



Students' Reaction To Introduction Of Entrepreneurship Education In The Universities In Nigeria

Samuel o. Nwafor

(associate professor)

Department of educational management

Faculty of education

University of port harcourt

Rivers state, nigeria

Augustine o. Nwachukwu

Department of educational management

Faculty of education

University of port harcourt

Rivers state, nigeria

Abstract:

The study investigated students' reaction to introduction of entrepreneurship education in the Federal, State and Private Universities in Nigeria. The population of the study comprised of 27,503 final year students in the eight Universities in South-Eastern Zone of Nigeria. The study involved a sample of 618 final year students selected through the stratified random sampling technique. A 48-item instrument validated and with cronbach alpha reliability index of 0.85 was used to collect data for the study. The research question was answered with mean scores and rank order while the null hypothesis was tested with One-way Analysis of Variance (ANOVA) at 0.05 level of significance. The results revealed among others that students are enthusiastic (reacted positively) to the introduction of entrepreneurship education in the three categories of Universities in Nigeria. Also, students take the practical components of the entrepreneurial course seriously. It was recommended that Government should provide adequate laboratory equipment for practical to the students and motivate the lecturers engaged in implementation of entrepreneurship education courses in the Universities in Nigeria.

Introduction

Every human society has its own policies and programmes for educating her citizenry. Education has been one of the persistent concerns of every nation because of its vital role in the development process of the nation. For instance, the Federal Government of Nigeria (FGN, 2004) in the National Policy on Education described Education as an instrument par excellence for effecting National Development. Kalagbo (2008) saw education as a principal instrument for generating and transmitting appropriate value system and for enhancing the acquisition of relevant skills. It is a process whereby an individual receives information, gains knowledge and acquires skills necessary for existence in the social order. Education is a transformational tool and a formidable instrument for socio-economic empowerment. For education to achieve this objective, it must be hinged on the acquisition of relevant skills, knowledge and values. This functional role of Education in national development is world-wide piloted mainly by the university system. It is even for this singular reason that Nigeria as a nation has been investing so much in university education. Unfortunately, the country's level of development does not seem to match pace with the level of investment in university education. Thus, instead of producing graduates with functional skills who can create jobs, these institutions are in most part producing graduates who are waiting to be employed (Nwachukwu, 2009). The developmental challenges that rising level of graduates unemployment is posing on the nation's developmental effort is alarming. It is for this reason that the National Universities Commission (NUC) acting on a Presidential directive (FGN, 2008) directed all Universities in Nigeria that their students partake in a general course in entrepreneurial studies as part of their learning opportunities while in school. Entrepreneurial education is a process of inculcating in the recipient knowledge and necessary skills which will enable him to function effectively as a self-employed and job-creating person in his society. It prepares the beneficiaries especially the youths to be responsible, enterprising and knowledgeable who can take risk, manage results and learn from outcomes (Ayeni, 2008). Iwueke (2008) viewed entrepreneurship education as specialized knowledge imparted to a student with the aim of acquiring skills, ideas, managerial abilities and capabilities for self-employment. It empowers the learner towards being self-sufficient, independent and income-producing citizen. It involves thinking, reasoning and taking a decision over what will yield an expected result. The over all purpose remains to develop expertise as an entrepreneur. The entrepreneurial skills are therefore necessary for the entrepreneur because they are the antidotes needed

for a successful entrepreneurship. The Universities in Nigeria have been making frantic efforts towards the production of graduates in different fields and at different levels. The Government, corporate bodies and individuals are not left out in the pursuit of this Golden Fleece, which is generally aimed at improving the lot of the individuals (Nwafor, 2012). The most worrisome is that these efforts are yet to yield the expected result. This is because the Nigerian Universities presently turn out annually large number of unemployable graduates, thereby compounding the nation's development challenges. Thus, the purpose of this study was to assess students' reactions (attitude) towards introduction of entrepreneurship education in Nigerian Universities.

One research question and a corresponding hypothesis guided this study.

Research Question

What are students' reaction to introduction of entrepreneurship education in the Universities in Nigeria?

Research Hypothesis

There is no significant difference among the students in Federal, State and Private Universities on students' reaction to introduction of entrepreneurship education in the universities in Nigeria.

Methodology

Research Design

The descriptive survey research design was adopted for this study. This is because the study sought for the facts and opinions of the respondents.

Area Of Study

The study was conducted in the eight (8) Universities in the South-East geopolitical zone of Nigeria. The South-East geopolitical zone is made up of five (5) States, namely, Abia, Anambra, Ebonyi, Enugu and Imo. The inhabitants of these. States are largely business men and women (Entrepreneurs) and subsistence farmers, (Nwachukwu, 2012).

Population

The population for the study comprised of the eight universities and 27,503 final year students from the universities with 13,973 from Federal Universities, 12,092 from State Universities and 1,438 from private Universities respectively.

Sample And Sampling Technique

A total of six hundred and eighteen (618) final year students from the eight universities in the South-East zone of Nigeria were used for the study. The researcher adopted a stratified random sampling technique to select the 618 final year students. (Nwana (1981:70) stated that if the population is several thousands, a 5% or less sample will do). Out of the 618 final year students, 242 were from Federal, 256 from State and 120 from Private Universities respectively.

Instrumentation

A structured 49-item modified 4-point Likert rating scale was used for data collection (Strongly Agree (SA) = 4 points; Agree (A) = 3 points; Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point).

Validity

The instrument was subjected to a face validation by three experts, each from the Public, State and Private Universities respectively.

Reliability

The instrument was administered to fifteen (15) final year students who were not part of the study. Cronbach Alpha reliability test was used to determine the internal consistency of the instrument, reliability coefficient of 0.85 was obtained.

Administration Of Instrument

The 618 copies of questionnaire were administered by the researchers with the help of three trained Research Assistants. The respondents properly completed and returned 572 (93.5%) of the instrument which were used for data analysis.

Method Of Data Analysis

The research question was answered using weighted mean scores and rank order. Any item in which the respondents have a weighted mean score of 2.50 and above is regarded

as agreed, while items with weighted mean scores less than 2.50 are regarded as disagreed. The only null hypothesis stated for the study was tested with one-way Analysis of Variance (ANOVA) at 0.05 level of significance.

Results

The results of the research question and test of hypothesis are presented in Tables below.

Research Question

What are students' reaction to the introduction of entrepreneurship education in Universities in Nigeria?

Sl. No.	Students' Reaction	Mean of Categories of Universities			Weighted mean Set (\bar{x}) (\bar{x}) (\bar{x})	Rank Order
		Federal (\bar{x})	State (\bar{x})	Private (\bar{x})		
1.	Students are happy welcome the introduction of Entrepreneurship Education as a general course.	1.82	1.87	1.90	1.86	14 th
2.	Students see the introduction of Entrepreneurship Education as an opportunity to acquire skills that will build them up for independent life.	3.17	3.46	3.39	3.33	2 nd
3.	Students' participation in Entrepreneurship Education courses is marked by high rate of absenteeism	2.87	2.70	2.88	2.80	6 th
4.	Students give enough time to the study of courses in Entrepreneurship Education.	2.58	2.48	2.61	2.54	8 th
5.	Students take the practical components of the course seriously.	3.32	3.45	3.00	3.33	2 nd
6.	Acquisition of entrepreneurial Education makes the entrepreneurship an employer rather than an employee.	3.00	2.80	2.67	2.85	5 th
7.	Students are enthusiastic about Entrepreneurship Education.	2.05	2.07	2.12	2.07	13 th
8.	Students have less value for Entrepreneurship Education.	3.19	3.39	3.61	3.35	1 st
9.	Time being spent in Entrepreneurship Education should be used in other courses.	2.13	2.04	2.06	2.08	12 th
10.	Students see Entrepreneurship Education as being serious.	2.35	2.23	1.94	2.22	11 th
11.	Students spend their resources acquiring books other materials for entrepreneurial education.	2.34	2.25	2.02	2.25	10 th
12.	Students visit skill acquisition centers for the acquisition of more knowledge in entrepreneurship education.	3.04	2.90	2.59	2.90	4 th
13.	Students relate well with lecturers of entrepreneurship education courses.	2.53	2.55	2.65	.256	7 th
14.	Students prefer white collar jobs to the acquisition of entrepreneurship skills.	2.50	2.20	3.24	2.33	9 th
	Aggregate Mean	2.63	2.60	2.54	2.60	

Table 1: Weighted mean scores and rank order of students' reaction to the introduction of entrepreneurship education in Universities in Nigeria

Table 1 showed that eight of the fourteen items listed (items 2, 3, 4, 5, 6, 7, 12 and 13) with weighted mean scores of 3.33, 2.80, 2.54, 3.33, 2.85, 3.35, 2.90 and 2.56 respectively were agreed to be related to students' reaction to introduction of entrepreneurship education in the three categories of Universities. On the other hand, items 1, 8, 9, 10, 11 and 14 with weighted mean scores of 1.86, 2.07, 2.08, 2.22, 2.25 and 2.33 respectively were considered disagreed by the respondents from the three categories of Universities in Nigeria.

Research Hypothesis

There is no significant difference among the students in Federal, State and Private Universities on students' reaction to introduction of entrepreneurship education in the Universities in Nigeria.

Source of Variation	Sum of Squares	df	Mean Square	Cal. F-value	Crit. F-value	P-value (significant)
Between Groups	0.66	2	0.33 0.05	7.33	3.00	.001
Within Groups	25.53	569				
Total	26.19	571				

Table 2: One-way Analysis of Variance (ANOVA) on the difference among students in Federal, State and Private Universities on students' reaction to introduction of entrepreneurship education in the Universities in Nigeria.

Note: Df = 2,569; significance level = 0.05; $p < 0.05$ is significant.

Table 2 showed that the calculated F-value of 7.33 is greater than the critical F-value of 3.00. This is an indication that the null hypothesis of no significant difference is rejected. In other words, there is significant difference among students in the three categories of Universities on students' reaction to introduction of entrepreneurship education in the Universities in Nigeria.

Discussion Of Findings

Students' Reaction To The Introduction Of Entrepreneurial Education

The results of this study showed that students are enthusiastic about the introduction of entrepreneurial education in the Universities. There is significantly higher level of students' reaction in federal and state universities than in private universities. No significant difference exists between federal and state universities in the aggregate mean scores on students' reaction to the introduction of entrepreneurship education in the Universities. Chukwuma (2008) and Amaewhule (2008) asserted that positive attitude is a pre-requisite for an entrepreneurial student because an entrepreneur must use his attitude to control his and other people's emotions, rather than allowing emotions to control attitudes. Omeje (2008) observed that positive work attitude and personal commitment of the entrepreneurial education teachers and students are vital element for the actualization of effective and qualitative teaching in the Entrepreneurship Education Programme. This even determines the level of seriousness of students towards a programme, which is a major determinant of the level of skills they can acquire. Success in the implementation of the programme requires both the students and the teachers to be interested and demonstrate positive reaction (attitude) towards the programme.

Conclusion

From the results of this study which has been presented and discussed, it is clear that even though all three categories of universities in Nigeria have commenced implementation of the entrepreneurship education, the motivation to achieve the desired results in terms of developing entrepreneur is not there. The prospect of achieving the desired results by developing entrepreneurs who would become employers rather than job seekers and hence contribute to the achievement of the national development goals is bleak.

Recommendations

Considering the results of this study, the following recommendations which if implemented will facilitate the successful implementation of the entrepreneurship education programme are made:

Universities' administrators should adhere strictly to the directives of the Federal Government of Nigeria so as to enforce the implementation of the Entrepreneurship Education in the Universities.

The administrators of the three categories of Universities need to provide adequate incentives to students and motivation to teachers engaged in entrepreneurial education

courses. This will ensure that both the teachers and the students put in their best to achieve the desired goals.

There is need for regular monitoring and evaluation of the programme by university regulatory bodies and other relevant support organizations to assess progress being made and address the challenges being faced in the implementation process.

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