



Impact of Entrepreneurship Education on Students' Entrepreneurial Intentions for Self-Reliance

¹Ibrahim Abubakar DAWAKI, ²Ibrahim Muhammad Sabo, ³Yinuwa Istifanus JOSHUA

^{1,3}Adamu Tafawa Balewa College of Education Kangere, Bauchi, Bauchi State

²Dept. of Vocational and Technical Education, Abubakar Tafawa Balewa University Bauchi, Bauchi State

ABSTRACT

The study determines the impact of entrepreneurship education on students' entrepreneurial intentions for self-reliance in Adamu Tafawa Balewa College of Education Kangere, Bauchi State. The design of this study was descriptive survey design. The area of the study was Bauchi State of Nigeria. The population of the study consists of all NCE III students of Adamu Tafawa Balewa College of Education Kangere. Simple random sampling was used for the study. The instrument for data collection was self-constructed questionnaire. The reliability of the instrument was established using Cronbach's Alpha. The data collected was analyzed using mean and standard deviation were used for analyzing the research questions. The study found out that only agricultural entrepreneur, online business, social media manager/consulting and ICT; computer/phone repairs were considered as the components of entrepreneurship education. The study was further recommended that the lecturers and instructors on entrepreneurship education should be trained and re-trained in the area of entrepreneurship education. They should be sponsored to attend local and international conferences to acquire more knowledge so that they can effectively transfer entrepreneurial skills into the students, NCE students should be mandated to go for internship with a successful entrepreneur for at least a period of two months. This will also help them to practically acquire entrepreneurial skills that will enable them initiate, establish and run their businesses after graduation and the college management should contact some Non-Governmental Organizations or banks to give soft loans/grants to entrepreneurship educators to establish and run their own businesses.

ARTICLE INFO

Article History

Received: January, 2021

Received in revised form: March, 2021

Accepted: September, 2021

Published online: December, 2021

KEYWORDS

Entrepreneurship Education, Students
Entrepreneurship, Business, Self-Reliance

INTRODUCTION

Entrepreneurship is no doubt is a dynamic process of change and wealth creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. This is expected in the long run to help create business and thus enhance economic development (Dawaki, 2019). In view of the positive, social and economic effects of entrepreneurship education, many Nigerian colleges of education are now advancing entrepreneurial thinking and intentions to develop students' awareness of the relevance of entrepreneurship education. Federal Republic of

Nigeria (2013) reiterated that massive unemployment of Nigerian colleges of education graduates in the country had problem to the disequilibrium between labour market requirements and lack of essential employable skills by the graduates. Despite the fact that most of the colleges of education in Nigeria now have centres for entrepreneurship education.

Emerging global trends emphasize policies and programmes that increase the capacity to create wealth and improve the standard of living of the citizenry through entrepreneurship education. Adedeji, Ayodele and Olalekan (2018) observed that entrepreneurship



plays a significant role in the economic development of a country. They also explained that entrepreneurship is the most powerful weapon to fight poverty and unemployment, acts as a catalyst for economic prosperity and leads to employment generation, contributes to national income, rural development, industrialization, technological development, and export promotion. Entrepreneurship offers opportunities to the citizenry to engage in activities that have economic and social benefits. Many parts of the world are now involved in a search for solutions to unemployment through entrepreneurship. They take advantage of new technology and innovations in Arts and Science to establish businesses that have meaningful economic impacts. The stimulus is the acknowledgement of entrepreneurship education as a bastion of growth and development through effective policies (Kadushin, 2014).

Nigeria is battling with poverty and underdevelopment; the role of entrepreneurship education in addressing this problem is clear. As entrepreneurship intention is a psychological response to people, society, objects, events, occurrences and circumstances which determines real or possible activity of the individual in the social world (Mailitafi, 2014). Educational stake holders and scholars both agreed that the educational system has influence on the knowledge base, the achievement of skills, competences and attitudes on which future career aspiration of graduates are based. Colleges of education has the responsibility to inform and expose students to a wide range of career options, including entrepreneurship. It is believed that, through effective entrepreneurship education, students will acquire the skills and knowledge needed to start and grow up a new business. Thus, entrepreneurship education is considered as a key that endowed graduates with skills capable of provoking their attitudes towards entrepreneurship in Nigeria. In view of this, the present study is set to determine the impact of entrepreneurship education on students' entrepreneurial intentions for self-reliance in Adamu Tafawa Balewa College of Education Kangere, Bauchi State.

There has been obvious increase in unemployment rate among NCE graduates in

Nigeria despite the Federal Government directive on Nigerian Higher Education Institutions (HEIs) to include Entrepreneurship Education (EEEd) as a compulsory course for all students with effect from the 2007/2008 academic session (Sofoluwe, 2017). Maigida, Saba and Nankere (2013) observed that students, specifically NCE graduates find it difficult to start and sustain businesses. Jaafar, Abdul Aziz and Ali (2019) lamented that most NCE graduates lack skills to work across boundaries on complex, interrelated problems needed for entrepreneurship. However, no existing study was found to focus on the impact of entrepreneurship education on students' entrepreneurial intentions for self-reliance. Hence, the present study aims at addressing the existing gaps by determining the impact of entrepreneurship education on students' entrepreneurial intentions for self-reliance in Adamu Tafawa Balewa College of Education Kangere, Bauchi State.

Research Questions

1. What are the available entrepreneurship skills training for Self-Reliance for students in Adamu Tafawa Balewa College of Education Kangere, Bauchi State?
2. What are the students' expectations on entrepreneurship education for Self-Reliance in Adamu Tafawa Balewa College of Education Kangere, Bauchi State?
3. What are the effective strategies for entrepreneurship education contents delivery to students for Self-Reliance in Adamu Tafawa Balewa College of Education Kangere, Bauchi State?

METHODOLOGY

The study adopted a descriptive survey research design. According to Iyogwe (2015) descriptive survey research design is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group, population or items. The study was guided by three research questions. The population of the study consists of all NCE III students of Adamu Tafawa Balewa College of Education Kangere of 2019/2020 academic session. Simple random sampling was used for



the study. The instrument for data collection was self-constructed questionnaire; titled Entrepreneurship Education on students' entrepreneurial intentions for Self-Reliance (EESEISR). The instrument has three sections and contained 31-items. The questionnaire was constructed in a four (4) rating scale of Strongly Agreed 4 points, Agreed 3 points, Disagreed 2 points and Strongly Disagreed 1 point. In order to determine the reliability of the instrument, a pilot study was conducted. The reliability was established using cronbach alpha which yielded the reliability coefficient of 0.89. This indicated that the instrument was reliable for the study. Copies

of the questionnaire were administered to the respondents by the researchers through face-to-face contact, hundred percent return rate was achieved. The data collected was analyzed using mean and standard deviation with the help of Statistical Software Package (SPSS statistics 23 version). In taking decision, any item with mean value of 2.50 and above was considered as agree and item with mean less than 2.50 was considered as disagree.

RESULT AND DISCUSSION

The results of the study were presented in Tables 1 to 3 below;

Table 1: Mean and Standard Deviation of the Available Entrepreneurship Skills Training for Self-Reliance for Students in Adamu Tafawa Balewa College of Education Kangere, Bauchi State

S/No.	Statements	Mean	S.D.	Decision
1.	Make-up artist/Make-up entrepreneur	1.85	.745	Disagreed
2.	Waste Management Startups	2.20	1.44	Disagreed
3.	Agricultural Entrepreneur; fisheries, poultry production, livestock production, horticulture	3.77	.87	Agreed
4.	Photographer	1.60	1.26	Disagreed
5.	Online Business	3.84	.73	Agreed
6.	Social Media manager/Consulting	3.88	.85	Agreed
7.	ICT; Computer/Phone repairs	3.86	1.01	Agreed
8.	Trading Entrepreneur	3.62	1.05	Agreed
9.	Manufacturing Entrepreneur	2.20	1.44	Disagreed

Source: Field Survey, 2020

Results in Table 1 shows the mean response and standard deviation of the available entrepreneurship skills training for self-reliance for students. The table revealed that all the items had their mean values ranged from 1.60– 3.88 and

with exception of items 1, 2, 4 and 9 all the items were agreed by the respondents as available entrepreneurship skills training for self-reliance for students in Adamu Tafawa Balewa College of Education Kangere, Bauchi State.

Table 2: Mean and Standard Deviation of the Students' Expectations on Entrepreneurship Education for Self-Reliance in Adamu Tafawa Balewa College of Education Kangere, Bauchi State

S/No.	Statements	Mean	S.D.	Decision
1.	Basic knowledge about small scale business ownership	3.77	.87	Agreed
2.	Formalities for registration a business	3.73	.68	Agreed
3.	Determining the value of the business	3.93	.87	Agreed
4.	Sources of finance to start a small scale business	3.77	.82	Agreed
5.	Basic managerial skills for an enterprise	3.98	.68	Agreed
6.	Knowledge of the business environment; Social, political, legal, technological, moral and ethical	3.71	.81	Agreed
7.	Innovations in information processing and small scale business	3.73	.78	Agreed



S/No.	Statements	Mean	S.D.	Decision
8.	Risk management	3.95	.73	Agreed
9.	Principles of marketing; promotion mix, price mix, product mix, distribution strategies and consumer behavior	3.97	.69	Agreed
10.	Human and public relations	3.80	.81	Agreed
11.	Principles of management	3.77	.70	Agreed
12.	Record keeping/Book keeping/Accounting	3.94	.79	Agreed
13.	Legal aspects of running a business in Nigeria	3.93	.87	Agreed
14.	Business pilot and feasibility study	3.77	.87	Agreed

Source: Field Survey, 2020

Result in Table 2 shows the mean response and standard deviation of the students' expectations on entrepreneurship education for self-reliance. The table revealed that all the items had their mean values ranged from 3.73 – 3.97 and were above the cut-off point of mean 2.50

indicating that all the items were agreed by the respondents as students' expectations on entrepreneurship education for self-reliance in Adamu Tafawa Balewa College of Education Kangere, Bauchi State.

Table 3: Mean and Standard Deviation of the Effective Strategies for Entrepreneurship Education Contents Delivery to Students for Self-Reliance in Adamu Tafawa Balewa College of Education Kangere, Bauchi State

S/No.	Statements	Mean	S.D.	Decision
1.	Re-orientation of students mind-set toward entrepreneurship prospects	3.65	.73	Agreed
2.	Provision of well-equipped entrepreneurial development centers	3.45	1.08	Agreed
3.	Adequate funding	3.47	1.06	Agreed
4.	Adequate instructional materials	3.52	1.06	Agreed
5.	Adequate provision of time for practical work	3.85	.76	Agreed
6.	Provision of adequate industrial attachment of students to established enterprise	3.47	1.19	Agreed
7.	Adequate remuneration of lecturers	3.70	1.01	Agreed
8.	Regular training of all lecturers and instructors on entrepreneurship education	3.45	1.23	Agreed

Source: Field Survey, 2020

Result in Table 3 shows the mean response and standard deviation of the effective strategies for entrepreneurship education contents delivery to students for self-reliance. The table revealed that all the items had their mean values ranged from 3.45 – 3.85 and were above the cut-off point of mean 2.50 indicating that all the items were agreed by the respondents as effective strategies for entrepreneurship education contents delivery to students for self-reliance in Adamu Tafawa Balewa College of Education Kangere, Bauchi State.

CONCLUSION

Entrepreneurship education is getting attention. Entrepreneurship has globally strengthened its position in higher education. 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 students entrepreneurial intentions to be strengthened, this is because entrepreneurship education is needed to create jobs, reduce unemployment, crime, government's expenditure,



poverty, social unrest, create wealth and raise the standard of living in Nigeria.

RECOMMENDATIONS

From the study, the following recommendations were suggested:

1. Lecturers and instructors on entrepreneurship education should be trained and re-trained in the area of entrepreneurship education. They should be sponsored to attend local and international conferences to acquire more knowledge so that they can effectively transfer entrepreneurial skills into the students.
2. NCE students should be mandated to go for internship with a successful entrepreneur for at least a period of two months. This will also help them to practically acquire entrepreneurial skills that will enable them initiate, establish and run their businesses after graduation.
3. The college management should contact some Non-Governmental Organizations or banks to give soft loans/grants to entrepreneurship educators to establish and run their own businesses.

REFERENCES

- Adedeji, A. S., Ayodele, M. S. and Olalekan, O. A. (2018). Impact of entrepreneurship development programme an economic development of Lagos State, Nigeria. *Journal of Business and Management*; 20 (9), 78-81
- Afolabi, M. O., Kareem, F. A., Okubanjo, I. O., Ogunbanjo, O. A. and Aninkan, O. O. (2017). Effect of entrepreneurship education on self-employment initiatives among science and technology students of Gateway Polytechnic, Saapade Remo, Ogun State, Nigeria. *Journal of Education and Practice*; 8 (15), 1-8.
- Alakel, M. (2019). *Effectiveness of entrepreneurship development programs*. Retrieved on 25th September, 2020 from <https://www.researchgate.net/publication/3327>
- Aribaba, F.O. (2012). An assessment of the constraints of implementing technological innovative entrepreneurial development programmes in Nigeria. *Journal of Economics and Sustainable Development*; 3(13), 41-45
- Dawaki, I. A. (2019). *Impacts of entrepreneurship development in Bauchi South Senatorial District*. Unpublished Msc Thesis Maryam Abacha American University, Niger.
- Federal Republic of Nigeria (2013). *National Policy on education (4th edition)*. Lagos: NERDC Press
- Jaafar, M., Abdul Aziz, A. A. and Ali, R. (2009). The use of social network theory on entrepreneur's linkages development. *Malaysian Business*, Issue 15, April 2009
- Kadushin, C. (2004). *Some basic network concepts and propositions, Introduction to social network theory*. Retrieved on 25th September, 2020 <https://www.researchgate.net/publication/337000255>
- Maigida, J. F. Saba, T. M. and Nankere, J. U. (2013). Entrepreneurial Skills in Technical Vocational Education and Training: As a Strategy Approach for Achiving Youths Empowerment in Nigeria. *Institutional Journal of Humanities and Social Sciences*; 3(5) 303-310
- Mailitafi, G.O. (2014). Entrepreneurship studies skills acquisition for teaching and learning method. *Journal of Education and Practice*; 8 (14), 26
- Sofoluwe, A. O. (2007). University Education and Youths entrepreneurship in Nigeria. *International Journal of Educational Management (IJMEM)* 5 (1) 117-126. Retrieved from www.unilorin.edu/ejournals/index.php/ije/m/issue/current on 12th December, 2020