

The Influence of Entrepreneurship Education on Students 'Business Venturing in Tertiary Institutions in Nigeria

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Abstract: Entrepreneurship education is considered a vital tool in empowering graduate for self-reliance in creating job opportunity in the economy given the rate of graduate unemployment in the country. The objective of this study is to examine the influence of entrepreneurship education on student's business venturing. The study used a well structured questionnaire to obtain data from 315 respondents from different tertiary institution in the country. Statistical package for social sciences (SPSS) version 23.0 was utilized for data analysis. Findings from the study disclosed that Entrepreneurship education have been found to have a significant positive influence on students' intention to venture into business. Thus, that effective entrepreneurship education which is student oriented and which give room for students to practice and start little businesses while in school, has the capacity to arouse and increase students 'career considerations into entrepreneurship after graduation. It was recommended among others that there should be a strong partnership between the government and private bodies on student's attachment to firms for both mentorship and guidance especially after graduation so as to encourage and motivate them to develop businesses.

Keywords: Entrepreneurship, Education, Business Venturing

I. BACKGROUND TO THE STUDY

For years now the concept of entrepreneurship have caught the attention of different stakeholders as a result of globalization and constant increase in both social and economic challenges particularly in unemployment (Garcia Rodriguez, 2017). Furthermore, arising from the fourth industrial revolution there is the need for vital competencies such as agility, creativity, persistency, innovation etc to start-up business and this could most be acquired through entrepreneurial education or program (Kim et al 2017). Consequently, majority of tertiary institutions are currently making provision for entrepreneurship training programs with the hopes that this will curb un-employment issues and thus in anticipation that knowledge and skills needed to become an entrepreneur can be taught, and this have increased the percentage of policy support toward entrepreneurship education in nations (O'Connor, 2013, Walter and Block 2016).

The issues of unemployment among graduates have been on persistent rise, this is despite the mammoth endowment of the nations with human and natural resources. Twumasi, (2013), noted that there is high level of graduate unemployment especially in Nigeria and other developing countries; thus, becoming a global concern as it is prevalent in many countries to find graduates of higher institutions not able to secure jobs quite a lot of years after graduation. Reasons why many nations such as America, Germany, China etc have channelized effort to educational systems towards acquisition of vocational and technical skills to boost smooth transition into jobs for school leavers mainly graduates of tertiary institutions.

However, one of the numerous challenges of Nigerian educational system has been on its theoretical penchant. Ejere & Tende (2012) observed that institutions in Nigeria are constantly producing university graduate only best suited for white collar jobs and have little or no basic skills of any other vocational relevancies to fit-in in developing or starting up business, this have constituted and currently increasing the unemployment rate. Oviawe (2010) had earlier identified that the issue of unemployment among Nigerian graduate is as a result of disequilibrium between labor market requirements and lack of essential employable skills by the graduates as there seems to be a gap.

According to (Fretschener and Weber, 2013). The essence of entrepreneurship education in tertiary institutions is graduate empowerment, irrespective of their discipline with skills that will offer them the opportunity to engage in income yielding business, whether they are able or not able to secure paid employment in any organization. In consonance with the above assertion, Basse and Archibong, (2005) summarized the aim of entrepreneurship education by stating that it turns a graduate from being a job seeker to job creator. Entrepreneurship education have had diverse explanations according to authors view. However, Fayolle and Gailly (2004) in their opine that it is any educational programme, linked with inculcating entrepreneurial skills and qualities in learners. In the same view, Oduwaiye (2009) in Ooi,

Selvarajah, and Meyer (2011) have expressed entrepreneurship education to be the scope of lectures, curricular and programmes that seeks to make available to students with the essential entrepreneurial competencies, knowledge and skills, need for the pursuit of a career in entrepreneurship. The work of Ejere and Tende (2012) supported the above definition. According to them relevant knowledge, skill, and expertise, as regards the process of entrepreneurship is crucial for successful business startup. Also Apkomi, 2009; Gelard & Saleh, 2011), were all of the view that entrepreneurs are born with special unusual genes which materialize as a consequence of genetic inheritance, however this age long myth over the years has been demystified on the basis that virtually every human being has the potential of becoming an entrepreneur via the process of education .

Furthermore, Emeraton (2008) opined that those attitudes and skills that are necessary for the individual to react to its environment in the process of conserving, starting and managing a business enterprise is the core activities of entrepreneurship education .To him, those skills and attitude are necessary for the individual to positively respond to its environment .Thus, this suggests that entrepreneurship education trains the individual to be suitably prepared to acquire saleable skills which could be used to manage his/ her business enterprise.

Adequate and effective entrepreneurship education has the capacity to arouse and increase students' career considerations in entrepreneurship (Gelard and Saleh, 2010) . This is attainable as noted by Izquierdo and Buelens (2008) it can effectively prepare learners with the required skills and knowledge, consistent with effectively tackling challenging situations and complexities in decision making, especially when choosing entrepreneurship as career path.

According to Shane (2003) entrepreneurship is viewed as the act of being an entrepreneur. To Shane, the word 'entrepreneur's is likened to an individual who is responsible for undertaking innovations, finances and have business insight with a view to convert innovations into economic goods while the resultant effort may be the creation of a new organization or revitalizing an existing firm in reaction to a perceived opportunity in the environment .Thus, the process of perceiving business opportunity and mobilizing scarcer sources to take advantage of this opportunities with a risk at a profit is the hall mark of entrepreneurship while the individual who is responsible for this creative and innovative activities is known as the entrepreneur.

(Erwart, 2012 ; International Labour Organization, 2010) are of the opinion that national development of any country rest basically on the creative capability of the citizens to effectively and efficiently explore and exploit their natural resources, and convert it into finished goods, in order to improve the standard of living of such nation .However, Odia & Omofonmwan, (2007) noted that stakeholders in the educational system in Nigeria have come to realized that the present offerings by school system are not capable and

sufficient of equipping the students , with the necessary skills to deal with the challenges of 21st century technology, and scientific knowledge era .Hence, there is the tendency to produce an educated graduate class without technical abilities by tertiary institutions (Erwart, 2012). This has led to the agitation for review of higher institution curriculum towards industrial and technological development (National Policy on education 1977). (Uwaifo & Udin, 2009) however, noted that despite previous review of the educational system, the recipients of higher institution yet lack the necessary skills for self-reliance and business development. Thus it became very important that tertiary institutions programmes should be reviewed to accommodate not only the viewpoint of entrepreneurship, but also equipping students with necessary skills to develop into entrepreneurs to remedy the rate of unemployment (Agu, 2006).

Although, entrepreneurship education when compared to other nations, it is still at childhood state in Nigerian tertiary institutions compared to other country like America, Germany, China etc, Esene, (2014) noted that one of the basic goal of university education as entrenched in the National Policy on Education in Nigeria , remains the development of entrepreneurial skills among undergraduates.

However, according to Brown (2012) there are factors limiting the development of entrepreneurship education in higher institutions in Nigeria. To him, it includes the following factors : low societal attitude to technical and vocational education development ; low knowledge based economy and low spirit of competition; lack of entrepreneurship teachers ;lack of relevant funds; poor business culture; inadequate facilities and equipment for teaching and learning in practical-related courses; insensitivity of government to enterprise creation and expansion strategy; exclusion of entrepreneurship program in the broad-spectrum school curricula and poor planning and execution of processes of action

Statement of Problem

The essence of entrepreneurial education has long been to equip the students with functional knowledge and skill to build up their character, attitude and vision towards starting and managing their businesses during and after graduation from tertiary institution. Sadeghi et al(2013) opined that the program should aim at stimulating critical thinking in partakers for generating innovative and creative business ideas. In the same vein, Eugene et al (2013) have suggested that higher institution through entrepreneurial education should be able to produce job creating and self-reliant graduates and not job seeking graduate so as to give alternative to being employed by government or private firms.

However, despite the introduction of entrepreneurship education as a mandatory course in Nigerian higher institutions, the desire among graduate for white collar jobs and the rate of graduate unemployment has steadily been on the increase. There seems to be a gap in the manner in which

the program is conducted as students are seen not to be motivated to initiate actions and behavioral responses in service of their entrepreneurial goals and aspirations at graduation and also the development of entrepreneurial intentions among students. Thus there is a need to find out if entrepreneurship curriculum contents stimulate students 'critical thinking and generation of business ideas in tertiary institution in Nigeria.

. Regrettably, it has been discovered that higher institutions in Nigeria have failed in inculcating entrepreneurial skills to students (Middleton, 2010). Student lack motivation and thus unable to translate entrepreneurial intentions into the achievement of entrepreneurial goals and pursuit, signifying that the exposure to entrepreneurship education is currently not positively motivating students 'learning orientation. It is base on this background that the study seek to examine the influence of entrepreneurship education on students 'business interest.

Objectives of the study

The following are the objectives of the study

- I. Examine the influence of entrepreneurship education on student's business interest in tertiary institutions in Nigeria.
- II. Examine the influence of student entrepreneurial intention on business venturing in tertiary institutions in Nigeria.
- III. To examine the extent of institutional support on students entrepreneurial intention in tertiary institutions in Nigeria.
- IV. To examine the influence of educator's competence on students commitment to starting business in tertiary institutions in Nigeria.

Hypotheses

The following are the hypotheses of the study

- I. Entrepreneurship education has no significant influence on students business interest in tertiary institutions in Nigeria.
- II. There is no significant influence between student entrepreneurial intention and business venturing in tertiary institution in Nigeria.
- III. Institutional support has a significant influence on student entrepreneurial intention in tertiary institutions in Nigeria.
- IV. Entrepreneurship educator's competency has no significant influence on student's commitment to starting business venture in tertiary institutions in Nigeria.

Theoretical Framework

This work is anchored in the following model and theory of entrepreneurial intent

Shapero's Model of Entrepreneurial Event

This model was developed by Shapero and Sokol (1982). The model (SEE), explains that an individual intention emerges, as a result of his or her constant interaction contextual factors capable and of which influence in his/her individual's perception. According to (Krueger, Reilly & Carsrud, 2000) ,This model summarizes that entrepreneurial intentions to venture into business, emerges from perceived desirability which also means or suggests the attractiveness for a person to start up his own business and perceived feasibility which implies the extent to which individuals view that they are able to create their own business motivates an affinity to act in the face of opportunities. The basic assumption of the model is that apathy in human behavior is changed as a result of a negative or positive external facts, the "trigger event" that alters an individual's future plans, for example, an individual future work decision .

Theory of Planned Behavior

Ajzen (1991) originated the theory of planned behavior from the theory of reasoned action (Fishbein and Ajzen, 1975). According to this theory, behavioral intentions are created by an individual's attitude toward that behavior and one's subjective norms (e.g., influence by parents, role models, peers). basically, the theory of planned behavior anchors on three (3) premises: an individual's attitude toward the behavior, subjective norm (ie external influences from other people, and thirdly perceived behavioral control (ie an individual assessment of his/ her ability to perform or not to perform). the theory of planned behavior explains that the intention of a person is affected by an individual's behavior. the theory predicts an individual's intention to engage in behavior at a specific time and place. behavioral intention signifies an individual's motivation to plan or decide to execute certain behavior consciously. person's attitude toward a particular behavior is the degree to which a person has positive or negative feelings of the behavior of interest. According to Conner and Armitage (1998) , subjective norm relates to an individuals view of the social environment surrounding the behavior. While perceived behavioral control according to Ajzen(1991) simply means the individual's view of the extent to which performance behavior difficult or is easy. Lee and Kozar noted in (2005) that perceived behavior increases especially when individuals recognizes or realizes that they possess more resources and confidence. Izquierdo and Buelens,(2008).The connection existing between students entrepreneurial intention and entrepreneurship education using the theory of planned behavior have cut the attention of academics and professionals over the years .

II. METHODOLOGY

The study uses descriptive survey research design and a well structured questionnaire to obtain data from 1000 students from ten (10) universities and polytechnics (Rsust, Uniport, Ndu, Absu, Ebsu, Imsu, Futo, Fed Ploy Nekedi, Iaue, Rivpoly, Kenpoly).

However, due to the 2020 Covid-19 pandemic, a convenient sampling technique was used to select a sample of 40 students from each of the institution. A total of 400 students. However, only 315 respondents was found useful for further analysis which also constituted the sample size of the study. The questionnaire was structured in five (5) sections (Section A – E). Section A compose the demographical variables of the respondents, Section B contains five (5) essential questions on entrepreneurship education, Section C contain significant questions on entrepreneurial intention , Section D contains relevant questions entrepreneurship educator, E contains appropriate questions entrepreneurship institutional support .Data was analyzed using Pearson correlation moment with the help of SPSS 23.0. Descriptive analysis was adopted to analyze the demographic features of the respondents.

III. DATA PRESENTATION AND INTERPRETATION

Hypothesis One

Restatement of Hypotheses

HO₁: Entrepreneurship education has no significant influence on students business interest in tertiary institutions in Nigeria.

Table 1 Correlations

		Entrepreneurship education	Students business interest
Entrepreneurship education	Pearson Correlation	1	.486*
	Sig. (2-tailed)		.020
	N	315	315
Students business interest	Pearson Correlation	.486*	1
	Sig. (2-tailed)	.020	
	N	315	315

*. Correlation is significant at the 0.05 level (2-tailed).

Interpretation

Table1.0 above reveals the result of the correlation analysis performed to verify the influence of Entrepreneurship education on student’s business interest. The result reveals that there is a moderate relationship between Entrepreneurship education and Students business interest with r value 0.486 (48.6%) and p value of 0.020 which is less than 0.05 level of significant. The implication of this is that there is a positive relationship between Entrepreneurship education and Students business interest though the relationship is moderate but it is significant since p value is 0.020 which is less than the 0.05 level of significant. The decision will be to reject the null hypothesis that state Entrepreneurship education has no significant influence on students business interest in tertiary institutions in Nigeria and accept the alternate hypothesis .This also suggest that effective entrepreneurship education which is student oriented and which give room for students to practice and start little businesses while in school, has the capacity to arouse and increase students ‘career considerations into entrepreneurship after graduation. Thus, making student to contribute more into the economy while being self reliance.

Hypothesis Two

Restatement of Hypotheses

HO₁: There is no significant influence between student entrepreneurial intention and business venturing in tertiary institution in Nigeria.

Table 2.0 Correlations

		Student entrepreneurial intention	Business venturing
Student entrepreneurial intention	Pearson Correlation	1	.522**
	Sig. (2-tailed)		.002
	N	315	315
Business venturing	Pearson Correlation	.522**	1
	Sig. (2-tailed)	.002	
	N	315	315

*. Correlation is significant at the 0.05 level (2-tailed).

Interpretation

Table 2.0 above reveal the output of correlation analysis carried out to check the influence of student entrepreneurial intention and business venturing. The result reveals that there is a strong relationship between student entrepreneurial intention and business venturing with r value 0.522 (52.2%) and p value of 0.002 which is less than 0.05 level of significant. This implies that there is a strong positive relationship between student entrepreneurial intention and business venturing which is significant since p value is 0.002 which is less than the 0.05 level of significant. The decision will be to reject the null hypothesis that state there is no significant influence between student entrepreneurial intention and business venturing in tertiary institution in Nigeria and accept the alternate hypothesis. This also implies that a student learning orientation with respect to his intention, perception and achievement of his/her entrepreneurial goals when expose to sound entrepreneurship education will motivate and encourage the student to pursue and venture into business after graduation .This is in consonance with the work of (Middleton, 2010)

Hypothesis Three

Restatement of Hypotheses

HO₁: Institutional support has a significant influence on student entrepreneurial intention in tertiary institutions in Nigeria.

Table 3 Correlations

		Institutional support	Entrepreneurial intention
Institutional support	Pearson Correlation	1	.669**
	Sig. (2-tailed)		.000
	N	315	315
Entrepreneurial intention	Pearson Correlation	.669**	1
	Sig. (2-tailed)	.000	
	N	315	315

**.. Correlation is significant at the 0.05 level (2-tailed).

Interpretation

Table 3.0 above reveal the output of correlation analysis carried out to prove the relationship between Institutional support and student entrepreneurial intention. The result reveals that there is a strong relationship between Institutional support and student entrepreneurial intention with r value 0.669 (66.9%) and p value of 0.000 which is less than 0.05 level of significant. This suggests that there is a strong and positive relationship between Institutional support and student entrepreneurial intention which is significant since p value is 0.000 which is less than the 0.05 level of significant. The decision will be to accept the stated hypothesis that states that Institutional support has a significant influence on student entrepreneurial intention in tertiary institutions in Nigeria. This suggests that Institutional support inform of conducive learning environment for entrepreneurial exercise, conducting of specific practical seminar, sponsoring student on personal entrepreneurial projects, partnering with students in excellent business while in school, helping to secure mini loan as capital after graduation for start-up, sponsoring students both local and international to acquire additional skills to their entrepreneurial line etc will stimulates students' interest and intention for pursuing an entrepreneurial career now and after graduation.

Hypothesis Four

Restatement of Hypotheses

HO₁: Entrepreneurship educators competency have no significant influence on students commitment to starting business venture in tertiary institutions in Nigeria.

Table 4 Correlations

		Entrepreneurship educators competency	Students commitment
Entrepreneurship educators competency	Pearson Correlation	1	.424*
	Sig. (2-tailed)		.011
Students commitment	Pearson Correlation	.424*	1
	Sig. (2-tailed)	.011	
N		315	315

*. Correlation is significant at the 0.05 level (2-tailed).

Interpretation

Table 4.0 above depict the result of correlation analysis between Entrepreneurship educators competency and Students commitment. The table shows that there is a moderate relationship between the dependent variable and independent variable with r value =0.424(42.4%) and p value 0.011. This connotes that the independent variable have significant influence on the dependent as the relationship is seen to be moderate at 0.011 level of significance which is less than 0.05. This implies that the null hypothesis earlier stated will be rejected and alternate hypothesis accepted .This implies that an educator's experience and competence is a crucial

factor concerning the improvement and growth of students entrepreneurial skills and can serve as a motivator to student to pursue and be committed to entrepreneurship career even after graduation . Thus, having a facilitator in tertiary institution who is capable of mentoring students, training and re-training them through the path is essential in achieving the goal of entrepreneurship education.

IV. CONCLUSION

Entrepreneurship education have been found to have a positive influence on students intention to venture into business which might have a ripple effect on the economic development of the nation. From the forgoing it is seen that the outcome of the program will equip students with requisite skills and practical knowledge when supported and thereby reduce the rate of graduate unemployment across the nation. The study outcome shows that effective entrepreneurship education will arouse the students interested in entrepreneurship practices and with a positive attitude towards venturing into personal business during and after graduation. Entrepreneurship education has a positive effect on entrepreneurial intention of student with institutional support.

V. RECOMMENDATION

It is therefore recommended that:

- I. There is a need for general re-orientation for student on the importance of the program both to them and economic development of the nation.
- II. There should be a strong partnership between the government and private bodies on student's attachment to firms for both mentorship and guide especially after graduation.
- III. Government through National University's Commission and NBTE should synchronize both universities polytechnic and others curriculum for entrepreneurship education and ensure it 70% of its content, is on practical excise and assist in funding research on entrepreneurship education.
- IV. There is need by institution to train and develop both Lecturers and facilitators of Entrepreneurship education to acquire more skills, practical knowledge and exposures to new innovations in the field through scholarship to outside countries.
- V. Government can partner with both local and foreign agencies on provision of medium time loans to entrepreneurs as capital to start up business immediately after graduation to intending members with low security.

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