

STRATEGIES TO PROMOTE ENTREPRENEURSHIP EDUCATION AMONG TERTIARY EDUCATION STUDENTS IN DELTA STATE

Rita Nneka Udoeye, Ph.D

*Department of Accounting Edu.,
School of Business Education,
Federal College of Education (T), Asaba
Email: ritaudoeye@gmail.com*

Mba Paul T.

*Department of Accounting Edu.,
School of Business Education,
Federal College of Education (T), Asaba*

Abstract

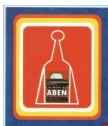
This study is on strategies to promote entrepreneurship education among tertiary education students in Delta state and the descriptive survey design was adopted for the study. The population included all final year students of Delta state university, Abraka, Federal College of Education (Technical), Asaba, Delta state College of Education, Ogwusi-uku, and Delta state polytechnic, Ozoro, Delta state college of Education, Agbor and warrior respectively. All final year students in these various institutions were selected, making a total number of 1600 (one thousand, six hundred) respondents. Three research questions were raised: mean was used to analyze the data. The findings of the study are: Entrepreneurship Education will provide life and occupational skill, enhance the potential of individual and reinforce self sufficiency and improve quality of life. It was recommended amongst others that there should be participation by every student regardless of area of specialization in any institution making efforts to develop entrepreneurship.

Keyword: Strategies To Promote Entrepreneurship Education.

Introduction

Many Nigerians are becoming worried about high rate of youth unemployment and therefore the need for government to provide employment means for its youths to meet the global challenges of wealth creation. An entrepreneur can be seen as an innovative individual who has developed an ongoing business activity where none existed. Babalola (2010), defined an entrepreneur as a person who possesses the ability to recognize and evaluate business opportunities, assemble the necessary resources to take advantage of them and take appropriate action to ensure success. Entrepreneurs are people who constantly discover new markets and try to figure out how to supply those markets efficiently and make a profit. He is a person that searches for change, responds to change and exploits change by converting change into business opportunity. (Udoeye, 2006).

Oviawe (2010), defined entrepreneurship as the act of starting a company, arranging business deals and taking risks in order to make a profit through the skills acquired through education. According to Omolayo (2010), entrepreneurship can be



described as the process of bringing together creative and innovative ideas and coupling these with management and organizational skills in order to combine people, money and resources to meet an identified need and create wealth. In the same vein, Nwangwu (2007), opined that entrepreneurship education is a process of bringing together the factors of production, which include land, labour and capital so as to provide a product or service for public consumption.

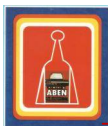
However, the operational definition of entrepreneurship education is the willingness and ability of a person or persons to acquire educational skills to explore and exploit investment opportunities, establish and manage a successful business enterprise. Entrepreneurship education seeks to provide student with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Variations of entrepreneurship education are offered at all levels of schooling from primary school to university programmes. What makes entrepreneurship education distinctive in its focus on realization of opportunity where management education is focused on the best way to operate existing hierarchies. Both approaches share an interest in 'profit maximization' in some form which in non-profit organization or government can take the form of increased services or decreased or increased responsiveness to the citizen (Ajao, 2007).

The need for entrepreneurship education to emerge in this period of economic recession is a national concern as it is currently trending. However, political instability and inconsistencies in the socio-economic policies of successive government led to the emergence of high level unemployment in Nigeria in mid 2015s, the Nigerian economy collapsed while youth and graduate unemployment hit the roof. There was large-scale lay-off of workers and early retirement as a result of bad economic trend in the country (Arogundade, 2015). In this situation, entrepreneurship, which would have salvaged the situation, was not given much attention. It has been observed that education has not been properly included in the philosophy of self-reliance such as creating a new cultural and productive environment that will promote pride in primitive work and self-discipline, encouraging people to take part actively and freely in decision affecting their general welfare, promoting new sets of attitudes and culture for the attainment of future challenges (Ocho, 2015).

Statement of the Problem

Nigeria like most developing nations in the world is faced with myriad of problems and harsh realities which include poverty, unemployment, conflicts and diseases and so on. These situations pose great challenges to the very existence of individuals thereby calling for the training of educated men and women who can function effectively in the society in which they live in.

Ayodele (2006), identified inadequate capital to be one of the principal factors hindering entrepreneurship in the country. Other problems identified by Ayodele include;



irrelevant education, theoretic and white-collar job orientations. It is against this backdrop that this paper is set to look into the strategies to promote entrepreneurship education among tertiary education student in Delta State.

Purpose of the Study

The main purpose of this study/research work is to outline the strategies to promote entrepreneurship education among tertiary education students in delta state.

1. Find out the extent to which introduction of external resource Person can help to promote entrepreneurship education among tertiary education students in Delta State.
2. To identify specific challenges to posed to the strategies that will promote entrepreneurship education.
3. To know the extent which Industrial Training as a strategy can promote entrepreneurship education among tertiary institution in Delta State.

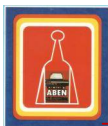
Research Questions

1. To what extent should introduction of Resource Person help to promote entrepreneurship education among tertiary education students in Delta State?
2. What are the challenges posed to the strategies of promoting entrepreneurship education among tertiary education students in Delta State?
3. To what extent can industrial training as a strategy promote entrepreneurship education?

Method

Descriptive survey research design was adopted for the study. The population for the study included all final year students in Delta State University, Abraka, Federal College of Education (Technical), Asaba, Delta State College of Education, Agbor College of Education, Warri and Delta State Polytechnic, Ugwusi-Uku . A sample of 1600 students was selected from the above institutions. The instrument for data collection was divided into two parts; Part A was the introductory section which looked at the bio-data of the respondents. Part B comprised 20 items arranged in a modified 4-point scale like it of strongly agree (4), agree (3), disagree (2) and strongly disagree (1). Data collected from the pilot study were analyzed.

The instrument was personally administered on the respondents by the researchers with the aid of five research assistants who were tutored on the purpose of the study as well as the method. They collected the completed questionnaires after completion. All 1600 copies were completed, retrieved and used for statistical analysis. Mean scores were used in answering the research questions. The decision rule was based on the mid-point



for the scales, which was 2.50. Therefore, only mean scores of 2.50 and above were accepted as indication of agree while mean score below 2.50 was regarded as disagree.

Data Analysis and Interpretation of Results

Research Question One

To what extent should introduction of resource person help to promote entrepreneurship education among tertiary education students in Delta State?

Introduction of Resource person

S/n	Item	x	Decision
1.	It is an acquisition of skills and ideas for the sake of creating employment for oneself and for others	3.84	Agree
2.	It is development based on creativity	3.41	Agree
3.	Entrepreneurship leads to the development of small and medium scale business based on creativity and innovation	3.25	Agree
4.	It reduces poverty rate with visible increment of employment rate among the youths	3.22	Agree
5.	It provide practical application for students	3.52	Agree
6.	It provides life and occupational skills that will enhance the potential of individual	3.51	Agree
7.	It reinforces self-sufficiency	2.75	Agree
8.	It improves the quality of life	3.80	Agree
9.	It improves the quality of basic education	3.22	Agree
10.	It develops public awareness, understanding and provides training for all sectors of private and civil society	3.17	Agree

Result in table 1 showed that the respondents reacted positively to items 1 – 10 with mean scores well above 2.50, which indicate the importance of entrepreneurship education for national development. Therefore, it showed that the respondents agreed with the items.

Research Question Two

What are the challenges posed to the strategies of promoting entrepreneurship education among tertiary education students in Delta State?

Table 2: Challenges Posed to the strategies of Entrepreneurship Education

S/n	Item	x	Decision
11.	Poor knowledge based economy and low spirit of competition	2.51	Agree
12.	Poor entrepreneurship culture and poor plan and execution of processed action	3.02	Agree



13.	Lack of entrepreneurship teachers, materials and equipment	2.52	Agree
14.	Non availability of funds, facilitators and equipment for teaching and learning	3.82	Agree
15.	Insensitivity of government to entrepreneurship creation and expansion strategy	3.59	Agree
16.	Poor societal attitude to technical and vocational education development	3.41	Agree

Result in table 2 shows that entrepreneurship education in Nigerian education sector is faced with some challenges. The items are 11, 12, 13, 14, 15 and 16 have high mean scores above 2.50. This implies that the respondents agreed with all the items.

Research Question Three

To what extent can industrial training as a strategy promote entrepreneurship education?

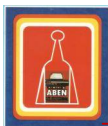
Table 3: What are the Strategies for Promoting Entrepreneurship Education amongst Nigerian Youths?

S/n	Item	x	Decision
17.	Development in entrepreneurship and creativity through industrial training.	3.32	Agree
18.	Schools should provide specific skills needed for the development of human capital and use professionals and entrepreneurs as instructors and monitors	3.53	Agree
19.	Organize curricular integration of education entrepreneurship and community development	3.40	Agree
20.	Plan programme to transform Nigerian youths	3.49	Agree

The entire items on Table 3 have mean rating above 2.50. This indicates that the suggested strategies should be used to promote entrepreneurship education among the Nigerian youths. This implies that the participants agreed with the items.

Discussion of Findings

The findings revealed the importance of entrepreneurship education for national development to be life and occupational skills that will enhance the potentials of an individual, reinforces self-sufficiency and improve the quality of education and life. It provides training for all sectors of private and civil society, and re-orientates the existing educations programme and address national development.



Arogundade (2011) observed that entrepreneurship is a key driver of one economy. Wealth and a high majority of jobs are created by small businesses started by entrepreneurially minded individuals, many of whom go on to create big business. People exposed to entrepreneurship frequently express that they have more opportunity to exercise freedom, higher self-esteem, and an overall greater sense of control over their own lives.

The findings of this study also indicate that the respondents considered the six items under challenges as areas of challenges posed to entrepreneurship education in Nigerian education sector. These include poor knowledge based economy and low spirit of competition, poor entrepreneurship culture and poor plan execution processes of action, lack of entrepreneurship teachers, materials and learning, and insensitivity of equipment strategy.

This finding is in consistency with the challenges to entrepreneurship education in Nigeria identified by Babalola (2010) and Oviawe (2010), who found out that a core challenge to education in Nigeria is the unpredictability of the national economy and harshness nature of Nigeria's business environment.

Babalola and Oviawe (2010) commented on Nigeria's unstable social and political climate as being instrumental to the poor development of entrepreneurship and entrepreneurship education. There are incessant religious crisis, economic instability and unpredictable political election violence that affect small and medium scale enterprises. These instabilities make the future of business very unpredictable in Nigeria.

Result on Table 3 showed that the respondents agreed to the identified ways of promoting entrepreneurship education among Nigerian youths. This findings is not surprising as Ocho (2015) had earlier observed that the Nigerian youths tackles daily, series of problems such as poverty, unemployment, conflicts and diseases. Ocho (2015) opined that the Nigerian youth be empowered with creative problem solving skills. The training of educated individuals who can function effectively in the society for the betterment of self and the society will require special attention as the system will be deliberately set to concern itself with the development of sound human capital required for national development.

Conclusion

The thrust of this study is theory and practice of entrepreneurship education for national development. The study emphasized the need to get Nigerian youths trained on various skills including: creativity and innovation, managerial skills, and entrepreneurship skills and record keeping.



Recommendation

1. There should be participation by every student regardless of area of specialization in any institution making efforts to develop entrepreneurship.
2. Entrepreneurship and creativity should be taught at early age.
3. To promote the flame of entrepreneurship in Nigerian education sector, the entrepreneurial activities of students should be well financed and supported.
4. Government should give adequate attention to entrepreneurial development in the country through the provision of good economic environment to encourage individual participation in business.

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