

Assessing Impact of Entrepreneurship Education on Students' Job Creation Ability after Graduation

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Abstract

Entrepreneurship education is an organised programme taught at our tertiary institutions to trained students to be self reliant. This study seeks to find out how effective the Entrepreneurship Education helps students attending a course leading to award of "Nigeria Certificate in Education" (NCE vocational and technical education) become self reliant by way of incubating their own businesses after graduation. Thus, the research assesses the impact of the entrepreneurial education in promoting business start up through new skills, knowledge, behaviour, and attitudes acquired from the colleges. It further tries to find out if the colleges have good activities that could prepare students for entrepreneurship. The research involves a survey conducted on 300 students selected via the simple random sampling method out of the 1200 final year's students of the Federal Colleges of Education Potiskum and Gombe (FCE Potiskum & FCE Gombe). The final year students were considered because they have taken all the entrepreneurship education courses and are ready to face the real world for work. Two hypotheses guided this study. Mean, Standard Deviation and simple percentage were used in making analysis. The hypotheses were tested using the t-test at 0.05 significant levels. The findings revealed that the students have no intention to be self employed, and that the colleges have adequate but not befitting programs to prepare students for entrepreneurship after graduation. The study proffered recommendations to government and the institutions to tackle the problem.

Keywords: Entrepreneurship, Technical and Vocational, Entrepreneurship Education, Job and Self-reliance.

1.0 INTRODUCTION

Over the years, there has been tremendous increase in the need for a continuous entrepreneurship education due mainly to the faster pace of change and globalisation of market. Lunn 2008 is of the opinion that such pace of change and the globalisation of the market necessarily call for greater attention in higher education funding, recruitment, research, teamwork and that teaching should hug outwards and directed to international setting. Going by this, the responsibilities of the higher institutions have increased and they have to play the important role of improving entrepreneurship propensity amongst young graduates. Many young men keep posing challenges to us regarding educating them on proper entrepreneurship education capable of preparing them for self-reliance. The government and other stakeholders like Universities, Colleges, Polytechnics as well as Higher Institution monitoring bodies such as the National University Commission (NUC), National Commission for Colleges of Education (NCCE) and National Board for Technical Education (NBTE) work tirelessly to seeing that the best education needed for equipping young men for entrepreneurship is designed and delivered to them. This movement is ideal as Fergany (2000 P.5) put it, 'there is a strong correlation between entrepreneurship and economic development and the spread of higher education and societal returns on higher education, including the spread of knowledge and culture. However, Rasian (2010 P.2) observed that ineffective management and policies in higher education can also hinder development. Hence, the need to assess curriculum content, methods suitability, etc is quite desirable if our objective of training prospective entrepreneurs is to be achieved. In the light of the above, it is of paramount importance to find out the extent to which the tireless efforts by the government and other stakeholders yielded fruitful result. It is on this basis that this study evolved to assess the adequacy and relevance of entrepreneurship education and the level of intention and readiness of our NCE students to be self reliant given the quality of the entrepreneurship education – skills and knowledge they acquire in the colleges.

1.1 Statement of the Research Problem:

Students graduate from the Colleges of Education (Technical) only to add to the teeming number of unemployed persons despite the entrepreneurship education enshrined in the curriculum for Colleges to encourage self reliance. Such colleges of technology offer courses which ideally should make entrepreneurship creation by the graduating students more likely and with ease. This has not yet been achieved, hence the need to study the college entrepreneurship activities and its impact on the students ability to create their own job after graduation.

1.2 Purpose of the study:

This study is purposely designed to find out to what extent the current entrepreneurship education impacted on building entrepreneurial intention among college students. Additionally, the research is expected to find out if

the colleges have activities that aim at fostering entrepreneurship among the college graduates

1.3 Research Questions:

The following research questions were formulated to guide the research process:

- a) Does entrepreneurship education impacted on building entrepreneurship intention among students of Federal Colleges of Education Gombe and Potiskum?
- b) Do the Federal Colleges of Education Gombe and Potiskum have adequate

and relevant entrepreneurship program/activities that could foster entrepreneurial propensity?

1.4 Hypothesis:

The following two null hypotheses were formulated to further guide the study:

Ho₁ There is no significant difference between the mean responses of students of Federal College of Education Gombe and those of Federal College of Education Potiskum on the impact of Entrepreneurship Education on building students' entrepreneurial intention

Ho₂ There is no significant difference between the mean responses of students of Federal College of Education Gombe and those of Federal College of Education Potiskum; on the adequacy and relevance of College Entrepreneurship activities in fostering entrepreneurship propensity among graduates

2.0 CONCEPTS OF ENTREPRENEURSHIP EDUCATION:

2.1 Entrepreneurship

Rwigema and Venter (2004) define entrepreneurship as the “process of conceptualizing, organizing, launching and — through innovation — nurturing a business opportunity into a potentially high growth venture in a complex, unstable environment”. According to Falkang and Alberti (2000) entrepreneurs are people with entrepreneurial spirit. Such spirit refers to the knowledge, skills and the behaviour necessary for building entrepreneurship.

Lüthje and Frank (2002), Charney and Libecap (2000) and Robinson and Sexton (1994) are of the opinion that a positive correlation exists between education and business creation. Timmons and Spinelli (2004) and others opined that entrepreneurship can be learnt. Thus, Kuratko (2005) observes the decision by many tertiary institutions in the United States of America, Europe, East Asia and Latin America to design and implement relevant entrepreneurship teaching programmes as a step in the right direction. Nigerian tertiary institutions are not exceptions to these entrepreneurship teaching programmes and interestingly enough, there is currently a move to call on all stakeholders in curriculum planning for tertiary institutions to review the current status of the entrepreneurship education in Nigerian tertiary institutions.

2.2 Entrepreneurship Education defined:

Entrepreneurship education can be defined as the purposeful intervention by an educator in the life of the learner to impart entrepreneurial qualities and skills to enable the learner to survive in the world of business. Alberti, Sciascia and Poli (2004) define entrepreneurship education as the structured formal conveyance of entrepreneurial competencies, which in turn refers to the concepts, skills and mental awareness used by individuals during the process of starting and developing their growth oriented ventures.

Young (1997) advanced a very lengthy definition of entrepreneurship education, viewing it as “structured, formal conveyance of entrepreneurial knowledge, as in concepts, skills and mentality individual business owners use during the course of starting and developing their growth-oriented businesses, and entrepreneurial learning as the active and cognitive processes individuals employ as they acquire, retain and use entrepreneurial knowledge.”

2.2 The nature of the Entrepreneurship education in Nigeria:

In the Nigerian context, the entrepreneurship education has been only the inclusion of some management principles such as marketing concepts, personnel management principles, financial analysis, etc and at most the business planning skills as module taught to all students alongside their core courses. See figure 1 below for clarity on the nature of the entrepreneurship education currently in operation in Nigerian tertiary institutions.

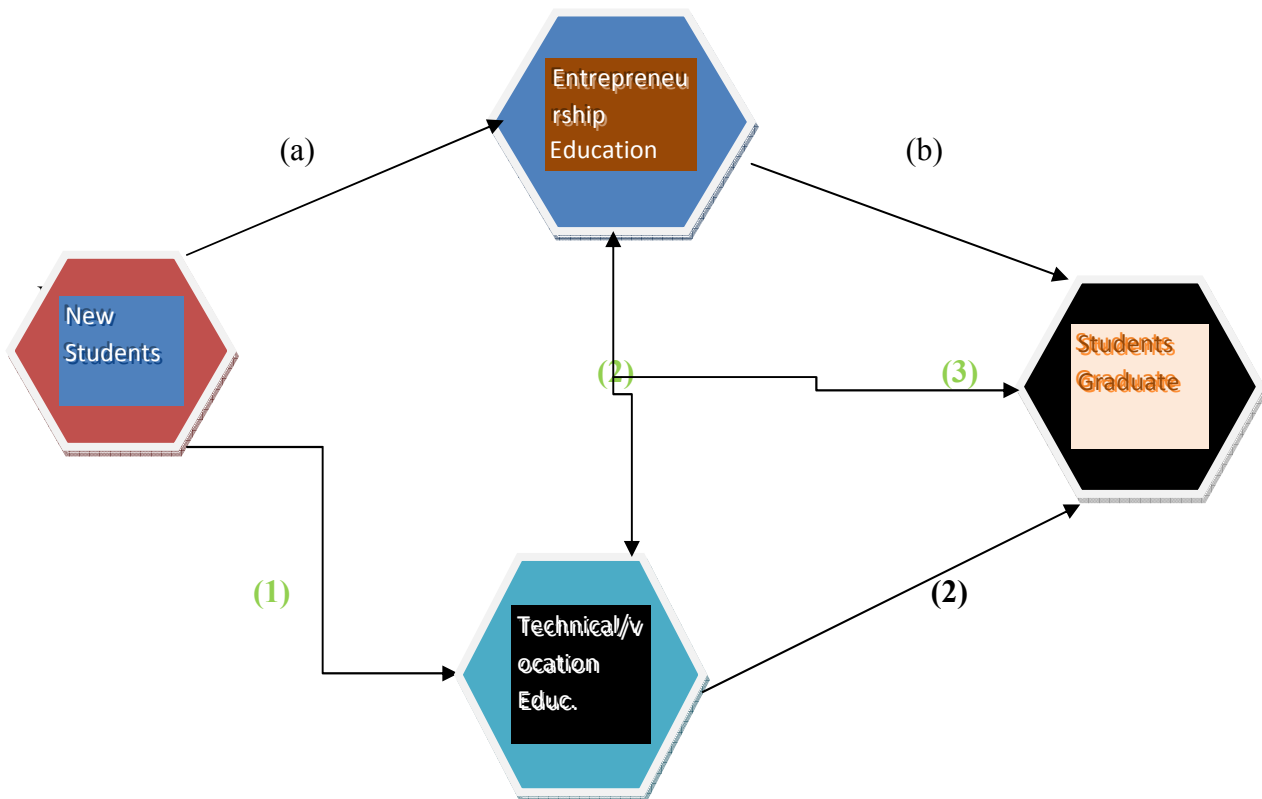


Figure 1: (Nature of the entrepreneurship education currently operating in Nigerian tertiary institutions)
 New students are admitted full of hope to gain government or some private sector jobs after graduation. The government sector is saturated expect some areas like health and there are very few opportunities in the private sector. Students then take entrepreneurship module alongside their vocational or technical disciplines. Thereafter, the students graduate without any further program or activity to boost entrepreneurial zeal. Unfortunately this system of entrepreneurship education is far short to groom potential entrepreneurs. The students graduate with their full hope for joining government services and not self-reliance. In a related study by Olufunso (2010) on graduate entrepreneurial intention in South Africa using t-test and descriptive analysis using 701 students, it indicates that the entrepreneurial intention of the graduates is very weak, and that most of the respondents prefer to work for private companies or public establishments. This makes them remain unemployed as there are no available jobs to cater for everyone.

3.0 Methodology

The method adopted for this research work is a survey method. Questionnaire are structured in the form of statements to which respondents were to select from option in a likert-scale of SA - strongly agreed, A - agreed, SD - strongly disagreed and D - Disagreed that which best describes their mind.

3.1 Population and Sample sizes of the study:

The research population consists of 1200 final year students who have already taken their last course in entrepreneurship in the Federal Colleges of Education (T) Gombe and Potiskum. A sample size of 300 respondents was selected using the simple random method. 120 students were randomly selected from FCE (T) Gombe and 180 students from FCE (T) Potiskum. This gives every student equal chance of being selected

3.2 Research instruments:

In this section, variables and measurements for the assessment of the level of students' entrepreneurship intention and adequacy of entrepreneurial activities in the two colleges of education: Federal College of Education (T) Potiskum (FCE Potiskum) and Federal College of Education Gombe were considered (FCE Gombe) were highlighted. The assessment questionnaire is structured in three parts. Part one attempt finding the demographic information of the respondents as in age, department s/he belongs, his/her CGPA. These three personal qualities can influence the result of the research. For instance, respondent with high CGPA is expected to be a serious student who can assess impact of what is taught to him. Part two consists of eight questions. These questions were designed to find out the level of impact entrepreneurship education had on the students' ability to start their own business given the acquired skills and knowledge necessary for entrepreneurship incubation and management. This is considered very important as it can inspire interest which results in perseverance which is one of the strongest key to entrepreneurial success. In this part, the students were to

choose from four likert-scales of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strong Disagreed (SD). Each of the rating is weighted as follows: SA = 4, A = 3 and D = 2 and SD = 1. Part three consist of 9 items designed to find out any changes in the students' feelings, behavior and attitudes towards becoming self-reliant given the colleges academic activities particularly with regards to entrepreneurship. The students are to respond on a 4 likert-scale of four (4) to one (1); with Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagree (SD). Each of the rating is weighted as follows: SA = 4, A = 3, D = 2 and SD = 1.

4.0 Data analysis:

Firstly, the data collected were presented in tabular form and simple percentages were used. Mean and standard deviation were used in analyzing data obtained in part two and three to determine the impact of the entrepreneurial education with regards to provision of skills, knowledge, behaviour, attitudes etc necessary for starting a business and to examine college activities with regards to preparing students for self reliance. For the demographic questions in part one, simple majority or large frequency of an item indicates positivity about a statement.

The t-test is used in testing the hypothesis because of its ability to discriminate the group of responses irrespective of their size provided 'n' value is not the same for all the groups (Sambo 2010).

Find below the presentation of the data analyzed in a tabular form.

Table 1: Students Age Group Distribution

AGE GROUP	FCE GOMBE		FCE POTISKUM	
	Number of students	Percentage	Number of students	Percentage
18 and below	20	17%	30	17%
19 – 24	50	43%	85	49%
25 – 34	40	35%	50	29%
35 – and Above	6	5%	10	5%
TOTAL	116	100%	175	100%

In the table above, the age group distribution of the respondents indicate that majority of them are between the age of 19-24, followed by 25-3. These age groups consist of 78% of the number of the respondents. This implies that the majority are within the working class and that they can easily be employed into any organization or that they can form their own business without age becoming a barrier.

Table 2: Category of Students by Schools

Schools	FCE GOMBE		FCE POTISKUM	
	Number of Students	Percentage	Number of Students	Percentage
Technical Education	65	56%	79	45%
Vocational Education	27	23%	51	29%
Business Education	24	21%	45	26%
TOTAL	116	100%	175	100%

In Table two above, the students were grouped in accordance with their discipline. This classification indicate that majority with 56% of the respondents are from technical education. Those from technical education are taught mental works, wood works, electrical works, auto mechanics, etc. This therefore implies that most of the respondents are deeply into the field in which business creation is highly susceptible.

Table 3 Category of students on the basis of their CGPA

CGPA	FCE GOMBE		FCE POTISKUM	
	No of Students	Percentage	No of Students	Percentage
0.00 – 0.99	5	4.31	8	4.57
1.00 – 1.99	40	34.48	65	37.14
2.00 – 2.99	56	48.28	80	45.72
3.00 – 3.99	10	8.62	15	8.57
4.00 – 4.99	5	4.31	7	4.00
TOTAL	116	100	175	100

Above is grouping of the respondents on the basis of their Cumulative Grade Point Average. This shows that most of the students have CGPA of 2 – 2.99. This range indicates average performance. The second larger group is of those with 3 – 3.99, this is slightly above average and it means that the majority of the students can comprehend what is being taught to them and thus, the respondents in the research are not low IQ students who do not follow completely what is going on in the class.

Table 4: Showing FCE GOMBE students' responses about the (Ho₁) viz: There is no significant difference between the mean responses of students of Federal College of Education Gombe and those of Federal College of Education Potiskum on the impact of Entrepreneurship Education on building students' entrepreneurial intention.

Score of FCE Gombe students' responses on items under Part Two of the Questionnaire

No of items	Strongly agreed (4)	Agreed (3)	Disagreed (2)	Strongly Disagreed (1)	Sample Means (X)
1.	6	20	40	50	1.85
2	10	21	30	55	1.86
3	7	20	30	59	1.78
4	5	15	36	60	1.69
5	5	20	40	51	1.82
6	10	20	36	50	1.92
7	30	45	35	06	2.84
8	20	25	40	31	2.30
9	8	10	58	40	1.86

The table above contains the total of one hundred and sixteen respondents' scores in the 4 likert scales for nine (9) items see appendix 1. The sample means were calculated for each of the items and were further tested using the t-test to compare these means with those of FCE Potiskum for difference.

Table 5: Showing FCE Potiskum students' responses about the (H₀₂) viz: There is no significant difference between the mean responses of students of Federal College of Education Gombe and those of Federal College of Education Potiskum on the adequacy of Entrepreneurship activities to foster entrepreneurship propensity among college graduates.

Table 5 Scores of FCE Potiskum students' responses on items under Part Two of the Questionnaire

No of items	Strongly agreed (4)	Agreed (3)	Disagreed (2)	Strongly Disagreed (1)	Sample Means (X)
1.	11	35	70	59	1.99
2	16	37	65	57	2.07
3	18	40	67	50	2.15
4	12	35	69	59	2.00
5	10	25	70	70	1.86
6	15	30	65	65	2.00
7	16	40	60	59	2.07
8	13	36	66	60	2.02
9	10	37	68	60	2.01

Table 6: Scores of FCE Gombe students' responses on items in Part Three of the Questionnaire

No of items	Strongly agreed (4)	Agreed (3)	Disagreed (2)	Strongly Disagreed (1)	Sample Means (X)
1.	9	37	65	64	1.95
2	14	35	67	59	1.86
3	15	40	60	60	2.06
4	11	33	75	56	1.99
5	10	40	60	75	2.03
6	15	37	62	61	2.03
7	12	35	68	60	1.67
8	15	30	65	65	1.97
9	16	40	60	59	1.80

Table 7: Scores of FCE Potiskum students' responses on items in Part Three of the Questionnaire

No of items	Strongly agreed (4)	Agreed (3)	Disagreed (2)	Strongly Disagreed (1)	Sample Means (X)
1.	8	29	50	30	2.15
2	15	40	40	21	2.42
3	10	35	37	34	2.18
4	20	30	26	40	2.25
5	10	26	30	50	1.97
6	9	28	36	43	2.03
7	7	25	30	54	1.87
8	6	24	32	54	1.84
9	10	25	30	51	1.95

Table 8: Group Statistical test for the means of the two colleges

Group Statistics					
	SCHOOL	N	Mean	Std. Deviation	Std. Error Mean
SCORES	FCE GOMBE	9	2.02000	.342162	.114054
	FCE POTISKUM	9	1.63889	.045123	.015041

This table shows the mean distribution and standard deviation of the respondents from the two institutions. Responses of students from FCE Gombe had a mean of 2.02. This is slightly above the population mean. This implies that the respondents agreed that their college programmes are adequate for business start up. Conversely, the responses of those from FCE Potiskum show a mean of 1.639 which is slightly below the population mean. This on the contrary indicates that the students did not agree that the college has entrepreneurial activities/programmes which promote business creation.

Table 9 T-test for the means of the two colleges for Ho₁

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	diff.	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SCORES	Equal variances assumed	7.773	.013	3.313	16	.004	.381111	.115042	.137234	.624988
	Equal variances not assumed			3.313	8.278	.010	.381111	.115042	.117368	.644854

This analysis is an attempt to find any difference in the mean responses of the students of FCE Potiskum and those of FCE Gombe. Taking 95% confidence interval and using the two-tailed test, the T value obtained from the table above is greater than 2. Using the SPSS, any T value that is greater than 2 as a rule of thumb indicates significance. Hence, we accept the null hypothesis (Ho) and reject the alternative (Ha). This implies therefore that the two colleges have different mode of operation and different kinds of entrepreneurial activities. Probably this is why the mean responses of the FCE Gombe are slightly higher than the mean responses of those of FCE Potiskum. It equally implies that such differences were as a result of sample error and not real differences that can affect the result. Hence, the null hypothesis is hereby accepted.

Table 10 Group Statistical analysis of Means of the two colleges for Ho₂

Group Statistics

	COLLEGES	N	Mean	Std. Deviation	Std. Error Mean
SCORES	FCE GOMBE	9	1.9888	.36279	.12093
	FCE POTISKUM	9	2.0189	.07849	.02616

This table shows the mean distribution and standard deviation of the respondents from the two institutions. Responses of students from FCE Gombe had a mean of 1.9888. This is slightly below the population mean. This implies that the respondents disagreed that Entrepreneurship Education impacted on building students' entrepreneurial intention. Similarly, the responses of those from FCE Potiskum show a mean of 2.01 which is slightly above the population mean. This on the contrary indicates that the students agreed that Entrepreneurship Education impacted on building students' entrepreneurial intention.

**Table 11 T-test for the means of the two colleges for Ho₂
 Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df.	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	95% Confidence Interval of the Difference	
									Lower	Upper
SCORES	Equal variances assumed	6.416	.022	-.243	16	.811	-.03011	.12373	-.29240	.23218
	Equal variances not assumed			-.243	8.747	.813	-.03011	.12373	-.31124	.25102

This analysis also attempts to find any difference in the mean responses of the students of FCE Potiskum and those of FCE Gombe. Taking 95% confidence interval and using the two-tailed test, the T value obtained from the table above is less than 2. Using the SPSS, any T value less than 2 as a rule of thumb indicates insignificance. Hence, we reject the null hypothesis (Ho) and accept the alternative (Ha). This implies that the entrepreneurship education in the two colleges have different mode of operation and different kinds of entrepreneurial activities. It implies that such differences were as a result of sample error and not real differences that can affect the result. Hence, the null hypothesis is hereby accepted.

4.0 Findings

Using the SPSS, T value of Group Responses for the first hypothesis showed a significant difference in the mean responses of the two colleges of education under study. Additionally, the t-value calculated using the SPSS is greater than the normal rule of thumb of 2. This indicates that the null hypothesis which suggested that “there is no significant difference between the mean responses of students of Federal College of Education Gombe and those of Federal College of Education Potiskum on the impact of Entrepreneurship Education on building students’ entrepreneurial intention” is rejected and alternative hypotheses accepted. This implies that there is significant difference in the impact entrepreneurship education plays in promoting businesses creation in the two colleges.

In the second hypotheses, the null hypotheses which states that “there is no significant difference between the mean responses of students of Federal College of Education Gombe and those of Federal College of Education Potiskum; on the adequacy of College Entrepreneurship activities in fostering entrepreneurship propensity among graduates” is accepted, while the alternative is rejected. This implies that the two schools differ in the adequacy of the entrepreneurship education activities.

The study suggested that the two colleges have similar entrepreneurship activities in terms of adequacy of the activities; hence, this further justifies the fact that the difference notice from the analysis of the first hypotheses is a sampling error and does not represent a true error that can affect the result. See tables 8 – 11.

5.0 Recommendation

Based on the findings of the study, the following were recommended:

1. Although the study indicates that the colleges have in common, adequate entrepreneurship activities/programmes, there is need for a review of the programmes to make sure there are appropriate programmes, more practical activities are desirable.
2. The management of FCE Potiskum need to double their effort to bring forward some inciting programmes aimed at boosting up the entrepreneurship propensity as the study suggested that the level of the impact of their programme is low.
3. Funding of new venture has been major problems; the institutions established to superintend the disbursement of funds to SMEs in Nigeria should be carefully monitor to ensure that the funds get to the real potential entrepreneurs.
4. Curriculum planners should make sure that the content of the curriculum provide for reorganizing student’s mindset for the entrepreneurship as student join tertiary institutions only to gain government jobs after graduation.

6.0 Conclusion

Conclusively, the study has contributed to the literature by exploring the current nature of the entrepreneurship education in which students have already made up their minds to join government jobs or other private organizations as opposed to creating their own venture. This does not auger well, as they will virtually have very minimal interest in whatever that is taught to them with regards to venture creation. The study has identified the adequacy of the activities of entrepreneurship programmes and suggested that the SMEs funding policy be revisited with a view to making a sincere changes so that the funds get to the real potential entrepreneurs.

7.0 References

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8.0 APPENDIX

8.1 Appendix 1: questionnaire

Part one: Personality profile Tick (✓) as appropriate

1. Your age group is
 - a) Under 18,
 - b) 18-24,
 - c) 25-34,

2. Which one is your School?
 - a) School of Vocation Education
 - b) School of Technical Education
 - c) School of Business Education

3. What category is your CGPA?
 - a) 0 – 0.99
 - b) 1 – 1.99
 - c) 2 – 2.99
 - d) 3 – 3.99
 - e) 4 and above

Part Two: Indicate the rate of impact entrepreneurship have had on your ability to create your job given the skills, knowledge, behaviour and attitudes learnt.

	4 Strongly Agreed	3 Agreed	2 Disagreed	1 Strongly Disagreed
a) A You have acquired Skills in SMEs Business operations				
b) You have acquired Skills in SMEs management and Personnel issues				
c) You are vast in Knowledge of Marketing Analysis				
d) You are vast in Knowledge of good financial Analysis				
e) You have acquired Knowledge of good record keeping				
f) You are quite Prepared for Business ethics and social responsibility				
g) Ability to measure level of prospects for a proposed Business				
h) Ability to source capital for SMEs start up/development				

Part three: Do you consider your college activities to be a good preparation to becoming an entrepreneur? (Five indicates highest level of acceptance of the statement and one the lowest. Tick ((√) in the box that best describes your opinion about these statements).

	4 Strongly Agreed	3 Agreed	2 Disagreed	1 Strongly Disagreed
a) The creative atmosphere in the college Inspires to develop ideas for new ventures				
b) The course fosters the social and leadership Skills needed by entrepreneurs				
c) The course provides students with knowledge required to start a new business				
d) The colleges provide a strong network of new venture investors				
e) the college actively promotes the process of funding a new business				
f) the College programs have built greater interest in you creating your business after graduation				
g) through the college activities, you developed good record keeping for Small Business entities				
h) the college activities have given you deep marketing insight for Small Business entities				