

**ASSESSING THE IMPACT OF ENTREPRENEURIAL EDUCATION
AMONG STUDENTS OF TERTIARY INSTITUTIONS IN KEBBI STATE,
NIGERIA**

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ABSTRACT

This paper examines the impact of Entrepreneurial Education among Students of Tertiary Institutions in Kebbi State. The objective of this paper is to ascertain the entrepreneurial knowledge and Intention in Kebbi State Tertiary Institutions. A total of 197 copies of questionnaires were distributed and 182 were retrieved for data analysis. The data analysis was carried out with the aid of Pearson's Product Correlation Method and Multiple Regression Analysis Technique. The result discloses that entrepreneurial knowledge and intention have significantly impacted to the Students of Tertiary Institutions in Kebbi State. Furthermore, the study concludes that entrepreneurial knowledge and entrepreneurial intention are playing an imperative role in the mind of Students in Kebbi State Tertiary Institutions. The paper also recommended that; (i) there is a need for Federal and State owns Tertiary Institutions to provide adequate machineries that could increase the morale of the Students to become self independent after their graduation. (ii) There is a need for the Tertiary Institutions in Kebbi State to enforce Students to learn more works and services for them to become self reliance after their graduation.

Keywords: Entrepreneurship; Entrepreneur; Entrepreneurial education; Entrepreneurial intention

1. INTRODUCTION

Entrepreneurship education seeks to organize people, especially youths, to be responsible enterprising individuals who will become entrepreneurs or entrepreneurial thinkers that will contribute to economic development and sustainable communities. In Nigeria, the call for entrepreneurship education emerges in the mid 1980s. During the mid 80s, the Nigeria economy crumbles while youth and graduate unemployment turn down. There was large-scale layoff of workers and retirements as a result of Structural Adjustment Program and bad economic trend in the country. During this period, entrepreneurship, which would have salvage the condition was

not encourages. It was observed that tertiary education did not properly include philosophy of self-reliance such as creating a new cultural and productive environment that will support pride in primitive work and self-discipline, encouraging people to actively and freely take part in discussion and decision affecting their general welfare, promoting new set of attitudes and culture for the achievement of future challenges (Arogundade, 2011).

Nwangwu (2007) observes that one of the greatest achievements of our time is the understanding of the entrepreneurship education in the process of economic development. Entrepreneurship creates the overall system of prices within which business decisions are made. It continually shuffles productive resources, already existing and newly created among competing users, thus, by improving production efficiency. Entrepreneurship Knowledge influence the rules of the game through which production and exchange are carried out. Entrepreneurship Education it is not at all about starting new organizations, but that is instead is about making students more creative, opportunity oriented, proactive and innovative (Martin, 2015).

The entrepreneurship was introduced in order to enable students establish and run business enterprises independently and successfully after their graduation. Thus, this study aims to examine whether the entrepreneurship knowledge has an impact to the students or otherwise.

1.1 STATEMENT OF THE RESEARCH PROBLEM

More often than not, graduate from Universities and other tertiary institutions encounter a lot of problems in terms of financial support, training facilities, adequate information and motivation even if they want to embark on entrepreneurial activities which in turn may contribute to job creation. Student as potential entrepreneurs do not have any provision which will encourage their ability in order to contribute in entrepreneurship development in the country, thus, their ability and effort to engage into entrepreneurial activities diminish.

Ayodele (2006) identified lack of enough capital to be one of the principal factors hindering entrepreneurship in Nigeria. Other factors as identified by Ayodele include irrelevant education that is bookish, theoretic and “white-collar job” orientations etc. Also, Nigeria’s macro-economic environment is unhealthy and unstable for a virile entrepreneurship development. Another problem is the fear of failure by the people to take risk on entrepreneurial activities, while an unstable and uncondusive political environment drives away investors that are planning to embark on entrepreneurial activities.

1.2 RESEARCH QUESTIONS

The following are the research questions that this study seeks to answer:

- i. Does entrepreneurial knowledge has significant impact to the Students of Tertiary Institutions in Kebbi State.
- ii. Does entrepreneurial intention has significant impact to the Students of Tertiary Institutions in Kebbi State.

1.3 OBJECTIVES OF THE STUDY

The broad objective of the study is to assess the impact of entrepreneurial education among Students of Tertiary Institutions in Kebbi State, in order to encourage entrepreneurial development in the country as a whole. This could thus, help in reducing the rate and menace of unemployment and underemployment of the graduate especially, after their graduation. The following are the specific objectives of the study:

- i. To examine the impact of entrepreneurial knowledge on Students of Tertiary Institutions in Kebbi State.
- ii. To ascertain the impact of entrepreneurial intention to the Students of Tertiary Institutions in Kebbi State.

1.4 STATEMENT OF HYPOTHESES

This study will assess the entrepreneurial education among students of tertiary institutions in Kebbi State. In order to achieve the objectives of this study the following null hypotheses will be tested:

H₀₁: Entrepreneurial knowledge has not significant impact to the Students of Tertiary Institutions in Kebbi State.

H₀₂: Entrepreneurial intention has not significant impact to the students of tertiary institutions in Kebbi State.

1.5 SCOPE OF THE STUDY

This study will cover all Tertiary Institutions in Kebbi State, Nigeria. It will examine the impact of entrepreneurial education among Students of Tertiary Institutions in Kebbi State. The study also aims at investigating whether the knowledge of entrepreneurship skills has a significant impact to the Students. The research will focus on the Final year Students of Tertiary Institutions in Kebbi State because those categories of Students have passes through the entrepreneurial courses. The central theme of this research generally, is the impact of entrepreneurial education and students of tertiary institutions in Kebbi State. The questionnaires were designs to elicit

information from the respondents which will be administered at a particular period of time in each institution and also they will be retrieving immediately to avoid damage or displacement.

2.0 LITERATURE REVIEW

2.1 CONCEPT OF ENTREPRENEURSHIP

Dandago & Muhammad, (2014) entrepreneurship is the process of seeking investment opportunities without regard to the resources at one's disposal. Ige (2007) sees entrepreneurship as a pre disposition towards the establishment and operation of business venture by any individual, either alone or along with others, including government for the sake of making profit or social surplus in order to accumulate wealth, social or real. United Nations International Development Organization [UNIDO, 1999] defined entrepreneurship as the process of using initiative to transform business concept to new venture, diversify existing venture or enterprise to high growing venture potentials.

Having analyzed the conceptualization of entrepreneurship, in the context of this study, entrepreneurship can be seen as a process of discovery and exploitation of business opportunities by assuming the major risk in order to maximize profit and sustain self reliance.

2.2 ENTREPRENEUR

An Entrepreneur can be someone who sees a gap or a need in his or her immediate environment and brings resources together to meet such need for rewards (Chinonye, 2013). Entrepreneurs are known for what they do: they create new products, processes, services and bring an improvement for the market and individuals (Hisrich & Peters, 2002).

According to Udeh, (2012), entrepreneurs are not extraordinary human beings, they can be any body from anywhere; they are ordinary people who simply developed certain skills, attitudes and behaviors that enable them to act in an entrepreneurial manner. Meredith, Nelson and Neck (1996) defined entrepreneurs as people who have the ability to see and evaluate business opportunities, gather necessary resources in order to take advantage of them and initiate appropriate actions to ensure success.

2.3 ENTREPRENEURSHIP EDUCATION

Entrepreneurship Education is not just about teaching someone to run a business. It is all about encouraging creative thinking and promoting a strong sense of self-work and responsibility. Through entrepreneurship education, students learn how to form a business enterprise. According to Shepherd and Douglas (1997) states that the essence of entrepreneurship education is the ability to envision and chart a course for a new business venture by combining

information from the functional discipline and from the external environment in the context of the extraordinary uncertainty and ambiguity which faces a new business venture. Entrepreneurship Education is about learners developing the skills and mindset to be able to turn developing ideas into entrepreneurial actions; this is a key competence for all learners, supporting personal development, active citizenship, social inclusion and employability in all discipline of learning and to all forms of education and training (Eurodice Report, 2016). Laukkannen (2000) Entrepreneurship and education; the first is based on the construct and transference of knowledge about the field, while the second focuses on the learning experience and the development of competencies, skills, aptitudes and values. Therefore, the teaching methods uses in each of these areas would provide a sustainable development.

The entrepreneurship education equips students with the additional knowledge, attribute and capabilities required to apply these abilities in the context of setting up a new venture or business, all of this is a prerequisite for entrepreneurial effectiveness, that is, the ability to function effectively as an entrepreneur or in an entrepreneurial capacity, for example within small businesses or as part of 'portfolio careers, where multiple job opportunities, part time work and personal ventures combine (Guidance for UK higher education providers, 2012). It's also a transdisciplinary, with a strong connection to issues of employability, innovation, knowledge transfer, commercialization, and intellectual property. The call for a greater emphasis on entrepreneurship education is compelling (www.qaa.ac.uk) Driven by a need for flexibility and adaptability, the labor market required graduates with enhanced skilled who can think on their feet and be innovative in a global economic environment. Paul (2005) opines that Entrepreneurship education builds a pipeline that creates productive and thoughtful citizens who contribute to local, states and national competitiveness.

Entrepreneurship education appears to be an important antecedent as well as evidence in previous studies shows that there is a clear linkage between entrepreneurship education and entrepreneurial activities (Galloway & Brown, 2002). In nutshell, entrepreneurship education is defines as the process of providing individuals with the concepts and skills to recognize opportunities that others have overlooks and to have the insight and self-esteem to act where others have hesitated (Linan, 2004).

2.4 ENTREPRENEURIAL INTENTION

Entrepreneurial intentions can be predicts from perceives desirability, perceives feasibility and propensity to act (Krueger *et al*, 2000). Entrepreneurial intention is more likely to emerge when individuals feel attracted to the act of starting a business, or the capability of having the perceptions that they are personally capable of starting a business and have an inclination to act on their own decisions. The entrepreneurial intention emerges from the interactions between

situational, cultural and social variables. Shapero and Sokol (1982) views entrepreneurial intention as an event that is initiated by some sort of displacement event. The appearance (or acquisition) of a perceived facilitator or the removal (or avoidance) of a perceived inhibiting factor are some of the displacement events that could lead to the initiation of an entrepreneurial action. Krueger *et al*, (2008) posits that displacement events could be regards as triggers to action or barriers to action.

2.5 REVIEW OF THE PREVIOUS EMPIRICAL STUDIES

Niyonkuru, (2005) conducts a study on entrepreneurship education at Tertiary Institutions in Rwanda: A situation analysis. Data were collected using two questionnaires, one destined to Head of Departments depicting the general profile of entrepreneurship education and another addressed to lecturers of entrepreneurship to assess entrepreneurship courses and pedagogies. Data were analyses by the mean of frequency tables, bar charts, and content analysis. The finding shows that entrepreneurship education at Higher Education Institutions in Rwanda is not appropriately developed to prepare students for entrepreneurship as a career option. The study would have been better if a more advance and appropriate tool of analysis has been used.

Keneh, (2014) analyses the entrepreneurial intention among University students in Cameroon. The questionnaires were mainly used for data analyses and entrepreneurial intentions were also measures. The findings indicates that University students in Cameroon possesses a high intention to become entrepreneurs, there are however, predominantly push factors such as unemployment, poverty and job security that force most university students to engage in various forms of entrepreneurship. The study could have used more Universities in Cameroon in order to know the intentions of other students.

Onuma, (2016) examined the entrepreneurship education in Nigeria tertiary institutions: A remedy to graduates unemployment. Survey research design was adopted for the study. The instrument used for the study was a 20 item Questionnaire titled: Entrepreneurial Education and Student's Perception of Job Creation ability questionnaire. The instrument was scored using 4 point scale of Very Great Extent (VGE 4 points). Great Extent (GE = 3points), Low Extent (LE= 2 points), and Very Low Extent (VLE = 1 point). The result implies that entrepreneurial education is relevant to students with regard to equipping them with skills for post graduation job creation ability rather than job seekers. The finding of the study could have been better if the study use regression analysis as the study used final year students of Ebonyi State University of Abakaliki.

Olorundare & Kayode, (2014) examines entrepreneurship in higher education in Nigeria: An imperative for sustainable development. A Descriptive design was adopted for the study. A

sample of 40 students each was randomly selected from the various Universities (University of Lagos, University of Ibadan, University of Abuja, University of Uyo, and University of Nigeria, Nsukka) making a total number of 200 respondents. Four research questions were raised; mean was used to analyze the data. The findings of the study are: entrepreneurship education will provide life and an occupational skill, enhance the potential of individual, and reinforce self-sufficiency and improves quality of life provide life and an occupational skill, enhance the potential of individual, and reinforces self-sufficiency and improves quality of life. The research did not touch any University in the northern part of the country.

2.6 THEORETICAL FRAMEWORK

The Psychological theory of entrepreneurship postulated by McClelland (1961) will be use in order to underpin this study of Assessing the impact of entrepreneurial education among students of tertiary institutions in Kebbi State. The theory defends the idea of traits, motives and personalities and major motivating factors that instill entrepreneurship spirit in an individual. The psychologist was of the view that there is a miner urge in someone that makes an entrepreneur to desire for a change of status and environment that may lead to innovation. The inner urge or force should be injected into students (undergraduates) to see a desire for a change of status that inspires them to generate ideas and also energize them pursue small scale businesses for economic growth and achievement in life. Hagen, (1962) theory of social change centers on various social context that enable the opportunities entrepreneurs leverage. In furtherance of Hagen's sociological theory, Kilby (1971) added that entrepreneurship results from "adaptation". For graduates to be an entrepreneur, the must be ready to adapt to their environment for easy identification of business opportunities.

The theory as well will explain that the study of entrepreneurial education among students of tertiary institutions in Kebbi State, Nigeria in the sense that students as a potential entrepreneurs can be seen as an agent of economic change and their involvement into entrepreneurial activities can lead to transformation, changes on sustainable development in Kebbi State and Nigeria as a whole; which could positively impact other factors of production.

3.0 RESEARCH METHODOLOGY

3.1 RESEARCH DESIGN

This study examines the impact of entrepreneurial education on student of Tertiary institutions in Kebbi State. This study uses a survey and cross sectional research design because the research involves one time observation of the variables, this study creates relationship between the dependent and independent variables that were use for the study. The study employs quantitative method of data collection.

3.2 POPULATION OF THE STUDY

The final year Students of Tertiary Institutions in Kebbi State were used as a target population. These Institutions comprises Kebbi State University of Science and Technology, Aliero (421), Federal University Birnin Kebbi (246), Adamu Augie College of Education Argungu (860), College of Agriculture Zuru (93) and College of Basic and Advance Studies Yauri (69).

3.3 SOURCE AND METHOD OF DATA COLLECTION

The major instrument uses to elicit data in this work was questionnaire. The questionnaires were designs in order to obtain information relevant for providing answers to the research questions. The data were collected by researchers from the respondents. The questionnaires were distributed to respondents in Kebbi State University of Science and Technology, Aliero, Federal University Birnin Kebbi, Adamu Augie College of Education Argungu, College of Basic and Advance Studies Yauri and College of Agriculture Zuru. The questionnaire has been in Liker-scale form.

3.4 TOOL FOR DATA ANALYSIS

For the purpose of this research the Statistical Package for Social Science (SPSS) version 21 was employs for all major statistical analysis. Questionnaire responses were codified and entered into the database. The data analysis was carried out with the aid of Pearson's Product Correlation Method and Multiple Regression Analysis Technique will be use for examining the purpose of the study all the analysis was based on the return questionnaires.

3.5 SAMPLING TECHNIQUE AND SAMPLE SIZE

The respondents were selected through strata sampling procedure. The Universities were selected through different senatorial districts (Kebbi Central, Kebbi North & Kebbi South) in Kebbi State. A designated formula will be used to calculate the sample size with 90% confidential level at 10% level of precision from the total number of the respondents. The following was the description on how the sample size has been calculated. The sample size of the study determined using Yamane formula cited by Israel (2013) as

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

Where n= sample size

N= population

e = error of the sampling or level of significant

Thus, N = 3377, e = 0.05 and n =?

$$n = \frac{1,689}{1 + 1,689(0.05)^2}$$

$$n = 179$$

Therefore the sample size of the study was 179

The 10% (18) out of the above sample size was added in order to take care of the unreturned questionnaires which made the total questionnaires distributed to the respondents to be One Hundred and Ninety Seven (197) (Israel, 2013)

4. RESULT AND DISCUSSION

A total of 197 copies of questionnaires were distributed and 182 were retrieved. Data screening was carried out on 182 out of which 169 were found to have been correctly filled. This indicated that the analysis will be based on 169 filled and returned questionnaires which represented of the total questionnaires distributed.

Table 1: Summary of regression Result

Variables	Coefficient	t-value	Sig.
Constant	4.246	11.001	0.000
Entreprnl Knowl	.349	2.641	0.005
Entreprnl Intn	.257	2.026	0.006
R²	.149		
Adjusted R²	.142		
F. Statistic	9.206		
Sig. of F- stat.	.005		
Durbin-Watson	1.627		

Source: from SPSS output (2018)

This study test a hypothesis on H_{01} : Entrepreneurial knowledge has no significant impact to the Students of Tertiary Institutions in Kebbi State. The hypothesis was tested at 1% which shows that entrepreneurial knowledge has significantly impacted to the Students of Tertiary Institutions in Kebbi State because the Students are benefitting from the knowledge of entrepreneurship imparted to them and they are becoming business wise. The hypothesis which states that entrepreneurial knowledge has not significant impact to the Students of Tertiary Institutions in Kebbi State; such hypothesis has to be rejected.

The hypothesis H_{02} was tested on entrepreneurial intention has no significant impact to the Students of Tertiary Institutions in Kebbi State. The hypothesis was tested at 1% which really shows that entrepreneurial intention has significant impact to the students of Tertiary Institution in Kebbi State because the Students has an intention to become self reliance and to create their own businesses after their graduation therefore, the hypothesis which states that entrepreneurial intention has no significant impact to the Students of Tertiary Institutions in Kebbi State the hypothesis has to be rejected.

The R^2 which is the coefficient of determination of the variables stood at 0.149 it has indicates that about 15% of the total variation in dependent variable of Students of Tertiary Institution is explain by variation in the independent variables (entrepreneurial knowledge & entrepreneurial intention) while the remaining 85% of changes in dependent variable was causes by other variables not captures by the study. The F-statistic which measures the overall significance of the model uses in the study and is significant at 1% this shows that the model of the study is adequate and fit and independent variables were appropriate.

5. CONCLUSION AND RECOMMENDATIONS

This study empirically examines the impact of entrepreneurial education among Students of Tertiary Institutions in Kebbi State. The study found out that entrepreneurial knowledge and entrepreneurial intention have a significant impact to the Students of Tertiary Institutions in Kebbi State. Therefore, this study can be concluded that the entrepreneurial knowledge and entrepreneurial intention are playing an imperative role in the mind of Students in Kebbi State Tertiary Institutions.

In line with the above findings the study recommends that;

1. As the finding reveals that the entrepreneurial knowledge has significantly impacted to the Students of Tertiary Institutions in Kebbi State. There is a need for Federal and State owns Tertiary Institution to provide adequate machineries that could increase the morale of the Students to become self independent after their graduation.

2. Base of the finding which shows that the entrepreneurial intention has significantly impacted to the Students of Tertiary Institutions in Kebbi State. There is a need for the Tertiary Institution to enforce Students to learn more works and services for them to become self reliance after their graduation.

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