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**INNOVATION AND ENTREPRENEURSHIP IN
SCIENCE AND TECHNOLOGY EDUCATION FOR SELF RELIANCE**



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Influence of Entrepreneur Education on Job Creation and Self Reliance of Graduates of Tertiary Institutions in Nigeria

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Abstract

The study was on the Influence of Entrepreneur Education on Job creation and Self Reliant of Graduates in Nigeria. Two research questions and two null hypotheses were raised as a guide. Survey design was adopted for the study. 182 copies of used to collect data from respondents. 151 copies of questionnaire were properly filled and used in the analyses. Tables of frequencies and percentages were used to answered research questions while Pearson Product Moment Correlation Coefficient was used to test the null hypotheses raised at 0.05. One of the research work revealed that there is positive relationship between entrepreneurial education and self reliance of graduates of tertiary institutions in Nigeria. It was recommended among others that, that curriculum of entrepreneurial education in tertiary institutions should be review so that students will be exposure to practical aspect of course.

exposed

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Keywords: ntrepreneur, education, Job-creation, graduates, tertiary institution

Introduction

Education has been identified as the most powerful instrument for social reform. It imparts knowledge, skills and character to the individual through teaching, learning and experiential activity. Government recognizes the importance of education in national development, and this is reflected in the goals of university education as stated in the (FRN, 2004). The goals of higher education as stated in the National Policy on Education(FRN, 2004) are to develop intellectual capacity, develop values for the survival of individuals, manpower training, provide enabling and conducive environment as well as to acquire both physical and intellectual skills that will enable individuals to be self-reliant and useful members of the society. These goals are to be pursued through teaching and learning.

① These goals are witnessing an unprecedented public criticism; there is no household in Nigeria that is not concerned about the state of our education system, particularly higher education. The inability of higher education to meet the needs as well as the promotion of economic self-reliance and self-sufficiency has resulted into youth joblessness (unemployment) and increasing incidence of social ills among graduates. Considering the roles of entrepreneur education in developed and developing countries, Adamu (2010) observed that entrepreneurship is an act of initiative, drive, commitment, diligence, perseverance, organized effort, and achievement outlook, to undertake some specific functions of performing productive activities and the capacity to bear and associated with the investment. Assessment of Market Opportunity, responding to competition, gaining command over scarce resources, identifying sources of inputs, and marketing of products, dealing with public, bureaucracy, management of human resources, technological innovation and improvements in production techniques are prime functions of an entrepreneur. Emeka (2009) maintained that through entrepreneur education, graduates will generate employment and growth supporting interventions. The author added that entrepreneurial skills will contribute towards poverty alleviation in the among business education graduates. In other words, Udoh (2010) observed that entrepreneurship is the

dynamic process of creating incremental wealth by individuals/groups through the use of resources. It is as a result that the researcher is investigating the Perception of Students on the Influence of Entrepreneur Education on Job creation and Self Reliant of Business Education Graduates in Nigeria.

Statement of the Problem

The development of any nation is critical to the economic survival and vibrancy of that nation. This holds particularly true for developing nations like Nigeria, who is still grappling with chronic factors like unemployment and underemployment. These kept perpetual bondage of economic stagnated and frustrated. It was observed that unemployment among graduates appears to be shooting because of lack of self reliant skills. Edukugho (2004) highlighted that, youth unemployment moved from 4.3% in 1985 to 5.3% in 1986, to 7.0% in 1987 and jumped to 60% in 1997. Oranu (2010) reported the several factors that have contributed to the rising of unemployment among universities graduates in Nigeria to include: entrepreneur skills, technological and organizational change, trade, deregulation of key industries, and the decline of unions.

To respond to the unemployment menace, the Government of Nigeria had in time past set up agencies to deal with specific areas and labour groupings in the country. For instance, the National Poverty Eradication Programme (NAPEP) has a programme on youth employment. Also, the National Directorate of Employment (NDE) serves as the main employment generation body. However, the evaluation of their programmes in the areas of youth employment confirms that a nationwide action plan is still needed (Giwa, 2008). In this regard National Universities Commission recently identified the importance of introducing entrepreneurship education in the educational curricula. This is believed to be paramount to curtailing the present unemployment menace being encountered by Nigerian graduates in searching for jobs that are not readily available. These led the researcher to investigate the influence of entrepreneur education on self reliant of business education graduates.

Objectives of the Study

The research work aimed at achieving the following objectives:

1. Determine the relationship between entrepreneurial education and students attitude towards entrepreneurship in Nigeria
2. Determine the influence of entrepreneurial education on job creation in Nigeria
3. Determine the influence of entrepreneurial education on self reliance of school graduates in Nigeria

Hypotheses

The following two null hypotheses were tested in the study

1. There is no significant relationship between entrepreneurial education and students attitude towards entrepreneurship in Nigeria
2. There is no significant relationship between entrepreneurial education and job creation in Nigeria
3. There is no significant relationship between entrepreneurial education and self reliance of school graduates in Nigeria

Methodology

The research design used for this study was descriptive survey design. This method enabled the researcher to collect data from the sample that will be used for generalization. The researcher targeted 200 students from tertiary institutions in the country. Thirty items questionnaire titled Entrepreneur Education for Job Creation and Self Reliance in Nigeria (EEJCSR) was used for data collection. The validity of the instrument was established by lecturers in faculty of

education in Ahmadu Bello University, Zaria. Their corrections were integrated into the final copy. Pilot study was conducted on students outside the population, data collected was analyzed using Pearson Product Moment Correlation (PPMC), and the result of the test gave 0.7 reliability coefficient. The researcher personally distributed the items. One hundred and fifty one (151) copies questionnaire were retrieved and subjected to statistical analysis using Product Moment Correlation in the test of all the hypotheses at 5% level of significance.

Results of Test of Hypotheses

Hypothesis One:

There is no significant relationship between entrepreneurial education (E.E) and student's attitude towards entrepreneurship (SATE) in Nigeria.

Table 1
Test of Relationship between E.E and SATE

| Variables | Mean | Std. Dev. | N | df | r-cal | r-crit | Sig(2-tailed) |
|---|------|-----------|-----|-----|-------|--------|---------------|
| Entrepreneurial Education | 2.82 | 0.03 | 151 | 300 | 1.93 | 0.195 | 0.001 |
| Students Attitudes towards Entrepreneurship | 2.28 | 0.22 | 151 | | | | |

The result of the test of null hypothesis one was presented in Table 1. The analysis revealed mean scores of 2.82 and 2.28 for Entrepreneurial Education and Students Attitudes towards Entrepreneurship. The standard deviation stood at 0.30 and 0.22 respectively with the degree of freedom of 300. The r-cal was 1.93 found to be greater than r-crit. 0.195. This can also be seen in alpha value the result $0.001 < 0.05$. The analysis therefore revealed relationship exist between E.E and SATE in Nigeria. The null hypothesis was therefore not retained.

Hypothesis Two

There is no significant relationship between entrepreneurial education (E.E) and job creation (J.C) in Nigeria

Table 2
Test of Relationship between E.E and J.C.

| Variables | Mean | Std. Dev. | N | df | r-cal | r-crit | Sig(2-tailed) |
|---|------|-----------|-----|-----|-------|--------|---------------|
| Entrepreneurial Education | 2.82 | 0.03 | 151 | | | | |
| Students Attitudes towards Entrepreneurship | 2.64 | 0.02 | 151 | 300 | 1.09 | 0.195 | 0.000 |

The result of null hypothesis two presented in Table 2 revealed mean score of 2.82 for E.E with standard deviation of 0.03 against 2.64 for J.C. with standard deviation of 0.02. The degree of freedom stood at 300. The r-calculated was greater than r-critical value ($1.09 > 0.195$); this can also be seen in alpha value the result $0.00 < 0.05$. Based on the analysis, the null hypothesis which states that there is no significant relationship between E.E and J.C in Nigeria was not retained.

Hypothesis Three

There is no significant relationship between entrepreneurial education (E.E) and self reliance of school graduates (SRSG) in Nigeria

Table 2 Table 3

Test of Relationship between E.E and SRSG.

| Variables | Mean | Std. Dev. | N | df | r-cal | r-crit | Sig(2-tailed) |
|-----------------------------------|------|-----------|-----|-----|-------|--------|---------------|
| Entrepreneurial Education | 2.82 | 0.03 | 151 | | | | |
| Self-reliance of school graduates | 2.31 | 0.01 | 151 | 300 | 1.21 | 0.195 | 0.001 |

The result of null hypothesis three is presented in Table 2 revealed mean score of 2.82 for E.E with standard deviation of 0.03 against 2.31 for SRSG with standard deviation of 0.001. The degree of freedom stood at 300. The r-calculated was greater than r-critical value (1.21 > 0.195); this can also be seen in alpha value the result 0.001 < 0.05. Based on the analysis, the null hypothesis which states that there is no significant relationship between E.E and SRSG in Nigeria was not retained.

Discussion of the Findings

The result of test of null hypothesis two shows that, there is positive relationship between entrepreneurial education (E.E) and job creation (J.C) in Nigeria. The result of the study is similar with that of Okebukola (2001) who opined that, through entrepreneurial orientations students with develop ideas that will enable them to identified economic opportunities, business environment, identification of project, preparation of business plan, improving motivation for achievement, techniques of enterprise management, self development techniques, improving precision skill that can be improved or develop new skill that motivate to establish small and medium scale businesses, be self employed and manage the business effectively. According to Alarape (2008) postulated entrepreneurial education has the capacity of reducing the rate of unemployment since a high percentage of unemployed youths were unable to benefit from these programmes.

The test of null hypothesis two revealed that Entrepreneurial education has significant impact on reducing the threats of unemployment in Nigeria. This finding further confirmed the position of Emaikwu (2011) who held that, the introduction of entrepreneurship skills acquisition in the university curriculum will also have implication on the youth transformation, reducing youth unemployment in the country. Similarly, Akwara, Akwara, Enwuchola, Adekunle, and Udaw (2013) posits that, a paradigm shift in the educational system through inclusion of vocational and entrepreneurial training and the inclusion of entrepreneurial development programmes into our school curricula, youths will imbibe the philosophy of self employment that will help to desensitize the unemployed youths of their aggressive tendency and alter their tendency of engaging in one form of atrocity in the name of religion.

The test of null hypothesis three shows that, entrepreneurial education has influence on self reliance of school graduates (SRSG) in Nigeria. The result of the study further confirmed that of Haruna (2008) Ibrahim (2010) pointed out that a functional and sustainable Business Education programme can be used to provide self-employment opportunities in the following areas:-

- establishment of business centers which involves the acquisition of computers for production documents, photocopiers, spiral binders, laminating machines, etc.;
- Establishment of private vocational schools which involves the training of secretaries, computer operators, sales personnel, marketers, accounts clerks, etc.

Conclusion

The research work is as a result of high rate of unemployment among graduates in Nigeria which is lack of entrepreneurial education integrated into the school curriculum. It was observed that lack of entrepreneurship education and too much of dependency on white collar job among

graduates of higher institutions. A shift in policy from the present incremental curriculum to entrepreneur education will promote entrepreneur skill acquisition, business management and self reliant which will reduce the rate of unemployment and uplift economy and standard of living of individual and the country at large. Aligning curriculum with realities of the society by introducing entrepreneurship will robustly enrich the curricula and reduce the present unemployment due to mismatch between needs of the students and acquired skills.

Recommendations

1. that entrepreneurial education should be introduced at all level of educational sector, this will help in developing passion for entrepreneurship among school leavers
2. that government should organize enlightenment programmes on the role of entrepreneurship on promoting self reliance and reducing unemployment in the country
3. that curriculum of entrepreneurial education in tertiary institutions should be reviewed so that students will be exposure to practical aspect of course.
4. that government should formulate policies that will help to provide enabling environment for entrepreneurship in the country by supporting graduates with capital, tax relief, etc.

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