

Entrepreneurship Education and Acquisition of Requisite Skills for Job Opportunities among Business Education Students



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ABSTRACT: The effectiveness of entrepreneurship schooling is visible in its capacity so as to equip its recipient with important needful talents to cause them to be self-reliant and to lessen the manner many graduate's quests for white collar process upon graduation. Therefore, this paper investigated the connection between entrepreneurship schooling and acquisition of requirements talents important for process possibilities amongst commercial enterprise schooling undergraduates in Niger delta University, Bayelsa State. The study consisted of all business education undergraduates in Niger Delta University, Bayelsa State. The sample size was made up of 300 undergraduate students. 100 students were selected from each of the three options in the department using simple random sampling technique. A self-designed instrument tagged "Entrepreneurship Education and Skills for Job Opportunities Questionnaire (EESJOQ) was used to collect data for the study. The Pearson Product Moment Correlation was used to determine the reliability coefficient which stood at 0.68. The data collected were analyzed using Pearson Product Moment Correlation. The two hypotheses formulated were tested at 0.05 level of significance. The findings revealed that there was significant relationship between entrepreneurship education and acquisition of requisite skills for job opportunities among undergraduates. However, the findings also showed that there was no significant relationship between entrepreneurship education and willingness to establish enterprises among undergraduates; it was recommended that the Government should provide all necessary equipment and facilities in the tertiary institutions, in order to make the teaching of entrepreneurship education practical oriented in all Nigerian universities.

KEYWORDS: Entrepreneurship, Education, empowerment, Acquisition of Requisite Skills and Job Opportunities

INTRODUCTION

Nigeria's population is believed to have reached over 167 million people in 2012 (National Bureau of Statistics, 2013). Similarly, the population of jobless youth is roughly 71 million in 2016. Thus, it is important to note that almost half of Nigeria population is made up of youth. At least 1.8 million young people join the labor force annually. The threat of young employment has been addressed by the government at various levels through a number of programs designed to help graduates of higher institutions become self-sufficient once they graduate and reduce the youth unemployment rate.

In order to do this, the government, through the Federal Ministry of Education, mandate that all university students take entrepreneurship education as one of their general studies requirements. This is seen as a positive step in the right direction. This is done to foster a sense of independence in the young people. This progress would provide entrepreneurial human potential for national growth in addition to addressing the issue of unemployment and underemployment.

Education in entrepreneurship is the sort that is offered to people with the goal of helping them acquire the traits necessary for starting and maintaining a successful firm. The goal of entrepreneurship education is to instill in students a spirit and culture of entrepreneurship (Olufunmilayo, 2009). In the National Policy on Education published by the Federal Government of Nigeria in 2004, the government made it apparent that individuals must have the necessary functional, relevant, and practical skills to live in and contribute to their community (Aladekomo, 2004). According to Adeyeye (2010), government expects entrepreneurial education to contribute to job creation, economic growth, skill upgrading and the development of an entrepreneurial culture. Entrepreneurship education is crucial to support learners in their quest to launch their own firm by fostering a grasp of fundamental business concerns, a creative work attitude, and an entrepreneurial mindset.

The goal of entrepreneurship education is to arm students with the information, abilities, and drive to support entrepreneurial success in a range of contexts. According to Paul (2005), the goal of entrepreneurship education includes providing practical training to young people so they can become self-employed and independent, ensuring that they graduate with the necessary skills to start a

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career in small and medium-sized businesses, lowering the high rate of poverty and rural-urban migration, and creating jobs that will act as an engine for economic growth.

Entrepreneurship, according to Aruwa (2004), is the capacity of certain individuals to embrace risk and integrate sources of production in order to create commodities and services. It may also be interpreted as a person's motivation and capacity to look for investment possibilities in a given setting and their capacity to effectively launch and manage a business based on the prospects found. It can be viewed as the capacity to produce something fresh and valuable by investing the necessary time and energy, accepting the associated risks in terms of money, the mind, and society, and reaping the benefits of independence and financial success (Hisrich & Peter 2002). Any country's total economic progress, especially emerging ones like Nigeria, depends on this mentality.

Many have said that acquiring skills is one of the keys to ending severe poverty and hunger since it opens doors for work, which leads to the production of jobs and riches while fostering independence and reliance (Isaac, 2011). It has been noted that successful youth participation is crucial to the battle against hunger and poverty, the reduction or elimination of unemployment in society, and the decrease in crime. The capacity to learn a talent, whether it be an intellectual one like learning to talk, listen, read, and write, or a manual one like learning to create or make anything, is known as skills acquisition.

Required job skills are those fundamental abilities that are necessary to get the majority of employment, support employees in their current positions, and support promotion. The skills are flexibly adapted, applied and transferred under different context necessary for gainful employment. According to Ahmed (2009), required work skills comprise a breadth and depth of specialized knowledge that are needed in the labour market profile.

According to Kearns (2001), necessary skills are those that can be applied in a variety of different jobs. In addition to the key competencies or skills, they also encompass a variety of other cognitive, interpersonal, and personal skills that are important for employability. A variety of phrases, including core skills, important skills, essential skills, fundamental skills, generic skills, and workplace skills, have been used to characterize necessary talents globally. According to the concept of "requisite skills for the 21st century," they include necessary life skills as well as entrepreneurial and employment-related abilities.

Students learn the abilities that are necessary for success throughout a class. The development of the necessary skills is a way for every nation to increase its production capacity, Okorie and Ezeji (1988). As a result, they said, Nigerian society should acknowledge that every citizen should be equipped to make a meaningful contribution to the development of the nation. Since high productivity is typically attained when effective and skilled hands are used in any sector of human endeavors, the learning of such practical skills is crucial in entrepreneurship education. Practical skills is another skill expected from an entrepreneur, graduates of entrepreneur education should be able to handle tools, equipment and at the same time know how to join one or two objects to produce new things. An entrepreneur should be able to transform materials into products and services.

Okeke (2010) listed the following as skills required in entrepreneurship:

Technical skills: These include writing, oral communication; monitoring environment, technical business management, technology, interpersonal, listening, ability to recognize, network building, management style, coaching and being a team player.

Business Management Skills: These include planning and goal setting, decision making, human relationship, marketing, finance, accounting, management, control, negotiation, venture, launch and managing growth.

Personal Entrepreneurial Skills: These include inner control discipline, risk taking, innovative, change oriented, persistent visionary leader and the ability to manage change.

Innovative Skills: These are creative skills to enable graduate to introduce something new, to generate ideas of doing things differently from the way such is being done before. These skills make individual to think of a new product, goods and services that will be of great benefit to the society. When students are trained to develop such skills, they will contribute positively to their nation's economic growth and development through job creation.

Self-Motivation: Having acquired innovative skills, an entrepreneur should be able to develop self motivation skills. Self-motivation is the ability to be self-confident with extra drive and commitment to make sure necessary steps are taken to make dreams of successful businesses a reality (Umunadi, 2010). Without the self-motivation skill, entrepreneurs would not be able to establish themselves or be self-employed.

Financial Resources Skills: This is an important skill that will enable an entrepreneur to handle money judiciously. This type of skill enables an entrepreneur to know how to stretch the limit startup capital, spending only when needed, identifying the best pricing structure for business order to get the best return for product and services (Fasehun, 2013). It must be noted that in an attempt to establish a successful enterprise, spending frivolously must be avoided.

Marketing Skills: This is a requisite skill that involves thinking about how to reach the targeted audience for product and service produced by an entrepreneur. This entails what people want; listen to the people's need and interacting well with customers. Any

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entrepreneur who acquires this type of skill will be able to cross the bar of unemployment because with these marketing skills he will be able to sell his products at a profit.

According to Akpomi (2010) entrepreneurship education focuses on developing understanding and capacity for pursuit of entrepreneurial behaviours, skills and attributes in a widely different context. It can be portrayed as open to all. The propensity to behave entrepreneurially is not exclusive to certain individuals. Different individuals will have a different mix of capabilities for demonstrating and acquiring entrepreneurial behaviours, skills and attributes. These behaviours can be practiced, developed and learned; hence it is important to expose all students to entrepreneurial education. This paper sought to investigate the extent to which entrepreneurial education provided the requisite skills for job opportunities among undergraduates of Nigerian universities. To this end, it is imperative to determine the strength of entrepreneurship education in acquisition of requisite skills among undergraduates of Nigerian universities for job opportunities in Nigeria.

STATEMENT OF THE PROBLEM

Despite all of government's efforts to make entrepreneurship training available at all levels of education, particularly in tertiary institutions, in an effort to foster an entrepreneurial spirit and aptitude in our college graduates and equip them with the skills necessary to become wealth creators and self-sufficient. In an effort to make them productive and significantly contribute to sustainable national socio-financial and human growth, it was discovered that many graduate students are still unemployed. It appears that many unemployed graduates who are unable to engage in any form of entrepreneurship, whether to launch a small business or to become self-reliant, amass relatively few skills along the way in their studies inside the university. Additionally, it was discovered that some of those unemployed graduates still find it difficult to start their own businesses, even when there may be resources available to do so. The purpose of offering entrepreneurial training, however, doesn't seem to have been achieved because unemployment is still a problem today. These days, there are a lot of graduates from Nigerian universities who aren't working for pay, which makes the economic downturn worse. Due to inadequate consideration of required skills within the curriculum's content and execution of entrepreneurship training, this has increased a number of concerns. To that purpose, this study examined the relationship between entrepreneurship education and the development of skills thought to be essential for process opportunities among undergraduates in Nigerian colleges.

PURPOSE OF THE STUDY

The purpose of this study was to determine the relationship between entrepreneurship education and acquisition of relevant requisite skills for job opportunities among business education undergraduates in Niger Delta University, Bayelsa State. The study was able to determine the relationship between the entrepreneurship education been given in the Nigerian universities and willingness of graduates to establish or undertake successful enterprises.

RESEARCH QUESTIONS

The following research questions were raised to guide the study.

1. Is there any relationship between entrepreneurship education and acquisition of requisite skills for job opportunities among business education undergraduates in Niger Delta University, Bayelsa State?
2. Is there any relationship between entrepreneurship education and willingness to establish enterprises among business education undergraduates in Niger Delta University, Bayelsa State?

RESEARCH HYPOTHESES

The following hypotheses were formulated to guide the study.

1. There is no significant relationship between entrepreneurship education and acquisition of requisite skills for job opportunities among business education undergraduates in Niger Delta University, Bayelsa State.
2. There is no significant relationship between entrepreneurship education and willingness to establish enterprises among business education undergraduates in Niger Delta University, Bayelsa State.

METHODOLOGY

This study adopted descriptive research design of the survey type. The population of the study consisted of all business education undergraduates in Niger Delta University, Bayelsa State. The sample size was made up 300 undergraduate students. One hundred students were selected from each of the three options in the Department using simple random sampling technique. A self-designed instrument tagged "Entrepreneurship Education and Skills for Job Opportunities Questionnaire (EESJOQ) was used to collect data for the study. EESJOQ had three sections: section A sought the background information of the respondents: section B sought information on relationship between entrepreneurship education and acquisition of requisite skills for job opportunities and section

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C sought information on relationship between entrepreneurship education and willingness to establish enterprises. The instrument was validated by two experts each in Business Education and Tests and Measurement in Niger Delta University, Bayelsa State. The test-retest method of reliability was adopted for the instrument. The Pearson Product Moment Correlation was used to determine the reliability coefficient which stood at 0.68. The data collected were analysed using Pearson Product Moment Correlation. The two hypotheses formulated were tested at 0.05 level of significance.

RESULTS

The results of the study were presented as follows

Hypothesis 1: There is no significance relationship between entrepreneurship education and acquisition of requisite skill for job opportunities among business education undergraduates in Niger Delta University, Bayelsa State.

Table 1: Correlation of relationship between entrepreneurship education and acquisition of requisite skills for job opportunities.

Variables	N	Mean	SD	r-cal	r-tab	Remark
Entrepreneurship education	300	12.83	2.26	0.318	0.195	
	3000	80.92	10.71			

$P < 0.05$

Table 1 shows that r-cal of 0.318 is greater than r-tab of 0.195 at 0.05 level of significance, therefore null hypothesis was rejected. This implies that there was a positive significant relationship between entrepreneurship education and acquisition of requisite skills for job opportunities among undergraduates of Nigerian universities.

Hypothesis 2: There is no significant relationship between entrepreneurship education and willingness to establish enterprises among undergraduates of Nigerian universities.

Table 2: Correlation of relationship between entrepreneurship and willingness to establish enterprises by undergraduates.

Variables	N	Mean	SD	r-cal	r-tab	Remark
Entrepreneurship education	300	37.84	12.31	0.046	0.195	
Willingness to establish enterprises	300	47.95	10.53			

$P < 0.05$

Table 2: Shows that r-cal of 0.046 is less than r-tab of 0.195 at 0.05 level of significance, therefore null hypothesis was accepted. This implies that there was no significant relationship between entrepreneurship education and willingness to establish enterprises among undergraduates.

DISCUSSION OF FINDINGS

According to the results of hypothesis one, there is a substantial correlation between entrepreneurship education and undergraduate students' learning of the skills needed for employment. This suggests that undergraduate students can acquire the skills they need to get employment after graduation through entrepreneurship education. This can involve setting up their own businesses or integrating them into the workforce. It is crucial that entrepreneurship education was created to provide students the tools they need to become employed and self-sufficient.

The outcome of this study is in line with Azuka (2002) who stated that the goal of entrepreneurship education at all levels is to provide training in business, skills and to develop ability to use these skills in a work environment. Similarly, the findings of this study also support Adeleye (2010) who posited that there is link between entrepreneurship education and job opportunities.

The results of this investigation also revealed that there was no strong correlation between undergraduates' interest in starting businesses and their education in entrepreneurship. The study's findings may be ascribed to the weak implementation of entrepreneurship education at a few colleges across the nation. It was discovered that practical entrepreneurial education was no longer given much priority. In a few instances, equipment required for practical aspects of entrepreneurship education was no longer available. This could have made it difficult for college students to acquire the necessary skills that would motivate them to work in their own businesses after graduation. The results of this study support Canning and Chan's argument in Okeke (2010) that there has been a mismatch between education and labor market demands, which results in a disproportionate percentage of unemployment

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among graduates with entrepreneurial skills. The location of this study also supports Akpomi (2010), who claimed that just 20% of the 600 corps participants included in the study—or 120—were likely to set up their own businesses once their provider's work was complete.

CONCLUSION

Based on the study's findings, it can be said that entrepreneurship education may give undergraduates the necessary abilities to land jobs when they graduated. Not everyone who got entrepreneurship education, nevertheless, was successful in starting their own company. This can be a result of the universities' entrepreneurial education programs being poorly implemented. It is possible that practical parts that would have given students the skills they needed to start businesses weren't stressed, along with insufficient resources and facilities.

RECOMMENDATIONS

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

1. There should be regular review of the curriculum of entrepreneurship education by appropriate government agencies to make it responsive to the needs and aspirations of students in line with the current realities.
2. Government should try to provide all needed equipment and facilities in order to make the teaching of entrepreneurship education practical oriented in all universities across the country.

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