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**IMPACT APPRAISAL OF ENTREPRENEURSHIP
EDUCATION AS A GENERAL COURSE ON ENTREPRENEUR
SKILLS ACQUISITION OF UNIVERSITIES
UNDERGRADUATES IN KADUNA STATE, NIGERIA**

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Abstract

This research work focuses on the appraisal of the impact of entrepreneurship education as a general course to universities undergraduate students on their entrepreneur skills acquisition. The study has seven objectives and seven null hypotheses were formulated and tested. Descriptive survey design method was adopted in the study. Self constructed structured questionnaire titled

“Entrepreneurship education and entrepreneur skills” (EEES) was used for data collected from 300 undergraduate students from three selected universities in Nigeria. 255 copies of questionnaire were properly filled and subjected to statistical analysis. Regression analysis was employed to test Null hypotheses one, two, three, four, five and seven Pearson Product Moment Correlation Coefficient was used to test null hypotheses six. All the hypotheses were tested at significance level of 0.05. The results of the study reveals, among other that teaching of entrepreneurship education as a general course in universities has no significant impact on undergraduate students’ skills acquisition for Business formation in Nigeria. One of the advices provided is that every programme should have Entrepreneurship education integrated into its curriculum rather than teaching it as a general course, and that the course should not be a separate, isolated course but should be integrated into all courses.

Background to the Study

The emergence of Entrepreneurship education has been considered by economist as force that that will reduce if not eliminates the problem of unemployment in Nigeria. This increased interest of the role of entrepreneurship on the economy of the country has triggered policy makers into giving greater importance to entrepreneurship education in Nigeria. It is commonly believed that the introduction entrepreneurship education is an imperative that will make a positive contribution to improving the entrepreneurship orientation of students, leading to the acquisition of skills, creativity, confidence, drives and courage job creation among the school leavers. These importances stirred up both developed and developing countries to formulate policies that would promote its development in their economies. It is in line with this that Federal Government of Nigeria as part of its initiatives directed that entrepreneurship education be introduced into the curriculum of all tertiary institutions (Idomeh, Ainabor and Okolie 2008). It was further directed the course should be run as a compulsory course for all students irrespective of their disciplines with effect from 2007/2008 academic session (Okojie, 2009).

With the introduction of Entrepreneurship Education in the curriculum of Nigerian universities, it was hope that it will encourage creative thinking, promoting a strong sense of self-worth and empowerment school students with skills for self-reliance. Raposo and Arminda (2011) and Charlie (2013), affirmed that the knowledge of entrepreneurship will provide students with ability to recognize opportunities in one's life; pursue opportunities, by generating new ideas and found the needed recourses; create and operate a new firm; and think in a creative and critical. The believed is that, through entrepreneurship students will acquire skills that will stimulate and challenge them to be creative and innovative to set-up and sustaining business ventures and other investment opportunities. To achieve these objectives, the federal government set up a Presidential Committee on its implementation and to be coordinated by National Universities Commission (NUC). The welcome idea led to numerous educational reforms that integrates entrepreneurship education into the existing curriculum in universities and to ensure it's successful in the near future. Adamu (2010) argued that the introduction of entrepreneurship education will enable universities school leavers to possess the skills necessary for a better chance of success in self-employment, they may have tough times in succeeding in business as it expose them to entrepreneurial culture. Considering the importance attached to entrepreneurship education and its take up in Nigerian universities, prompted the researches to investigate its impact as a general course on students' acquisition of entrepreneur skills in Nigeria.

Statement of the Problem

Quite recently, Federal Ministry of Education directed that entrepreneurship education through the National Universities Commission that universities should start teach entrepreneurship education as a way of creating awareness and encouraging students to consider self-employment as a career option upon graduation (ILO, 2010; Gabadeen and Raimi, 2012). The motive is not only to tackle the already sizeable unemployed graduates, but also of absorbing the new entrants into the labour market (Wilberforce and Poku 2012). The new

development gives the numerous educational reforms that have been put in place in the curricula of Nigerian universities. This led to introduced of entrepreneurship education as a general course to all students with hope that the skills and orientations will encourage universities leavers to be entrepreneurs and be self-reliance.

The empirical evidence linking unemployment to entrepreneurial activity is fraught with ambiguities. It was argued that entrepreneur education in general does not encourage self-reliance in Nigeria. Rather, it prepares students for the corporate domain, promotes a 'take-a-job' mentality and suppresses creativity and entrepreneurship (Timmons, 1994, Kourilsky, 1995) Chamard, 1989; Plaschka and Welsch, 1990). The question of what has happened to these initiatives and how effective these have been especially, the impact of entrepreneurship educational initiative on students' acquisition of entrepreneur skills for business start-ups needs to be investigated.

Objectives of the Study

The study aim at achieving the following objectives

1. Determine the impact of Entrepreneurship education on undergraduate students' skills acquisition for financial management in Nigeria.
2. Determine the impact of Entrepreneurship education on undergraduate students' skills acquisition for product marketing in Nigeria.
3. Determine the impact of Entrepreneurship education on undergraduate students' Identification of business opportunities skills in Nigeria.
4. Determine the impact of Entrepreneurship education on undergraduate students' skills acquisition for business creativity and innovation in Nigeria.
5. Determine the impact of Entrepreneurship education on undergraduate students' skills acquisition for Business plan in Nigeria

6. Determine the relationship that exists between entrepreneurship education and entrepreneurial intentions among undergraduate students in Nigeria
7. Determine the impact of Entrepreneurship education on undergraduate students' skills acquisition for Business formation in Nigeria.

Null Hypotheses

As a guide the following null hypotheses were raised and tested at the 0.05 level of significance.

- HO1 Entrepreneurship education has no significant impact on undergraduate students' skills acquisition for financial management in Nigeria.
- HO2 Entrepreneurship education has no significant impact on undergraduate students' skills acquisition for product marketing in Nigerian universities
- HO3 Entrepreneurship education has no significant impact on undergraduate students' Identification of business opportunities skills in Nigeria.
- HO4 Entrepreneurship education has no significant impact on undergraduate students' Creativity and innovation to initial business in Nigeria.
- HO5 Entrepreneurship education has no significant impact on undergraduate students' skills acquisition for Business plan in Nigeria
- HO6 There is no significant relationship that exists between entrepreneurship education and entrepreneurial intentions among undergraduate students in Nigeria
- HO7 Entrepreneurship education has no significant impact on undergraduate students' skills acquisition for Business formation in Nigeria.

Methodology

Descriptive survey design was adopted for the study. The population of the study consists of all three hundred level students in the selected

institutions. The choice of this category of students was based on the fact that at this level all the Entrepreneur Education GENS Courses are terminates. The researchers used 300 students for this study. 40 items structured questionnaire were used to generate data from the respondents. Validation of the instrument was determined by three experts from faculty of education who are in the rank of Readers. Their observations and corrections were incorporated into the final copy for better clarity and readability. The survey instrument was pre-tested on 40 undergraduate students who are in three hundred levels in Kaduna state university, this university is not part of the selected institutions as a pilot test. Analysis of the data from the pilot test gave reliability coefficient of 0.64.

The instruments were randomly distributed by the class by students class representatives at the end of entrepreneurship education. The respondents were made to indicate the degree of their agreement with the statements on the questionnaire. They were required to select from a four-point scale which include a category of strongly agree, agree, disagree and strongly disagree. The researchers distributed 300 copies of questionnaire and 255 questionnaires representing 85% were properly filled and used for analyses. The valid data were coded and results were analysed using an SPSS computer package. Simple regression analysis was employed to test null hypotheses one, two, three four, five and seven, while Pearson Product Moment Correlation Coefficient was used to test null hypothesis six. All the hypotheses were tested at 0.05 level of significance.

Findings

HO1 Entrepreneurship education has no significant impact on undergraduate students' skills acquisition for financial management in Nigeria.

Regression analysis used to test null hypothesis one is as presented in Table

Table 1: Test of Impact of Entrepreneurship education on students' skills acquisition for entrepreneurial financial management in Nigeria

Model	B	Std. Error	T	Sig.	R-crit	R-cal	R ²	Adjusted R ²
Financial Management (Constant)	0.522	.405	1.289	.040	0.068	0.057	0.003	0.002
Entrepreneurship education	0.082	.049	1.673	.005				

The analysis of data in Table 1 shows R-calculated value of 0.057 at $\alpha = 0.05$ with constant (Beta) value of 0.522. The R-cal stood at 0.057 less than R-crit value of 0.068. The observed value of ($R = 0.057$) is not significant. The result indicates that only 0.3% of the variability in Financial Management (FM) is determined by Entrepreneur Education (EE). Hence EE has no significant impact on students' skills acquisition for FM, Hence the null hypothesis is retained.

HO2 Entrepreneurship education has no significant impact on undergraduate students' skills acquisition for product marketing in Nigerian universities

Result of test of hypothesis two is presented in Table 2

Table 2: Test of Impact of Entrepreneurship education on students' acquisition of skills for product marketing in Nigeria

Model	B	Std. Error	T	Sig.	R-crit	R-cal	R ²	Adjusted R ²
Product Marketing (Constant)	0.605	.608	0.995	0.611	0.068	0.051	0.0026	0.002
Entrepreneurship education	0.082	.049	1.673	.005				

The analysis in Table 2 revealed the constant (Beta) value of 0.605. The R-calculated value is 0.051 less than critical R-value of 0.068 at $\alpha = 0.05$. The observed value of ($R = 0.051$) is not significant. The result indicates only 0.3% of the variability in Product Marketing (PM) is determined by Entrepreneurship education (E.E). Hence E.E taught in Nigerian universities as General courses has no significant impact on students' acquisition of skills for P.M in Nigeria. The null hypothesis is therefore retained.

HO3 Entrepreneurship education has no significant impact on undergraduate students' Identification of business opportunities skills in Nigeria.

The result of test of hypothesis one is presented in Table 3

Table 3: Test of Impact of Entrepreneurship education on students' identification of business opportunities in Nigeria

Model	B	Std. Error	T	Sig.	R-crit	R-cal	R ²	Adjusted R ²
Business Plan (Constant)	0.628	.410	1.532	.277	0.068	0.044	0.002	0.001
Identification of opportunities	0.082	.049	1.673	.005				

The analysis in Table 3 revealed a constant (Beta) value of 0.628 with 0.044 R-calculated value less than critical R-value of 0.068 at $\alpha = 0.05$. The observed value of ($R = 0.044$) is not significant. The result shows that regression equation needs to be adjusted by 0.628 in order to get regression equation relating to Entrepreneurship Education (E.E) with Identification of Business Opportunities (I.B.P). The result indicates only 0.2% of the variability in I.B.P is determined by E.E. Hence E.E do not provide students with knowledge to I.B.P in Nigeria, thus the null hypothesis is retained.

HO4 Entrepreneurship education has no significant impact on undergraduate students' Creativity and innovation to initial business in Nigeria.

The analysis of data used to test null hypothesis 4 is as presented in Table 4.

Table 5: Test of Impact of Entrepreneurship education on students' creativity and innovation to initial business in Nigeria

Model	B	Std. Error	T	Sig.	R-crit	R-cal	R ²	Adjusted R ²
Business Plan (Constant)	0.588	.511	1.151	.044				
Creativity and Innovation for Business Initiation	0.082	.049	1.673	.005	0.068	0.055	0.003	0.002

The analysis in Table 4 revealed a constant (Beta) value of 0.588 with 0.055 R-calculated value less than critical R-value of 0.068 at $\alpha = 0.05$. The observed value of ($R = 0.055$) is not significant. The result shows that regression equation needs to be adjusted by 0.588 in order to get regression equation relating to Entrepreneurship Education (E.E) with Creativity and Innovation for business Initiation (CIBI). The result indicates only 0.3% of the variability in C.I.B.I. is determined by E.E. Hence E.E does not provide students with skills for creativity and innovation to initiate business. The null hypothesis is therefore retained.

HO5 Entrepreneurship education has no significant impact on undergraduate students' skills acquisition for Business plan in Nigeria

Analysis of data used to test null hypothesis five is as presented in Table 5.

Table 5: Test of Impact of Entrepreneurship education on students' skills acquisition for business plan in Nigeria

Model	B	Std. Error	T	Sig.	R-crit	R-cal	R ²	Adjusted R ²
Business Plan (Constant)	0.555	.502	1.106	.453	0.068	0.062	0.004	0.003
Entrepreneurship education	0.082	.049	1.673	.005				

The analysis in Table 5 revealed an R-calculated value of 0.062 at $\alpha = 0.05$. The summary of the analysis shows the constant (Beta) of 0.555 and the R-calculated is 0.0062 less than critical R-value of 0.062 at $\alpha = 0.05$. The observed value of ($R = 0.062$) is no significant. The result shows that regression equation needs to be adjusted by 0.617 in order to get regression equation relating to Entrepreneurship education (E.E) with Business Plan (B.P). The result indicates that only 0.4% of the variability in B.P is determined by E.E. Hence E.E does not provide students with skills for B.P. The null hypothesis is therefore retained.

HO6 There is no significant relationship that exists between entrepreneurship education and entrepreneurial intentions among undergraduate students in Nigeria

Result of analysis of data used to test of null hypothesis two is as presented in Table 6.

Table 6: Test of Impact of Entrepreneurship education on students' skills acquisition for entrepreneurial intentions in Nigeria

Variables	N	Mean	SD	SE	DF	r-cal	r-crit	Sig (2-tailed)
Entrepreneurship Education	255	1.89	0.48	0.08	508	0.99	1.96	0.06
Entrepreneurial Intentions	255	2.77	0.67	0.11				

Table 6 revealed that Entrepreneurship Education (E.E) had mean score of 1.89, standard deviation and standard error 0.48 and 0.08, against Entrepreneurial Intentions (E.I) with mean score of 2.77, standard deviation and standard error of 0.67 and 0.11 respectively. With degree of freedom (Df) at 508, the outcome revealed that there is not significant relationship between entrepreneurship education and entrepreneurial intentions among undergraduate students in Nigeria; the calculated coefficient (r-cal) value of 0.99 less than the critical coefficient (r-crit) value of 1.99. Null hypothesis two was retained.

HO7 Entrepreneurship education has no significant impact on undergraduate students' skills acquisition for Business formation in Nigeria.

Analysis of data used to determine the impact of Entrepreneurship education on undergraduate students' skills acquisition for Business formation is as presented in Table 7

Table 7: Test of Impact of Entrepreneurship education on students' skills acquisition for Business formation in Nigeria

Model	B	Std. Error	T	Sig.	R-crit	R-cal	R ²	Adjusted R ²
Business Formation (Constant)	0.591	.488	1.211	.403	0.068	.048	0.0027	.000
Entrepreneurship education	0.082	.049	1.673	.005				

The analysis in Table 7 revealed the constant (Beta) value of 0.591. The R-calculated value is 0.048 less than critical R-value of 0.068 at $\alpha = 0.05$. The observed value of (R = 0.048) was not significant. The summary shows that that the regression equation needs to be adjusted by 0.591 in order to get regression equation relating to Entrepreneurships Education (E.E) with Business Formation (B.F). The result indicates that only 0.27 of the variability in B.F is determined by E.E. Hence E.E

does not significantly equip students with skills for B.F. The null hypothesis is therefore retained.

Discussion of the Findings

Evaluating closely the results of the study especially skills required to be a successful entrepreneur include Identification of business opportunities, Creativity and innovation, business initiation, Business plan, entrepreneurial intentions, financial management, product marketing and Business formation. Different literature provided us with the opportunity to draw up a list of skills required to be entrepreneur. The works of Burch (1986), Bygrave (1994), Timmons (1977), Prince and Okafor (2010), Akhuemonkhan, Raimi and Sofoluwe (2013) among others were very helpful on this regard. There study shows that the mentioned skills are believed to be essential to entrepreneurs. Thus students intention to entrepreneurs and be successful in it were conceived to depend on the ability to acquire the skills.

The results of the study showed Entrepreneurship Education taught in Nigerian Universities as a general course does not equip students with desire skills to Identification of business opportunities, Creativity and innovation, business initiation, Business plan, entrepreneurial intentions, financial management, product marketing and Business formation needed for successful business venture. Based on the outcome of this study, knowledge and orientation provided to students can effects students' attitude, which in turn affects intention and success in business. The study further affirmed the finding Prince and Okafor (2010) which postulated that, students' exposure to entrepreneurial education and their reception to the changes in their environment have negative relationship with their entrepreneurial intentions and success. Greene and Saridakis, (2007); Pittaway and Cope, (2007) also acknowledges that the teaching pr entrepreneur education in tertiary institutions is characterized by ambiguity and uncertainty as such students are not achieving the desired goals.

The finding of this study was also concurred with the result of Garba (2004), who argued the nature curriculum of entrepreneurship

education is implemented across tertiary institutions; the unpleasant state of affairs has made the goals of the entrepreneurship intervention in Nigeria very illusive. Okebukola, (2004) and Onyeachu, (2008) further affirmed that in the Nigerian education landscape that the objectives of specialised education are not often translated into practical realities during the process of policy implementation. Ifedili and Ofoegbu, (2011) earlier observed that the style of teaching of entrepreneurship education across the tertiary institutions in Nigeria has particularly been flawed because of too much emphasis on rudiments. Madumere-Obike (2006), Amaewhule (2007) and Nwangwu (2007) also observed that the training which tertiary students receive has not been fully successful in equipping them with desirable skills and competencies required for job creation and self employment in Nigeria

Conclusion

It is evident from the study that entrepreneurship education introduced to the universities students as a general course in Nigeria is not yielding desired goals. The introduction of the course as a general course in Nigerian universities is not creating entrepreneurship awareness that will encourage students to include self-employment in their career intentions and aspirations' options. The placing of the course as a general subject and the method in which it is taught is not enough to equip students with skills, knowledge, competencies and orientations to inculcate a positive attitude to business start-up in the hope that they will provide alternative channels of employment in Nigeria.

Recommendations

1. The present curriculum of entrepreneurship education in Nigerian universities should be revisit and restructure with a view to equip students' with skills and competencies that will stimulate business formation among them upon graduation.
2. It is advisable that every programme should have Entrepreneurship education integrated into its curriculum rather than teaching it as a general course. And that the course should not

- be a separate, isolated course but should be integrated into all courses.
3. Since fund is an important factor for curriculum implementing, the state and federal government should increase funding of universities. This will enable them institutions acquired facilities and equipment needed for teaching entrepreneurship education in Nigeria
 4. Entrepreneurship education Institutions should set up enterprise centre where business advice, mentorship and other practical support towards the realisation of the self-employment aspirations will be provided to students.

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