

## STRATEGIES FOR ENHANCING ENTREPRENEURIAL EDUCATION AMONG BUSINESS EDUCATION STUDENTS IN TERTIARY INSTITUTIONS IN ENUGU STATE, NIGERIA

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### **Abstract**

*The study was carried out to determine strategies for enhancing entrepreneurship education among business education students in tertiary institutions in Enugu state for job creation. Two research questions guided the study. The study adopted survey research design. The population of the study was 38 business educators. There was no sampling because the size was manageable. The instrument for the study was a 17 – item questionnaire which was developed by the researchers. The instrument was duly validated by three experts which yielded alpha value of .68 showing that the instrument is reliable. Research questions were answered using mean and standard deviation, while the null hypotheses were tested at .05 level of significance using t-test. It was found that institutional and governmental strategies enhance entrepreneurial education among business education students in tertiary institutions in Enugu state. Based on the findings, the researchers recommended that: Government should make policies that would promote entrepreneurship education. Facilities needed for entrepreneurship education should be made available by the institutions.*

**Keywords:** Entrepreneurial education, Business education, tertiary institution.

### **Introduction**

The Challenges of sustainable economic development and unemployment has continued to be on an incremental level as the economy has continued to be fluctuating without any positive strategies to revitalize it. Many business activities have started and some of them closes after two to three years. Most of the graduates roam about the streets without any job skill that will make them marketable including business education graduates. These set of people are assumed to have acquired skills and knowledge needed for gainful employment (Okeke, 2016).

In business education, students are basically trained to acquire business skills for paid and self-employment. Okoli, (2010) opined that business education is concerned with the teaching of skills, attitudes, competencies and knowledge necessary for successful business career. It is an instructional content that involves teaching students the fundamental theories and processes of business. According to Etuk (2005), business education is also designed to develop special emphasis on marketable business skills and

techniques fields like accounting, secretarial, clerical, stenographic, sales or distributive occupation. Azuka, Nwosu, Kanu, and Agomuo (2009), noted that business education has provided training that has allowed unskilled business workers to become skilled in a particular vocational trade. Through functional business education programme in tertiary institutions, youths can develop and acquire entrepreneurial skill which will enable them establish and sustain a business outfit. These skills and competencies enable individuals to be self-employed in the absence of paid employment and to be self reliant which then leads to sustainable growth and consequently poverty reduction (Okoli, 2010). It is imperative to note that functional business education programme is a gate to enhancing entrepreneurship education.

The entrepreneurship education has been identified as a means to an end to the seemingly intractable unemployment, because of the challenges of limited resources. The situation call for strengthen the entrepreneurship education contents for more desirable results. Ugocha and Odugwe (2015) defined entrepreneurship education as a specialized training given to people in order to acquire the skills, ideas and managerial abilities and capabilities for self-employment rather than being employed. Entrepreneurship process has contributed to socio-economic development of most nation of the world. Entrepreneurship involves the ability to set up a business enterprise as different from being employed. These abilities according to Obi and Omeje (2010), involve the acquisition of skills, idea, managerial competencies necessary for self-employment and the entrepreneurial spirit to propel and sustain wealth creation. Ojeaga and Owolabi (2011) are of the view that entrepreneurship education is the process of providing individuals with concept and ability to recognize commercial opportunities that others have over looked and to have the insight, self-esteem, knowledge and skills to act on. Some people are born entrepreneurs while others acquire it through training.

It should be noted that, business is not for everybody because not everyone has the heart to bear loses or have risks which occur in business. Through business education training, individuals may develop their potentials and capabilities to think and act as entrepreneurs or entrepreneur. This could also prepare individuals to meet the manpower needs of many companies and industries. The goal of entrepreneurship education according to Ugocha and Odugwe (2015) are in four-folds and they are to:

1. foster shared responsibilities for common good of society;
2. inculcate values such as respect for the worth and dignity of the individuals;
3. accord respect for the dignity of labour; and
4. build faith in man's ability to make rational decisions.

Business educators need to understand that this goal is needed among the male and female students. Entrepreneurship education is not gender sensitive. It is obvious that the development and management of local, small and medium scale industries into viable production outfit is dependent on functional entrepreneurship education and seem to be the only way out of the problem of industrial backwardness, unemployment and job creation. According to Obi and Omeje (2010), institution and government needs to develop better strategies for developing and enhancing entrepreneurship education in different programmes of learning. Institution needs to improve their teaching methods, facilities and

manpower to meet the emerging challenges in society through entrepreneurship education. Okafor (2009), noted that institutions have important role to play in providing functional education for job creation and entrepreneurship.

Moreover, the problem of unemployment and economic life of the people assume to be the government responsibilities to ensure that its citizenry are empowered to contribute effectively. Government needs to promote and increase the provision of teaching and learning facilities especially in entrepreneurship education. It is imperative to establish that institution and government have the power to enhance entrepreneurship education through business education programme since it is the only programme that equip learners with business skills and knowledge for gainful and self-employment. Upon this background, the need arose to determine the strategies for enhancing entrepreneurship education among business education students in tertiary institutions in Enugu state.

### **Statement of the Problem**

It is disheartening to observe a lot of business education graduates in the street without job. Most of them passed through accredited programmes of learning in which knowledge and skills are expected to have been impacted to them. But on a contrary, some of them have no skill and are dependent on the society. In business education, graduates are expected to acquire business skills and become entrepreneurs. The extent to which this entrepreneurship education programme is implemented called for revalidation as the graduates of business education and other programmes are in the bondage of unemployment and poverty.

The researcher is worried on this danger and wonders if entrepreneurship programme are implemented to achieve its objectives. This needs to be investigated to reduce the problem of unemployment and job creation in the society. The problem of enhancing the entrepreneurship education among business education students in tertiary institutions form the crux of the study.

### **Purpose of the Study**

The main purpose of the study was to determine the strategies for enhancing the entrepreneurial education among business education students in tertiary institutions in Enugu State.

Specifically, the study sought to determine:

1. The institutional strategies for enhancing entrepreneurial education among business education students in tertiary institutions in Enugu State.
2. The governmental strategies for enhancing entrepreneurial education among business education students in tertiary institutions in Enugu State.

### **Research Questions**

The following research questions guided the study:

1. What are the institutional strategies for enhancing entrepreneurial education among business education students in tertiary institutions in Enugu State?

2. What are the governmental strategies for enhancing entrepreneurial education among business education students in tertiary institutions in Enugu State?

### **Hypotheses**

The following null hypotheses, guided the study at .05 level of significance using t-test:

1. There is no significant difference between the mean responses of male and female business educators on the institutional strategies for enhancing entrepreneurial education among business education students in tertiary institutions in Enugu state.
2. There is no significant difference between the mean responses of male and female business educators on the government strategies for enhancing entrepreneurial education among business education students in tertiary institutions in Enugu State.

### **Method**

The study adopted a survey research design. A survey research design according to Nworgu (2015) is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of the entire population. The area of the study was Enugu State. Enugu state is one of the states in South-East geopolitical zone of Nigeria with many tertiary institutions. The population for the study was 41 Business educators in the public tertiary institutions offering business education. The schools were Enugu State University of Science & Technology (ESUT), University of Nigeria Nsukka (UNN), Enugu State College of Education Technical (ESCET), and Federal College of Education (FCE) Eha-Amufu.

The instrument used for the data collection was a questionnaire developed by the researchers. The questionnaire has 17 items based on the two research questions. The questionnaire was structured in four point response category of strongly Agree, Agree, Disagree and strongly Disagree with numerical value of 4, 3, 2 and 1 respectively. The instrument was validated by three experts. Two experts from business education in the Department of Technology and Vocational Education and one from measurement and Evaluation in the Department of Science and Computer Education, all in Enugu State University of Science and Technology. The reliability of the instrument was determined from a pilot test of the question with 10 business educators and 10 final year students in Nnamdi Azikiwe University Awka. Their responses were computed using Cronbach Alpha, which yielded .68 showing that the instrument is reliable.

The instrument was administered to the respondents with the help of 3 trained research assistants (one per school). The research assistants was on the administration, content of the question and method of collecting data from the respondents. Out of 41 questionnaire distributed 38 were properly filled and returned for data analysis representing 92.68 percent returned rate. The instrument was analyzed using mean and standard deviation. The decision rule was based on the principle of upper and lower limit of the mean. The t-test statistics was used to test the null hypotheses at .05 level of significant. The null hypotheses were rejected if the t calculated value was more than the t-critical and if not, the null hypotheses were upheld.

**Result****Research question 1**

**What are the institutional strategies for enhancing entrepreneurial education among business education students in tertiary institutions in Enugu State?**

**Table 1:**

**Mean ratings and standard deviation of male and female business educators on the institutional strategies for enhancing entrepreneurial education among business education students in tertiary institutions in Enugu State.**

S/N	Institutional strategies for enhancing entrepreneurship education	Male n = 12		Female n = 26		Overall 38		Decision
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	
1.	Creating an enabling environment for entrepreneurial activities	3.62	0.62	3.09	0.92	3.32	0.84	Agree
2.	Engaging every student in a particular entrepreneurial skills	2.81	1.27	2.97	1.02	2.92	1.09	Agree
3.	Provision of entrepreneurship development equipment	3.13	1.03	2.82	1.00	2.95	1.01	Agree
4.	Providing Fund for the maintenance of available equipment	3.44	0.89	2.64	0.90	2.97	0.97	Agree
5.	Monitoring entrepreneurship programmes/activities in business educator courses	3.25	1.18	3.05	0.99	3.13	1.07	Agree
6.	Employment of qualify supporting staff for entrepreneurial development	3.13	1.03	2.98	1.26	3.10	1.13	Agree
7.	Retraining of existing human resources on the needed entrepreneurial skills for teaching	3.50	0.81	3.09	0.97	3.26	0.92	Agree
8.	Ensuring that lecturers are utilizing relevant instructional materials in entrepreneurship practicum	2.95	0.95	3.75	0.45	3.29	0.87	Agree
Grand (Cluster) means/SD		3.23	0.97	3.05	0.94	3.12	0.99	Agree

The result of data analyzed in table one above showed that both male and female Business Educators in the public tertiary institutions in Enugu agreed that the itemized are the institutional strategies for enhancing entrepreneurial education among business

education students. The grand mean of 3.12 further confirmed the opinion of respondents. The low standard deviation shows that the respondents had a consensus opinion on their responses.

### Hypotheses 1

There is no significant difference between the mean responses of male and female business educators on the institutional strategies for enhancing entrepreneurial education among business education students in tertiary institutions in Enugu State.

**Table 2:**

**t-test analysis on mean ratings of male and female business educators on the institutional strategies for enhancing entrepreneurial education among business education students in tertiary institutions in Enugu State.**

Gender	$\bar{x}$	SD	N	P	df	t-cal	t-critical	Decision
Male	3.23	0.97	12	0.05	36	0.526	1.968	Not Significant
Female	3.05	0.94	26					

Result of t-test analysis in table 2 showed that the calculated t-value, at 0.05 level of significances and 36 degree of freedom for eight items is 0.526. Since the critical t-value is more than the t-calculated, the null hypothesis is therefore not significant for these items. This implies that there is no significant difference between the mean ratings of male and female business educators on the institutional strategies for enhancing entrepreneurial education among business education students in tertiary institutions in Enugu State.

### Research question 2

**What are the governmental strategies for enhancing entrepreneurial education among business education students in tertiary institutions in Enugu State?**

**Table 3:**

**Mean ratings of male and female business educators on the institutional strategies for enhancing entrepreneurial education among business education students in tertiary institutions in Enugu State.**

S/N	Government strategies for enhancing entrepreneurial education in Tertiary Institutions	Male n = 12		Female n = 26		Overall 38		Decision
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	
9.	Formulating policies that would enhance entrepreneurship development	3.75	0.57	3.83	0.40	3.76	0.54	Agree
10.	Creating an enabling environment for entrepreneurship/business for students after graduation	3.31	0.93	3.17	0.98	3.29	0.93	Agree
11.	Encouraging private developers in enhancing entrepreneurship development of students	3.47	0.80	3.33	0.81	3.45	0.79	Agree
12.	Providing adequate infrastructural facilities for entrepreneurship	3.41	0.94	3.43	0.95	3.42	0.95	Agree
13.	Providing low interest loan for entrepreneurship development	3.62	0.50	3.45	0.91	3.53	0.76	Agree
14.	Establishing entrepreneurship development centers in schools	3.56	0.73	3.36	0.90	3.45	0.79	Agree
15.	Provision of adequate fund for the entrepreneurship development in schools	3.69	0.60	3.73	0.77	3.71	0.69	Agree
16.	Employment of qualified staff for entrepreneurship training	3.32	0.74	3.41	0.79	3.36	0.76	Agree
17.	Providing supportive services for small scale entrepreneurship activities	3.13	1.03	3.05	0.99	3.71	1.02	Agree
Grand (Cluster) means/standard deviation		3.09	0.96	3.42	0.83	3.52	0.80	Agree

The result of data analyzed in table 3, above shows that, items 9, 13, and 15 have their mean rating above 3.50 showing that the respondents strongly agree on those items. The remaining six items agreed with mean rating ranging from 3.29 to 3.45 showing that the male and female business Educators agree on the itemized as the government strategies for enhancing entrepreneurial education among business education students in tertiary

institutions in Enugu State. The cluster mean of 3.52 shows strongly agree while the low standard deviation of 0.80 shows that the respondents responses are homogenous.

## Hypotheses 2

There is no significant difference in the mean ratings of male and female business educators on the government strategies for enhancing entrepreneurial education among business education students in tertiary institutions in Enugu State.

**Table 4:**

**t-test analysis on mean ratings of male and female business educators on the governmental strategies for enhancing entrepreneurial education among business education students in tertiary institutions in Enugu State.**

Valuable	x	SD	N	P	df	t-cal	t-critical	Decision
Male	3.09	0.76	12	36	0.05	1.069	1.968	Not Significant
Female	3.42	0.83	26					

The result of data analysis in table 4 showed that, the calculated t-value, at 0.05 level of significances and 36 degree of freedom for the nine items is 1.069, while the critical value is 1.968. Since the critical t-value is more than the t-value, the null hypothesis is therefore not significant.

## Summary of major findings

1. Institutional strategies enhance entrepreneurial education among business education students in tertiary institutions in Enugu state.
2. There is no significance difference between the mean ratings of male and female business educators on the institutional strategies, for enhancing entrepreneurial education among business education students in tertiary institutions in Enugu state.
3. Government strategies enhance entrepreneurial education among business education students in tertiary institutions in Enugu state.
4. There is no significant difference between the mean ratings of male and female business educators on the government strategies for enhancing entrepreneurial education among business education students in tertiary institutions in Enugu state.

## Discussion of findings

The result of the study with respect to research question, one showed that the itemized are the institutional strategies for enhancing entrepreneurial education among business education students in tertiary institutions in Enugu state. Some of the identified strategies include; institutions should engage every student in a particular entrepreneurial skill, provision of entrepreneurship development equipment, providing fund for the services and maintenance of equipment used in entrepreneurship work in school, employment of quality supporting staff for entrepreneurship development and others. This



is in agreement with Eze (2015) that, entrepreneurial education could be enhanced through provision of equipment, money, staff and other support by the host institution. This implies that entrepreneurship education could be enhanced among business education students through the itemized institution strategies. The null hypothesis testes at 0.05 level of significant showed that there was no significance difference between the mean rating of male and female business educators, on the institutional strategies for enhancing entrepreneurial education among business education students in tertiary institutions in Enugu State.

The findings of the study in respect to research question two showed that, the listed items are the government strategies for enhancing entrepreneurship education among business education students in tertiary institutions in Enugu State. Among the listed items were that government should formulate policies that would enhance entrepreneurship education among business education students in tertiary institutions in Enugu State. Among the listed items were that government should formulate policies that would enhance entrepreneurship development, create an enabling environment for entrepreneurship/business, in entrepreneurship education provide low interest loan etc. The findings of the study were in agreement with the findings of Obi Omeje (2010), Eze (2015) and Owolabi (2011) that entrepreneurship education should be supported by the government to achieve its objectives. Obi and Omeje (2010) opined that increase in government funding and favourable policies could be used to enhance entrepreneurship education in Nigeria tertiary institutions. The result of null hypothesis showed that there is no significant difference between the mean rating of male and female business educators on the listed items as the government strategies for enhancing entrepreneurial education among business education graduates in tertiary institutions in tertiary institutions in Enugu State.

### **Conclusion**

Entrepreneurship education is a vital tool for repositioning business education programme in order to train people with the mindset of becoming self-employed. Government and institutions need to ensure that this type of education is implemented without any challenges from the either sides. This is necessary as the identified strategies could be used by government and institutions to promote a sustainable entrepreneurship development projects in tertiary institutions and beyond.

### **Recommendations:**

Based on the findings, the following recommendations were made;

1. Government should make policies that would promote entrepreneurial education.
2. Facilities needed for entrepreneurial education should be made available by the institutions.
3. Students should be encouraged to acquire or participate in a particular entrepreneurial skill development.
4. Qualified staff should be employed for the teaching of entrepreneurial programme.

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