

Influence of Entrepreneurship Education on Students in Nnamdi Azikiwe University, Awka, Anambra State

Adaeze Nwona Nzewi Ph.D. (CLN)
*Medical library, College of Health Sciences , Nnewi.
Nnamdi Azikiwe University, Nigeria.*

&
Dr. Okonkwo Ifeoma G.A
Department of Science Education

Abstract

Entrepreneurship education is needed in this time of fierce economic meltdown and employment to empower the youths to generate jobs. It is important because it provides strategies of ensuring that students are trained to meet up with the skills needed to survive in the society. It prepares learners for self-employment which goes further to empower them economically and socially by providing recipients with generic lifelong and coping skills, knowledge and understanding. The aim of this on influence of entrepreneurship education on students in Nnamdi Azikiwe University, Awka, Anambra State. Descriptive survey design was adopted for the study. This research design was deemed appropriate because it enable the researcher to gather the data related to students' opinion on their entrepreneurial intention after receiving entrepreneurship education. The population of the study consisted 1, 356 of students in Nnamdi Azikiwe University, Awka. The population from the 200 level to 400 level of Faculty of Management Sciences. The sample size of 367 was selected using stratified random sampling technique of the population. The study discovered that Nnamdi Azikiwe students have positive entrepreneurial intention, which brings out the entrepreneurial intent in them, being an entrepreneur implies more advantages than disadvantages to them, being an entrepreneur will give them great satisfaction, ideas to become an entrepreneur in the future, manage their own business in the future. Entrepreneurs have a positive image in the society, they have leadership skills to be an entrepreneur, opportunities to exploit business ideas within the society, high appetite for risk-taking in any type of business established in Anambra State.

KEYWORDS: Entrepreneurship, Education, Unizik Awka, Students and Entrepreneur

Date of Submission: 06-07-2021

Date of Acceptance: 19-07-2021

I. INTRODUCTION

Entrepreneurship education is in fact the fundamental aim of education. It is the acquisition of knowledge, skills and attitude to enable the learners in the university apprehend life challenges in whatever forms and take decisive steps to realize new trends and opportunities for meeting those challenges in all aspects of human life (Brown, 2010). Entrepreneurship education is indeed a critical resource for whole life education. Today, entrepreneurship has become one of the most dynamic forces in developing a nation's long term economic growth (Pihie & Bagheri, 2011). Entrepreneurs and entrepreneurship are recognized by researchers, especially when in a tough economy the young adults are taking bold steps to generate creative ways of surviving through the new venture creation which create jobs, spur innovation and grow the economy at large. Entrepreneurship education is a specialised training given to students in tertiary institutions to acquire skills, ideas, managerial abilities and capabilities for self-employment rather than being seekers of jobs (Osuala, 2008). There is no doubt that the move by the Federal government through the National Universities Commission (NUC) to make entrepreneurship education one of the compulsory general courses for students in tertiary institutions and effective implementation of entrepreneurship education curriculum in universities will help learners in Nigeria to develop entrepreneurial capacities and abilities to be self-reliant and self-employed. This is because of the general belief that the solution to current graduates' unemployment and national economic and social instability lies in developing entrepreneurship culture among youth's especially University graduates. Therefore, where appropriate skills, attitude and knowledge acquired through instruction accompanied with appropriate practical works it is expected that students on graduation will aim to become self-employed and employers of labour. This will reduce the rate of unemployment if not eradicate poverty and move Nigeria from a consumer to a producer nation (Okah & Odelola, 2013). In other words, it is expected that

graduates from University institutions would acquire entrepreneurship knowledge with entrepreneurial skills which would enable them on graduation to practise what was learnt in school, create jobs for themselves and others and help in the economic development of Nigeria.

Intention boosts the propensity of setting up one's own business in the future. Entrepreneurial intention can be referred to as state of an individual mind which directs and guides them towards the development and implementation of new business concepts (Katz, 2012). An individuals' future entrepreneurial activity can be predicted more accurately by studying intention rather than personality traits or situational factors. The intention is the cognitive demonstration of the person to excise behaviour. Stimulating entrepreneurial intention is essential for the successful operation of entrepreneurial ventures. Therefore, it is an important tool for development of students in tertiary institutions. It paves way for them to accomplish their personal goals of owning their own business ideas and realizing financial reward. It usually involves ambition and the feeling to stand on one's feet (Pillis, & Reardon, 2007).

Entrepreneurship education has a positive influence on entrepreneurial intention. How long does this influence last? If the strength of entrepreneurial intention is decreasing quickly, then this will have a significant influence on the design of entrepreneurship education programme. Entrepreneurship education programme would need to provide strong support for the immediate set up of businesses after the end of the programme. Another, implication is that entrepreneurship education should only focus on students, who want to set up a business within a short time after the end of their programme (Shane, 2013). Ex-post career choice studies provide some insight into the stability of entrepreneurial intention. Students who graduated with a major in entrepreneurship education had stronger entrepreneurial intention and a higher likelihood of becoming self-employed than other graduates (Kolvereid, & Isaksen, 2016). This may indicate that there is a basic level of intention sustained by people once they have joined entrepreneurship classes and that may last a long time.

Furthermore, since such students studied entrepreneurship, they may be more and receptive to events (entrepreneurial event model), that trigger a change in perception and the decision to become entrepreneurs. This line of thought is supported by Ajzan's (2015) stated that most of the people who became entrepreneurs had not harboured the intention to become entrepreneurs for a long time before they began the programme it was after they have gotten the knowledge of entrepreneurship education which brings out their intention of becoming entrepreneur also led to venture creation and bearing in mind to perceived stability in future. Perhaps perceived stability is comparable to learning how to ski: years after a person's last time on skis, he may feel uncomfortable skilling but quickly regains his skills.

Entrepreneurship is one of the key drivers of Nigerian economy. With sufficient potentials to change the course of the nation in terms of youth empowerment, with reaction to the reality, the Federal Government of Nigeria introduced entrepreneurship education into the curriculum of university in the year 2014. Entrepreneurship education was introduced to produce graduates with skills needed to meet the manpower needs of the society and to stimulate students' interest and prepared to start their own businesses among others.

Despite the lofty objectives of entrepreneurship education, the researcher observed that many university graduates are still unemployed. Tony (2011) stated that most graduates were unemployed because of inadequate impartation of knowledge and skills of entrepreneurship education in Nigerian educational system, especially in universities where learning of skills are paramount. Benson (2014) stated that only 10% out of 100,000 graduates within the ages of 18-35 years have the potential of securing employment yearly. In this situation, entrepreneurship should be the choice career for unemployed youths. The reported involvement of graduates in criminal activities like terrorism, kidnapping and armed robbery suggests that unemployed graduates may be turning to criminal instead of entrepreneurial activity. This calls for serious concern and raises the question of whether entrepreneurship education is achieving its objectives of stimulating entrepreneurial engagement among Nigerian youths. It is because of these reasons that this study was conducted to determine the influence of entrepreneurship education on students in Nnamdi Azikiwe University, Awka, Anambra State

Purpose of the Study

The main purpose of this study is to determine the influence of entrepreneurship education on students in Nnamdi Azikiwe University, Awka, Anambra State

Specifically, the study sought to:

1. identify the entrepreneurial intention of University students in Nnamdi Azikiwe University, Awka, Anambra State.
2. ascertain the influence of the duration of entrepreneurship education on entrepreneurial intention of Nnamdi Azikiwe University, Awka, Anambra State.
3. determine the influence of entrepreneurship education on entrepreneurial intention of venture creation of University students

II. METHODOLOGY

Descriptive survey design was adopted for the study. This research design was deemed appropriate because it enabled the researcher to gather the data related to students' opinion on their entrepreneurial intention after receiving entrepreneurship education. The population of the study consisted 1, 356 of students in Nnamdi Azikiwe University, Awka. The population from the 200 level to 400 level of in Faculty of management Sciences. The sample size of 367 was selected using stratified random sampling technique of the population.

The researcher and three trained research assistants were employed by the researcher on how to administer the instrument to the respondents. The researcher; together with the research assistants, administered the 367 questionnaires to the respondents at the entrepreneurship centres during their practical training for a period of two weeks and all the questionnaire were retrieved back. The data for the demographic variable of the respondents was analysed using percentage while mean and standard deviation were used to provide answers to the research questions generated.

Analysis of Demographic Data

The demographic variables for the study are presented in Table 1

Table: 1 Percentage Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
Male	215	59.0
Female	152	41.0
Total	367	100.0

Table 1 shows the frequency and percentage of the 200 level (male and female) used for the study. There were 215 male students representing 59.0% and 152 female students representing 41.0%. This implied that the male students were more than female students used for the study.

Analysis of Data to answer the Research Questions

Analysis of data to answer the research questions presented in Tables 2-4 are as follows:

Research Question One: What is the entrepreneurial intention of University students in Nnamdi Azikiwe University, Awka, Anambra State?

N/S	Items	\bar{X}	SD	Remark
1	Entrepreneurship education brings out the entrepreneurial intent in me.	3.72	0.66	Agreed
2	My professional goal is to be an entrepreneur.	1.84	0.74	Disagreed
3	Being an entrepreneur will give me great satisfaction.	2.74	1.23	Agreed
4	Entrepreneurs have a positive image in the society, so I want to be one of them.	2.70	0.63	Agreed
5	Entrepreneurship as a career is very attractive to me.	1.56	0.67	Disagreed
6	I prefer to become a boss on my own.	1.73	0.69	Disagreed
7	Entrepreneurship education has given me more ideas to become an entrepreneur in the future.	2.71	1.17	Agreed
8	Knowledge of entrepreneurship education has given me opportunities to exploit business ideas within the society.	2.59	1.13	Agreed
9	I will manage my own business in the future	2.71	1.19	Agreed
10	Being an entrepreneur implies more advantages than disadvantages to me.	2.80	1.09	Agreed
11	I have leadership skills to be an entrepreneur.	2.63	1.17	Agreed
12	With the knowledge of entrepreneurship education, I have confidence to be an entrepreneur.	1.89	0.89	Disagreed
13	I have a high appetite for risk-taking.	2.56	1.17	Agreed
Weighted Mean		2.57	0.24	Agreed

Analysis of data in table 2 revealed that the respondents agreed that entrepreneurship education brings out the entrepreneurial intent in them (mean = 3.72), the same way they agreed that being an entrepreneur implies more advantages than disadvantages to them (mean = 2.80). In addition, the respondents agreed that being an entrepreneur will give them great satisfaction (mean = 2.74), and have given them more ideas to become an entrepreneur in the future (mean = 2.71), as well as they will manage their own business in the future (mean = 2.71), the respondents also agreed that entrepreneurs have a positive image in the society (mean

= 2.70), and the same way they agreed that they have leadership skills to be an entrepreneur (mean = 2.63), the table also showed that the respondents agreed that have given them opportunities to exploit business ideas within the society (mean = 2.59), also the respondents agreed that they have a high appetite for risk-taking (mean = 2.56).

The table also revealed that the respondents disagreed that they have confidence to be an entrepreneur (mean = 1.89), in addition, respondents disagreed that their professional goal is to be an entrepreneur (mean = 1.84), in the same way respondents disagree that they prefer to become a boss on their own (mean = 1.73), also, the respondents disagree that, entrepreneur as a career is attractive to them (mean = 1.56). All the 13 items have a standard deviation ranges from 0.63 to 1.23 which are below the fixed value of 1.96. This means that the responses of the respondents are not wide spread as it is close to the mean.

On the overall, the respondents agreed to all the constructs in the table above, which implied that University students have positive entrepreneurial intention. This was supported with a mean and standard deviation of (mean = 2.57, SD =0.24).

1. Research Question Two: What is the influence of the duration of entrepreneurship education on entrepreneurial intention of Nnamdi Azikiwe University, Awka, Anambra State?

S/N	Items	\bar{X}	SD	Remark
1	The longer the period of entrepreneurship education programme the stronger the intention I have to start up my business.	1.65	0.75	Disagreed
2	The longer the period of entrepreneurship education the stronger the intention I have to develop my own business.	3.36	1.06	Agreed
3	The more the lapses after the end of an entrepreneurship education programme, the weaker the intention on me not to start a business.	1.62	0.68	Disagreed
4	Entrepreneurship education is best studied within four academic sessions in order to have an in-depth knowledge on how to start a business.	3.20	1.05	Agreed
5	To become an entrepreneur, you need to undergo training of entrepreneurship education for at least a complete year.	2.70	1.15	Agreed
6	The duration of entrepreneurship education programme influences me to have entrepreneurial intention.	2.77	1.26	Agreed
7	With the long duration of entrepreneurship training, I tried to start a firm in which I would have a high probability of succeeding.	1.70	0.68	Disagreed
8	I can handle the stress that comes with running my business due to the length of entrepreneurship education given to me	1.58	0.63	Disagreed
9	I can sacrifice when the need arises while running my business	2.64	0.90	Agreed
10	I can solve business challenges as they arise	2.81	0.83	Agreed
11	I can conveniently communicate business offering due to the length of entrepreneurship education I received.	1.63	0.61	Disagreed
12	I can harness the human and financial resources required to start a business due to the length of entrepreneurship education I received.	2.94	0.86	Agreed
13	I can respond quickly to new ideas due to the length of entrepreneurship education given to me.	2.52	1.20	Agreed
Weighted Mean		2.51	0.22	Agreed

Analysis of data in table 3 revealed that the respondents agreed that the longer the period of entrepreneurship education the stronger the intention they have to develop their own business (mean = 3.36), the same way they agreed that is best studied within four academic sessions in order to have an in-depth knowledge on how to start a business (mean = 3.20), in addition, the respondents agree that they can harness the human and financial resources required to start a business (mean = 2.94), the respondents also agreed that they can solve business challenges as they arise (mean = 2.81), the table also showed that duration of entrepreneurship education programme influences them to have entrepreneurial intention (mean = 2.77), also the respondents

agreed that you need to undergo training of entrepreneurship education for at least a complete year (mean = 2.70), respectively, respondents agreed that they can sacrifice when needs arise while running their business (mean = 2.64), the respondents also agreed that they can respond quickly to new ideas (mean = 2.52).

The table also revealed that the respondents disagreed that with the long duration of entrepreneurship training they have try to start a firm that they would have a high probability of succeeding (mean = 1.70), at the same way, the respondents disagreed that the longer the period of entrepreneurship education programme the stronger the intention they have to start up their business (mean= 1.65). In addition, respondents disagreed that they conveniently communicate business offering due to the length of entrepreneurship education they received (mean = 1.63), also the respondents disagreed that the more time that the more lapses at the end of the programme, the weaker the intention on them to start a business (mean = 1.62), the respondents also disagreed that they can handle the stress that comes with running their business (mean = 1.58). All the thirteen items have a standard deviation ranges from 0.61 to 1.26 which are below the fixed value of 1.96. This means that responses of the respondents are not wide spread as it is close to the mean.

On the overall, the respondents agreed to all the constructs in the table above, which implied that, the duration of entrepreneurship education is perceived to have positive influence on entrepreneurial intention by University students. This was supported with mean and standard deviation of (mean = 2.51, SD = 0.22).

1. Research Question Three: What is the influence of entrepreneurship education on entrepreneurial intention of venture creation of polytechnic students

S/N	Items	\bar{X}	SD	Remark
1	Entrepreneurship education brings out the creativity in me to start up a business.	2.82	0.83	Agreed
2	Entrepreneurship education courses have endowed me with skills to develop my own business.	2.56	1.03	Agreed
3	I will make every effort to establish my own business as a result of entrepreneurship education I received.	1.63	0.68	Disagreed
4	I believe that I will start my own business in the next (5) five years	2.59	0.90	Agreed
5	I can struggle to raise the capital necessary to start my own business.	1.58	0.70	Disagreed
6	I have confidence in my skills to start my own business	2.56	1.12	Agreed
7	I believe I can think creatively in my business.	2.61	1.13	Agreed
8	I believe I can create product or services that can fulfil customer needs.	2.71	1.07	Agreed
9	I will solve problems with logical analysis in my business.	2.64	1.17	Agreed
10	I believe I can create ways to improve existing products for my business.	2.65	1.09	Agreed
11	I believe I can inspire those I work with to share my business vision	1.70	0.83	Disagreed
12	I believe I can formulate a set of actions in pursuit of business opportunities.	1.86	0.95	Disagreed
13	I believe I can build a management team to develop my business.	2.59	1.14	Agreed
14	If I establish my business, I will spend more time thinking about my future goal.	2.51	1.13	Agreed
15	I will work hard to see that I succeed in my business.	2.78	1.02	Agreed
16	Absence of practical in teaching entrepreneurship education will affect my entrepreneurial intention.	2.68	1.03	Agreed
17	I believe I can develop business relationship with key people	2.71	1.25	Agreed
18	I believe I can tolerate unexpected changes in business conditions.	1.83	0.75	Disagreed
19	I think I have experience to start up a business venture	1.71	0.71	Disagreed
20	Even if I launch a new venture and fail many times, I will keep on trying until I succeed.	2.50	1.00	Agreed
21	If I launch a new venture company, I will expand it all over the world.	1.90	1.02	Disagree
22	Funding a new venture creation is the only way to success in my life.	2.55	0.94	Agreed
Weighted Mean		2.65	0.16	Agreed

Analysis of data in table 3 revealed that the respondents agreed that entrepreneurship education brings out the creativity in them to start up a business (mean = 2.82), the same way they agreed that they will work hard to see that they succeed in their business (mean = 2.78), they also agreed that they believe they can develop a business relationship with key people (mean = 2.71), respectively. The respondents agreed that they believe they can create products or services that can fulfil customer needs (mean = 2.71), in addition, the respondents agreed that absence of the practical's in teaching entrepreneurship education will affect their entrepreneurial intention (mean = 2.68), and respondents agreed that they believed they can create ways to improve existing products for their business (mean = 2.65), the respondents agreed that they will solve problems with logical analysis in their business (mean = 2.64), the table also showed that they believe they can think creatively in their business (mean = 2.61). In addition, the respondents also agreed that they believe that they will start their own business in the next (5) five years (mean = 2.59), and they believe they can build a management team to develop their business (mean = 2.59), the respondents agreed that have endowed them with skills to develop their own business (mean = 2.56), and the respondents agreed that they have confidence at their skills to start their own business (mean = 2.56), the same way the respondents agreed that funding a new venture creation is the only way to success in their life (mean = 2.55), and also agreed that if they establish their business they will spend more time thinking about their future goal (mean = 2.51). In addition, the respondents agreed that even if they launch a new venture and fail many times they will keep on trying until they succeed (mean = 2.50).

The table also revealed that the respondents disagreed that even if they launch a new venture company they will expand it all over the world (mean = 1.90), in the same way, the respondents disagreed that they believe they can formulate a set of action in pursuit of business opportunities (mean = 1.86), the respondents also disagreed that they believe they can formulate a set of action in pursuit of business opportunities (mean = 1.83), same way they disagreed that they think they have experience to start up a business venture (mean = 1.71), the respondents disagreed that they believe they can inspire those that work with to share their business vision (mean = 1.70), respondents also disagreed that they will establish their own business as a result of entrepreneurship education they received (mean = 1.63), and respondents disagreed that they can struggle to raise the capital necessary to start their own business (mean = 1.58). All the 22 items have standard deviation ranges from 0.68 to 1.25. This means that the responses of the respondents are not wide spread as they are close to the mean.

On the overall, the respondents agreed to the constructs in the table above, which implied that, Entrepreneurship education has positive influence on entrepreneurial intention of venture creation as perceived by University students. This was supported with a mean and standard deviation of (mean = 2.65, SD = 0.16).

III. DISCUSSION OF FINDINGS

The study discovered that University students have positive entrepreneurial intention, which brings out the entrepreneurial intent in them, being an entrepreneur implies more advantages than disadvantages to them, being an entrepreneur will give them great satisfaction, ideas to become an entrepreneur in the future, manage their own business in the future, entrepreneurs have a positive image in the society, they have leadership skills to be an entrepreneur, opportunities to exploit business ideas within the society, high appetite for risk-taking in any type of business established in Anambra State. On the other hand, it was revealed that students have disagreed they have confidence to be an entrepreneur, their professional goal is to be an entrepreneur, they prefer to become a boss on their own, as well entrepreneurship as a career is attractive to them. It was therefore, indicated that students have a positive perception on entrepreneurial intention in Anambra State.

These findings are in consonance with Kuip and Verheul (2013) stated that entrepreneurial intention deals with the inclination of a person to start an entrepreneurial activity in the future, with this understanding, entrepreneurship education should be taught in an active and experiential way to enable students develop sound entrepreneurial intention, think and act entrepreneurially. In order to promote entrepreneurial intention of students, this view was supported by Ajzen (2015) stated that entrepreneurship education encourage learning by doing, by experience, by experiment, by risk-taking, by making mistakes, by problem solving, by feedback through social interaction; by role playing, by exploring role models and by interaction with the adult world.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study which revealed that entrepreneurship education plays a vital role in equipping the students with the necessary knowledge, skills and right attitude that could enable them create jobs rather than being jobs seekers which would in turn lead to the development of the Nigerian economy. Since the study reveals that students have acquired skills and knowledge of entrepreneurship education in the areas of basic business venture creation, idea generation or development, assessing the idea or feasibility study to realization of business start-up, business model, problem identification, solution development and perceived stability. The study concluded that entrepreneurship education has great influence on entrepreneurial intention

of students. This clearly indicated that entrepreneurship education serves as a means for curbing the high rate of unemployment among youth's and become a medium of creating employment opportunities.

Based on the findings of the study, the following recommendations were made:

1. Government and university authorities should continue to support them in terms of conference attendance, seminars and workshops reinforce entrepreneurship education as it has been proved to have salutary effect on entrepreneurial intention.
2. Government and curriculum developers should consider running entrepreneurship education for four semesters instead of three at 200 level since the duration of entrepreneurship education has been proved to have positive influence on entrepreneurial intention.
3. University authorities should encourage venture creation through entrepreneurship education programme.

REFERENCES

- [1]. Ajzen, I. (2015). Attitudes, personality and behaviour (2nd ed.). England: Open University Press (McGraw-Hill).
- [2]. Brown, C. (2010). CELCEE Digest 00-8. Curriculum for entrepreneurship education: A Review Kansa City. Ewing Marion Kauffman Foundation.
- [3]. Bryman, J.B., & Burgess, R.G. (2007). Foundations of behavioural research (4thed.) Harcourt College Publishers: Forth worth TX.
- [4]. Okah E.E., & Odelola, O.E. (2013). Youth unemployment and implication for stability of democracy in Nigeria. Retrieved From http://www.jsdafrica.com/jsda/V13No1_Spring_2011_A/PDF/Youth.
- [5]. Oladele A.O. (2009). Procedures in education research. Kaduna Hanijam Publications.
- [6]. Osuala, E. (2008). Principles and Practice of Small Business Management in Nigeria. Enugu: Cheston Agency Ltd.
- [7]. Katz, J. (2012). Modelling entrepreneurship career progressions: Concepts and Considerations, Entrepreneurship Career Theory and Practice, 19 (2): 23-29. / Kenya National Bureau of Statistics, (2010). Report on youth entrepreneurship.
- [8]. Kolvereid, L., & Isaksen, E. (2016). New business start-up and subsequent entry into self-employment. Journal of Business Venturing, 21(6): 866-885.
- [9]. Shane, S (2013). "Prior knowledge and the discovery of entrepreneurial opportunities", organization science. 11, 4448-469.
- [10]. Shapero, A. & Sokol, L. (2012). The social dimensions of entrepreneurship. In C. Kent, D. Sexton, & K. Vesper (Eds.), the encyclopaedia of entrepreneurship (72-90). Englewood Cliffs: Prentice-Hall.
- [11]. Benson, N (2014). Global entrepreneurship monitor-2014 executive report. Babson College. London Business School and Global Entrepreneurship Research Consortium (GERA).
- [12]. Tony, E.O.(2011). Desirable entrepreneurship curricular in the present Nigeria economic.
- [13]. Pihie, Z. A., & Bagheri, A. (2011). Malay secondary school entrepreneurial, attitude orientation and entrepreneurial self-efficacy: A descriptive study. Journal of Applied Science. 11(2). 316-322

Adaeze Nwona Nzewi Ph.D. (CLN). "Influence of Entrepreneurship Education on Students in Nnamdi Azikiwe University, Awka, Anambra State." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 26(07), 2021, pp. 05-11.