

# Entrepreneurship Education and Entrepreneurial Skills amongst Undergraduate in Anambra State

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**Abstract:** *The study examined the examined entrepreneurship education and the enhancement of entrepreneurial skills among undergraduates in Anambra State. The area of the study was undergraduates in Anambra state. Questionnaire was used to collect data from students as it concerns entrepreneurial skills. The population of the study was 57710, and a sample size of 399 was determined using Borg & Gall (1973). The research adopted sampling techniques were purposive sampling. From the analyses tested, the study found out that, There is significant relationship between entrepreneurship education curriculum content and entrepreneurial skills in undergraduates in Anambra State. Facilities enhance entrepreneurial skills among undergraduates Anambra State. The study recommended that Entrepreneurship facilitators in the universities should endeavour to be more passionate and entrepreneurs at heart so as to be able to inculcate same in students. Entrepreneurship facilitators in the universities should provide articulate guide to students in the choice of project/ business idea to instil in the students, continuous interest in the business idea even after school. Students should be encouraged by the facilitators beyond entrepreneurship practicals/projects, to kick- start the business ventures in a micro/ small level based on the skills acquired in the school. Universities management through the Centre for Entrepreneurship Development should always organize an exhibition programme on academic sessional basis, inviting stakeholders both from the public and private sectors, to evaluate students' entrepreneurial activities;*

**Keywords:** *Entrepreneurship, Education, Entrepreneurial skills, facilities, unemployment*

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## INTRODUCTION

### 1.1 Background to the Study

The rate of graduate unemployment in Nigeria has persistently been on the increase despite the enormous endowment of the country with human and natural resources. However, graduate unemployment is not peculiar to Nigeria or developing nations; it is indeed a long standing global phenomenon hence it has been a common trend in many countries to find graduates of universities not able to secure jobs several years after graduation (Twumasi, 2013). In tackling the global crisis of graduate unemployment, policy makers and stakeholders in developed countries such as England, USA, and Germany, advocated a refocus of educational systems towards acquisition of vocational and technical skills to enhance smooth transition into jobs for school leavers particularly graduates of universities. This owes to the fact that education is important to the development of any society particularly because the goals of wealth creation, poverty reduction and value re-orientation can only be attained and sustained through an efficient

educational system which impacts relevant skills, knowledge, capacities, attitudes and values into individuals (Agi & Yellowe, 2016).

The goal of entrepreneurship education is to empower graduates, irrespective of their areas of academic specialization, with knowledge and skills that will enable them to create their own income generating ventures, even if they are not able to secure jobs in the public sector. Entrepreneurship education is an orientation that seeks to transform graduates from job seekers into job creators in order to reduce graduate unemployment and it increases students' interest in entrepreneurship as a career (kinsiku, & Olubunmi, 2014), The rationale for introducing entrepreneurship course in universities curricular development is to help the students to acquire increased understanding of entrepreneurship. The focus is to equip them with relevant skills and competences that prepare the students to become entrepreneurs and managers of new businesses soon after graduation in order to increase their household income. Nevertheless, "social and commercial entrepreneurial entry is facilitated by strong property rights and government activism that impacts on entrepreneurship (Anyadike, Emeh, & Ukah, 2012).

In Nigeria graduate unemployment has undoubtedly become a herculean national canker of which every government has to deal with. A section of the public are of the view that job opportunities for new graduates are few while others contend that there are enough job opportunities, but the type of graduates produced from the institutions of higher learning are not all that suited for the available jobs (Aremu, & Adeyemi, 2011),. Most of the employers, therefore, select the fresh graduates who studied in the relevant fields for their jobs as trainees for a number of years before decision is taken either to hire them on full-time basis or as casual workers.

This problem has necessitated this research to evaluate entrepreneurship education in Nigeria and enhancement of entrepreneurial skill among undergraduates in Anambra State. The study is to research into the type of entrepreneurship education received by the participants that developed their abilities to create their own jobs as graduate entrepreneurs soon after their graduation.

### **1.3 Objectives of the Study**

The major purpose of the study is to examine entrepreneurship education and the enhancement of entrepreneurial skills among undergraduates in Anambra State. Specifically, the study seeks to:

- 1) To determine the extent to which entrepreneurship education curriculum content inculcates entrepreneurial skills in undergraduates in Anambra State.
- 2) Find out the extent to which facilities are being put in place for the enhancement of entrepreneurial skills among undergraduates Anambra State.

### **1.5 Hypotheses**

The following null hypotheses are formulated to guide the study and will be tested at 0.05 level of significance.

Ho: There is no significant relationship between entrepreneurship education curriculum content and entrepreneurial skills in undergraduates in Anambra State.

Ho: Facilities does not enhancement entrepreneurial skills among undergraduates Anambra State.

## **REVIEW OF RELATED LITERATURE**

### **2.1 Theoretical Framework**

#### **2.2.1 Human Capital Entrepreneurship Theory**

Human capital entrepreneurship theory was postulated by Becker (1975) and derives its premise primarily on two factors which are; education and experience. The theory postulates that knowledge acquired from education and experience, is considered a resource that is diversely dispensed across individuals, which informs the basis for understanding the disparities in identification and exploitation of opportunities (Shane & Vankataraman, 2000). Davidson and Honig (2003) and Anderson and Miller (2003), affirmed that human capital factors as has a positive impact on the emergence of nascent entrepreneurs. This implies that Human capital theory of entrepreneurship creates a foundation for the place of education regarding entrepreneurial development which makes it particularly relevant to the context of entrepreneurship education (Chandler & Hanks, 1998). Specifically, in the context of this study Shane and Vankataraman (2000) argued that human capital factors are salient to idea generation, opportunity recognition and business planning. This according to Anderson and Miller (2003) implies that the components of an entrepreneurship programme have a prominent role to play in enhancing the development of abilities associated with successful entrepreneurial outcomes of an entrepreneurship programme.

### **2.2 Empirical Review**

Agu and Chiaha (2013) carried out a study on entrepreneurship education and graduate employability in Nigeria. The purpose of the study was to investigate entrepreneurship education and employability of university graduates in Nigeria. Two research questions and two null hypotheses guided the study. Survey research design was used for the study. The sample for the study was 320 drawn from the population of 3,780 participants using a multistage sampling technique. Three instruments were used for the data collection. These include, structured questionnaire on graduate entrepreneurship education and employability skills (GEESQ), interview schedule and entrepreneurship content analysis. The structured questionnaire consisted of 25 items. The researchers found that entrepreneurship education enables graduates possess employability skills.

Aribaba (2011) studied an evaluation of the impact of technological innovative entrepreneurial development program on the performance of small and medium scale enterprises in Nigeria. the population of small and medium scale businesses residing in ondo state Nigeria. a sample population of one hundred and sixty (160) was randomly selected, the chi-square method was adopted for its analysis, while questionnaire was distributed for data collection, from the study it

was discovered that the effect of pattern of technological innovation entrepreneurial development program on the performance of small-scale business.

Teru (2015) examined the inadequate entrepreneurship skill among the Nigerian youths and its contribution to unemployment rate in Nigeria. Some variables were identified as possible problems of acquiring entrepreneurship skills in Nigeria. The study focuses on ways that is needed and used to conceive and commercialize business opportunities. Nigeria especially in the face of the global economic crisis and its energy crisis requires graduates who will be job “creators” and not job “seekers”. Review of some related literature pertaining to the subject matter were identified in the study. Method used in collection of data was questionnaires. The method used in data analysis is table and simple percentage and the statistical tool used for testing of hypothesis was chi-square.

Eze (2017) assesses specific financing options available to SMEs in Nigeria and contribution to economic growth. The paper uses secondary sources of data, which were generated from the publications of Central Bank of Nigeria (CBN) statistical Bulletin and World Development Indicators (WDI). Asymmetric Ordinary Least Square (AOLS) estimation technique is employed to determine the effect of SMEs financing on economic growth in Nigeria. The analysis of the results suggested that there is an insignificant direct and indirect relationship between both positive and negative component of SMEs financing and Economic growth in Nigeria, this can be adduced to policy inconsistencies in SMEs financing.

Olayinka, Babatunde & Olusegun (2015) empirically examined the impact of entrepreneurship training and education on poverty reduction in Nigeria. The researcher adopted a stratified random sampling technique, 500 entrepreneurs and apprenticeships were chosen from six recognized Local Government in Lagos State. The best linear unbiased estimator was used to test the relationship between entrepreneurship training and poverty reduction Nigeria. The result emanated from the findings suggests that there exist a positive and significant relationship between Entrepreneurship and poverty reduction and this was confirmed by the value of  $R^2$  the coefficient of determination.

Fadeyi , Oke, Ajagbe, Isiauwe, Adegbuyi (2015) investigate the role of youth Entrepreneurs in nation building. A total of 40 upcoming entrepreneurial firms were randomly selected from a cross section of a population of firms located across Yaba Local Government Area (LGA) of Lagos state. Participants were chosen through a simple random sampling technique. The responses to the questionnaires were complemented with personal interviews of some of the owners and managers of entrepreneurial firms. Participant’s responses were analyzed with the use of simple percentages and are presented on pie and bar charts. This study finds that there is a significant relationship between competition, growth and development of entrepreneurial firms in Nigeria.

Diyoke,(2014) The article point out that entrepreneurship development in Nigeria is very slow despite all the numerous programme and schemes that have been designed by different government at different times. Descriptive survey research method was used in this study whereby data collected from both primary and secondary sources were analyzed using

percentages and mean scores, while the hypothesis were tested with Chi-square. The result indicated that apart from the known problems of inadequate capital and lack of competent and skilled management, there are other challenges that hinder entrepreneurial activities in the economy. The Nigerian business environment is facing a lot of problems as a result of epileptic power supply, violent clashes of militant groups, kidnapping, looting, arson, and so on.

### **2.3 Summary of Empirical**

Having review both theoretical and empirical consideration of different authors that study on the related filed, it was observed that there was a lot of mixed findings, most authors agree that entrepreneurship development has impact on employment generation, while some disagree, most of the researcher used secondary sources, while some used primary. Some researchers are associated with weak methodology, while some short observation. Again most of the author's doest check for long and short run analysis of their variables. This study wills bridge this gap by employing a standard survey method.

## **RESEARCH METHODOLOGY**

### **3.1 Research Design**

The study adopted a descriptive research design which helps in obtaining first hand data from the respondents which will enable sound empirical analysis. The primary source of data was used in this study because of the variables that were used in the study. Questionnaires were used to collect data from students selected for this study that are in entrepreneurial. The target population for this study comprises of all the student in the department of entrepreneurial studies (in the selected institutions) whose age group falls between. The population for the study is the students of Chukwuemka Odumegwu Ojukwu University (Uli Campus, Igbariam Campus and University Teaching Hospital Amaku), Nnamdi Azikwe University (University Main Campus and Nnamdi Azikiwe University Teaching Hospital; Nnewi) and Nwafor Orizu College of Education, Nsugbe. The total number of students in department of entrepreneurial studies in Nnamdi Azikiwe University is seven hundred and twenty-five (725), (NAU Student Affairs Unit, 2017) while that of Chukwuemeka Odumegwu Ojukwu University is five hundred (515), (COOU, Student Affairs Unit,2017) and Nwafor Orizu College of Education Nsugbe is fifteen thousand, four hundred and seventy-nine (15,479), (NOCEN, Student Affairs Unit,2017) making it a total number of 57, 710 students.

Nnamdi Azikiwe University has few campuses but the researcher made use of the university main Campus and Nnamdi Azikiwe University Teaching Hospital Nnewi as part of the size for the study. Also, the three campuses under Chukwuemeka Odumegwu Ojukwu University which are Igbariam Campus, Uli Campus and University Teaching Hospital Amaku were all taken into consideration. The main Campus of Nwafor Orizu College of Education Nsugbe was equally included in the study. Anambra state has a total of eight higher Education Institutions

### **3.2 Sample size determination**

According to kerlinger (1973) simple random sampling is the method of drawing a portion of population or universe so that each member of the population has an equal chance of being

selected. The population size of the study is fifty-seven thousand seven hundred and ten (57,710) students

For the fact that it is practically impossible to conveniently handle all the respondents of the selected institution in Anambra state, the researcher applied the statistical formula devised by Taro Yamane (1964), which states:

$$n = \frac{N}{1+N(e)^2}$$

Where

n= Sample size of the study

N = Population

1 = Constant value

e = Error margin assumed to be (5%)

Applying this formula, we have

$$n = \frac{N}{1+N(e)^2}$$

$$n = \frac{57710}{1+57710(5\%)^2}$$

$$n = \frac{57710}{1+57710(0.0025)}$$

$$n = \frac{57710}{1+105.58}$$

$$n = \frac{57710}{144.28}$$

$$\text{Sample size} = 399$$

### 3.3 Method of Data Analysis

Statistics such as frequency count and percentages were used in the analysis of personal characteristics while research hypotheses were tested using Simple Regression Analysis (SRA). The research hypotheses were tested at 0.05 level of significance. Analysis was carried out with the aid of Econometric view (E-view) version 9.0

## PRESENTATION ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data obtained from the respondents through the administered questionnaire. Three hundred and ninety-nine (399) were administered among the staff of selected institution However, three hundred and seventy-two (372) copies of questionnaire were retrieved. Therefore, the analysis and interpretation of data were only based on the returned questionnaire.

#### 4.1 Bio-data of the Respondents

##### Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	205	47.3	55.1	55.1
	FEMALE	167	38.6	44.9	100.0
	Total	372	85.9	100.0	

Sources: SPSS Output 2021

The above table reveals that the two hundred and five of the respondents which represents (55.1) persons were male respondents, while one hundred and sixty-seven (167) respondents which represent 44.9% were female respondents. By implication, male respondents were more than female respondents by 10.1% in our selected population sample for this study. The implication of this is to enable us to know the number of female and male that successfully returned their questionnaire.

##### STATUES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MARRIED	323	74.6	86.8	86.8
	SINGLE	49	11.3	13.2	100.0
	Total	372	85.9	100.0	

Sources: SPSS Output 2021

In the table above, out of the three hundred and seventy-two (372) respondents, three hundred and twenty-three (323) of the respondents were married. While forty-nine (49) respondents which represent 13.2 percent are single. It is therefore glaring that the majority of the respondents are married as at the time of this study. Thus marital status table help us to know the number of single and married respondents that answered the distributed questionnaire.

##### AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25	278	64.2	74.7	74.7
	26-30	94	21.7	25.3	100.0
	Total	372	85.9	100.0	

Sources: SPSS Output 2021

The table above shows that respondents whose age bracket falls between 18-25 yrs were two hundred and seventy-eight (278) which represents 74.7 percent. This is followed by those with age bracket of 26-30 years with ninety-four (94) which represents 25.3 %. The implication of this age distribution is to enable us to check if the questionnaire was directed to the right age group.

## 4.2 Hypothesis Testing

1. H0: There is no significant relationship between entrepreneurship education curriculum content and entrepreneurial skills in undergraduates in Anambra State.

### ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3242.5981	3	1794.190	6.742	.015
Within Groups	6734.279	371	378.389		
Total	77436.800	372			

Source: SPSS Version 21, 2021

The test table reveal that wide significance value (F. sig<.05) indicate group differences. Since the F- value of 6.742 which has a significance of .015 is less than .05 (i.e .001<.05), there exist no group difference among the variables. Therefore, There is significant relationship between entrepreneurship education curriculum content and entrepreneurial skills in undergraduates in Anambra State.

### Hypotheses Three

H0: Facilities does not enhance entrepreneurial skills among undergraduates Anambra State.

### ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2839.200	1	1419.600	7.807	.088
Within Groups	8597.600	371	505.741		
Total	11436.800	371			

Source: SPSS, Version, 2021

From the regression result, we discover that in the F-statistics column the value for Management Stress is 7.807, while its probability is 0.88 since its probability is greater than 0.05% desired level of significance, we reject the null hypothesis and accept alternative hypothesis, which states Facilities enhances entrepreneurial skills among undergraduates Anambra State.

## CONCLUSION AND RECOMMENDATION

### 5.1. Conclusion

The study which utilized evidence from available literatures examines entrepreneurship education and the enhancement of entrepreneurial skills among undergraduates in Anambra State. The review of the literatures revealed that the most difficult socio-economic problem facing undergraduates particularly in Anambra state is the growing number of unemployed youth roaming the streets. There are teaming numbers of youth without jobs, thereby affecting their socio-economic status. The research findings from most of the previous studies conducted



indicated that offering entrepreneurship education course is helping students in development of favourable entrepreneurial attitude and also has a positive effect on students' entrepreneurial attitude. Therefore, there is strong ascertaining that attitude plays very important role in determining the learning behaviours of students in schools. Thus, the current introduction of entrepreneurship education in the school curriculum is a welcome development. This is because it will be helpful in training, reorienting as well as motivating students toward entrepreneurial activities. The intentions of the students may be aroused and geared toward forming businesses at the end of their university studies. Furthermore, Entrepreneurs create value by shifting the resources of the society from lower to higher yields; Entrepreneurs practice should be aimed at a sound business practices but should bring a high integrity of their business with that of the society and its needs. An entrepreneur should look beyond the bottom line of monetary benefit and should have a higher sense of responsibility. Entrepreneurs are to be more ambitious by trying to tackle the major issues in the society which requires an immediate attention and bring about changes in the society, if this is done, Entrepreneurs will realize that they have gained self-esteem. They will feel good by "giving back to society"; they will as well feel they are new and recognized entrepreneurs for being socially responsible. They can work with a passion. They will be more successful in their business and will make a difference in the way entrepreneurship is done; ultimately the way they are seen by others will be changed.

## **5.2 Recommendation**

- i. Students should be encouraged by the facilitators beyond entrepreneurship practicals/projects, to kick- start the business ventures in a micro/ small level based on the skills acquired in the school;
- ii. Universities management through the Centre for Entrepreneurship Development should always organize an exhibition programme on academic sessional basis, inviting stakeholders both from the public and private sectors, to evaluate students entrepreneurial activities;
- iii. Universities management through the Centre for Entrepreneurship Development should work in collaboration with the existing entrepreneurs/ business organizations around them in providing entrepreneurship training to students in order for them to develop self-employment initiatives through the course;

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