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Entrepreneurship Education Development among Students of Tertiary Institutions in Nigeria

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ABSTRACT: The study examines the impact of entrepreneurship education development (EED) with high growth of expectations on tertiary students as determinant of entrepreneurial aspiration and their effects on prosperity. EED is the most important business or commercial course available in all tertiary institutions in the country. Sampling design used 99 respondents and descriptive statistics and multiple regressions were the analytical tools used to analyze the data collected. The result of the study showed that the respondent 60% were males, majority found to be single within age group of 18-27 years with were National Diploma students. The result also revealed that there is significance relationship between self-reliant, student views (independent variables) and educational level (dependent variable), this is due to the fact that the model exhibited R^2 of 0.78. In this study however, it demonstrates p value less than 0.05 thus the model of the research is statistically significant.

Keywords*:* Entrepreneurship, Education, Tertiary Institution, Students, Development.

INTRODUCTION

Education at all levels have articulated the national implementation strategy packages as part of long term programmes to address gross unemployment and under employment, especially at Post-graduation level. This programme at maturity is expected to improve Nigeria economic growth through the development of academic excellence.

Entrepreneurship study is particularly relevant as most business, attempt to reconcile the implementation aspects with profitability. This nexus is important and of great interest for the academia, scientific community and even policy makers. UNESCO opined the cultivation of skills in Nigerian tertiary institution during world conference held in the year 1998 recognizing the importance of entrepreneurship education serving as an instrument to economic growth and the report also revealed that the programme helps youth in gaining necessary training and experience. Not only that, it can above all help in social changes for business creation. (Agbonlahor, 2016).

Entrepreneurship education has advanced rapidly in tertiary institutions around the world (Fretschener and Weber, 2013). The growing number of tertiary institutions offering Entrepreneurship education attested that entrepreneurship can be taught (Hafiz & Sa'ad, 2015). There is no consensus definition of entrepreneurship education (Valerio, Parton, Robb, 2014). In this study, entrepreneurship education is used in a narrow sense of referring to students' intentions of starting their own business. Entrepreneurship education can also be used in a broad sense.

According to Paul (2005), Entrepreneurship studies is aimed at achieving the following among others: to provide the graduate youths with enough training and support that will enable them to establish a career in small and medium scale businesses and to create smooth transition from traditional to modern industrial economy, to offer functional education for youths that will enable them to be self-employed and self-reliant; provide to serve as a catalyst for economic growth and development, to reduce high rate of poverty among the masses; to create job opportunities among people, reduction in rural-urban drift. It has been fully observed that these objectives have not been fully realized in Nigeria, subject

to numerous challenges facing the implementation of entrepreneurship education.

Nigerian economic foundation was agrarian since post-colonial era and now depends heavily on the oil and gas (Ahiauzu, 2010). Efforts are now being made to diversify the economy by investing for example in agriculture and also encouraging the manufacturing sector. However, entrepreneurship-led development strategies are now being emphasized as these have proven successful in several Less Developed Countries (LCDs). Therefore, unsurprisingly the Federal Government of Nigeria introduced Entrepreneurship Education (EE) through the National Universities Commission (NUC) aimed at helping tertiary institution with entrepreneurial skills and knowledge, attitudes and competencies in order to be job creators and not just job seekers. This is to improve the economy, technology and industrial activity of the nation, as well as to mitigate poverty to its minimum. Characteristics of entrepreneurship policies include the willingness to take calculated risks in terms of time, equity or career, ability to create clear teams venturing in business, evolvement of creative skills to Marshall needed resources and fundamental skills of building viable business plan. Recognizing opportunities where others see problems, contradictions and confusions as an important priority for entrepreneurship driven policies also (Kuratko & Hodgetts, 2004).

Theoretical inclination has been a major defect in the Nigerian educational system. For instance, Nigeria produce graduate who are at best only suited for high earning jobs and have little or no basic skills of any other vocational relevance. Such a situation usually leads to high unemployment rate especially among university graduates (Ejere & Tende, 2012). In 2006, the Federal Government directed Nigerian Higher Education Institutions (HEIs) to include Entrepreneurship Education (EEd) as a compulsory course for all students with effect from the 2007/2008 academic session,

purposely to be job creators not just hunters (Aliu, 2008) which led to the inclusion of EEd in the curriculum of all universities and other higher education in Nigeria. Most of the universities in Nigeria now have a Centre for entrepreneurship education in their respective institutions. Entrepreneurship education (EE) therefore, is the most effective tool for human, capital and societal development and its importance cannot be overemphasis because it teaches about business opportunities identification, resource allocation (finance, marketing, human resource etc). That is why EE has started growing rapidly in tertiary institution of Nigeria as it is a key to national development and tool for sustainability.

The subject matter is now recognized globally as a major means of promoting and improving creative activities and capabilities for national growth and development. In order to promote entrepreneurship skills and attitudes that will benefit individuals in their application to business activities, education and training is needed. Thus, entrepreneurship education has become one of the most preferred subjects, because of the real marketing conditions and the need to prepare people adequately for skilled opportunities and worldly business challenges (Ivowi, 2010). According to Brown (2003), entrepreneurship education focuses on the start-up of new business ventures. It tends to draw the interest of students who want the opportunity to create own business ventures, make money and be successful in life through sustainability. Agbonlahor (2016) identified five practical challenges faced by Entrepreneurship education in Nigeria: Capacity of lecturers/instructors, Absence of curricular capacity to support the training, Limited infrastructural support, Limited government support, and overemphasis on theory delivery.

In order to achieve viable entrepreneurship education that will enhance sustainable development in Nigeria through some strategies according to Ayodele (2006) this

will help to alleviate the problem of entrepreneurship education in the country. This involves provision of an authentic school work-based learning materials, pool public and private capital creation, school-based enterprises as mini-incubators for potential business planning, provide small business schools where interested students and community members can participate and benefit and to develop entrepreneurship internship programs matching business minded students with locally successful entrepreneurs with clearly established education programs etc.

Federal Government was necessitated to pay serious attention to entrepreneurship education because national educational system was designed to produce pool of graduates who depends on it for employment provision. The educational system of the country produces more than 500,000 graduates per year from about 150 Universities and 50 Polytechnics and Monotechnic and only few among them were employed (Yahya, 2011). Multiple researchers (Araba, 2012; Efe, 2014; Kareem, R. 2015; Moses et al., 2015) have shown that entrepreneurship education is the key to solving unemployment amongst college graduates and alleviating poverty in Nigeria.

Bauchi state is known as one of the states in Northern part of Nigeria with many tertiary institutions, among which is Bauchi state college of agriculture where entrepreneurship education is taught as one of the compulsory courses and it was reported that there are number of problems associated to the course. Major among the obstacles to effective entrepreneurship education program is educational institutions inability to structure a program that will attract or hold (motivate) student's interest and academic pursuit of entrepreneurship courses (Bellman, 2004). Such failures in achieving the objectives of entrepreneurship education in tertiary institutions could also be attributed to; lack of support from tertiary institutions, inability of

student to show appropriate concern i.e. not regarding the course as a future carrier, among others termed as a main cause of the inherent problem in tertiary institution's entrepreneurship education programs, hence the need for this research.

Research Hypotheses

This study will be anchored on the following null hypotheses:

I. Entrepreneurship education doesn't enable students to be self-reliant.
II. The perceived view of students of tertiary institution doesn't affect entrepreneurship education.

METHODOLOGY

The design of this study is survey. Survey research study have large and small population through selection and studying samples chosen from the population to discover the relative incidence, distribution and interrelation of sociological variables it deals with current issues and oriented toward determination of the status of a given situation. The researcher is interested in the accurate assessment of the problems of the whole population by studying sample down from the population from the sample, the researcher infers the problem of the whole population using quantitative aspect of the observation.

The population is the aggregate of the entire element that share some common set of characteristics and that comprise the universe of the purpose of the research problem. The population parameters are typically numbers. Information about population parameters may be obtained by taking a census or sample. A census involves a complete enumeration of the element of a population. The population parameters can be calculated directly in a straight forward way after the census is enumerated. The population of this research is one hundred and thirty two (132) students from the study area i.e. Bauchi State College of Agriculture.

Sampling Techniques and Sample Size

A sample is a subgroup of the population selected for participation in the study. The sample size is derived using Yaro Yamani method of 1964. According to him, sample size (n) is determined by the following method.

$n = N \setminus 1 + (Ne^2)$

Where,

n = sample size

N = population size

E = error limit

Using the forgoing population of the students error limits of 0.05 was used.

Therefore, $n = 132/1 + (132)\ (0.05)^2$

$= 132/1.33$

$= 99.2$

Therefore, $n = 99$

Therefore 99 questionnaires will be distributed to students of Bauchi State College of Agriculture

Data Collection Instrument

There are two types of data collection methods primary and secondary. The source of data for this research comprises both methods; the primary data was obtained from questionnaire and oral interview while the secondary data include information collected from review of

available literature, which comprises text book, journals and other related research work.

Techniques of Data Analysis

The analytical technique used includes descriptive statistic and inferential statistic. The descriptive statistics that will be use include frequency and percentages which will be used to analyze the socio-economic characteristics of the respondents (biographical information) while the inferential statistics used is Multiple regression (ANOVA) used to test the research questions using ordinary least squares estimates in estimating the regression model, different functional forms will be tested and the best will be chosen based on statistical and economic criteria.

DATA ANALYSIS, RESULT AND DISCUSSON

This section examines the responses of the respondents to the questionnaire, evaluates and analyses the data collected from the respondents, which would be arranged based on the questions. A total number of Ninety nine (99) questionnaires were distributed and a total number of Fifty five questionnaires were completed and returned.

Socio-economic characteristics of the respondents

The socio-economic characteristics of the respondents (students) consider for this research include gender, age bracket, marital status and educational level.

Gender of the Respondents

Gender is a significant characteristic which implies the properties that distinguish organisms on the basis of their reproductive roles. Table 1 below indicates that 33 (60%) males and 22 (40%) females were distributed with questionnaires; this is obvious because men have real capacity in working at all perspectives than their women counterpart.

Table 1: Socio-economic Characteristics of the Respondents

Variables	Frequency	Percentage (%)
Gender		
Male	33	60
Female	22	40
Total	**55**	**100.0**
Age Bracket		
18-27	25	45.5
28-37	18	32.7
38-47	07	12.7
48 and above	05	9.1
Total	**55**	**100.0**
Marital status		
Single	31	56.4
Married	17	30.9
Widow	02	3.6
Divorce	05	9.1
Total	**55**	**100.0**
Educational Level		
Certificate	10	18.2
ND	32	58.2
HND	13	23.6
Total	**55**	**100.0**

Source: Field Survey Data, 2022.

Age Distribution of the Respondents

Table 1 above also shows the age distribution of the respondents which varied among different age group, the result indicated that majority of the respondents were found to be within age group of 18-27 years with 45.5%. More so, only 9.1% of the respondents were found to be above 48 years. This implies that most of the respondents are in the productive age of life span and also the expected age of psychological maturity. In other words, most of the respondents are youth within the age bracket of 18-27.

Marital Status of the Respondents

Table 1 above shows the frequencies and percentages of the respo ndents based on their marital status were single are: 31 (56.4), married 17 (30.9%), divorce 05 (9.1%) while widowed were 02 (3.6%) of the entire population, the result therefore, implies that majority of the respondents were single.

Educational Status of the Respondents

Table 1 above show the educational status of the respondents and it implies that 32 (58.2) of the respondents are National Diploma (ND) students, 10 (18.2) were Certificate candidate. However, 13 (23.6%) of the students are in Higher National Diploma (HND).

Multiple Regression Analysis

To analyze the hypothesis multiple regression was used, SPSS statistical tools were applied on the questionnaire to see the relationship between the variables. The model exhibited R^2 of 0.78 which means about 78% of the dependent variable was explained by the independent variable. The result is presented below:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.886	0.785	0.778	0.4162

a. Predictors: (Constant), Self-reliant, Student views

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	20.319	4	12.580	101.413	0.013[b]
	Residual	2.517	50	0.410		
	Total	22.836	54			

a. Dependent variable: Educational level

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.796	0.725	-	-3.858	0.000
	Self-reliant	0.038	0.263	0.019	0.144	0.886
	Studentviews	0.042	0.151	0.045	0.277	0.783

a. Dependent Variable: EducationalLevel

Source: Field Survey Data, 2022.

Discussion

Level of Significance

The tables demonstrate the result produced by linear regressio
five respondents through questionnaires. After applying the
data to check the cause-and-effect relationship between se

received, and future carrier (independent variabl the above result was drawn.

The probability of f-statistic shows the significance of the research. According to the standard if the p value is < 0.05 so then it is significant. In this study the above given table demonstrate p value, which is 0.013 less than 0.05 thus the model of the research is statistically significant. So, the independent variables of the study have significant relationship with dependent variable of the study. The un-standardized value of the mention table illustrates obviously that dependent variables have a positive impact on educational level therefore; we accepted the alternative hypotheses and reject the null hypotheses.

IMPLICATION OF THE RESEARCH

For entrepreneurship education in Nigerian institutions to be an instrument for National transformation, the following recommendations are suggested:

I. Sponsorship to workshops, conferences and training on a regular basis of all lecturers and instructors on entrepreneurship education in tertiary
II. Accessibility to adequate resources to graduating students to enable them starts their own business.
III. Institutions' managements should contact some banks and Non-Governmental Organizations on soft loans/grants to entrepreneurship educators for businesses establishment.
IV. Establishment of Centre for entrepreneurship education development in every Nigerian institution and should constantly organize workshops for the students on how to be successful in business.
V. Institutions should start to commercialize their research findings instead of dumping them in libraries for the benefit of the masses

VI. Consistency in Government policies and faithful implementation should be taking into consideration.

VII. Intellectual Entrepreneurs should be used as instructors for entrepreneurship education.

VIII. Modern strategies should be employed in all aspect of business from production, advertisement through mediums and distribution

CONCLUSION

Nigerian students should be encouraged that it is better to be a small head than to be a big tail. Hence, to be an employer of people is better than to be a servant whether civil, public or modernized servant. Their skills will enhance business expansion and reduce the level of poverty.

The future of the Nigerian economy depends on a new generation of entrepreneurs that would have to come up with ideas and resolve to make them a reality as well as having the vision to create wealth and jobs. For this to be achieved there is the need for a cultural change in Nigeria. Entrepreneurship education is needed in Nigeria economy to create jobs, reduce unemployment, crime, government's expenditure, poverty, social unrest, create wealth and raise the standard of living in the country.

However, in order to make Nigeria the leading entrepreneurial nation in Africa; there is need to back our entrepreneurs by investing in enterprise education and by celebrating the role that entrepreneurs play in creating a dynamic and growing economy.

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