

EXPLORING THE ENTREPRENEURSHIP STATUS OF  
UNDERGRADUATE STUDENTS OF FEDERAL UNIVERSITY OF  
TECHNOLOGY MINNA

BY

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## **ABSTRACT**

*The main purpose of this research work is to find out the individual perspective of [entrepreneurship](#), developing the entrepreneurial mindset, Examine the entrepreneur competencies required by undergraduates in establishing small scale ventures, Identify the factors limiting the development of entrepreneurial competencies and to determine the factors hindering the establishment of small scale ventures among undergraduates.*

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## CHAPTER ONE

### 1.0

### INTRODUCTION

#### 1.1 Background to the Study

Entrepreneurship is now seen as an important component within contemporary economic development of a nation. Its critical role to the economy of nations is now widely acknowledged within the literature. Experts in the field were of the opinion that entrepreneurship is regarded as a catalyst for economic growth, employment and wealth creation (Henry *et al.*, 2013). Furthermore, the European Commission (2013) shared the same view and in addition suggests that entrepreneurship is a major driver of innovation, competitiveness and economic strength of a modern nation. They further emphasize the important role which business education has in the development of entrepreneurial mindsets and talents especially in enhancing entrepreneur competency.

Business education is a widely given high scores on the agenda of many governments. Such governments depend on the development of entrepreneurship through business education as the major source for their economic prosperity, growth and development. It is a kind of new concept which signifies not only quality education but also pay attention to the development of an individual practical ability and competency of students. It is also described as a new method of teaching that promotes students innovative spirit, skills and attitudes which consequently make them after graduation to

suitable career and become professional business creator, European Commission (2013) concluded.

This growth in business education in enhancing entrepreneur competency is reflected internationally. For example the European Commission (2012) observes that almost half of Europe's students at tertiary institutions have full access to business education to enhance their innovative competencies in establishing small venture after graduation. In a related development, Khan and Almoharby (2007) highlight the rapid development of the course in Malaysia, Thailand and the Philippines. The European Commission (2014), for example, posits that entrepreneurship is one of the key components to be included in current educational systems in order to prepare people for successful participation in society. In fact, the contribution of business education in promoting entrepreneurship to the world economy is well recognized.

Certainly business education is considered as a complex subject to study in the context of teaching and learning because it depends on the individual's self-regulated actions and characteristics that may not be easy to influence. It is against this background that, there is still ongoing debate whether we can teach students to become competent entrepreneur (Fiet, 2014). However, there is now a consensus, in the literature at least, that business education can be taught and the debate has now shifted to what should be taught and how it should be taught (Ismail, 2010).

It is now generally agreed that most of researches conducted on business education have focused on course contents, pedagogical and audience characteristics. In this respect, the effectiveness of business education can also be measured in terms of teacher's "entrepreneurial competencies. The development of business education however, is not as institutionalized as the development of education for the traditional management courses. Educators who hold master's and doctorate degrees in entrepreneurship are very rare all over the world. In addition, the uniqueness of the students' needs and the course requirements entails specific and special teaching skills to match the two. One of the perceived tools to address and match these basic education needs is to first conduct an analysis of entrepreneurial competencies (Gatchalian, 2010).

A research conducted in Malaysia indicates that teaching approaches appear to be inappropriate and educators do not appear to have relevant skills, knowledge or training. There are so many shortcomings and challenges which the entrepreneurship educators are facing (Ismail, 2010) such as measuring mindset, letting go of the business plan, standardizing, mandatory entrepreneurship experience and shifting the role. The aim of the study is to examine the entrepreneur competencies required by undergraduates in establishing small scale ventures in Niger state.



## 1.2 Statement of the Problem

For many developing countries, development of entrepreneurial competencies has been a powerful engine of economic growth and wealth creation, and is crucial for improving the quality, number and variety of employment opportunities for the poor. It has several multiplier effects on the economy, spurs innovation, and fosters investment in people, which is a better source of competitive advantage than other natural resources, which can be depleted. Entrepreneurial competencies in undergraduates will enable them to create new enterprises, new commercial activities, and new economic sectors. They generate jobs for others; they produce goods and services for society; they introduce new technologies and improve or lower cost outputs; and they earn foreign exchange through export expansion or substitution of imports.

Problems of Entrepreneurship:

- **Hereditary Work** The selection of work, occupation and business in India is not in accordance with interest, capacity and feelings. Rather, it is on the basis of hereditary adaption, caste system, religion and gender difference, etc. As a result the entrepreneurs are not able to select the business and industry, according to their capacity, interest and motivations.
- **Unproductive Expenditure** People keep their savings, hidden with themselves or go on spending it on marriages, birthday parties, religious rituals, ornaments, immovable property and luxury goods, etc

- Lack of Enterprising Mentality Development of entrepreneurship depends upon the nature of human resources. However, several changes have taken place in the mentality of these resources, which have become obstructions in the development of entrepreneurship, like: (i) People do not have high aspirations for gaining achievements. (ii) They take no interest in innovations. (iii) Most of the young people prefer to do some service, in place of going towards establishing and operating any business or industry (iv) The risk bearing capacity and ability to face contingencies of people have reduced. (v) People lack high business and technical abilities. (vi) Initially, people participate in entrepreneurship development programmes which complete devotion. But after some time, their mentality goes on changing and they leave that sometimes they leave the idea of adopting entrepreneurship, after completing that programme.
- Lack of Favorable Environment Every section of the society like workers, consumers, investors, government, etc. has its contribution, in operation of an industry. However, unfortunately, enthusiasm towards work lacks in our country. The consumers view the entrepreneurs, with sense of suspicion, capital is always scarce, policies of the government are also not very practical and competition is not healthy and has become cut throat.

- Inadequacy of Capital As compared to western countries, it is becoming difficult in Nigeria to maintain standard of living of its people, due to rising prices.

According to Abdullahi (2008), for countries to accelerate their economic growth and development, it is necessary for them to build up critical mass of first generation entrepreneurs because development is now being linked more and more to entrepreneurs. It stands as a vehicle to improve the quality of life for individuals, families and to sustain a healthy economy and environment. This can lead to economic development and the advancement private enterprises.

### **1.3 Aim and Objectives of the Study**

The aim of the study are:

From the individual perspective, the aim of the study of entrepreneurship is for developing the entrepreneurial mindset.

Specifically, the objectives of the study are;

- I. Examine the entrepreneur competencies required by undergraduates in establishing small scale ventures.
- II. Identify the factors limiting the development of entrepreneurial competencies.
- III. Determine the factors hindering the establishment of small scale venture among undergraduates.

## **1.4 Research Questions**

- I. What are the entrepreneurial competencies required by undergraduates in establishing small scale ventures?
- II. What are the factors limiting the development of entrepreneurial competencies in education?
- III. What are the factors hindering the establishment of small scale ventures between undergraduates?

## **1.5 Significance of the Study**

The following are the significance of this study;

Prepare students for an uncertain future. We live in an age of unprecedented global and technological transformation. Today's students face an uncertain future full of complex global, social, and environmental issues.

Entrepreneurship-focused programs teach students crucial life skills that will help them navigate this uncertain future. These skills include problem-solving, teamwork, empathy, as well as learning to accept failure as a part of the growth process.

Leave room for creativity and collaboration: As standardized testing has become more common in public schools, opportunities for students to innovate and collaborate with others have become more scarce.

Entrepreneurship education encourages creativity, innovation, and collaboration.

Teachers, as entrepreneurship educators, are acknowledged to play a significant role in developing entrepreneurial ways of thinking and acting in students – in other words, in promoting the development of students' entrepreneurial competences.

Entrepreneurship will help families build human capital, strengthen family bonds, and prepare future generations to dream big, to innovate, and to conquer every challenge in their path.

The result of the study would provide more insight to educators on how entrepreneurship education should be incorporated into the curriculum. The implication of the results would also lead to an important set of guidelines, which can be used by educators when designing programs to suit different needs and demands of the technical students.

## **1.6 Scope of the Study**

This study will cover the curriculum of business education with a view of ascertaining if it is capable of developing entrepreneurial competency in students and this will be limited to recruiting 100 volunteers between the age of 18 years and above will be contacted using the means of questionnaires, each

volunteer to the study will be asked to complete a short questionnaires in order to evaluate any changes in their entrepreneur mindset

## **1.7 Definitions of terms**

**Financial constraint-** Insufficient fund tends to impede the efficiency of the researcher in sourcing for the relevant materials, literature or information and in the process of data collection (internet, questionnaire and interview).

**Time constraint-** The researcher will simultaneously engage in this study with other academic work. This consequently will cut down on the time devoted for the research work.

## CHAPTER TWO

### 2.0 REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

This chapter provides background in entrepreneurship research previously done and findings that leads to the existence of this study. Furthermore, the chapter presents theoretical frameworks that built the conceptual foundation for the study and guide the research design and methodology.

In Nigeria both state and federal government are now placing much emphasis on the promotion of indigenous small scale enterprises with a view to encouraging entrepreneurship.

This study address critical issues like life aspirations, likely source of financial capital, entrepreneurial orientation, attitude towards work, intention towards becoming an entrepreneur, subjective norms underlying this intention, perceive behavioral control, behavioural beliefs, nor mature belief and control beliefs others.

*Johannisson (2001)* and *Auto et al. (2007)* scored the positive impacts of students perception of entrepreneurship as a career choice, along with the role played by the research has source the importance of the social status of entrepreneurial activities and situation.

Entrepreneurship education and influence both current behaviour and future intentions. Kolverldmoen (1997) look at the significant differences between students who have taken entrepreneurship courses and those who have not.

## **2.2 Conceptual Framework**

Entrepreneurship has been described as a creative and innovative response to the environment. Meredith *et al* (1991) looks at an entrepreneur as an individual who has ability to see and evaluate business opportunities, gather the necessary resource to take advantage of them, and initiate appropriate action to ensure success.

This turn of events has been mirrored by a rising academic interest in entrepreneurship, understood as the creation and establishment of new independent firms in the early empirical research this interest was very much focused on the psychological characteristics of business founders, although the research was not closely to contemporary development in psychology. A trait approach was often employed, and almost endless lists of entrepreneurial traits were suggested (Hornaday 1982) it eventually turned out that this line of research was unable to give more than a small fraction of the answer to the question “what make people found new firm?”

## **2.3 Need, Scope and Characteristics of Entrepreneurship**

Entrepreneurship was been recognized as an essential ingredient of economic development. In the early 16th century in France, the term entrepreneur was



used for army leaders. It was applied to their business for the first time 18th century to designate a leader who buys and sells goods at certain prices.

The needs of Entrepreneurship is important for a number of reasons, from promoting social change to driving innovation. ... If successful, their innovations may improve standards of living, and in addition to creating wealth with entrepreneurial ventures, they also create jobs and contribute to a growing economy.

Entrepreneurship moves beyond a closed system of an enterprise. The broader scope of entrepreneurship is its capacity to stimulate the economy and enable great societal change. Beyond fulfilling a need and generating revenue for the entrepreneur, entrepreneurship provides jobs for society and develops communities.

### Characteristics of Entrepreneurship

- **Economic Activity:** Entrepreneurship is an economic activity, as it involves designing, launching and running a new business enterprises in order to earn the profit, by ensuring best possible use of resources.
- **Creativity and innovation:** It involves discovering new ideas and implementing it in business. The entrepreneur continuously evaluates current modes of running a business and identifies new methods and techniques for operating the business more efficiently and effectively.

- **Profit:** The activity of entrepreneurship is undertaken with the sole objective of making the profit. It is also the reward of the efforts made and risk taken by the entrepreneur.
- **Risk Bearing:** “Willingness to assume the risk” is the essence of entrepreneurship without which he/she cannot succeed. It occurs due to the creation and implementation of new ideas. Such ideas are often uncertain, and so the result may or may not be positive and instant.

Entrepreneurship has never played a central role for years, the main focus of economic has been on the allocation of resources and how it is achieved by market or by government. It is only recently with the revival of interest in the question of economic growth Schumpeter’s view have required greater silence. Empirical research on entrepreneurship in economic is surprisingly limited. The need for autonomy (or independence) is one of the most frequently stated reasons for founding a firm or wanting to do so (Cromie 1988; Scot and twomey, 1988).

## **2.4 Entrepreneurial Traits**

Noel (2001) explained specifically the importance of entrepreneurship emphasizing on the development of entrepreneurial intention and the perception of self-efficiency. The students in the sample had all taken an entrepreneurship education program, management or another discipline. Noel’s finding at least partially confirmed the assumption that entrepreneurship undergraduates were

more likely to create new business and has a higher level of intention and more developed perception of self-efficiency than students in the other two groups.

**RISK TAKING:** entrepreneurs are risk takers and are very calculative when challenge occurs in a business they encourage themselves. But they don't gamble. Entrepreneur tends not to get involve in business of low quality because there is lack of challenge and avoid high risk situation because they want to succeed. They like overcoming challenges. A risk situation occurs when you are required to make a choice between two or more alternatives, whose potential outcomes are not must be subjectively evaluated. A risk situation involves potential success and potential loll. The greater the possible loss the greater the involved.

**SELF CONFIDENCE:** entrepreneurs have self confidence in whatever they are doing. They believe that they need to assumed responsibility in other for them to reach their destiny. Entrepreneurs are very optimistic people and have a linking for independence. It is this self-confidence, including previous experience, their ability to assume responsibility, and to work out for their destiny that make them to venture in to private business even when others are staying away from it or are falling.

**HARD WORK:** entrepreneur is a hard working individual who is determined to achieve his objective. He put in more effort to make sure that work is done. He makes proper use of official time and private time. He persists in whatever he is

doing even when the work is done and the day spent. The entrepreneur is mentally attached to the job.

**GOAL SETTING:** entrepreneurs have objective, based on his objective they set a goal for themselves. In the attempt to achieve the set goal some appear to be difficult and restless, until the goals in their various strategies try to achieve the set goals or objectives.

**ACCOUNTABILITY:** entrepreneurs love and success and work very hard to achieve success in whatever they attempt in the process of achieving success they sometime meet with failure. To the entrepreneur growth and profit will lead to stability, expansion, and development of the business. The entrepreneur work as a team, through collaborative efforts of its staff by getting feedback in other to achieve the objective of the business. They also to have keep a careful record of their achievement as a result of which they are able to narrate and tell the stories of how they started the business in the beginning. This attitude of record-keeping helps the entrepreneur's towards planning and high business ethics. He is not just interested in money purse, but in what he is able to achieve with his money. Others may see accountability in terms of profit and growth but he has a different measurement for himself from what others perceive. He is accountable to himself as his entire life depends on him.

VERSATILITY: Entrepreneurs tend to be very informational and very versatile; qualities require ensuring that the job gets done properly by themselves and subordinates.

## **2.5 Entrepreneurial Tasks**

Entrepreneurship is concerned with many activities that have to do with the establishment and operation of business enterprise. These activities include identification of investment opportunities to exploit for profit, gathering the resources needed for production and distribution of goods and services, organization and management of human and material resources. This underscores why millions of our youths and a lot of University undergraduates roam about the streets of the major cities and towns in search of white-collar jobs. It is necessary and possible to position Nigerian universities to stimulate economic growth through a deliberate agenda of production of entrepreneurial undergraduates.

In many countries, including United State of America (USA), high schools offer entrepreneurship education for life-long trade, and many of them offer courses that enable students to meet their general academic requirement while learning a trade. However, because of these recent challenges in world economy, many schools have shifted emphasis to training in computers, information technology, and related fields. Public schools work closely with willing industries to establish curriculum and programmes to meet their skill demand. Where is

Nigeria in this history of entrepreneurship education? While career education has continued to thrive in many societies, it is unfortunately an area that is neglected in Nigeria (Vanguard, Dec. 12, 2004). No wonder why things are not working as they should in Nigeria. The neglect of entrepreneurship education is robbing the nation of the contribution their undergraduates would make to the development of the economy. It is therefore socially injurious to neglect this important area or look down on its undergraduates. The society needs competent auto mechanics, and truck drivers, plumbers, electricians, electronics and computers, database, web and network technicians, book-keepers and clerks, medical technicians, and nursing assistants, (and other personnel in this category) to function well. These are some of the skills in short supply in Nigerian. The half-baked roadside mechanics in the society often cause more damages to vehicles when they are contracted to service them and because of poor training some of the commercial drivers on the road and nurse assistants in the hospitals have sent many people to their early death. Given these facts, it is a disservice to the society to neglect entrepreneurship education. In Nigeria, undergraduates of vocational and technical institutions are highly skilled entrepreneurs, but the society does not seem to encourage the youths to have value for technical education. Unfortunately, those who influence education policy in the society (legislators, educators, and the media) feel that undergraduates of technical vocational institutions are not equal to university

undergraduates; hence there is need for effective strategies for entrepreneurship education in Nigeria.

## **2.6 Empirical Review**

Entrepreneurship has been recognized as an important aspect of an organization and economies (Dickson *et al.*, 2008). It contributes in an immeasurable ways toward creating new jobs, wealth creation, poverty reduction and income generating for both government and individuals. Schumpeter in 1984 argued that entrepreneurship is very significant to the growth and development of economies. Having understood the role of entrepreneurship in economic development, it becomes apparent that careful attention is needed to invest and promote entrepreneurship.

Education is also seen as one of the precondition for entrepreneurship development particularly in a place where the spirit and culture are very minimal. It is said to be an important determinant of selection into entrepreneurship, formation of new venture and entrepreneurial success. However, it is equally assumed here that there is a positive relationship between education and individual's choice to become an entrepreneur as well as the result and outcome of his or her entrepreneurial activity (Dickson *et al.*, 2008).

The move toward poverty reduction should not be considered and treated in isolation, different approaches and strategies need to be employed. For any country to foster genuine economic growth and development, its educational

system must be considered in the bedrock of any meaningful development (FGM, 2004 in Akpomi, 2009).

The Nigeria policy on education made it clear on the need for functional, to be relevant, practical and acquisition of appropriate skills and development of competencies as equipment for the individuals to live in and contribute to the development of his/her society (Albadekomo, 2004).

About 80% of the undergraduates find it difficult to get employment every year. And at the same time much has not been done in trying to bring collaboration between the entrepreneurs and the institutions. The universities, polytechnics and any other academic institutions community stand to benefit a lot from entrepreneurs located there. Similarly, the entrepreneurs may harness and use the expertise of facilities in those institutions Adejimola and Olufunmilayo (2009).

This kind of interaction and interrelationship will go a long way in bridging the gap that exist between the entrepreneurs and the institutions. Lack of this kind of synergy shows the weaknesses, inadequacies and fallacies of the educational policies in Nigerian in attainment of educational objectives (Aladekomo, 2004, Adejimola and Olufunmilayo, 2009).

Human capital theory provides a framework for examining the impact of acquired variables such as education, learning and experience on career



outcomes and it was further developed on the assumption that education can serve as a key determinant of decision choice and providing benefit to specific ventures (Dickson *et al.*, 2008).

In cognizance of this fact, Adejimola and Olufunmilaya, (2009) opined that education should be designed with a view to create and enhance the supply of entrepreneurial initiative and activities. The bottom line here is to inculcate the spirit of entrepreneurship in the student through education. In fact, this calls for more serious adjustment of policies and new curriculum in line with demand of the present time.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter covers the description and discussion on the various techniques and procedures used in the study to collect and analyze the data as it is deemed appropriate. It is organized under the following sub-headings:

Research Design, Population of the study, Sample and sampling procedure, Instrument of Data Collection, Validation of the Instrument and Method of Data Analysis, Procedure for Data Analysis

#### **3.2 Research Design**

According to Asika (2009), research designs are often referred to as the structuring of investigation aimed at identifying variables and their relationships to one another. In this study, questionnaire serves as useful guide to the effort of generating data for this study. The survey research design through the administration of questionnaires was used for the study.

#### **3.3 Population of the Study**

The population of study consists of students of Federal University of technology Minna, Niger State. With the sample of 100 students in the department of science education across all levels

### **3.4 Sample and Sampling Procedure**

The Convenient sampling technique was used in selecting 100 students cutting across various level of the department from the entire population of over 1000 students. This was chosen due to the financial strength of the researcher coupled with time constraints.

### **3.5 Instrument for Data Collection**

These are the tools or methods used in getting data from respondents. Questionnaire is the main research instrument used for the study to gather necessary data from the sample respondents. The questionnaire is structured type and provides answers to the research questions and hypotheses therein.

This instrument is divided and limited into two sections; Section A and B. Section A deals with the personal data of the respondents while Section B contains research statement postulated in line with the research question and hypothesis in chapter one. Options or alternatives are provided for each respondent to pick or tick one of the options.

### **3.6 Validation of Instrument**

Reliability means the accuracy of precision of a measuring instrument while validity means the extent to which the research instrument measures what it is supposed to measure. In order to determine the reliability and validity of the study, the test-retest method was used. To have a valid instrument, the questions

in the questionnaire will be free from ambiguity (i.e the questions will not be too complex). To have reliable instrument, the questionnaire will be followed with interview of sample of respondents to know whether their view on the subject.

### **3.7 Method of Data Analysis**

Having gathered the data through the administration of questionnaire, the collected data will be coded, tabulated, and analyzed according to the research question and hypothesis.

In order to analyze the data collected effectively and efficiently for easy management and accuracy, the simple percentage method was the analytical tools used for this research project and a sample size of one hundred (100) will be represented by 100% for easy analysis of the responses.

### **3.8 Procedure for Data Analysis**

The statistical method use to analyze the data collected was simple percentage and table will serve as frame work on which interpretation and the conclusion will be base.

$$\text{Formular} = \text{mean} = X = \frac{\sum xX}{\sum f}$$

Where

$\sum x$  = Total number of response

$\sum f$  = Frequency

100 = Percentage of response

The statistical analysis “SA” and “S” are grouped as Agreed and “SD” and “D” are grouped as Disagreed score from 2.05 above will be accepted and 2.04 below will be rejected.

## CHAPTER FOUR

### 4.0 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 INTRODUCTION

This chapter deals with the presentation and analysis of the result obtained through questionnaires. The data gathered were presented according to the order in which they were arranged in the research questions, simple percentage and pie graphs were used to analyze the demographic information of the respondents while Pearson correlation was adopted to test the research hypotheses.

#### BIO DATA OF RESPONDENTS

**Table 1 gender of respondents**

Gender	Frequency	Percent	Valid Percent	Cumulative percent
Male	60	60.0	60.0	60.0
Female	40	40.0	40.0	40.0
Total	100	100.0	100.0	100.0

Source: field survey, August, 2021.

Table 1 above shows the gender distribution of the respondents used for this study.

60 respondents which represent 60.0percent of the population are male.

40 respondents which represent 40.0 percent of the population are female.

**Table 2 age grade of respondents**

Age range	Frequency	Percent	Valid Percent	Cumulative Percent
below 20years	10	10.0	10.0	10.0
20-25years	49	49.0	49.0	49.0
26-30years	31	31.0	31.0	31.0
above 31years	10	10.0	10.0	10.0
Total	100	100.0	100.0	100.0

Source: field survey, August, 2021.

Table 2 above shows the age grade of the respondents used for this study.

10 respondents which represent 10.0 percent of the population are below 20years.

49 respondents which represent 49.0 percent of the population are between 20-25years.

31 respondents which represent 31.0 percent of the population are between 26-30years

10 respondents which represent 10.0 percent of the population are over 31years.

**Table 3 marital status of respondents**

Marital status	Frequency	Percent	Valid Percent	Cumulative Percent
Single	94	94.0	94.0	94.0
Married	6	6.0	6.0	6.0
Divorced	0	0.0	0.0	0.0
Widowed	0	0.0	0.0	0.0
Total	100	100.0	100.0	100.0

Source: field survey, August, 2021.

Table 3 above shows the marital status of respondents used for the survey

94 respondents representing 94.0percent of the population are single.

6 respondents representing 6.0 percent of the population are married.

0 respondents representing 0.0 percent of the population are divorced.

0 respondents representing 0.0 percent of the population are widowed.



## TABLES BASED ON RESEARCH QUESTIONS

**Table 4.** What are the entrepreneurial competencies required by undergraduates in establishing small scale ventures?

S/N	QUESTIONNAIRES ITEMS	SA	A	D	SD	MEAN(X)	DECISION
1.	I believe the goods or services that I will create are innovative products	30	40	25	5	2.95	ACCEPTED
2.	We often used case studies of successful entrepreneurs during the entrepreneurship course	50	30	11	9	3.21	ACCEPTED
3.	I will be responsible for all the decisions that I make	30	40	20	10	2.9	ACCEPTED
4.	Entrepreneurship oriented education and training give a boost in developing a small venture scale	60	30	9	1	3.49	ACCEPTED
Grand Means						12.55	

Source: field survey, August, 2021.

Table 4 above show the sectional means score to be 12.55. This indicate that undergraduate have the competence in establishing small scale ventures, with the score 2.95 show that a undergraduate can come up with a creative goods and services that can help the society, and with the score 3.21 on the table above

also indicate that the use of successful entrepreneurs in the entrepreneurship class will serve as a yard stick in establishing small scale venture, 2.9 and 3.49 shows that the student will be responsible for the decision taken and entrepreneurship oriented and training give boost to in developing a small scale venture scale respectively.

**Table 5 what are the factors limiting the development of entrepreneurial competencies in education**

S/N	QUESTIONNAIRES ITEMS	SA	A	D	SD	MEAN X	DECISION
1.	Personal factors is a factor that affect entrepreneurship e.g poverty, health, ignorance, laziness e.t.c	30	20	40	10	2.7	ACCEPTED
2.	Government policies, facilities and incentives is a major barrier of entrepreneurship development	50	30	18	2	3.28	ACCEPTED
3.	Economic and business environment contribute to the development of entrepreneurship	40	35	15	10	3.05	ACCEPTED
	Grand Means					9.03	

Source: field survey, August, 2021.

Table 5 above shows the sectional mean score of 9.03.this indicate that personal, government policies and incentive, economic and environment are

some of the factors limiting the entrepreneurial competencies in education. Item 1. Personal factor with the mean score 2.7 indicate that personal factors is a hindrance to entrepreneurship. Item 2. Government policies and incentive with the mean score of 3.28 is also a barrier in establishing business. Item 3. Economic and business environment with the mean score of 3.05 also stand against the establishment of an entrepreneurship.

**Table 6. What are the factors hindering the establishment of small scale venture between undergraduates?**

S/N	QUESTIONNAIRES ITEMS	SA	A	D	SD	MEAN (X)	DECISION
1.	No standout idea is one of the factors that hinder establishment of a business	20	41	33	6	2.75	ACCEPTED
2.	Current responsibilities like full-time job can hinder an establishment of business	55	27	12	6	3.31	ACCEPTED
3.	Fear of failure is the major issues in creating a small scale venture within undergraduates	10	30	35	25	2.25	ACCEPTED
4.	Poor timing may lead to destruction of a newly created venture	40	33	19	8	3.05	ACCEPTED
Grand Means						11.36	

Source: field survey, August, 2021.

Table 6 shows the sectional means score to be 11.36. This indicate there are many factors that hinder the establishment of small scale venture such as: no standout idea, current responsibilities by an individual , The fear of failure and poor timing. Item 1: no standout idea with the mean score 2.75 show most of the undergraduates don't have an idea of starting a small scale venture, Item 2: current responsibilities with the mean score of 3.31 also stand as a barrier in establishing a business, Item 3 is the fear of failure with the mean score of 2.25 shows how majority of undergraduates fear in losing their capital if their propose business fail and lastly the item 4 which is the poor timing with the mean score 3.05 is one of the major factors that will lead to destruction of a business.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1 CONCLUSION**

It is not impossible that when a university provides adequate instruction and creative inspiration for entrepreneurship, the possibility of choosing an entrepreneurial career might increase among young people. This is crucial in economies that are as open as Nigeria's economy.

As Wu (2008) states, engineering students have the highest tendency to start a business. Thus, it seems that academic environments should provide applied practical learning environments to complement academic exercises or case study approaches Bell, Callaghan, & Demick, (2004) to increase student understanding of market knowledge.

Persuading business-oriented teamwork or improving the relationship between the university and industry, for example, could be tools for developing such projects. It is possible to argue that universities that are interested in fostering and motivating students to embrace entrepreneurial activities should provide educational courses focusing on entrepreneurship and business. Lack of educational centers for learning and improving issues within entrepreneurship - like knowledge and information about different markets - seems to be a significant reason for the lower motivation of FUTMINNA students.

We see that the possibility of raising entrepreneurial interest in students is a crucial embankment the Nigerian educational policies should integrate. The systems of education in Nigeria should elevate beyond the ability to read and write, to ability to create, build, rebuild and maintain systems and structures, as these are critical ingredients of an entrepreneur's mind.

We cannot overemphasize the need for the government to boost funding for the universities in order for facilities necessary for adequate education to be done in the universities; however, it is crucial for the universities to have a conscientious goal towards developing entrepreneurs. The system of recruiting lecturers should be focused on this need as lecturing is fast becoming a form of employment, rather than a need to impact the rising generation of youths.

As of now, the Federal government has failed in recognizing that increasing the number of higher institutions in the country does not solve the problem of unemployment, or development, but the focus of education should be re-engineered in Nigeria.

Nigeria's educational system will continue to fail, as long as long as more focus is put on how many schools are built, than the effectiveness of the schools being built. I believe it is important to also note that with the world's economy being crunched down, many businesses will run out and fold up, and Nigeria in her staggering conditions will kneel to its hazards, if individuals are not developed to create and maintain fluid businesses that will stand the tests of its economic environments.

Some reports, like the Next Generation Report (2010), earlier referred to in this research, explains that the Nigeria youth is a huge resource for the nation, in the areas that the Nigerian youth can be educated and in no strange words be “exported”. This is well wrapped up in languages that make it seem like Nigeria will generate a lot of revenue from the human resource they provide as ‘baby boomers’. This implies that Nigeria will continue to raise youths that can only ‘read and write’, only ready as human resource exports. This is because Nigeria cannot cater for the number of undergraduates churned out of universities all over the country currently and even each year. This is the reason the government must seek to bring about a lasting solution to inhibit the outflow of resources, especially human resources, so that they can become an integral part of the society to build the nation. And the Federal government and educational policymakers should not treat the youths as another export, like they do oil.

According to our results, policy makers and educators at universities might encourage selfemployment by improving entrepreneurial objectives, attitudes, and entrepreneurial selfefficacy in management, finance, and marketing (Pihie, 2009).

As a developing country, Nigeria needs to focus more on the programs run in the universities; the Nigerian universities commission should integrate the criteria of accreditation of university courses from just the availability of classrooms, tables and chairs, to a level of facilities that inspire the youth mind to build businesses. Evidently, the NUC has regulated policies as the

entrepreneurship development centers being created in each university, but the implementation strategies of the centers should also be looked into.

FUTMINNA undergraduates may very well stand out in the economy, as the focus of education is built into the aim and objectives of the university, and every member of staff consequently follows this through. The different Entrepreneurial Development program is setup by the university and made compulsory as a course from the first year till graduation are not necessarily the crafts the students developed as businesses, but the consciousness of how to see a need in an environment and creatively find a profitable solution to it.

## **5.2 RECOMMENDATIONS**

We have to recognize that the effect of education supersedes the education itself and goes onto forming an ideology, and creating a concept in the minds of the learner subconsciously to build a future that inadvertently creates a new environment.

- There should be a working partnership between industry and the universities. This could be encouraged if the government would give incentives such as tax returns or tax cuts for every organization that involves in the partnership.
- Lecturers should have field and industry experience in the fields which they profess to be experts, as theoretical experiences and ideology of the



academia possibly reduces exposure to idealistic, rather than realistic perspectives.

- Universities should be mandated by policy to pattern their entrepreneurship development and entrepreneurial education after the model that works out creativity in the students and not just theoretical practices of entrepreneurial development.
- The government should strategize how public universities can become an entrepreneurial development hub, rather than create more universities that would increase overhead and bring little or no solution, and for the government to concentrate on the results of education, rather than the counts of the educated.
- Universities should base and aggregate their success on how many of their undergraduates are able to create businesses and stand, instead of how many can get jobs, because true education is judged on the ability to apply and transform knowledge, not just reproduction of the same knowledge.
  - Judging by the statistics of youth population in Nigeria, the government should focus development more on the youth age group than on primary education as regulated by the UN Education policies.

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**FEDERAL UNIVERSITY OF TECHNOLOGY MINNA**  
**SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION**  
**DEPARTMENT OF SCIENCE EDUCATION**

**QUESTIONNAIRE ON EXPLORING THE ENTREPRENEURSHIP STATUS OF  
UNDERGRADUATE STUDENTS OF FUT MINNA**

**Introduction**

This is a questionnaire designed to solicit your response on your perception of the determinant of entrepreneurship among undergraduates. You are hereby, requested to response to the items with utmost sincerity and all responses would be treated with high level of confidentiality.

Thank you.

SECTION A

i. Respondent Identity

Please fill or tick mark (✓) to the related information

1. Have you undertaken the entrepreneurship course in your program?

Yes

No

2. Gender: .....

3. Age: .....

4. Do you have any family members/relatives who are entrepreneurs?

Yes

No

ii. Please Note: the following questions in part II have answers from the scale of five.

Please tick mark (✓) from the scale of 4, the most appropriately matching scale with you.

- SA = STRONGLY AGREE  
 A = AGREE  
 D = DISAGREE  
 SD = STRONGLY DISAGREE

**Research Questions**

- IV. What are the entrepreneurial competencies required by undergraduates in establishing small scale ventures?
- V. What are the factors limiting the development of entrepreneurial competencies in education?
- VI. What are the factors hindering the establishment of small scale ventures between undergraduates?

SECTION B

NO	QUESTIONS	SA	A	D	SD
1	Economic and business environment contribute to the development of entrepreneurship				
2	Government policies, facilities and incentives is a major barrier of entrepreneurship development				
3	Poor timing may lead to destruction of a newly created venture				
4	Current responsibilities like full-time job can hinder an establishment of business				
5	No standout idea is one of the factors that hinder establishment of a business				
6	We often used case studies of successful entrepreneurs during the entrepreneurship course				
7	Fear of failure is the major issues in creating a small scale venture within undergraduates				
8	I believe the goods or services that I will create are innovative products				
9	Entrepreneurship oriented education and training give a boost in developing a small venture scale				
10	Personal factors is a factor that affect entrepreneurship				
11	I will be responsible for all the decisions that I make				