Perception of University Undergraduates on Entrepreneurial Education for Self Employment

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Abstract
The study examined as entrepreneurial education as a panacea in promoting youth engagement in small scale business. The purpose of the study is to drawn out solution for the enhancement of small scale business. Descriptive survey research design was adopted for the study. The survey questionnaire contained fifteen items of four point Likert scale. The population for the study comprises all undergraduate of Adekunle Ajasin University, Akungba Akoko, Ondo State, Nigeria. One hundred questionnaires were administered to the respondents. Proportional stratified sampling technique was used for the selection of the respondents. Three research hypotheses were generated and tested at 0.05 level of significance. The hypotheses were analyzed using inferential statistics of chi square, t-test and ANOVA. The results showed that X²cal is greater than X²tab (7.815).This implies that there was significant influence of entrepreneurial education for self employment. The result also revealed that [t (98) = 1.4, p< 0.05].This implies that there was significant difference between the perception of male and female undergraduates on entrepreneurship education for self employment. Therefore, the study recommends that all stakeholders must encourage the proposed introduction of Entrepreneurship education across faculties and departments as general courses in Higher Institutions in Nigeria. The federal government in collaboration with state governments should provide fund/scholarships/bursaries for students by way of encouragement to enhance entrepreneurial education.

Keywords: Entrepreneurship, education, small scale business

Introduction
Entrepreneur can be described as somebody who is engaged in the management of a small scale business. Anyone who starts up in business is labeled as an entrepreneur, and entrepreneurship is inextricably linked to small business management. Contrary to common belief, entrepreneurship is not a new phenomenon; people have been referring to entrepreneurs for hundred years. The word entrepreneur derives from French, literally meaning someone who takes between or goes between. (Stokes,Wilson and Mador 2010)

In the middle ages, an entrepreneur was someone who managed large projects on behalf of a landowner, such as the building of a castle or a cathedral. In the seventeenth century the concept was ascertained to include some element of risk and profit. Entrepreneurs were those who contracted with the state to perform certain duties, such as the collection of revenues or the operation of banking and trading services. As the price was fixed the entrepreneur could profit or loose from their performance of the contract.
According to Drucker (1986) defined an entrepreneur as someone who always searches for change, respond to it and exploits it as an opportunity. Kirzner (1973) opined that entrepreneurship is a competitive behaviours that drive the market prices.

Entrepreneurship involves a transformation process of social and market change that creates value for individuals and for society. Entrepreneurship is a way of thinking, reasoning and acting that is opportunity-based holistic in approach and leadership balanced. Entrepreneurship results in the creation of enhancement, realization and renewal of value not just for the owner but for all participants and stakeholders. (Timmons and Spinelli 2004). According to Hisrich and Peters (2002), defined entrepreneur as the process of creating something new of value by devoting the necessary time and effort, assuming the accompanying financial and social risks and receiving the resulting rewards of monetary and personal satisfaction and independence.

Davidson (2003) opined that entrepreneurship is characterized as a societal phenomenon or process of change comprising the following three behavioural components:

- The identification, evaluation and exploitation of an opportunity;
- The management of a new or transformed organization so as to facilitate the production and consumption of new goods and services;
- The creation of value through the successful exploitation of a new idea (i.e requiring both creativity and innovation).

**Motivation for Starting a Business**

The decision to set up a new business is always a bold or courageous, regardless of what the specific context is. This should caution us against any superficial and value-laden assumptions as to the motivations of owner-managers versus those of entrepreneurs.

There are many reasons for starting up a new business, this can be discuss in terms of push and pull influences.

**Pull Influences**

Some individuals are attracted towards small business ownership by positive motives such as a specific idea which they are convinced will work. Pull motives include;

- Desire for independence
- Desire to exploit an opportunity
- Turning a hobby or previous work experience into a business

**Push Influences**

Many people are pushed into founding a new enterprise by a variety of factors, include:

- Redundancy
- Unemployment or threat of job
- Disagreement with previous employer. (Watkins and Watkins 1986)

Conclusively, there is correlation between education and entrepreneurship. Batis (1995) Opined that education is particularly important for female entrepreneurs
Additionally, it is claimed that an individual will be more likely to exploit an opportunity if they are better educated, (Shane, 2003). Certainly, there has been a very significant growth in enterprise and entrepreneurship education in recent years both at secondary schools and University levels and this is likely to have had an impact on the attitudes of young adults towards the possibilities of an entrepreneurial career path. (Athayde, 2009).

**Statement of the Problem**

The reality for many individual is that economic recession brings hardship and tremendous strains on basic living conditions in order to begin an entrepreneurial venture at the very time that one is most vulnerable, would seem to demand a certain type of positive outlook in life as well as the deep and sustained support of family and friends.

**Purpose of the Study**

The purpose of the study is to examine the entrepreneurship education as a remedy in promoting youth engagement in small scale business.

**Research Hypotheses**

For the purpose of this study, three research hypotheses were formulated;

1. There is no significant difference between the perceptions of undergraduates on entrepreneurial education based on self employment
2. There is no significant difference between undergraduates perception from faculty of law, Education, Science, and Social Science on youth engagement in small scale business.
3. There is no significant difference between the perception of male and female undergraduates on the involvement of youth in small scale business after graduation.

**Method**

**Research design**

A descriptive research of survey design was adopted for this study. The population of this study comprises of all the undergraduates in Adekunle Ajasin University, Akungba Akoko Ondo State.

**Sample and Sampling Technique**

A sample of 100 respondents was selected through proportional stratified sampling technique. This is adopted to have equal representation of respondents across each department in each of the five faculties in AAUA

**Research Instrument**

An instrument titled: Small Scale Business and Entrepreneur (SCBAE) with four point Likert scales (SA, A, D, and SD) rated 4, 3, 2, and 1 respectively; this was used to gathered information from the respondents.

**Validity of the Instrument**
The face and content validity of the instrument was ensured by an expert in the field of Tests and Measurement. The items generated were scrutinized and synchronized with the factors being considered.

Reliability of the Instrument

The reliability was established using test-retest method and reliability co-efficient of 0.76 was obtained. The data were analyzed using inferential statistics.

Data Collection

Data collection occurred during first semester of the academic year with the support of colleagues. Copies of instrument were distributed and collected back after each respondent responds to the questionnaire. The purpose of the study was explained without any particular incentives for completing the questionnaire or penalty in decline for completing the questionnaire.

Data Analysis

The data collected were analyzed using appropriate inferential statistics of t-test, ANOVA and chi-square. The hypotheses generated were tested using t-test to find the differences between the mean value of male and female undergraduates on the involvement of youth in small scale business and chi-square to test the response patterns among undergraduate on the involvement of youth in small scale business at 0.05 level of significance.

Result and Discussion

$H_{01}$: There is no significant difference between the perceptions of undergraduates on entrepreneurial education.

Table 1 The result of chi – square analysis reveals that $X^2_{cal}$ is greater than $X^2_{tab}$ at 0.05 level of significant for all the items. The null hypothesis was rejected. This implies that there was significant influence of entrepreneurial education of undergraduate on self employment.

$H_{02}$: There is no significant difference between undergraduates from faculty of Law, Arts, Social and Mgt. Sciences, Sciences, and Education on entrepreneurial education. This analysis is presented on Table 2

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>$X^2_{cal}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I like to establish a business if I have the</td>
<td>60</td>
<td>37</td>
<td>2</td>
<td>1</td>
<td>98.96</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(60.0)</td>
<td>(37.0)</td>
<td>(2.0)</td>
<td>(1.0)</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>--------</td>
<td>--------</td>
<td>-------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I have a business on my own</td>
<td>33 (33.0)</td>
<td>33 (33.0)</td>
<td>25 (25.0)</td>
<td>9 (9.0)</td>
<td>15.36</td>
</tr>
<tr>
<td>3</td>
<td>Lack of capital does not enable me to start business</td>
<td>37 (37.0)</td>
<td>39 (39.0)</td>
<td>21 (21.0)</td>
<td>3 (3.0)</td>
<td>33.60</td>
</tr>
<tr>
<td>4</td>
<td>Fear of losing my capital discourages me to set up a business</td>
<td>28 (28.0)</td>
<td>36 (36.0)</td>
<td>23 (23.0)</td>
<td>13 (13.0)</td>
<td>11.12</td>
</tr>
<tr>
<td>5</td>
<td>I have a lot of business ideas</td>
<td>31 (31.0)</td>
<td>56 (56.0)</td>
<td>10 (10.0)</td>
<td>3 (3.0)</td>
<td>68.24</td>
</tr>
<tr>
<td>6</td>
<td>I prefer white collar job than setting up a business</td>
<td>21 (21.0)</td>
<td>33 (33.0)</td>
<td>24 (24.0)</td>
<td>22 (22.0)</td>
<td>3.60</td>
</tr>
<tr>
<td>7</td>
<td>My parent obligation encourages me to become a successful entrepreneur</td>
<td>20 (20.0)</td>
<td>55 (55.0)</td>
<td>12 (12.0)</td>
<td>13 (13.0)</td>
<td>49.52</td>
</tr>
<tr>
<td>8</td>
<td>I am efficient and effective in handling labour and logistics problems</td>
<td>26 (26.0)</td>
<td>59 (59.0)</td>
<td>11 (11.0)</td>
<td>4 (4.0)</td>
<td>71.76</td>
</tr>
<tr>
<td>9</td>
<td>Low level risk taking attitude is also a factors affecting me in taking decision to start a business</td>
<td>25 (25.0)</td>
<td>27 (27.0)</td>
<td>35 (35.0)</td>
<td>13 (13.0)</td>
<td>9.92</td>
</tr>
<tr>
<td>10</td>
<td>Education and government institution are doing little to promote entrepreneurship</td>
<td>18 (18.0)</td>
<td>60 (60.0)</td>
<td>16 (16.0)</td>
<td>6 (6.0)</td>
<td>68.64</td>
</tr>
<tr>
<td>11</td>
<td>I prefer joint business than to run personal business</td>
<td>11 (11.0)</td>
<td>39 (39.0)</td>
<td>27 (27.0)</td>
<td>23 (23.0)</td>
<td>16.00</td>
</tr>
<tr>
<td>12</td>
<td>I don’t have financial independence to conceive, plan and execute a business</td>
<td>14 (14.0)</td>
<td>57 (57.0)</td>
<td>24 (24.0)</td>
<td>5 (5.0)</td>
<td>61.84</td>
</tr>
<tr>
<td>13</td>
<td>I have confidence that I will succeed if I start my own business</td>
<td>40 (40.0)</td>
<td>41 (41.0)</td>
<td>10 (10.0)</td>
<td>9 (9.0)</td>
<td>38.48</td>
</tr>
<tr>
<td>14</td>
<td>I have no support in taking loan to set up a business</td>
<td>27 (27.0)</td>
<td>56 (56.0)</td>
<td>13 (13.0)</td>
<td>4 (4.0)</td>
<td>62.00</td>
</tr>
<tr>
<td>15</td>
<td>Lack of proper knowledge about availability of raw materials, low level negotiation and bargaining skills are also factors affecting establishing an entrepreneurship</td>
<td>39 (39.0)</td>
<td>42 (42.0)</td>
<td>13 (13.0)</td>
<td>6 (6.0)</td>
<td>39.60</td>
</tr>
</tbody>
</table>

\[ P < 0.05, \text{percentages are enclosed in parentheses, df (3) = 7.815} \]
Analysis of Variance statistics was conducted to compare undergraduates’ perception on entrepreneurial education for Faculty of Law, Arts, Social and Management Sciences, Science and Education (Table 2b). There was a significant difference between the Faculty of Law undergraduates mean scores (M = 28.75; 3.83) Arts undergraduates (M = 30.10; SD = 4.53), Social and Management Sciences undergraduates (M = 34.65; SD = 3.76), Science Undergraduates (M = 30.20; 4.84) and Education undergraduates (M = 31.50; SD = 5.37) it was indicated statistically that there is a significant difference between the Faculties on Entrepreneurial education [F (4, 95) = 4.935; p<0.05]. However, the result shows that undergraduates from the faculty of social and management sciences have the highest level of perception towards entrepreneurial education.

<table>
<thead>
<tr>
<th>Faculties</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law</td>
<td>28.7500</td>
<td>20</td>
<td>3.83200</td>
<td>0.85686</td>
</tr>
<tr>
<td>Arts</td>
<td>30.1000</td>
<td>20</td>
<td>4.52944</td>
<td>1.01281</td>
</tr>
<tr>
<td>Social and Mgt. Sciences</td>
<td>34.6500</td>
<td>20</td>
<td>3.76410</td>
<td>0.84168</td>
</tr>
<tr>
<td>Sciences</td>
<td>30.2000</td>
<td>20</td>
<td>4.83708</td>
<td>1.08160</td>
</tr>
<tr>
<td>Education</td>
<td>31.5000</td>
<td>20</td>
<td>5.37905</td>
<td>1.20279</td>
</tr>
<tr>
<td>Total</td>
<td>31.0400</td>
<td>100</td>
<td>4.85532</td>
<td>0.48553</td>
</tr>
</tbody>
</table>

Table 2b: ANOVA analysis on the differences between faculties on Entrepreneurial Education

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>401.540</td>
<td>4</td>
<td>100.385</td>
<td>4.935</td>
<td>.001</td>
</tr>
<tr>
<td>Within Groups</td>
<td>1932.300</td>
<td>95</td>
<td>20.340</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2333.840</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An independent samples t-test was conducted to compare students’ perception Entrepreneurial Education between male and female undergraduates (Table 3). There was a significant difference between the male undergraduates mean score (M = 31.68; SD = 5.15) and female undergraduates mean score (M = 30.32, SD = 4.43; t (98) = 1.4, p< 0.05) it was indicated that there is a significant difference between male and female undergraduates perception on Entrepreneurial Education.

Discussion
From the analysis above, the result revealed that there is a significant difference between the perceptions of undergraduates on entrepreneurial education. This implies that undergraduates have positive attitude towards entrepreneurial education such that undergraduates from the faculty of social and management sciences have the highest level of perception towards entrepreneurial education. The result is similar with the findings of Peterman and Kennedy (2003) indicated that offering entrepreneurship education course is helping students in development of favourable entrepreneurial attitude. Similarly, empirical findings of Tounes (2006), Trenan, Renfrow and Watson (2003), and Audet (2000) indicated that taking entrepreneurship education course has positive effects on students’ entrepreneurial attitude. There are many others findings that supported the positive effects oeurship education on development of entrepreneurial attitude of students, Lens and Wong, (2003), & Teixiera and Davey, (2008). Guerero, Rialp and Urbano (2008) affirm that attitude towards entrepreneurship Education is one of the determinant factors on decision of becoming entrepreneurs.
**H03:** There is no significant difference between the perception of male and female undergraduates on the involvement of youth in small scale business after graduation.

### Table 3: t-test analysis of perception between male and female undergraduates on Entrepreneurial Education

<table>
<thead>
<tr>
<th>Source</th>
<th>Sex</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-cal.</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>Male</td>
<td>53</td>
<td>31.68</td>
<td>5.15</td>
<td>1.405</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>Students</td>
<td>Female</td>
<td>47</td>
<td>30.32</td>
<td>4.44</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Significant at 0.05: N= 100**

However, the result revealed that there was a significant difference between the male and female undergraduates perception on Entrepreneurial Education. Thus, male and female undergraduates have different perception towards entrepreneurship. Another finding of this study is that students rate information skill as the most outstanding entrepreneurial skill students should acquire followed by financial management skill and risk taking skill. Information skill is very important for entrepreneurship because it is the key to successful business. It enables entrepreneurs to identify investment opportunities in the society. This finding is supported by the work of Dennis (1993) who reported that every university student needs information skill and other entrepreneurial skills to enable the student identify business opportunities, have real choices about the future, initiate ideas and manage resources effectively.

### Conclusion

Premised on the findings of this study, it is evident that undergraduates are positive in their assessment of the relevance of entrepreneurship education as an empowerment strategy to graduate self-employment. They perceive entrepreneurship studies as a means of empowering Nigerian graduates through acquisition of appropriate entrepreneurial skills to be job creators, employers of labour and to contribute meaningfully to the economic development of the nation. Male and female students do not differ significantly in their perception of the relevance of entrepreneurship education as an empowerment strategy for graduate self-employment. University students identify information, financial management skill and risk taking skills as major entrepreneurial skill that students should acquire.

### Recommendations

It is against this background that the following recommendations are proffered for effective entrepreneurship education in Nigeria.

1. All stakeholders must encourage the proposed introduction of Entrepreneurship study across faculties and departments as general courses in the country. The federal government in collaboration with state governments should provide scholarships/bursaries, financial support for performing / enhance students by way of encouragement towards entrepreneur’s skills.

2. Universities should start to commercialize their research findings instead of leaving them in the shelves.
3. The National Universities Commission (NUC) should as usual set the minimum benchmark of the courses in Nigerian universities. This development should not be politicized, rather, the entire policy frameworks needed for its sustainability and improvement should be provided so as to salvage Nigeria from clutches of poverty.

4. Government should motivate and inspire educational institutions in Nigeria to plan and establish training in entrepreneurship in partnership with business organizations, private investors, state and local governments and other relevant stakeholders in the local environment.

5. Entrepreneurship should be taught to students in all disciplines in educational institutions in Nigeria. Ideas which emerge from non-business disciplines can be garnered for investment aimed at economic growth and development. This will impart students with the required knowledge and entrepreneurial skills needed for self-reliance and sustenance.

6. The current system of education in Nigeria should be redefined and refocused to create and enhance the supply of entrepreneurship initiatives and activities. Educational institutions should become centres of training entrepreneurs rather than preparing and processing students for white collar jobs.

References


