



Strength and Weakness of Entrepreneurship Education for Undergraduate Business Education Students' Business Start-ups in Northern Nigeria

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ABSTRACT

This study aimed at determining entrepreneurship education of business education students' strength and weakness for business start-up. The design used in the study was descriptive survey; a sample size of 270 was drawn from the population of 526 final year undergraduate Business Education students in Abubakar Tafawa Balewa University Bauchi in the North-east, Nigeria. A structured questionnaire was administered by the researcher with the help of two research assistants. Data collected were analysed using Mean and standard deviation. The result of the study reveals that all the respondents have agreed that entrepreneurship development education train business education students' entrepreneurial skills for business start-up. The study also revealed that all the respondents, have responded that there are weaknesses in entrepreneurship development education in training business education students for business start-up. Based on the findings, it was recommended that Government, Non-governmental organizations, Private sectors, Curriculum planners, Lecturers and Stakeholders shall increase training, enlightenment, sensitization in order to improve training of entrepreneurial skills for business start-up and also to address the weaknesses that hindered training of business education students for business start-up.

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INTRODUCTION

Entrepreneurship education is a programme that prepares students for entry into venture creation for self-employments, self-reliance and equally prepares students to set up their own businesses and to act wisely as citizens in a business economy in a country. Entrepreneurship education is a programme that equips students with practical and appropriate skill, knowledge; attitude and value that would enable them operates in the environment they found themselves. Therefore, the major objectives of entrepreneurship

education programme are to provide employment opportunities for students after graduation.

Naturally Nigeria is remarkable with entrepreneurship opportunities however; the realization of the full potential of these opportunities has been dampened by some challenges (Ebiringa, 2012). Entrepreneurship serves as a source of income generation for major group both rural and urban inhabitants without recognized paid job (Ihugba, Odii, & Njoku, 2014). Similarly, in Nigeria, over the past three decades, government evolved policies and programmes aimed



at developing entrepreneurship through the development of small and medium scale enterprises (SMEs) but the expected vibrant and exciting role entrepreneurship will play in the economic growth and development in Nigeria has been constrained by the challenges entrepreneurs face in Nigeria, which has constrained the development of entrepreneurship in Nigeria. The basis for offering courses in Entrepreneurship has often been to increase awareness of entrepreneurship as a career option, to motivate students to consider a venturing career, and also to provide students with the knowledge and skills to venture (Menziez 2011). It has been established that entrepreneurship is an instrument for creating job as well as economic development (Friedman, 2011). However it has been worrisome that despite the accessibility of entrepreneurship education and government contributions towards entrepreneurship development, Nigeria has not performed commendably well.

Generally, it has been observed that unemployment of graduates of Nigerian tertiary institutions has become a major national problem. Thousands of students graduating from the university join the labour market in search of gainful employment yearly. According to Owusu-Ansha and Poku (2012), "the challenge is not only to tackle the large number of unemployed graduates, but also of absorbing the new entrants into the labour market. Having realized the benefits associated with entrepreneurship education, many researchers are now shifting their focus to the study of economic development through entrepreneurship education because entrepreneurship education has become the determinant for a framework that strengthens the creative potential for business establishment (Haveman et al. 2012; Zuperka and Zuperkiene, 2012).

Also, participant observations and previous study (NACETEM, 2010) have shown that many graduates that

received entrepreneurship training in school were not translating the acquired knowledge to practical venture creation, rather, they have joined the queue of people seeking government or organizational appointments. This has become a source of concern to researchers and other stakeholders. Therefore, the study seeks to assess the strength and weakness of entrepreneurship development education for business education student's business start-up in a university in Nigeria,

Objectives of the Study

The main objective of the study is to determine the strength and weakness of entrepreneurship education for business education student's business start-up in a university. Specifically, the study intends to;

1. Determine the extent to which entrepreneurship development education train business education student's entrepreneurial skill for business start-up
2. Determine the weaknesses of entrepreneurship development education in training business education students for business start-up

Research questions

1. To what extent does the entrepreneurship development education train business education student's entrepreneurial skill for business start-up?
2. Identify the weaknesses of entrepreneurship development education in training business education students for business start-up?

LITERATURE REVIEW

Entrepreneurship

Entrepreneurship is a derivative word from entrepreneur; entrepreneurship is a process which



comprises creation of an innovation, economic of risk and insecurity (Shane, 2010). Duanmu and Yilmaz (2013) says entrepreneurship is an attitude and spirit that is always active or creative power, and unpretentious work and effort in order to increase revenue in their business activities. Oviawe (2010) defines entrepreneurship as the willingness and ability of an individual to seek investment opportunities, establish and run an enterprise successfully. Therefore, entrepreneurship can be defined in terms of risks. In this case entrepreneurship can be considered as an act of starting a company, arranging business deals and taking risks in order to make a profit. Furthermore, entrepreneurship can be seen as the effective manipulation of human intelligence to develop a new venture or apply a new approach to an old business (Esomonu cited in Oviawe, 2010). Oviawe (2010) further notes that the definition of entrepreneurship according to the National Directorate of Employment (NDE) involves the recognition of business opportunities, mobilization of resources and persistence to exploit the opportunity.

Entrepreneurship Education

Entrepreneurship education is made of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. As such, it goes beyond business creation (Enu, 2012). It is about increasing student's ability to participate and respond to societal changes. Entrepreneurship education is a very vital form of education to any nation, because it provides the trained and skilled manpower needed for rapid technological, industrial and economic development, its potentials include the creation of positive multiplier effects on the whole economy through employment generation, capacity building, improved standard of living and economic growth (Baraya, 2016). It is commonly believed that the introduction of entrepreneurship

education is an imperative that will make a positive contribution to improving the entrepreneurship orientation of students, leading to the acquisition of skills, creativity, confidence, drives and encourage job creation among the graduates (Adamu, Adamu & Bashir, 2012). Moreover, the importance of entrepreneurship education to national economic growth in Nigeria cannot be overemphasized that is why Buduka and Musa (2010) argue that entrepreneurship is more than simply "starting a business"; but a process through which individuals identify opportunities, allocate resources, and create value.

Entrepreneurship Development Education in Nigeria

Osemeke (2012) states that entrepreneurship development refers to the process of enhancing entrepreneurial skills and knowledge through structured training and institution-building programmes. Entrepreneurship development aims to enlarge the base of entrepreneurs in order to hasten the pace at which new ventures are created. This accelerates employment generations and economic development. Entrepreneurial development focuses on the individual who wishes to start or expand a business. Moreover, entrepreneurship development in Nigeria concentrates more on growing promising and invention. In Nigeria, shaping the future beyond oil is a critical part of the national agenda. The current economy is dominated by the oil industry. Nigeria has the largest domestic market in Africa, a wide range of natural resources, and a diversely skilled labour pool. Given these economic realities, the country must constantly create new jobs, and diversify the industrial and commercial sector to take advantage of human and natural resources through entrepreneurship development. The importance of entrepreneurship development in several economies globally cannot be overemphasized; as such majority of



countries worldwide have established programmes to support entrepreneurship in their various countries (Gangi & Timan, 2013).

Strength and Weakness

SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) is one of several strategic planning tools that takes information from an environmental analysis and separates it into internal (strengths and weaknesses) and external issues (opportunities and threats) (Ifediora, Idoko, & Nzekwe, 2014).

Strengths are the qualities that enable managers to accomplish the institution's mission. Strengths are attributes or characteristics within the organization that are considered to be important to the execution and ultimate success of the institution. Strengths can be either tangible or intangible, include experienced management, assets (physical, human, intangible), competitive capability etc. Weaknesses have to do with internal factors that could prevent the achievement of a successful result to the institution. These weaknesses deteriorate influences on the organizational success and growth. Weaknesses are the factors which do not meet the standards supposed to be met. Weaknesses are controllable and must be minimized and eliminated. Weaknesses in an institution may be insufficient facilities, lack of staff and teachers skills, etc.

METHODOLOGY

The design used for the study was descriptive survey research design. The area of the study is Abubakar Tafawa Balewa University (ATBU) Bauchi, North east Nigeria. The reliability of the instrument was determined using Cronbach Alpha and reliability co-efficient of 0.822 was realised. The population of the study comprises 526 final year

undergraduate business education students. The sample size for this study is 270 students of undergraduate business education students. The sample technique used for this study was purposive sampling technique; only students who responded to the questionnaire were sampled. The instrument used for data collection was questionnaire which consists of two sections A and B Section. section (A) the questionnaire consists of ten questions drawn from the research question one, the rating scale used in answering the questionnaire was modified 4 point likert scale as follows:- Very Large Extent (VLE) 4 Points, Large Extent (LE) 3 Points, Very Little Extent (VLE) 2 Points and Little Extent (LE) 1 Points. While section (B) the questionnaire consist of ten questions drawn from research question two, the rating scale used in answering the questionnaire was 5 points likert rating scale as follows: -Strongly Agree. (SA) 5 Points, Agree (A) 4 Points, Disagree (D) 3 points, Strongly Disagree (SD) 2 point and undecided 1 point.. The researcher with the help of two research assistants distributed 526 questionnaires to the respondents, which after a week of distribution of the questionnaires 270 were returned out of 526 that were distributed to the respondents. Data collected was analysed using descriptive statistics, mean and standard deviation to answer the research questions.

RESULTS

This study presents the analysis of data that answer the research questions in the study. It also presents the findings of the study and discussion on the findings.

Research Question One: To what extent does the entrepreneurship development education train business education student's entrepreneurial skill for business start-up?



Table 1: mean responses and standard deviation on the extent of entrepreneurship development education train business education student's entrepreneurial skills for business start-up

S/N	Variables	Mean	SD	Decision
1	Entrepreneurship development education provides Opportunity for business education students to identify Entrepreneurial qualities/ skills for business start-up	3.11	0.15	Accepted
2	Entrepreneurship development education creates Awareness about entrepreneurship value to business Education students for business start-up	2.91	0.28	Accepted
3	Entrepreneurship development education reduce poverty Through new venture creation to business education Students for business start-up	3.13	0.32	Accepted
4	Entrepreneurship development education creates job Opportunities to business education students for business Start up	2.97	0.94	Accepted
5	Entrepreneurial skills training on graduates business Start-up serves as a catalyst to boost economic growth Of a nation	2.98	0.15	Accepted
6	Entrepreneurship development education encourage Innovation among business education students for business Start up	3.31	0.18	Accepted
7	Entrepreneurship development education improve Entrepreneurial attitudes among business education Students for business start-up	3.45	0.18	Accepted
8	Entrepreneurship development education improve problem Solving skills among business education students for Business start up	3.26	0.16	Accepted
9	Entrepreneurship development education instil risk taking Behaviour among business education students for business Start up	3.27	0.16	Accepted
10	Entrepreneurship development education enable business Education students to identify opportunities for business Start up	2.98	0.14	Accepted

Source: Field survey, 2021

The result in the table above for the respondents shows that all the (10) ten items have the mean score ranging from (2.97 to 3.45) which indicate that all the respondents have accepted. The table shows the response for all the items. All the items have mean that is above the cut-off point for this study. Thus the discussion to accept or reject on the table meaning that greater respondent accepted entrepreneurship development education train business education entrepreneurial skills for business start-up.

RESULTS

This study presents the analysis of data that answer the research questions in the study. It also presents the findings of the study and discussion on the findings.

Research Question Two: Identify the weaknesses of entrepreneurship development education in training business education students for business start-up?



Table 2: mean responses and standard deviation on the weakness of entrepreneurship development education in training business education students for business start-up

SN	Variables	Mean	SD	Decision
1	Family background hindered in training business Education students for business start-up	4.01	0.22	Accepted
2	Cultural barriers slowed down entrepreneurship Development education in training business education Students for business start-up	3.96	0.22	Accepted
3	Entrepreneurship development education lack financial Support for business education students business start-up	4.14	0.26	Accepted
4	Entrepreneurship development education emphasised on Theory rather than practical's in training business Education students for business start-up	3.74	0.22	Accepted
5	Inability of business education students to relate Theoretical aspect into practical's in entrepreneurship Development education for business start-up	3.48	0.21	Accepted
6	Curriculum content of entrepreneurship development Education are considered insufficient in training Business education students for business start-up	4.24	0.24	Accepted
7	lack of lecturers with practical entrepreneurship Skills in entrepreneurship development education for Training business education students for business start-up	3.23	0.17	Accepted
8	inadequate training/learning centres in entrepreneurship Development education for business education students Business start-up	3.17	0.20	Accepted
9	insufficient instructional facilities in entrepreneurship Development education in training business education Students for business start-up	2.76	0.14	Accepted
10	Lack of motivational factors in entrepreneurship Development education in training business education Students for business start-up	3.49	0.20	Accepted

Source: Field survey, 2021

The result in the table above for the respondent shows that all the (10) ten items have the mean score ranging from (2.76 to 4.24) which indicates that all the respondents have accepted. The table show the reports for all the items. All the items has mean that is above the cut-off point for this study, thus, the discussion on the table to accept or reject meaning that greater respondent has accepted that, these are weakness in entrepreneurship development education in training business education students for business start-up.

Findings of the Study

1. The findings of the study revealed that all the respondents have responded to the items positively that entrepreneurship development education train business education students entrepreneurial skills for business start-up and their mean scores was above the mean cut-off point for the study.
2. The findings of the study revealed that all the respondents, have responded to the items positively that there are weaknesses in entrepreneurship development education in training business education students for business start-up and their mean score was above the mean cut-off point for the study.



Discussion of the Findings

The result of the study revealed that entrepreneurship development education train business education students entrepreneurial skills for business start-up such as; identify entrepreneurial qualities/skills, create awareness about entrepreneurship value, reduce poverty through new venture creation, creates job opportunities, serve as a catalyst in boosting economic growth of a nation, encourage innovations, improve entrepreneurial attitudes, improve problem solving skills, instill risk taking behaviour and identify opportunities for business start-up among business education students.

The result of the study also revealed that there are weaknesses in entrepreneurship development education in training business education students for business start-up such as; family background, cultural barriers, lack of financial support, emphasis on theory rather than practical's, in ability to relate theoretical aspect into practical's, insufficient curriculum content, lack of lecturers with practical entrepreneurship skills, inadequate training/learning centres, insufficient instructional facilities and lack of motivational factors for entrepreneurship development education for business education students for business start-up

CONCLUSION

Based on The results obtained from the findings it was concluded that; entrepreneurship development education train business education students entrepreneurial skills for business start-up. Secondly, there are weaknesses in entrepreneurship development education in training business education students for business start-up. And utilization of entrepreneurship development education for business education students are vital for business start-up due to high increase of graduates from the universities that are job seekers instead of job creators in the nation's economy.

RECOMMENDATIONS

Based on the findings and conclusions of this study, it was recommended that;

1. Government, Universities and Stake holders should ensure increase in training, enlightenment and sensitization in entrepreneurship development education entrepreneurial skills for business education student's business start-up.
2. Private sectors, Non-governmental organizations, curriculum planners and lecturers should embark on addressing the weaknesses of entrepreneurship development education in training business education students for business start-up.

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