

Entrepreneurial Skills Acquisition among Business Education Students (Falobi, 2022)

Entrepreneurial Skills Acquisition among Business Education Students of Universities in Southern Nigeria: Constraints and Solutions

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Abstract

The study assessed constraints and solutions of entrepreneurial skills acquisition among Business Education students of universities in southern Nigeria. Two research questions and two hypotheses were raised for the study. A descriptive survey design was adopted for the study. The population of the study comprised of all 3267 final year Business Education students in all public (Federal and State) universities that offer Business Education in Southern Nigeria. A sample of 550, Business Education students from the randomly selected universities that offer Business Education in Southern Nigeria. Stratified and simple random sampling techniques were used to select 3 Federal universities and 3 state universities in Southern Nigeria. The instrument used was properly validated and tested for reliability through test and retest method. This yielded a reliability index of 0.86 using Pearson Product Moment Correlation Coefficient. All the data collected were analyzed using mean and standard deviation for the research questions. The hypotheses were tested using the Pearson Product Moment Correlation Coefficient all at 0.05 level of significance. The findings of the study revealed that there is a significant relationship between specific constraints in Business Education Programme and students' acquisition of entrepreneurial skills for self-reliant. The study concluded that, once there is an increase in a specific constraint, it will lead to decrease in the students' acquisition of entrepreneurial skills for self-reliant. The study recommends that Government should provide well-equipped Business laboratory and they should provide adequate facilities for effective teaching and learning of diverse entrepreneurial skills

Keywords: Constraints, Entrepreneurial, Skills, Solution

Introduction

One of the important indices of a sustainable economy is the ability of a country to provide gainful employment for its citizens so as to effectively contribute maximally to nation building. Entrepreneurial skills acquisition is essential and most critical factor to solve unemployment rate and to improve income generation of any nation. The unacceptable rate of youth unemployment in the country, the low standard of living and the hope of technological transfer which is tending towards a mirage, have led to a renewed interest in entrepreneurship development in Nigeria. The trend of entrepreneurship has gained unequalled importance because of its role in the socio-economic development of the society (Falobi, 2018). According to Ezeani and Ugwu (2013), economically, entrepreneurship strengthens markets and serves as a strong means of providing alternative employment opportunities for unemployed graduates and youths. This can be achieved through the formation of small and medium scale enterprises. Socially, entrepreneurship empowers citizens, generates innovation and changes mindsets. Entrepreneurship is thus important for societies to generate economic growth and development. In line with this, individual ability to turn ideas into actions which, include creativity, innovation, problem-solving, risk-taking and critical



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thinking, become imperative. Meanwhile, entrepreneurship is the key content in Business Education Programme that enables students to acquire necessary business skills, business ideas and business management skills for self-reliant (Falobi, 2019). Entrepreneurial skills acquisition involves the philosophy of self-reliant, such as creating a new cultural and productive environment, promoting new sets of attitudes and culture for the attainment of future challenges.

Skill acquisition in Business Education involves the mastery of practical skills and theoretical knowledge in business. Skill acquisition in the Nigerian educational system could be through technical and vocational education. This is done through teaching, training, retraining, practical experience and on-the-job training (Falobi et.al, 2019). Business Education is education for self-reliant and economic development (Falobi, 2019). Skills acquisition in Business Education programme emphasizes business skills, business knowledge and business ethics skills for productivity and self-reliant. Ishola and Falobi (2018) state that, the importance of Business Education enables the acquisition of business skills and development of business attitude and business knowledge which will enable recipients to play their part in the business community and help them to be self-reliant.

Various kinds of skills are needed to keep individuals abreast of modern changes in time of need. Skills acquisition refers to the ability of an individual to acquire skills needed for employability and essentials of knowledge and imbibing new ways of doing things. Career development provides the potentials to keep humanity moving forward in an attempt to solve problems. Ubulom (2013), asserts that, inadequacy of equipment has cause serious impediment to the teaching of entrepreneurial skill in our tertiary institution. Skills acquisition of business education students in Nigerian universities is affected by a lot of factors in achieving the lofty goals of the programme. These factors include: Poor funding, lack of adequately trained teachers, lack of basic learning facilities, lack of spirit of hard work among students, availability of teaching/learning resources, faults in curriculum content and delivery, lack of adequate staff development, poor remuneration of lecturers. In addition to the aforementioned problems, the researcher observed that, Business Education placed too much emphasis on theory and quantitative analysis; little emphasis on qualitative factors; and little emphasis on entrepreneurial and vocational activities. The researcher observes that, if all these problems are not strategically resolved, it will hinder the achievement of Business Education objectives. Adequacy of equipment in our tertiary institutions will improve teaching and learning process (Bello, Oludele, & Ademilayi, 2016).

The Business Education curriculum is geared towards equipping the recipients with the necessary skills to become high caliber professional in business establishment. Unfortunately, Business Education students are face with series of constraints that stand as impediments to their acquisition of better entrepreneurial skills for self-reliance. This study assessed the constraints and pinpoint solutions to enhance better acquisition of entrepreneurial skills in Business Education programme.

Objectives of the study

The objectives of this study are specifically to:

1. Assess the specific constraints that affect entrepreneurial skills acquisition among Business Education students in universities in Southern Nigeria.
2. Find out the strategic solutions to enhance entrepreneurial skills acquisition in Business Education programme in universities in Southern Nigeria



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Research Questions

1. What are the specific constraints that affect entrepreneurial skills acquisition among Business Education students in universities in Southern Nigeria?
2. What are the strategic solutions to enhance entrepreneurial skills acquisition in Business Education programme in universities in Southern Nigeria?

Research Hypotheses

1. There is no significant relationship between specific constraints in Business Education Programme and students' acquisition of entrepreneurial skills for self-reliant.
2. The strategic solutions to enhance entrepreneurial skills acquisition in Business Education programme in the universities in southern Nigeria do not significantly correlate with students' entrepreneurial skills acquisition for self-reliant.

Methodology

The researcher used descriptive survey research design for this study. This was adopted in order to identify the prevailing state of the entrepreneurial skills acquisition in Business Education programme of the universities and to suggest necessary modification/improvement in the programme. The study was carried out in Southern (South-West, South-East and South-South) Nigeria. The choice of universities in Southern Nigeria was based on relative representation of the entire Nigerian population. The population of this study comprised all 3267 final year Business Education students in all public (Federal and State) universities that offer Business Education in Southern Nigeria. These students are considered most suitable as it is expected that they should have acquired enough knowledge in entrepreneurial skills and they are at the threshold of graduating. The sample for this study comprised 550 Business Education students from the randomly selected universities that offer Business Education in the Southern Nigeria. Stratified and simple random sampling techniques were used to select 3 Federal universities and 3 state universities in the Southern Nigeria. The universities were stratified into Federal and State Universities. One Federal University and one State University were randomly selected in the South-West, South-East and South-South of Nigeria. 57, 92, 102, 148, 114 and 37 400level Business Education students were randomly selected from six Universities in the Southern Nigeria. The sample size was determined through Raosoft sample size calculator at 95% confident level and 5% margin error. The researcher used structured questionnaire as research instrument for data collection for this study. The researcher used self-design questionnaire title Specific Constraints that Affect Entrepreneurial Skills Acquisition) with 6 items and (Strategies to Enhance Entrepreneurial Skills Acquisition) with 7 items. This was of Likert scale format of 4-point scale such as: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Data were analysed along the lines of the stated research questions using descriptive statistics of frequency counts, percentages, mean and standard deviation. Pearson Product Moment Correlation Coefficient was used to test all the hypotheses at 0.05 level of significance. To ensure the reliability of the instrument, test re-test was adopted. The researcher administered the instrument on 20 Business Education students who were not part of the sample used in an interval of two weeks. The two sets of scores were computerized using Pearson Product Moment Correlation Co-efficient. The reliability co-efficient obtained was 0.79. The validity index shows that it will measure what

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it purports to measure. The researcher employed face-to-face method in the administration of the instrument.

Results

Research Question 1:

What are the specific constraints that affect entrepreneurial skills acquisition among Business Education students?

Table 1: Descriptive Statistics of Mean and Standard Deviation on Specific Constraints that Affect Entrepreneurial Skills Acquisition

S/N	Statements	Mean	Sd	Remark
1	Inadequate entrepreneurial skills in Business Education programme will not prepare students for self-reliant.	3.61	.51	Agree
2	Poor infrastructural facilities.	3.59	.54	Agree
3	Inadequate instructional resources.	3.57	.54	Agree
4	Inadequate competent lecturers.	3.58	.55	Agree
5	Inadequate experience of the instructors.	3.51	.59	Agree
6	Poor implementation strategies.	3.49	.60	Agree
Average (%)		3.55	.31	Agree

Keys: Agree = 2.50 - 4.00

Disagree = 1.00 - 2.49

It can be observed from Table 1 that, the greatest specific constraint in this study, is item 1 that says, inadequate entrepreneurial skills in Business Education Programme will not prepare the students for self-reliant (Item 1: \bar{x} =3.61; SD=.51). This was followed by poor infrastructural facilities (Item 2: \bar{x} =3.59; SD=.54). Inadequate competent lecturers as well as inadequate instructional resources were also specific constraints affecting entrepreneurial skills acquisition among Business Education students as indicated in item 4 and 3 (Item 4: \bar{x} =3.58; SD=.55; Item 3: \bar{x} =3.57; SD=.54). Inadequate experience of the instructors as well as poor implementation strategies were also specific constraints as shown in Table 1 with regard to items 5 and 6 (Item 5: \bar{x} =3.51; SD=.59; Item 6: \bar{x} =3.49; SD=.60). Overall, six items shown in Table 1 were specific constraints affecting entrepreneurial skills acquisition among Business Education students (\bar{x} =3.55; SD=.31).

Research Question 2:

What are the strategic solutions to enhance entrepreneurial skills acquisition in Business Education programme?

Table 2: Descriptive Statistics of Mean and Standard Deviation on Strategies to Enhance Entrepreneurial Skills Acquisition in Business Education Programme

S/N	Statements	Mean	Sd	Decision
1	Provision of adequate facilities for entrepreneurial skills.	3.66	.48	Agree
2	Thorough supervision of Students Industrial Work Experience Scheme (SIWES).	3.61	.50	Agree
3	Effective participation sessions in seminars and workshops in entrepreneurship.	3.55	.51	Agree
4	Use of competent lecturers in Business Education department/unit.	3.57	.51	Agree
5	Creation of school based enterprises where students can identify potential businesses.	3.65	.49	Agree
6	Provision of adequate instructional resources in the business laboratory.	3.67	.49	Agree
7	Use of numerous practical project works by the recipients.	3.39	.53	Agree
Average (%)		3.58	.27	Agree

Agree=2.50-4.00

Disagree=1.00-2.49



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Item 6 which borders on provision of adequate instructional resources in the business laboratory was the most rated strategy in enhancing entrepreneurial skills acquisition in Business Education Programme, as shown in Table 2 (\bar{x} = 3.67; SD = .49). This was followed by item 1 which is centred on provision of adequate facilities for entrepreneurial skills (\bar{x} = 3.66; SD = .48). Next in the rating of strategy to enhance entrepreneurial skills acquisition was item 5 which has to do with creation of school-based enterprises where students can identify potential businesses (\bar{x} = 3.65; SD = .49). Thorough supervision of SIWES, use of competent lecturers, effective participation in seminars and workshops were strategic solutions indicated to enhance entrepreneurial skills acquisition in Business Education Program as indicated in items 2, 4 and 3 respectively (Items 2: \bar{x} = 3.61; SD = .50; Item 4: \bar{x} = 3.57; SD = .51; Item 3: \bar{x} = 3.55; SD = .51). The least rated strategy was item 7 which centre on the use of numerous practical projects works by the recipients (\bar{x} = 3.39; SD = .53). In conclusion, all the items specified were considered as capable of enhancing entrepreneurial skills acquisition in Business Education Programme, based on their mean scores (\bar{x} = 3.58; SD = .27).

Hypothesis One:

There will be no significant relationship between Specific Constraints in Business Education Programme and students' acquisition of entrepreneurial skills for self-reliant.

Table 3: Specific Constraints in Business Education Programme and Students' Acquisition of Entrepreneurial Skills

Variables	Mean	Std	N	R	p-val.	Remark	Decision
Specific Constraints	3.55	.31	550	-.711	.001	Sig.	Rejected
Skills Acquisition	2.21	.32					

*Significant at .05 level

Table 3 shows $r = -.711$, indicating a strong and negative relationship between specific constraints in Business Education Program and students' acquisition of entrepreneurial skills for self-reliant, while $p = .001$ shows a significant relationship between specific constraints in Business Education Program and students' acquisition of entrepreneurial skills for self-reliant. Hence, the null hypothesis that states "there is no significant relationship between specific constraints in Business Education Program and students' acquisition of entrepreneurial skills for self-reliant" is rejected.

Hypothesis Two:

The strategic solutions to enhance entrepreneurial skills acquisition in Business Education programme in Universities in Southern Nigeria do not significantly influence students' entrepreneurial skills acquisition for self-reliant.

Table 4: Strategic Solutions and Students' Acquisition of Entrepreneurial Skills

Variables	Mean	Std	N	r	p-val.	Remark	Decision
Strategic Solution	3.58	.27	550	.951	.001	Sig.	Rejected
Skills Acquisition	2.21	.32					

Significant at .05 level

Table 4 shows $r = .951$, indicating a very strong and positive relationship between strategic solutions to enhance entrepreneurial skills acquisition in Business Education programme in



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universities in Southern Nigeria and students' entrepreneurial skills acquisition for self-reliant, while $p=.001$ shows a significant relationship between strategies to enhance entrepreneurial skills acquisition in Business Education programme in universities in Southern Nigeria and students' skills acquisition for self-reliant. Hence, the null hypothesis that states; "the strategic solutions to enhance entrepreneurial skills acquisition in Business Education programme in universities in Southern Nigeria do not significantly influence students' entrepreneurial skills acquisition for self-reliant" is rejected.

Discussion of Finding

The study revealed that there is a significant relationship between specific constraints in Business Education Programme and students' acquisition of entrepreneurial skills for self-reliant. It is, however, worthy of note that the relationship here is inverse and high, which indicates that an increase in the specific constraints results in a decrease in students' acquisition of entrepreneurial skills for self-reliant, and vice-versa. The study revealed that, strategic solutions to enhance entrepreneurial skills acquisition in Business Education programme in universities in Southern Nigeria will significantly influence students' entrepreneurial skills acquisition for self-reliant.

It was revealed that, there is a significant relationship between specific constraints in Business Education programme and students' acquisition of entrepreneurial skills for self-reliant. It is, however, worthy to note that the relationship here is inverse and high. This indicates that an increase in the specific constraints, results in a decrease in students' acquisition of entrepreneurial skills for self-reliant, and vice-versa. This finding is supported by the results of the study conducted by Ubulom (2013), who asserts that, inadequacy of equipment has cause serious impediment to the teaching of entrepreneurial skill in our tertiary institution. Similarly, Bello et.al. (2016) agreed that the adequacy of equipment in our tertiary institutions will improve teaching and learning process. The importance of adequate teaching staff in any educational programme cannot be overemphasized. They are cardinal and indispensable to the achievement of educational goals.

It was also revealed that, the strategic solutions to enhance entrepreneurial skills acquisition in Business Education programme in universities in Southern Nigeria will significantly influence students' entrepreneurial skills acquisition for self-reliant. The implication of this is that if the enhancement strategies are adopted in the teaching and learning of Business Education in universities in Southern Nigeria, it is expected that the students' entrepreneurial skills for self-reliant will be significantly enhanced. This is in agreement with Gabadeen and Raimi (2012) that, entrepreneurship skills are better imparted through industrial tours, professional talks from successful business owners and real execution of business projects while in school.

Conclusion

The researcher concludes that once there is an increase in a specific constraint, it will lead to decrease in the students' acquisition of entrepreneurial skills for self-reliant. The study also concludes that provision of adequate facilities, thoroughly supervision of industrial training, effective participation in entrepreneurship seminars, creation of school-based enterprises among students, provision of adequate instructional resources and extensive practical work and field trip will enhance entrepreneurial skills acquisition among business education students.

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Recommendations

Based on the findings and conclusions, the study recommends as follows:

1. Government should provide well-equipped Business laboratory and they should provide adequate facilities for effective teaching and learning of divers entrepreneurial skills. Government should employ competent Business Education lecturers with adequate entrepreneurial skills.
2. Business Education programme in the universities should be mandated to establish school-based enterprises centre, where students can identify potential businesses that will motivate them to become self-reliant. The centre should be equipped with all the modern facilities which can enrich the students with both theoretical and practical skills. This will help to provide students with practical skills needed for successful businesses. Effective participation sessions in seminars and workshops should be encouraged among Business Education students, in order to acquire additional skills needed to become self-reliant.

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