



ENTREPRENEURSHIP EDUCATION AND ITS IMPACT ON STUDENT INNOVATION AT COLLEGE OF EDUCATION BILLIRI

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Abstract: Cross sectional survey research design was used. The population consisted of all the final year students of College of Education Billiri. The study sets out to lay emphasis on how entrepreneurship education can increase employment, productivity and create wealth via implementation of entrepreneurship education in all institutions and at all levels of learning in Nigeria. Three research questions were developed for the study and data was collected from 100 students using a structured questionnaire subjected to content validation by experts named Questionnaire on the impact of entrepreneurship education assessment (QOIEEA) and analyzed using mean and standard deviation. The findings showed a substantial impact of entrepreneurship education on students. The result implies that entrepreneurship education has positive impact on students as it prepares them to be self-reliant rather than job chasers. The study recommended collaborative efforts between NCCE with the Department of General Studies to identify other entrepreneurship programmes to address the issue of unemployment among graduates.

Keywords: Employment, Productivity, Education, Entrepreneurship skills, Impact, Entrepreneurship Education

Introduction

Education is the key to any meaningful development. But regrettably, over the years Nigeria's education system focused on the production of graduates for white collar jobs, only recently provided entrepreneurial training that could develop the graduates and make them self-reliant. The menace has generated serious unemployment problem that is now facing our country Nigeria.

Entrepreneurship education is a program in the curriculum of institutions that seek to provide students with the requisite knowledge, skills, interest, attitude and motivation to pursue self-reliance and become job creators rather than job seekers. It is a major force in the economy of the world, an activity of global significance. It is an indispensable ingredient for job creation. The National Policy on Education (NPE) emphasizes vocational subjects that will launch the graduate at all levels into the required knowledge and skills for selfdevelopment. The policy statement states that "the goals of education in Nigeria are among others, the development of appropriate skills, mental, physical and social abilities and competences to empower the individual to live in and contribute positively to the society". (NPE, 2014). Sanda (2012) asserts that Nigeria and other countries of the world need to increase the entrepreneurship capacities of their citizens with the understanding that it will contribute to economic growth and development. For many decades, Entrepreneurship has been identified as a critical element in the structural and functional transformation of any economy. In every economy both developed and developing, the importance of Entrepreneurship cannot be ruled out.

Entrepreneurs are responsible for taking calculated risks that open up doors to progressively higher levels of economic growth. If it weren't for them, the world would never have known such marvels as the wheel, Electricity or the Internet (Osolor, 2014).

In Nigeria, entrepreneurial forces are relatively robust as lack of jobs and rise in poverty, leave few other choices for the

Nigerian people. Traditional entrepreneurship began in an environment of economic stagnation and as a purely survivalist struggle. Dismal human development indices, unemployment and infrastructure deficits resulted in the evolution of massive informal economy that depends almost exclusively on personal initiative and hazardous risk-taking capacity (Osolor, 2014, p. 18). In Nigeria, about 87% of all enterprises are small businesses by definition (World Bank SME Department, 2001). Such enterprises contribute an estimated 62.1% of the country's gross domestic product (GDP).

The return of Democracy in 1999 ushered in a period of economic reforms and a renewed focus on enterprise development as the only viable means to sustainable growth. Nigerian leaders under the administration of the then President Olusegun Obasanjo between 1999-2007, initiated a massive programme of disinvestment and financial deregulation aimed at boosting business development across the Micro, Small and Medium Enterprises (MSME) space. Entrepreneurial forces are relatively strong in this country. It has become paramount in a "specially tottering economy" like Nigeria's, that has citizens, young and old alike unemployed, under-employed and even the employed take on enterprising and risk-taking characteristics in order to sustain family and self above the poverty line. Like natural traits, the average Nigerian is alert to grabbing as much as he can to stay afloat (Obiajuru, 2012).

In the last decade, more Nigerian youths have attended more entrepreneurial trainings and have taken courses in entrepreneurship than ever before. Virtually all young graduates have been tutored or received some forms of tutoring on the topic. Thanks to National Youth Service Corp (NYSC) has its entrepreneurship programmes such as; catering and decoration, shoe making, soap and detergent making, fish farming, beads and wire works etc. Although government has realized the importance of entrepreneurship, some of her regulations and policies, insecurity and a seemingly poor power sector have not made it any easier. Nonetheless, some businesses have broken through the ice to become successful amidst the apparent national gloom and one thing appears to be common to them all, a pregnant word with definitions flexible enough to accommodate key ingredients of our understanding of entrepreneurship and much more passion; loosely defined as a strong feeling, intense emotion, compelling feeling, enthusiasm, desire, eager interest in or admiration for a proposal, cause, or activity (Obiajuru, 2012).

This study is anchored on the innovation theory of entrepreneurship propounded by Joseph Schumpeter (1934). Schumpeter saw innovation as a major force behind entrepreneurship. The author argued that every growth oriented venture is a function of innovation without which, the theory of entrepreneurship does not exist. This implies that entrepreneurs should not only be innovative but creative. Further points out that entrepreneurship, is a process of creative destruction. This study chooses the innovative theory because every entrepreneur starts with an innovative idea.

The concept entrepreneur is derived from the French concept "entreprendre" which literally is "to undertake". From the business point of view, to undertake simply means to start a business (QuickMBA, 2010). An entrepreneur is someone who keeps searching for change, responds to it and exploits change as an opportunity (Drucker, 2015). An entrepreneur is a person who starts a business to follow a vision, to make money, to be the master of his/her own soul and is an "educated" risk taker (Pinson, 2010). Murphy (2010) visualized an entrepreneur as a person who is dynamic and continues to seek opportunities and/or different methods of operation and will do whatever it takes to be successful in business.

Various scholars have written extensively about entrepreneurship. According to Onuoha (2007), entrepreneurship is the practice of starting a new organizations or revitalizing mature organizations particularly new business generally in response to identified opportunities. Entrepreneurship is simply a process by which individuals (either on their own or

inside the organization) pursue opportunities without regard to the resources they currently control. Entrepreneurship goes beyond simply starting a business. It is a process via which individuals identify opportunities, apportion resources and create values. Mokaya, Namusonge and Sikalieh (2012) defined entrepreneurship as the individual motivation and willingness to take a risk, create and sustain a growth oriented and profit making enterprise. Entrepreneurship is the ability of an individual or group or a firm to invent and innovate, translating vision into mission (Otaha 2010). Entrepreneurship is therefore the best way of becoming self-reliant by providing a means of earning income, curbing crime and curtailing poverty in Nigeria.

Education is a very powerful weapon that can be used to change the world. According to Onuma (2016) entrepreneurship education as “one that transverse the length of business formation, management, diversification and growth and ongoing process that equip entrepreneurs (students) with entrepreneurship skills. Moreover, Neck and Greene (2011), see entrepreneurship education as a method in that it is a set of practices compared to a process that has known inputs and predicted outputs, methods as learning phases versus steps to complete, iterative versus linear, creative versus predictive, a focus on action versus a focus on planning, learning as an investment versus learning for a return that is expected or predictable and collaborative versus competitive. Entrepreneurship education when effectively taught has the likelihood to precipitate self-employment among learners and accelerating sustainable growth and development (Aliyu, 2018) Oborah (2006), listed among others the following Entrepreneurship Education objectives: (i) To provide graduates with enough training that will make them creative and innovative in identifying business opportunities, (ii) to provide meaningful education for the youths, which will make them self-reliant, (iii) provide graduates with the training in skills that will make them meet the manpower needs of the society, (iv) provide graduates with training and support necessary to help them establish a career in small and medium scale businesses and (v) to stimulate industrial and economic growth of rural and less developed areas.

Unemployment among graduates has degenerated into several socio-economic problems in Nigeria, some of which are; armed robbery, prostitution, cultism, banditry, kidnapping, insurgency, political thuggery, hooliganism, internet - fraudsters

(yahoo yahoo boys) e.t.c. Lack of entrepreneurship skills, perception and interest account for poverty rate among the students. Drenkat (2014) asserts that entrepreneurship education has the capacity of ensuring development in human capital which attracts a handsome return in terms of basic education research, training, learning by doing and aptitude building. Therefore, there is need for quality entrepreneurship education for students to acquire appropriate skills, knowledge, attitude and interest that will make them to be job creators. The study specifically

1. Determine the impact of entrepreneurship education on the entrepreneurial skills of final year students.
2. Examine the impact of entrepreneurship education on the entrepreneurial perception of final year students.
3. Ascertain the impact of entrepreneurship education on the entrepreneurial interest of final year students.

Research Questions

1. In what way has entrepreneurship education impact the entrepreneurial skills of final year students?
2. What is the impact of entrepreneurship education on the entrepreneurial perception of final year student on job creation?
3. To what extent does entrepreneurship education impact the entrepreneurial interest of final year students?

Cross sectional survey research design was adopted. The foremost purpose of the study is to describe the characteristics of a population which comprises of all the final year students of College of Education Billiri which total 400. Samples of 100 students from various departments were randomly selected for the study. They were selected as sample of the targeted population because they are in the right place to shed light on the matter being investigated

The researchers used a questionnaire on the impact of entrepreneurship education assessment (QOIEEA) for data collection. The QOIEEA is a Five-point likert typed scale. A benchmark mean below 3.0 was rejected. The developed questionnaire was given to experts in the School of Education, College of Education Billiri to validate. The instrument was pilot tested using Cronbach's alpha (α) which yielded an index of 0.79 which indicates a higher reliability. Copies

of the questionnaires were administered personally by the researchers to the respondents in the school environment. The completed questionnaires were collected on the spot 100% return after completion.

Results

Research question One. In what way has entrepreneurship education impact the entrepreneurial skills of final year students?

Form table 1 above, above, it is observed that the question was answered using descriptive statistics which indicate the mean of item 1-5 to be greater than the decision rule of 3.0. Therefore research question one is accepted.

Table 1. Impact of Entrepreneurship Education on Entrepreneurial Skills

S/N	ITEMS	No.	Mean	SD	Decision
1.	Due entrepreneurship education, I can carry out feasibility study	100	4.51	0.50	Accepted
2.	Entrepreneurship education has helped me to be innovative and creative				
3.	Entrepreneurship education has helped me with practical skills	100	4.34	0.66	Accepted
4.	Through entrepreneurship education, I now know what it takes to start a business	100	4.57	0.52	Accepted
5.	Entrepreneurship education brings out the entrepreneurial potentials in me	100	4.47	0.67	Accepted
100	4.10 0.75				Accepted

Grand Mean= 4.40

Source: Field study (2019)

Research Question 2: What is the impact of entrepreneurship education on the entrepreneurial perception of final year student on job creation?

Table 2. Impact of Entrepreneurship Education on Entrepreneurial Perception of the Final Year Students

S/N	ITEMS	No.	Mean	SD	Decision
1. 2.	Entrepreneurship education encourages me to be an employer of labor	100	4.39	0.79	Accepted
3.	Entrepreneurship education has helped me				
4.	to develop an entrepreneurial mindset	100	4.46	0.70	Accepted
5.	Entrepreneurship education enables me to identify business opportunities	100	4.28	0.84	Accepted
	With Entrepreneurship education lesson, I feel I want to start my own business	100	4.27	0.85	Accepted
	Entrepreneurship education makes me able to manage financial risk	100	4.20	0.78	Accepted

Grand Mean= 4.32

Source: Field study (2019)

The result of the data analysis in table two above the decision rule of 3.0. Research reveals that all the items had high mean question two is also accepted score and since the grand mean of 4.32 is

Research Question 3: To what extent does entrepreneurship education impact the entrepreneurial interest of final year students?

Table 3: Impact of Entrepreneurship Education on Entrepreneurial Interest of the Final Year Students

S/N	ITEMS	No.	Mean	SD	Decision
1.	Entrepreneurship education help me to develop entrepreneurial capacity	100	4.17	0.73	Accepted
2.	Entrepreneurship education lessons helped me to generate interest in research to solve problems	100	4.27	0.60	Accepted
3.	Entrepreneurship education increased my interest in becoming an entrepreneur	100	4.31	0.69	Accepted
4.	Entrepreneurship education aroused my interest in entrepreneurship	100	4.20	0.74	Accepted
5.	Entrepreneurship education increased my interest in team work	100	4.13	0.75	Accepted

Grand Mean= 4.22

Source: Field study (2019)

The result of the data analysis in table three reveals that item number 1-5 had high mean score with grand mean of 4.22 which is above the decision rule of 3.0. Hence, research question three is accepted.

Discussion

From the results presented in Table 1 above, the demographics shows that all the items recorded grand mean above the 3.0 benchmark. This therefore means that entrepreneurship education impacts the entrepreneurial skills of the final year students. This finding tallies with NPE (2014) who states that the goals of education in Nigeria are among others, the development of appropriate skills, mental, physical and social abilities and competences to empower the individual to live in and contribute positively to the society. Findings further indicated that all the items on tables two and three were accepted. Meaning that entrepreneurship education has impacted both the entrepreneurial perception and interest of the final year students. These findings conform to the literature of Sanda (2012) who stated that Nigeria and other countries of the world need to increase the entrepreneurship capacities of their citizens with the understanding that it will contribute to economic growth and development.

Conclusion

Entrepreneurship and Education are crucial to economic development. The study confirms that entrepreneurship education promotes entrepreneurial skills, perception and interest of final year students in the study area. An equilibrium Entrepreneurial and Educational system will promote economic development, productivity and generate revenue for both individuals and government.

Recommendations

Based on the findings of this study, the following recommendations are made.

1. The National Commission for Colleges of Education (NCCE) should prioritize entrepreneurship education by providing necessary materials and equipment.
2. There should be training and retraining of entrepreneurship lecturers, teachers and trainers so as to boost their interest in areas of research to bring up to date their skills in order to be relevant in today's age of globalization.
3. Government, stakeholders and private sponsors should provide students with tools for proper business management.

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