulder, 2016). Entrepreneurship now, is an engine driving many countries economic growth. Many countries are now devoting in their infrastructure and leading entrepreneurship education to an effective channel business support resources (Chen, Hsiao, Chang, Chou, Chen, & Shen, 2015).

The Federal Government of Nigeria at various levels and at different dispensations has attempted to curb the high rate of unemployment through the introduction of various intervention programmes, targeted at entrepreneurship development in the country. Notable among these intervention programmes, are the establishment of National Directorate of employment (NDE) in 1986 with emphasis on skill acquisition programmes, the creation of National Poverty Eradication Programme (NAPEP) in 2001, aimed at poverty reduction through vocational training programmes for youths and creation of employment opportunities in the automobile industry (Odeh & Okoye, 2014).

The emergence of entrepreneurs is considered favourably as key policy strategy in many developed nations, and entrepreneurship is given the center stage particularly on issues of undergraduate's unemployment upon graduation and economic development. This owes to the fact that it contributes to nation's wealth by creating employment opportunities, opening new markets, driving industrialization, as well as increase in productivity leading to equitable distribution of income and higher standard of living for the populace. In light of the above, several entrepreneurship development programmes such as National Directorate of Employment (NDE), National Poverty Eradication Program (NAPEP) and more recently Youth with Innovation (YOUWIN) and many others have been embarked upon in Nigeria over the years. Many of these initiatives failed due to poor implementation and the inability to appreciably reduce the rising rate of unemployment particularly youth and graduate unemployment. Specifically, National Directorate of Employment (NDE) was created in 1986 saddled with the responsibility of designing and implementing programmes to tackle mass unemployment in Nigeria through vocational skill training, employment counseling, job linkages, as well as entrepreneurial training and enterprise creation. Nevertheless, the major demerit of the NDE was the inability of the programme to provide post training resources for job creation as a consequence of lack of commitment by government at various levels leading to low survival rates of businesses established.

The Youth Enterprise with Innovation (YOUWIN) in 2014, is one of such recent government intervention programmes targeted at curbing unemployment, by encouraging and supporting aspiring

entrepreneurial youths in Nigeria to develop and execute business ideas, that will lead to creation of employment opportunities (Odeh & Okoye, 2014). These intervention programmes and many more, have been created by the government of Nigeria to help unemployed youths particularly undergraduates of universities to acquire entrepreneurial skills, knowledge and technical know-how geared at making them become self-employed and have venture creation capabilities.

Statement of the Problem

The Nigerian government through the national universities commission has made it compulsory for every undergraduate to offer entrepreneurial course as a step towards stimulating active and productive entrepreneurial activities in the country. Despite the introduction of entrepreneurship education as a compulsory course in Nigerian universities, the aspirations for white collar jobs and graduate unemployment has persistently been on the increase. However, studies such as Aja-Okorie and Adali (2013) as well as Adebayo and Kolawole (2013) have established that entrepreneurship education has a positive effect on entrepreneurial intentions of university students in Nigeria. Therefore the development of entrepreneurial intentions by Nigerian university students may not be in doubt. It is believed that entrepreneurship education would help in developing students' attitude and interest in entrepreneurship. But unfortunately our universities have been regarded as a matter of education and research issues, scientific and training related to the needs of the university and the community has not given adequate attention to entrepreneurship education. Students with entrepreneurial process are still unknown, because there is no sufficient infrastructure to provide entrepreneurial development.

Despite the importance of entrepreneurship to economic development, the role of students in promoting entrepreneurship remains largely unstudied. Thus a better understanding of the factors that affect students and their entrepreneurial intentions could have theoretical and practical implications to policy makers (both the government and university). Lack of empirical evidence on entrepreneurial tendencies and intentions in Nigeria largely informed the researcher in undertaking this unique study. The rising unemployment level is one of the most challenging problems faced by our leaders today, hence the youths are littered everywhere not having jobs to do.

Entrepreneurial education is aimed at meeting the unemployment challenges of the university students by equipping them with entrepreneurial knowledge and skills that will make them self-reliant and responsive to the anticipated needs, problems and occupational aspiration. Absence of these informed this research.

Research Questions

The study seeks to answer the following research questions:

1. To what extent does undergraduates' personal attitude towards entrepreneurship education affect their entrepreneurial intentions?
2. How does entrepreneurship education motivate undergraduates' entrepreneurial intentions?
3. What are the entrepreneurship education, skills that influence entrepreneurial intentions of undergraduates?

Methodology

The research design adopted for this study is the descriptive survey design. The interest of this design is to describe variables in relation to a certain population. According to Akuezub (2016) descriptive

research is devoted to the gathering of information about prevailing conditions or situations for the purpose of interpretation. The researcher decided to use this because the opinion of a representative entrepreneurial education in the entrepreneurial intention among undergraduates was sought. The population of this study comprised 118 final year Business Education Degree students 2018/2019 academic session in Federal College of Education (Technical) in affiliation with University of Benin Asaba campus, Delta State. The entire population was studied. The instrument used in this study for data collection was a structured questionnaire. The questionnaire has two section: section A which comprises of personal data of the respondents and section B which comprised of 26 questionnaire items. The instrument has four (4) point rating scale ranging from Very High Extent (VHE), High Extent (HE), Low Extent (LE), Very Low Extent (VLE) and Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). The instrument was validated by three experts who are lecturers from school of business and Measurement and Evaluation unit of the College for face and content validation. The modifications, corrections and suggestions given by these experts were reflected on the final copy of the instrument. The reliability of the instrument was obtained, seventy (70) copies of the validated copies of the questionnaire were administered to seventy (70) business education students of College of Education Agbor. The data collected was analyzed using Pearson Product Moment correlation to ascertain the reliability of the instrument. The instrument yielded a coefficient of 0.90 which showed that the instrument was reliable. Copies of the questionnaire were administered to the business education students. It took the researcher two weeks to distribute and collect the questionnaire. A total of 118 copies of the questionnaires were administered and only 110 were retrieved and this was used for data analysis. The data collected from the respondents were analyzed using mean and standard deviation. The cut off mark is 2.50, above is accepted and any that scored below is rejected.

Presentation of Results

Research Question 1: To what extent does undergraduates' personal attitude towards entrepreneurship education affect their entrepreneurial intentions?

Table 1:

S/N	Statements	Mean	S.D	Decision
1	Entrepreneurship education provides employment opportunities among undergraduates of Federal College of Education (Technical) Asaba in affiliation with University of Benin	2.87	1.06	High Extent
2	Entrepreneurship education increases students' interest in becoming a business owner.	3.39	0.86	High Extent
3	Undergraduates perceive entrepreneurship education as offering foresight to job creation opportunities.	3.19	0.82	High Extent
4	Entrepreneurship education increases the students mental ability to become entrepreneurs.	3.05	0.87	High Extent
5	Entrepreneurship education act on students personal decision or intension to own their businesses	3.49	0.77	High Extent
6	Entrepreneurship education increases students' ability to save towards owning a business.	2.06	0.94	Low Extent
7	Entrepreneurship education improves students' attitudes towards self employment.	3.29	0.91	High Extent
8	Entrepreneurship education increases towards self-confident and independent skill which influence their attitude	3.03	0.79	High Extent
9	Entrepreneurship education creates areas of contact in the world of work which influences students' entrepreneurial intention to	2.84	0.77	High Extent

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	be self- reliant			
10	Entrepreneurship education influences students mind set of making profit	2.91	1.16	High Extent
Grand Mean and STD Scores		3.01	0.89	High Extent

Source: Researcher’s Computation (2019)

From the above table, item 1, 2,3,4,5,7,8,9 and 10 with a mean ranging from 2.84 to 3.49 with its standard deviation ranges from 0.77 to 1.16 respectively accepted that undergraduates has positive attitude towards entrepreneurial intentions such as providing employment opportunities among undergraduates, job creation opportunities, increase mental ability to become entrepreneurs, act on student personal decision, improve attitudes towards self employment, increase self-confident, create contact in the world of work and influences student mind set of making profit while item 6 with a mean 2.06 and standard deviation 0.94 which shows that the statement “increase student ability to save toward owning a business” was rejected.

Research Question 2: How does entrepreneurship education motivate undergraduate’s entrepreneurial intention?

Table 2:

S/N	Statements	Mean	S.D	Remark
11	Risk taking	3.11	0.76	Agreed
12	Enhance leadership among students	3.03	0.98	Agreed
13	Willingness to assume risk	3.17	0.67	Agreed
14	Optimization of performance in a business	3.27	0.82	Agreed
15	Ensuring optimum utilization of scarce resources	3.43	0.67	Agreed
16	Promote students employment prospects and propensity for risk taking	3.38	0.71	Agreed
17	Enhance awareness of entrepreneurship as an alternative career path of employment	3.42	0.65	Agreed
Grand Mean and STD Scores		3.26	0.75	Agreed

Source: Researcher’s Computation (2019)

From the above table item 11, 12, 13, 14, 15, 16, and 17 having a mean ranging from 3.03 to 3.43, with standard deviation ranging from 0.65 to 0.98 which indicates that entrepreneurial education motivates undergraduate’s entrepreneurial intentions.

Research Question 3: What are the entrepreneurship education skills that influence entrepreneurial intentions of undergraduates?

Table 3:

S/N	Statements	Mean	S.D	Decision
18	Intention to start a school business.	3.25	0.66	Agreed
19	Establishment of business centers	3.28	0.76	Agreed
20	Establishment of private vocational school	3.34	0.62	Agreed

21	Supplying and distribution (market) of goods and services	3.36	0.64	Agreed
22	Administrative managers in various business organizations	3.35	0.57	Agreed
23	Consultancy for various businesses	3.16	0.78	Agreed
24	Product advertising and promotion services	3.14	0.80	Agreed
25	Sale of office machine and equipment to business organizations	3.35	0.60	Agreed
26	Receptionist at various business organization	5.03	0.98	Agreed
		3.25	0.71	Agreed

Source: Researcher's Computation (2019)

From the above table Item 18, 19, 20, 21, 22, 23, 24, 25 and 26 having a mean ranging from 3.03 to 3.36, with standard deviation ranging from 0.57 to 0.98 which shows that undergraduates have high entrepreneurial intentions.

Discussion of Findings

Research question one sought to find students attitude towards entrepreneurship education and how it affects their entrepreneurial intention. The analysis of research question one with the grand mean of 3.01 reveals that there is high extent and respondents have positive attitude toward entrepreneurial intention. It is also shown in the result that students believe that their participation in entrepreneurship education helped to stimulate their interest in entrepreneurial intention and this is a further demonstration of how positive the attitude of students are towards entrepreneurship education. This result confirms earlier studies by Sonetariest (2017) and also found that entrepreneurship education stimulate students' intention towards entrepreneurship. Ediagbonya (2015) in his study also found that by developing skills, knowledge and motivation in university students for them to be able to successfully engaged in entrepreneurship education positively impact on the attitudes of students towards it and toward entrepreneurship.

The positive attitude of students is therefore an indication that most of them understand and view entrepreneurship education as an attempt to foster entrepreneurial awareness as an career option through the enhancement of their understanding in students of the process of initiating and managing a business (Mapfaira and Satibi, 2018). The above is also confirmed by Gerba (2016) who argued that having a positive attitude towards entrepreneurship skills, whom skills manifest through creative strategies, innovation tactics, uncanny identification of trends and opportunities in the market. The above assertions are also confirmed by a study by Mapfaira and Setibi (2018) found that 73% of students were whiling to start their own business after going through entrepreneurship education. Research question two sought to find out how entrepreneurship education motivates undergraduates entrepreneurial intention. The analysis of research question three with the grand mean of 3.26 reveals that respondents Agreed on entrepreneurial education. Entrepreneurship education can positively motivate students to do something productive in the area of entrepreneurship. (Mahendra, Djatmika, & Hennawan, 2017). Entrepreneurship education is a specialized training given to students of vocational and technical education to acquire skill, ideas and managerial abilities and capabilities for self-employment rather than being employed, for pay.

Research question three sought to find out the entrepreneurship education skills that influence entrepreneurial intentions of undergraduates. The analysis with the grand mean 3.25 indicates high level of entrepreneurial intentions of undergraduates. Bassey (2015) said that entrepreneurship education should be seen as offering solution to several challenges that is currently facing higher education which entrepreneurial education undergraduate is inclusive. This is in relation to research

question two and research question three thereby interpreting the available intentions of undergraduates of their own capacity that is intention to start school business, establishment of business vocational schools etc.

Conclusion

The researcher concluded that entrepreneurship education is a veritable antidote to the endemic problem of poverty, hunger and graduates unemployment. When students are trained, they explore opportunities in their immediate rural environment instead of chasing shadows and uncertainties the urban areas. The development of entrepreneurship education will go a long way in creation; employment gives undergraduate/young people the opportunity to develop their enterprising skills, empowering the undergraduates to be job creators upon graduation and not job seekers and by providing them with necessary skills and knowledge to raise their output, income and wealth. Entrepreneurship education is indispensable toward empowering entrepreneurial intention of undergraduates and producing self-reliant nation with dynamic economic. This is because the rate and level of national development depends directly on the degree of skills and competencies, effectiveness and efficiency in the application of the knowledge and skills and right attitude acquired through entrepreneurship education. Therefore, school administrator and other stakeholders in the education sector must make concerted effort to develop entrepreneurial attitude and competence in all students of business education in Nigeria.

The essence of introducing entrepreneurial educational programs to schools is to equip students with the necessary skills and mindsets required for successful entrepreneurship from their early years and also to instill in students across all levels of education, the self-confidence and assurance required for launching business. Clearly, institutions and social contexts play important roles in determining the entrepreneurial inclination and action among students. Education conveys the required knowledge and skills which is capable of turning students' entrepreneurial intentions to entrepreneurial activities. In implementing intention, students' attitude towards other people resources and talents is important. Although participating in entrepreneurial education may not necessarily lead to entrepreneurial intentions, it has a way of motivating students in initiating entrepreneurial venture. Also, there is tendency that not all the students who had the intention to start entrepreneurial venture will end up as entrepreneurs. While these is beyond the scope of this research, understanding of the factors outside the institution that can enhance students entrepreneurial action is important for formulation of sound strategies and initiatives in the study environment.

Recommendations

Based on the findings of the study the following are recommended:

1. Entrepreneurship education should be made compulsory at all tertiary institutions of learning in order to expose more youth population to entrepreneurship with the aim of creating more positive perceptions about entrepreneurship and resultant benefits of increased enterprise creations upon graduation.
2. Successful entrepreneurs from various fields should be invited to give practical talks to students in all faculties.
3. Aggressive campaign through both media and civil society groups are important in militating against the negative perceptions of self-employment. Specifically, forums to showcase exemplary

performance of self-employed individuals and their success stories can go a long way in enhancing entrepreneurial perceptions.

4. Policy makers and vocational educators should pay attention to demographic characteristics in developing entrepreneurship models in order to come up with initiatives that will affect business formation.

5. Furthermore, in order to fast-track entrepreneurship development through learning, improved designs of teaching entrepreneurship can be developed to increase students' entrepreneurial intention.

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