BUSINESS EDUCATORS RATING OF ENTREPRENEURIAL MEASURES FOR MAKING BUSINESS EDUCATION GRADUATES SELF EMPLOYED IN DELTA STATE

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Abstract
The main purpose of this study was to determine business educators’ rating of entrepreneurial measures for making business education graduates self-employed in Delta State. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The design of the study was descriptive survey and the area was Delta State. Population of the study comprised all 108 business educators in tertiary institutions in Delta State. There was no sampling since the population was manageable. A researcher-developed questionnaire with 19 items which was duly validated by experts in the field was used to collect data. It was structured into 5-point rating scale. The reliability coefficient of the instrument was established using Cronbach Alpha which yielded coefficient values of 0.77 and 0.84 respectively for the two clusters while the overall cluster yielded 0.82 which is high for internal consistency. Mean ratings were used to answer the research questions while the standard deviation was used to determine the homogeneity of the ratings of respondents. The z-test was used in testing the hypotheses at 0.05 level of significance. Findings revealed that the business educators in tertiary institutions in Delta State opined that involving business education students in school-based enterprises and establishing skill acquisition centers for business education students can make graduates self-employed. Based on these findings, it was recommended among others, that administrators and co-coordinators of business education programmes in tertiary institutions in Delta State should develop a culture of entrepreneurship by providing appropriate training that encompasses innovation, personal development, leadership and practical business skills. It was also recommended that administrators of business education programme in tertiary institutions should make it mandatory that every institution of higher learning offering business education should put up skills acquisition centers for the development of appropriate skills necessary for self-employment in a contemporary and economically dynamic society.

**KEYWORDS:** Rating, Entrepreneurial, Measures, Business Education, Graduates, Self-Employed

Introduction
Entrepreneurship education is the identification of the general characteristics of entrepreneurs and how potential entrepreneurs can be trained in management techniques.
needed for effective performance of persons for long time survival of an organization. It includes knowledge in technical education, commercial education and occupational skill development education. This can make the individuals involved to be competent and contribute greatly to national development through the acquisition of fundamental business skills, understanding and ideas to enable him identify problems and proffer lasting solution to such problems in order to have a beneficial effect on both him and the society at large. In response to this call, it has been observed from researches that there is a continuous effort to expand entrepreneurial education programme in order to discover more ways of developing entrepreneurial skills among business education graduates (Ikenga, Udoye & Akiti, 2010).

The need for this expansion points to the fact that business education graduates need more than ever before to be self-employment after their course of study. This is based on the state of affairs and the need to improve on them. The challenge demands that the system and scheme of entrepreneurial management have to be strengthened so that the needed measures that will equip future entrepreneurs are adopted and impacted on students particularly business education students as they hope to move into the wider society and become entrepreneurs.

Entrepreneurial management according to Shane and Venkataraman (2000) is a mode of management that is proactive, opportunity-driven, and action-oriented. In this regard, entrepreneurial management style is evidenced by the firm’s strategic decisions and operating management philosophies. Furthermore, entrepreneurial management tries to establish and balance the innovation abilities of organizations with the efficient and effective use of resources. It can both initiate changes and react to changes quickly and flexibly. Thus, the needs for business education students and graduates to adopt effective entrepreneurial management skills that will enable them become self-reliant, opportunity-driven and action oriented.

In order to equip graduates for self-employment, authors like Thompson (2009) indicated the need to adopt certain measures that will help promote entrepreneurial management skills in the students through the exposure of students to theoretical and practical teaching experiences. In this regard, Vincett and Farlow (2008) postulated that involving business education students’ in school based enterprises (where students identify potential business plans, create and operate small businesses using the school as mini-incubators) could enhance their entrepreneurial management skills for self-employment and self-reliance. In support, Beard (2007) averred that when students are engaged with school based enterprise, they will avail themselves the opportunity of running and managing business venture as students. However, such involvement requires close monitoring and supervision by more experience personnel. Through that means, students can develop many skills such as creative skills, innovative skills, business
management skills, stimulate development of students’ self-actualization, stimulate students’ interest in the study of business education, help to translate theoretical principles into practical design for problems solving, business ethics and conducts which are needed to make them self-reliant upon graduation.

However, Okonkwo (2014) in another perspective maintained that establishing an enterprise college or skill acquisition centre for students would help promote the acquisition of entrepreneurship skills and competencies. Okonkwo noted that skill acquisition centers would help develop such skills as business management skills, work-based knowledge, innovative skills, creative skills, motivational skills, technical skills, personal entrepreneurial skills, accountability skills, and administrative skills, proper inter-personal and communicative skills.

However, these views are theoretical in nature and have not been empirically proven to be effective in making business education graduates self-employed in Delta State. It is against this background that the researchers empirically investigated entrepreneurial measures for making business education graduates self-employed in Delta State.

Statement of the Problem

In Nigeria today, the need of the society is the creation of more jobs, not just by the government but graduates who are leaving school. Unfortunately, the training given to students while in school and which is expected to equip them adequately for the world of work and also enable them to become self employed seem to be in greater part theoretically biased. It has been found out that there is a clear mismatch between the training given to students at school and the skills expected in the real business world.

The problem of this study is that there seem to be an increased rate of unemployment amongst graduates in the Delta State especially those in the business education programme. The incidence of unemployment has resulted in the rise in crime rate in the zone. There seems to be no clear evidence of the major causes of these problems but actual observations indicate that the students are not properly equipped with practical educational measures that will enable them be self employed. This study is therefore designed to empirically ascertain the entrepreneurial measures for making business education graduates self employed in Delta State.

Research Questions

The following research questions guided the study. In the opinion of business educators, to what extent can:

1. Involving business education students’ in school-based enterprises make business education graduates self-employed?
2. Establishing skill acquisition centers make business education graduates self-employed.

Hypotheses
The following null hypotheses were tested at 0.05 level of significance.
1. There is no significant difference between the mean ratings of business educators from the universities and those from the colleges of education on the extent involving business education students in school-based enterprises can make business education students self-employed.
2. There is no significant difference between the mean ratings of business educators from the Universities and those from the colleges of education on the extent establishing skill acquisition centres for business education students can make business education students self-employed.

Method
Descriptive survey research design was adopted for the study. The study was carried out in Delta State. The State has twenty five local government areas with six tertiary institutions offering business education programme namely; Delta State University, Abraka; Federal College of Education (Technical), Asaba; College of Education, Agbor; College of Education, Morsuger and College of Education, Warri. The population of the study comprised all the 108 business educators in tertiary institutions in Delta State. Instrument used for data collection was a structured and validated questionnaire. The Cronbach Alpha coefficient for the two clusters of the questionnaire yielded co-efficient values of 0.77 and 0.84 respectively with an over-all co-efficient value of 0.82 which indicated that the instrument was deemed reliable for the study. Data collected from the respondents were analyzed using descriptive statistics such as mean and standard deviation. The mean value was used to provide answers to the five research questions while standard deviation was used to determine the harmony in the opinions of the respondents. The z-test was used to test the hypotheses at 0.05 level of significance. Any items with mean rating between 4.50-5.00 can make business education graduates self-employed to a very high extent, an item with mean rating of 3.50-4.49 will be regarded as high extent and an item with 2.50-3.49 will be regarded as moderate extent. Furthermore, an item with mean rating of 1.50-2.49 will be regarded as low extent while an item with mean rating between 0.50-1.49 will be regarded as very low extent. For the hypotheses testing, where the calculated z value is less than critical value of z the hypothesis was accepted. Conversely, where the calculated z value is greater than or equal to the critical z value the null hypothesis was rejected.
Results

Research Question 1
To what extent can involving business education students’ in school-based enterprises make business education graduates self employed?

To provide answer to this research question, items 1-8 on the questionnaire were analyzed and presented in Table 1.

Table 1: Respondents’ mean ratings on the extent involving business education students in school based enterprises can make business education graduates self-employed (N=108)

<table>
<thead>
<tr>
<th>Items on involving business education students’ in school based enterprises</th>
<th>( \bar{X} )</th>
<th>S</th>
<th>D</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Setting up contributive enterprises like cooperative societies by students</td>
<td>4.46</td>
<td>0.72</td>
<td>High Extent</td>
<td></td>
</tr>
<tr>
<td>2. Involving students in setting up business centres for printing and photocopying of documents</td>
<td>4.11</td>
<td>0.87</td>
<td>High Extent</td>
<td></td>
</tr>
<tr>
<td>3. Involving students in school rental services</td>
<td>4.32</td>
<td>0.86</td>
<td>High Extent</td>
<td></td>
</tr>
<tr>
<td>4. Involving students in departmental web page design enterprise</td>
<td>4.23</td>
<td>0.81</td>
<td>High Extent</td>
<td></td>
</tr>
<tr>
<td>5. Involving students in creating a photography studio</td>
<td>4.09</td>
<td>0.89</td>
<td>High Extent</td>
<td></td>
</tr>
<tr>
<td>6. Encouraging students to get involved in the operation of the school/department word processing centre</td>
<td>4.08</td>
<td>0.92</td>
<td>High Extent</td>
<td></td>
</tr>
<tr>
<td>7. Involving students in the establishment of the departmental transport service</td>
<td>4.15</td>
<td>1.01</td>
<td>High Extent</td>
<td></td>
</tr>
<tr>
<td>8. Involving students in the establishment of a faculty/departmental restaurant</td>
<td>4.29</td>
<td>0.89</td>
<td>High Extent</td>
<td></td>
</tr>
</tbody>
</table>

Cluster Mean 4.22 High Extent

Data presented in Table 1 reveal that the respondent’s rated involving business education students in school-based enterprise to a high extent as reflected in items 1-8 with mean ratings ranging from 4.08 to 4.32 with a cluster mean of 4.22. The cluster mean of 4.22 indicates that the respondent’s held that involving business education students in school based enterprises can make business education graduates self employed.

Research Question 2
To what extent can establishing skill acquisition centers make business education graduates self-employed?

To provide answer to this research question, items 9-19 on the questionnaire were analyzed and presented in Table 2.
Table 2: Respondents mean ratings on the extent establishing an enterprise college for students can make business education graduates self-employed (N=108)

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items on Establishment of enterprise college</th>
<th>X</th>
<th>S</th>
<th>D</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Establishment of a fashion centre</td>
<td>4.49</td>
<td>0.67</td>
<td>7</td>
<td>High Extent</td>
</tr>
<tr>
<td>10</td>
<td>Establishment of a carpentry training centre</td>
<td>4.18</td>
<td>0.9</td>
<td>9</td>
<td>High Extent</td>
</tr>
<tr>
<td>11</td>
<td>Establishment of a business management training centre</td>
<td>4.15</td>
<td>0.99</td>
<td>9</td>
<td>High Extent</td>
</tr>
<tr>
<td>12</td>
<td>Establishment of an accounting training centre</td>
<td>4.30</td>
<td>0.89</td>
<td>9</td>
<td>High Extent</td>
</tr>
<tr>
<td>13</td>
<td>Establishment of a computer training centre</td>
<td>4.18</td>
<td>0.82</td>
<td></td>
<td>High Extent</td>
</tr>
<tr>
<td>14</td>
<td>Establishment of a journalism training centre</td>
<td>4.05</td>
<td>1.07</td>
<td>7</td>
<td>High Extent</td>
</tr>
<tr>
<td>15</td>
<td>Establishment of a logistics training centre</td>
<td>4.26</td>
<td>0.99</td>
<td>9</td>
<td>High Extent</td>
</tr>
<tr>
<td>16</td>
<td>Establishment of a photography training centre</td>
<td>4.27</td>
<td>0.75</td>
<td>8</td>
<td>High Extent</td>
</tr>
<tr>
<td>17</td>
<td>Establishment of an agricultural training centre</td>
<td>4.18</td>
<td>0.84</td>
<td>9</td>
<td>High Extent</td>
</tr>
<tr>
<td>18</td>
<td>Establishment of an advertising and marketing training institute</td>
<td>4.21</td>
<td>0.84</td>
<td>9</td>
<td>High Extent</td>
</tr>
<tr>
<td>19</td>
<td>Establishment of an event management training institute</td>
<td>4.22</td>
<td>0.89</td>
<td>9</td>
<td>High Extent</td>
</tr>
</tbody>
</table>

Cluster Mean 4.23 High Extent

Data in Table 2 reveal that the respondents rated establishing enterprise college to a high extent as reflected in items, 9, 10, 11, 12, 13, 14, 15, 16, 18 and 19 with mean ratings 4.49, 4.18, 4.15, 4.30, 4.18, 4.05, 4.26, 4.27, 4.18, 4.21 and 4.22 respectively. The cluster mean of 4.23 indicates that the respondents held that establishing skill acquisition centers for business education students can make business education graduates self-employed.

Hypothesis 1

There is no significant difference between the mean ratings of business educators from the universities and those from the colleges of education on the extent involving business students in school-based enterprises can make business education students self-employed.

Analysis of data in respect of this hypothesis is shown in Table 3.

Table 3: z-test analysis of respondents’ mean ratings on how effective involving business education students in school-based enterprises will make graduates self-reliant

<table>
<thead>
<tr>
<th>Variable Decision</th>
<th>N</th>
<th>X</th>
<th>S</th>
<th>Df</th>
<th>α</th>
<th>z-cal.</th>
<th>Z.crit.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uni. Bus. Educators</td>
<td>2</td>
<td>1.38</td>
<td>0.79</td>
<td>9</td>
<td>106</td>
<td>0.05</td>
<td>1.960</td>
<td>Not Sig.</td>
</tr>
<tr>
<td>COE Bus. Educators</td>
<td>8</td>
<td>4.11</td>
<td>0.93</td>
<td></td>
<td>8</td>
<td>0.05</td>
<td>1.36</td>
<td>Not Sig.</td>
</tr>
</tbody>
</table>
Data in Table 3 show that the calculated z-value of 1.36 at 106 degree of freedom and at 0.05 level of significance is less than the critical value of 1.960. This shows that there is no significant difference in the mean ratings of business educators in universities and colleges of education on the extent involvement of business students in school-based enterprises can make business education graduates self employment. Therefore, the hypothesis was accepted.

**Hypothesis 2**

There is no significant difference between the mean ratings of business educators from the universities and those from the colleges of education on the extent establishing skill acquisition centres for business education students can make business education students self-employed.

Analysis of data in respect of this hypothesis is shown in Table 4.

### Table 4: z-test analysis of respondents' mean ratings on how establishing skill acquisition centres is considered effective for making business education students self-reliant

<table>
<thead>
<tr>
<th>Variable Decision</th>
<th>N</th>
<th>$\bar{x}$</th>
<th>S</th>
<th>Df</th>
<th>$\alpha$</th>
<th>z-cal.</th>
<th>Z.crit.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uni. Bus. Educators</td>
<td>2</td>
<td>4.24</td>
<td>1.11</td>
<td>1</td>
<td>0.05</td>
<td>-1.76</td>
<td>1.960</td>
<td>Not Sig.</td>
</tr>
<tr>
<td>COE Bus. Educators</td>
<td>8</td>
<td>4.48</td>
<td>1.26</td>
<td>1</td>
<td>0.05</td>
<td>-1.76</td>
<td>1.960</td>
<td>Not Sig.</td>
</tr>
</tbody>
</table>

Data in Table 4 show that the calculated z-value of -1.76 at 106 degree of freedom and at 0.05 level of significance is less than the critical value of 1.960. This shows that there is no significant difference in the mean ratings of business educators in universities and colleges of education on the extent establishing skill acquisition centres for business education students can make graduates self-employed. Therefore, the hypothesis was accepted.

**Discussion**

Findings in the first research question showed that business educators in tertiary institutions in Delta State rated involving business education students in school-based enterprises can make business education graduates self-employed to a high extent. This is in line with the views of Gugerty, Foley, Frank and Olson (2010), who posited that school-based enterprises will benefit the school and the students by placing students in leadership positions in a safe business environment, engaging students in the logistics of starting a small-scale business operation, providing an opportunity for students to learn shared governance in a business setting, developing the students’ personal responsibilities, developing group problem solving and decision making, empowering students to become general managers in enterprises, developing responsibilities in the
students from ethical, social and economic perspectives and promoting academics as a link to long term achievement. Supporting this view, Okoro (2010) revealed that through engaging in business activities like establishing computer centers, browsing centres, business and publishing centers and consultancy services, business education graduates can be self reliant.

The test of the first null hypothesis revealed that business educators in universities and colleges of education did not differ significantly in their mean ratings on the extent involvement of business students in school-based enterprises can make graduates’ self-employed. This finding is in consonance with that of Okoro (2010) and Ikenga, Udoye and Akiti (2010), who agreed that involving students in school based enterprises will increase their entrepreneurial intention hence increasing their ability to become self reliant upon graduation.

The findings relative to the second research question showed that business educators in tertiary institution in Delta State rated that establishing skill acquisition centers for business education students can make business education graduates self-employed. This agreed with the views of Morrison, Agosiobi and Obocha (2014) who stated that skill acquisition centres enhance the inculcation of skills that would enable an individual to hold onto something as a sure means of livelihood and functionality in society. Ibe (2001) in support opined that students learn faster and better when what they learn they also see physically. This is more realistic when practical (entrepreneurial) skills are involved.

The test of the second null hypothesis revealed that business educators in universities and colleges of education did not differ significantly in their mean ratings on the extent establishing skill acquisition centers for business education students can make graduates self-employed.

Conclusion

In view of the findings of this study, it is concluded that business educators in tertiary institutions in Delta State saw involving business education students in school-based enterprises and establishing skill acquisition centers for business education students as veritable means of making business education graduates self-employed.

Recommendations

Based on the findings of this study, the researcher proffers the following recommendations:

1. Heads of Departments of business education programme in tertiary institutions should bring out innovative ideas that will promote entrepreneurship skills development amongst students. This can be done through the establishment of
school based enterprises like departmental café, business centers, and bookshops and so on.

2. The administrators and co-coordinators of business education programmes in tertiary institutions in Delta State should develop a culture of entrepreneurship by providing appropriate training that encompasses innovation, personal development, leadership and practical business skills. Ensure training opportunities can be accessed through formal and non-formal channels.

3. Administrators of business education programme in tertiary institutions should make it mandatory that every institution of higher learning engaged in business education should put up skills acquisition centers for the development of appropriate skills necessary for self-employment in a contemporary and economically dynamic society.
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