

An Exploratory Research on Entrepreneurship Development Programmes and Venturing Intentions of Students of Ignatius Ajuru University of Education, Port Harcourt, Nigeria

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Abstract: *The fundamental objective of this study is to carry out an in-depth study of entrepreneurial development programme and venturing intention of students of Ignatius Ajuru university of education. The current global economic realities of the inability of governments to provide employment for its citizens have coursed a decline in entrepreneurship development programmer in Nigeria. The study utilized survey research design and it was discovered that there is a positive but weak relationship between entrepreneurship education method and desirability of self-employment. However, robust studies have not been done to address the relationship between entrepreneurship program and business performance. Therefore it is recommended that entrepreneurship education should become a compulsory programme from kindergarten to higher institutions of nations as this will bring in an E-generation revolution, which will change our nation forever. The students should be encouraged to acquire at least one skill before graduating from the university.*

Introduction

One of the cardinal objectives of every government is job creation. Job creation helps an economy to achieve full employment and economic growth and development of different developed and developing nations of the world, and it is one of the four macroeconomic objectives of every nation to create job opportunities to those who want to work. Nigeria has been bedeviled with high unemployment rate, which has resulted to dearth in entrepreneurial education in Nigeria. Human development will definitely be grossly undermined and impaired without employment. Awogbenle and Iwuamadi (2010) argued that the solution to the problems of mass unemployment, low productivity, high inflation and poverty will depend on how swiftly a nation is able to develop the millions of its labor force into a knowledgeable and skilled people needed for the required change. The role of entrepreneurship in job creation, economic growth and development cannot be overemphasized. The current global economic realities of the inability of governments to provide employment for its citizens have coursed a decline in entrepreneurship development programme in Nigeria. In addition, the global trend of countries tending towards capitalism makes entrepreneurship an important issue of discussion in the world, because at the heart of capitalism is 'the private enterprise', which stresses entrepreneurship and ownership of private properties. The causality factor is clear to all

that it is the entrepreneurship that brings the needed economic development and not the other way round. As it is globally today, Entrepreneurship development remains the missing link in our quest for a rapid and sustainable economic development as a nation.

The increasing rate of unemployment in Nigeria and the realization that her economic and developmental goals may not be attained without a viable small and medium enterprises sector prompted the Nigerian government to introduce entrepreneurship development of all students enrolled in institutions of higher learning. Government's decision was informed by the positive effects entrepreneurship has had on the economies of many countries in terms of facilitating wealth creation, employment generation, resources utilization, firms' survival and technological change (Anyagou, 2009; Arogundade, 2011; Tende, 2011; Ojeifo, 2013). In spite of this, entrepreneurship development has not fully be addressed in Nigeria institution especially those in Ignatius Ajuru University of education. However, this work is design to address entrepreneurship development program in Ignatius Ajuru University of education.

Literature Review

This literature review attempts to discuss the various literature related to entrepreneurship Development Programmed which has effect on venturing Intentions of youths in Nigeria. Also, discuss is the theory related to the entrepreneurial development.

Entrepreneurship Development

This refers to a programme designed to help a person in strengthen his/her entrepreneurial motive and in acquiring skills and capabilities necessary for playing his/her entrepreneurial role effectively. It is very necessary to promote ones understanding to motives, motivation pattern, their impact on behavior and entrepreneurial value. A programme which seeks to do this can qualify to be called as EDP. In other words A EDP is primarily concerned with developing and motivating entrepreneurial talent and growing people to be effective entrepreneurs and to increase the pace at which new businesses or ventures are born. An entrepreneur make use of the factors of production to the fullest advantage of the society, create innovations, generate employment, improve the standard of living of people, develop backward areas etc. EDP has an important role to play in solving the unemployment problem. Many terminologies are used to represent Entrepreneurship Development these are; Entrepreneurship Training/Learning, and Entrepreneurship Education which are used sometimes interchangeably with Entrepreneurship Development.

Entrepreneurship Development is known to be the bed rock of developed economies. The economic and social realities of today have made it imperative for orientation and re-orientation of people and government towards entrepreneurship and private sector based economy for years now. Entrepreneurship Development also refers to the process of improving the skills and knowledge of entrepreneurs through various training and classroom programs. One of the earliest debates in entrepreneurship literature is whether entrepreneurs are born or made. This debate reflects two extreme positions in which one group opined that "entrepreneurs are born", on the other side are those who believed that "entrepreneurs are made" this nature/nurture debate has been on for centuries and continue to linger till today because it is not a question that can be easily wished away. But a widely literatures review of entrepreneurship and business creation have reviewed

an important links between entrepreneurship education, business creation and entrepreneurial performance with this it seems that those who asserted that entrepreneurship can be learned using differentiated policies and instruments in education have won the line. Despite the discussion whether entrepreneurs are born or made, most accept that entrepreneurship, or certain facets on it, can be taught, or at least encouraged, by entrepreneurship education (Kuratko, 2005).

Dimension of Entrepreneurship Program

Entrepreneurial Education:

Entrepreneurship education is aimed at providing a comprehensive overview of the current state of entrepreneurship education and the challenges it face in the digital age (Jarcinto, Maria (2023) Similarly, entrepreneurship education refers to the Cognitive Domain approach of knowledge which deals with the knowledge of business and entrepreneurship principles through curriculum and content design or classroom learning. It features contain the learning of Basic business principles, Entrepreneurship principles, management skills, venture idea selection & evaluation, venture feasibility Analysis, Business plan development, financing, marketing, Book keeping basics, Human management and Growth management (Jarcinto, Maria (2023)

It is focused on developing youth with the passion and multiple skills. It aims to reduce the risk associated with entrepreneurship thought and guide the enterprise successfully through its initial stage to the maturity stage. According to Brown (2000) entrepreneurial education is designed to communicate and inculcate competencies, skills and values needed to recognize business opportunity, organize and start new business venture. Gorman, Hanlon, and King, (1997) point out that entrepreneurship education is an educational program that is focused on impacting students with issues on entrepreneurship. Other studies have listed out some approaches related to what the contents of a good entrepreneurship education programme that are skill-built oriented. These include; leadership, negotiation, creative thinking, exposure to technology, invention and innovation (McMullan and Long, 1987) opportunity identification, venture capital, idea generation and protection, tolerance for ability, ability to tackle challenges at different entrepreneurial stages, personality traits, ability to write and communicate business plan, new venture development, ability to diagnosis business performance, networking and mentorship, environmental analysis, computer and simulation skills, case studies, films and videoing, field and company analysis (Ottih, 2016). (Rice and Zeithamal, 1987; Hood and Young Davidson (2002)

Relating education to entrepreneurship, studies by different scholars revealed that there are different perspectives and approaches that can be adopted since the current model of higher education is stifling the creative soul of our students. Students aren't taught or rewarded to think outside the box. They are taught how to pass tests only which has resulted to decline in entrepreneurial student development. In view of this it is deduced that the system does not in any way beneficial to entrepreneurship students with startup aspiration (Bernhard, 2023). The adoption of approaches like leadership commitment, negotiation, creative thinking, exposure to technology, will depends on the institutional decision and programme design. Aside formal class room setting, researchers are of the view that entrepreneurship can also be communicated through conferences, seminars, journal publications, workshop programmes and using the platform of research centers enhancement in the quality of entrepreneurial education in our institutions increases the

level of youth's attitude towards entrepreneurship development. As was predicted by Vesper (1974) entrepreneurship education is one of the areas that have developed relevant knowledge in our time. Evaluating the effect of education on entrepreneurship, Miettinen (2006) opined that a great deal of emphasis is placed on interaction between education and industry, expert exchanges and the transfer of knowledge from educational establishment to business. Education either about or for entrepreneurship (Lichtenstein, & Lyons, 2921) helps in new business creation, development of entrepreneurial process and issues that have to do with theories and management of entrepreneurial ventures.

Venturing Intentions:

Generally, intention is the cognitive state prior to executing a behaviour (Bakotic, D. & Kruzic, (2010). Entrepreneurial intention is the search for information that can be used to help fulfill the goal of venture creation. Wood (2011) observed that entrepreneurial intention is a state of mind that people wish to create a new firm or a new value driver inside existing organizations. Entrepreneurial intentions is the intentions to possess a venture (Mico, 2023) intentions to begin a business and intentions to become self-employed (Mico, 2023). The first phase in the course of establishing a new business is the self-employment intention Moreover, early vocational ambitions were mostly a suitable indicator of occupational decision and it was possible that students in tertiary institution would be liable to pursue self-employment. The intention to start-up business is mainly based on the Ajzen's theory. The underlying premise is that some individuals possess the knowledge, skills and contacts that should allow them to be 'good' at entrepreneurship and recognizing this they form the intention to become an entrepreneur. In effect they form the impression that they possess the human resources and can gain access to the other resources needed to behave entrepreneurially.

Sofia (2013). defines entrepreneurial intentions as "self-acknowledged convictions by individuals that they intend to set up new business ventures and consciously plan to do so at some point in the future". Entrepreneurial intentions are considered to be the foundation for understanding the new venture creation process This is mostly so because they precede entrepreneurial action Sousa, 2018) Given the foregoing, entrepreneurship is considered to be a planned and intentional activity that can be understood by studying individuals' entrepreneurial intentions. The theory of planned behaviour suggests that individuals' intentions are the most important immediate determinant of whether they will perform a particular action or not. This suggests that the theory of planned behavior has important implications for behavioral interventions that have been designed with the main purpose of changing intentions and behaviour. Thus, venturing intention is concerned with the inclination of a person to start an entrepreneurial activity in the future

Dimention of Venturing Intention Desirability of Self –Employment

Heliona (2023) Desirability is defined as the degree of attractiveness for the person to create a new business. Self-employment is defined as the employment of employers, workers who work for themselves, members of producers' co-operatives, and unpaid family workers. The latter are unpaid in the sense that they lack a formal contract to receive a fixed amount of income at regular intervals, but they share in the income

generated by the enterprise. The first phase in the course of establishing a new business is the self-employment intention (Heliona, 2023). The desire to go into business or to form a company is often enhanced by an individual's culture, family, peers and nature of education and training. A culture that extols and values handwork, personal achievement and successful business formation will definitely attract more of their people into entrepreneurship than cultures that are not supportive of business venturing. This proposition is supported by (Ruskovaara, Elena, & Timo Pihkala, 2013) who stated that the entrepreneurial event of individuals' attitude, feelings and values which were a consequence of own distinctive social environment or instance peers, families, educational and professional influences) was as a result of the influence of their perception of desirability of self-employment. Besides, individual needs to see the performance of an entrepreneur as desirable before the likely intentions to be self-employed is to be framed.

The Review of Related Empirical Studies

This section attempts to discuss some empirical studies as it relates to this work. The recent studies of (Peterman, & Kennedy, 2003; Fayolle, 2006) confirm a positive impact of entrepreneurship education programs on intentions. Peterman & Kennedy (2003) surveyed a sample of secondary school students enrolled in the Young Achievement Australia (A) enterprise program. They use a pre-test post-test control group research design. The findings of Peterman & Kennedy (2003) suggest that the enterprise program favorably influenced participants' perceptions of both desirability and feasibility. In a similar vein, Sofia (2013) conducted a study on the Impact of entrepreneurship education programs on entrepreneurial intentions an application of the theory of planned behavior on a Master Thesis submitted to the Erasmus School of Economics Rotterdam 2013, Erasmus University of Rotterdam, Erasmus Centre for Entrepreneurship and find a positive relationship between entrepreneurship education program entrepreneurship intention. Fayoll (2006) provide evidence for a positive impact of entrepreneurship education program on entrepreneurial intention of students. Sivarajah and Achchuthan (2023) carry out a study on entrepreneurial Intention among undergraduates students and found a positive relationship between entrepreneurship education and entrepreneurship venturing intention.

Methodology

Research Design

The survey and correlational research designs were adopted in this study. The targeted population size of 1650 students which comprised of students from the Faculty of Business Studies, Fine Arts and Home economics of Ignatius Ajuru University of Education were used in this study. In this study, the sample size of 644 was used. This sample size was arrived at by doubling the number determined by the use of Taro Yamene formular which was 322. The sample size was increase to 644 based on the recommendation of Nwankwo (2016) which established that the sample size gotten from the use of Taro Yamene formular only serve as a guide to the determination of the minimum sample size to be selected from a given population for inference purposes and that any number less than that will amount to an inaccurate result.

Data Presentation, Analysis and Interpretation.**Table 1: The Summary of Multiple Linear Regression analysis on the relationship between Entrepreneurship development programme Dimensions and Desirability of self-employment**

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	0.897027	0.146845	6.108655	0.0000
Entrepreneurship method	0.006270	0.026366	0.237826	0.8121

Source: Research survey data (E-views output) 2024)

Table 2.1: Descriptive statistics on the mean responses of the students on the dimensions of entrepreneurship development programme

SN	Entrepreneurship method	Education	SA	A	U	D	SD	Mean	SD	Decision
1	I attribute most of my knowledge of entrepreneurship to my formal education.		105	240	30	60	52	3.59	1.25	Agreed
2	I understand and have acquired knowledge of Business Managerial, marketing, financial and operational skills.		61	374	30	22	0	3.97	0.61	Agreed
3	I have high technical skills for running a business (e.g. Book keeping, payroll preparation, Inventory Management and analysis).		121	270	74	22		4.01	0.76	Agreed
4	I have the ability to bring a business venture to fruition through educational knowledge acquired.		183	200		74	30	3.89	1.24	Agreed
	Grand mean							3.93	0.42	Agreed

Table 2.1 shows that the students strongly agreed that they have high technical skills for running a business (e.g. Book keeping, payroll preparation, Inventory Management and analysis) with mean score of 4.01, SD=0.76. This was followed by the fact that they understand and have acquired knowledge of Business Managerial, marketing, financial and operational skills (M=3.997, SD=0.61) and they indicated they have the ability to bring a business venture to fruition through educational knowledge acquired (M=3.89, 1.24). The mean response shows that the students agreed that entrepreneurship education is important (M=3.86, SD=0.56).

Table 2.2: Descriptive statistics on the mean responses of the respondents on the venturing intentions of respondents

	Desirability	SA	A	U	D	SD	Mean	SD	Decision
13	My professional goal is to become an entrepreneur.	209	248	30	0	0	4.37	0.60	Agreed
14	I am ready to do anything to be an entrepreneur.	121	224	90	52	0	3.85	0.92	Agreed
15	I will not accept even a well-paid job, since I do not derive a sense of achievement and satisfaction from it.	74	210	112	91	0	3.55	0.96	Agreed
16	I will make every effort to start and run my own firm.	197	260	30	0	0	4.34	0.59	Agreed
	Grand mean						4.02	.50	Agreed

Table 2.2 shows that the students strongly agreed that they have high desirability of self-employment with mean score of 4.02, SD=0.50. This was followed by the fact that they have feasibly access the desired self-employment (M=3.70, SD=0.81) and they indicated they have the ability to take risk in the course of their venture (M=4.01, SD=0.42). The mean response shows that the students agreed that they have intentions of venturing into business in the future.

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Table 3: Summary of Multiple Linear Regression analysis on the relationship between Entrepreneurship development programme Dimensions and Desirability of self-employment

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Entrepreneurship education method	0.006270	0.026366	0.237826	0.8121

Table 3 shows the summary of multiple Linear Regression analysis on the relationship between Entrepreneurship development programme dimensions and Desirability of self-employment. The Entrepreneurship development programme were proxied by Entrepreneurship education method,

The relationship between Entrepreneurship development programme and Desirability of self-employment was statistically significant at 1% alpha level. Specifically, there is a positive but weak relationship between entrepreneurship education method and desirability of self employment.

Discussion of finding

The results of this study as it relates to entrepreneurship education programs and venturing intentions of youth show a significant relationship. However, the relationship between entrepreneurial education programme and desirability show the existence of a positive but weak relationship. However, the divergence in findings may be due to differences in cultural and organizational settings. Similarly, result of this study is in consonance with the findings of other scholars on the relationship between entrepreneurship education programs on venturing intentions. This section attempts to discuss some empirical studies as it relates to this work. The recent studies of (Peterman, & Kennedy, 2003; Fayolle, 2006) confirm a positive impact of entrepreneurship education programs on intentions. Peterman & Kennedy (2003) surveyed a sample of secondary school students enrolled in the Young Achievement Australia (A) enterprise program. They use a pre-test post-test control group research design. The findings of Peterman & Kennedy (2003) suggest that the enterprise program favorably influenced participants' perceptions of both desirability and feasibility. In a similar vein, Sofia (2013) conducted a study on the Impact of entrepreneurship education programs on entrepreneurial intentions an application of the theory of planned behavior on a Master Thesis submitted to the Erasmus School of Economics Rotterdam 2013, Erasmus University of Rotterdam,

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Conclusion and recommendation

The role of entrepreneurship in job creation, economic growth and development cannot be overemphasized. The current global economic realities of the inability of governments to provide employment for its citizens have coursed a decline in entrepreneurship development programme in Nigeria. Similarly, the study revealed that the relationship between entrepreneurship education curriculum and content and venturing intention dimensions are not statistically significant. This revealed the extent of knowledge deprivation in our schools, that much effort is required in terms of academic entrepreneurship given the insignificant relationship between the construct and venturing intention dimensions such as desirability of self-employment, feasibility of s self-employment and risk taking propensity.

The studies of entrepreneurship education programme and venture intention has been initiated in developed and developing nations of the world. However, robust studies have not been done to address the relationship between entrepreneurship program and business performance. Entrepreneurship education should become a compulsory programme from kindergarten to higher institutions of the nation Nigeria as this will bring in an E-generation revolution, which will change our nation forever. The students should be encouraged to acquire at least one skill before graduating from the university.

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