

Entrepreneurship Education And Employability Among Babcock University Students

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ABSTRACT

Several attempts have been made at encouraging entrepreneurial activities in Nigeria in the past but observation has shown that these efforts failed due to various constraints. Hence this study investigated the extent at which entrepreneurship education determines employability among Babcock University students. A descriptive survey research design was adopted in the study and a total sample of three hundred and thirty (330) undergraduates of Babcock University in their final year were drawn through stratified random sampling technique as subject of study. Self-developed instruments namely Students' Assessment of Entrepreneurship Education Questionnaire; consisting of 13 items with a reliability co-efficient of 0.68, and Employability Questionnaire with 6 items was used to test the influence of entrepreneurship education on employability with a reliability co-efficient of 0.73. The study adopted linear regression analysis to test the hypothesis while mean and standard deviation were employed to analyse the research questions at 0.05 level of significance. The findings revealed that entrepreneurship education is a significant determinant of employability among Babcock University undergraduates. Further analysis revealed that entrepreneurship education is beneficial and have positive impact on them. It was recommended among other things that skill acquisition programmes should be incorporated into the school's curriculum as a course to be taken by all students regardless of their level and course of study.

Keywords: Entrepreneurship education, Employability, Babcock University.

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INTRODUCTION

Entrepreneurship, in today's world, has become one of the most publicized activities. It is believed that nations are being shaped by entrepreneurs who are men and women innovators who make changes by translating various resources like time, money and opportunities into gainful ventures.

The rate of youth unemployment, low standard of living and increased hardship witnessed in recent times in the country has led to a renewed interest in entrepreneurship development in Nigeria (Adebayo & Kolawole, 2013). The recent trend in the nation is that after graduation, youths find it difficult to find white collar jobs. The situation is so serious that Anyebe (2017) drew attention to the fact that tertiary institutions in Nigeria produce not less than 120,000

graduates each year with no hope of finding employment. This is the reflection of the state of the economy with negative implication on mental health, heart disease, crime and violence, suicide and even poverty (Nwaoga & Omeke, 2012).

Additionally, a look at the National Bureau of Statistics Report (2017) show that unemployment rate was recorded at 12.1percent in March quarter 2016 and 13.3percent in June quarter 2016, up from 10.4 percent in the fourth quarter of 2015, the number of unemployed persons rose by 18 percent that is 9.485 million, meanwhile, youth unemployment increased to 21.5 percent from 19 percent. This is a clear indication that Nigeria is in a present state of recession having realised two consecutive quarters of negative GDP (gross domestic product), in March quarter -0.36 and in June quarter -2.06 in 2016 (National Bureau of Statistics Report, 2017). Globally, the times are hard and Nigeria as a nation is not immune to these hard times, hence the need to provide solution to some of the problems facing the nation in form of economic recession, unemployment, poverty, inadequate and poor healthcare services, insecurity, etc (Anyebe, 2017). In the present situation therefore, job creation will be very difficult except with the introduction of entrepreneurship education into the university syllabus.

Nigeria can only solve these problems when it totally works hard to develop the capacity for entrepreneurship which will lead to the employability of the youths. Based on this need, the Federal Government issued a directive to all Universities in Nigeria to establish Entrepreneurship Centres and this was contained in the Nigerian Universities Commission (NUC) Benchmark and has become a mandatory course for all Nigerian graduates despite their disciplines since the year 2000 (Arogundade, 2011). This is important because a successful entrepreneur needs to learn the skills ((Dubey, 2017) and through entrepreneurship education individuals can be turned into responsible and independent beings, who are thinkers and who can contribute to economic development of their nations (Kenton & Enwin, 2010).

Entrepreneurship education is not just teaching someone how to start a business rather it encourages creative thinking, innovation and the visualization of the thought. It aims at influencing the learner's characters and also enabling the learner to develop in all areas (Dubey, 2017). Entrepreneurship education encompasses strategies in introducing and instilling entrepreneurship attitudes into students. Entrepreneurship education instills in students the additional knowledge, attributes and capabilities required in the context of setting up a new venture or business and the ability to demonstrate initiative and original thought, alongside self-discipline in starting tasks (Arogundade, 2011). It is a lifelong learning process starting as early as elementary school and progressing through all levels of education with the aim of making the youths self-reliant and self-employed (Fajana, 2010). Entrepreneurship education will inculcate and expose the students and potential entrepreneurs to entrepreneurial values and skills which include the aspect of leadership, innovation, creativity, competitiveness independence, calculated risk and ability to identify and create opportunities (Akpomi, 2008).

Well planned entrepreneurship education is expected to result to employability. Pereira (2016) argues that employability is not a set of skills but the ability to maintain and successfully create jobs, either for oneself and or for others. This means that it is not all entrepreneurship education that could translate to employability but the ability to apply what was learned. Students who engage in developing their employability skills are said to be independent, reflective and responsible learners (Pereira, 2016).

Employability skills such as critical thinking, interpersonal relationship, ability to work with technology, etc, are necessary tools for job creation but these skills were not previously taught in our universities in order to equip students taking into consideration the fact that these skills are required for employability thus rendering the students unemployable in the society (Matley, 2008). To solve this problem, the federal government of Nigeria in an attempt to ensure that her citizens are self-employed established the National Directorate of Employment in 1986; the Peoples Bank of Nigeria and many others with the belief that this effort will go a long way in reducing unemployment but it did not (Fajana, 2010; Efe-Imafidon, Ade-Adeniji, Umukoro & Ajitemisan 2017).

This study therefore examines entrepreneurship education as a determinant of employability among Babcock University students. It was carried out among final year students in 400level because this class of students were about to graduate to face the world of work and they have completed a course in Entrepreneurship Education.

ENTREPRENEURSHIP EDUCATION

Graduates in today's world will need to equip themselves with the required skills and education in order to meet up with current job market and job requirements that are constantly changing. Hence, they need to be flexible and have personal capacity to manage changing and challenging work situations.

Entrepreneurship is seen as the key to the survival of nations and an important component of economic development capable of moving nations out of poverty (Adeoye, Olajide-Arise & Egwakhe, 2018). It could create jobs and is the only economic tool for sustainable development (Iyiola & Azuh, 2014). According to Onu and Ikeme (2008), entrepreneurship is the process of creating or seizing an opportunity and pursuing it regardless of the resources currently controlled. They noted that Entrepreneurs are those who create wealth from nothing and put everything they have in order to get everything they desire.

The ability to actually fulfil the demands of successful entrepreneurship requires sound entrepreneurship education. Anyebe (2017) define entrepreneurship education as the liberation of the mind and the improvement of socio-economic development in any nation. Therefore, when people do not have the required skills, education have failed to achieve its aim. Kenton and Envin (2010) assert that entrepreneurship education is based on the construction and transference of knowledge to a field and focusing on learning experience and the development of competencies, skills, aptitudes or values. Entrepreneurship education that will really cater for the needs of nations may differ nation by nation based on their peculiarity. In Nigeria as a nation, entrepreneurship education is the type of education where the learner is exposed to cognitive, affective and psychomotor abilities that will enable the learner to be self-reliant, self-sufficient and sustainable (Nwaoga & Omeke 2012). It is the education that will prepare citizens, mostly youths, to create jobs, wealth and generate income for both the government and for themselves thereby providing solution to economic problems (Nwaoga & Omeke 2012). This has made it clear that the benefits of entrepreneurship education cannot be overemphasized especially at it relates with employability.

EMPLOYABILITY

According to Yorke (2006), employability is a synergic combination of personal qualities, skills of various kinds and subject understanding. In recent times, it has been seen as the key to individual, organizational and societal success because it speaks of exploration of infinite human resourcefulness which involves self-management, giving shape to individuals who have everything to win and nothing to lose from working to improve their selves (Berglund, 2018).

Yorker and Knight (2006) discussed that employability is influenced by students' self-efficacy beliefs, self-theories and personal qualities. Thus employability not only broadens the focus to include a wider range of attributes required to be successful within employment but also includes the attributes required to manage one's career development in ways that will sustain one's employability.

In another quarter, employability is the possession of qualities and competencies required to meet the changing needs of employers and customers by an individual thereby helping to realise aspirations and potentials in work (Pereira, 2016). Employability skills demands the development of skills and adaptations in which everyone who is able to work are enabled to gain employment and sustain that employment as long as they are willing to work (Berglund, 2012).

ENTREPRENEURSHIP EDUCATION AND EMPLOYABILITY

Governments all over the world believe that entrepreneurship education have positive impact on the socio-economic and political infrastructure of a nation (Efe-Imafidon et al, 2017). Entrepreneurship has been defined as a tool that equips individuals with a potential in life, studies, work and in society to deal with problems, see opportunities and be energetic (Berglund, 2012). Education is needed to be able to develop a business idea, recognize opportunities, build entrepreneurial team, write business plans and manage growing entrepreneurial firm. Employability on the other hand, equips people with skills that make them enterprising and in control of both their life and work (Berglund, 2018). It involves essential skills and abilities that enable one to be gainfully employed into the various employment opportunities thereby reducing the unemployment rate in the country, therefore there is a strong link between entrepreneurship education and employability. Yorke (2006) submit that when students are exposed to entrepreneurship education, a positive influence is impacted on their entrepreneurial intentions and they are equipped with the necessary skills and mind-sets required for successful entrepreneurship while at the same time instilling self-confidence that will give them the strength to face the world of work successfully.

Purpose of the Study

The general objective of this study is to examine entrepreneurship education as a determinant of employability among Babcock University students while the following are the specific objectives;

- To find out the assessment of Babcock University students on the course Entrepreneurship education.
- To find the impact of entrepreneurship education on Babcock University students
- To find out if entrepreneurship education can be a significant determinant of employability among Babcock University students.

Research Questions

1. What is the student's assessment of entrepreneurship education?
2. What is the impact of entrepreneurship education on Babcock University students?

Research Hypotheses

1. Entrepreneurship education will not significantly determine employability among Babcock University students.

METHODOLOGY

The descriptive survey research design was adopted for this study. A sample of three hundred and thirty (330) 2016/2017 final year students of various Departments in Babcock University,

Nigeria was selected as participants through stratified random sampling technique. This category of students has undergone the entrepreneurial learning process and is assumed to have better understanding regarding their future careers. They have been exposed to entrepreneurship education and may want to consider self-employment as an alternative to becoming wage earners.

Self-developed instruments namely Students' Assessment of Entrepreneurship Education Questionnaire; with 13 items such as "the course developed my entrepreneurial knowledge and skills" with a reliability co-efficient of 0.68, was used to analyse students assessment of entrepreneurship education and its impact on them and Employability Questionnaire with 6 items was used to test the relationship between entrepreneurship education and employability with a reliability co-efficient of 0.73 with questions like "amongst various options, I would prefer to be an entrepreneur".

The data collected was analysed using linear regression analysis, mean and standard deviation at 0.05 level of significance.

RESULTS

Table 4.1: Demographics of Respondents

Demographic Variables	Frequency	Percentage
Gender		
Male	189	57.3percent
Female	141	42.7percent
Total	330	100.0percent
Age		
18-20 years	15	4.5percent
21-23 years	176	53.3percent
24-26 years	123	37.3percent
Above 27 years	16	4.8percent
Total	330	100.0percent
Level		
400	283	85.8percent
500	47	14.2percent
Total	330	100.0percent

Source: Author's Computation from Field Survey

Table 4.1 above showed the demographics of respondents on variables such as gender, age and level. As regard the gender distribution, 189(57.3percent) of the respondents were male and the remaining 141(42.7percent) were females. For age distribution, 15(4.5percent) of the respondents are between the ages of 18 and 20 years; 176(53.3percent), which constituted the majority, are between the ages of 21 and 23 years; 123(37.3percent) are between the ages of 24 and 26 years and 16(4.8percent) are above 27 years. For level distribution, 283 (85.8percent) of the respondents, which formed the majority are in 400 level and the remaining 47(14.2percent) are in 500 level

Research Question One: What is the student's assessment of entrepreneurship education?

Table 4.2.1: Students' Assessment of Entrepreneurship Education

S/N	Items	SA	A	U	D	SD	Mean
1.	The course provided a new and different experience.	122	151	35	14	8	4.11*
2.	The course provided the opportunity to things my way without conforming to class structures.	124	169	30	4	3	4.23*
3.	The course exposed me to situations with uncertain outcomes.	137	161	12	16	4	4.25*
4.	The course developed my entrepreneurial knowledge and skill.	134	138	33	15	10	4.12*
5.	The course provided an opportunity to learn by doing.	113	148	41	21	7	4.03*
6.	I do not enjoy courses that require a student to learn by doing.	68	88	34	85	67	3.12*
7.	As a result of taking this course, I feel I have a better understanding about business.	139	143	37	12	5	4.26*
8.	My interest in entrepreneurship has been raised after taking the course.	127	171	17	11	4	4.23*
	Cluster Mean						4.04*

Source: Author's Computation from Field Survey

*= significant.

Table 4.2.1 showed the results of students' assessment of entrepreneurship education. The responses were structured in a 5-point likert scale format ranging from strongly agree (SA) to disagree (D). The benchmark mean point for each item was pegged at 3.00. Any item whose mean point is less than 3.00 was considered as insignificant, on the other hand, any item whose mean point exceeds 3.00 was considered significant.

From table 4.2 above, all the items were significant as their mean point exceeds 3.00. Furthermore, the cluster mean stood at 4.04. Thus, this implies that the students' assessment of entrepreneurship education is significant, vital and pertinent as it provides the students with new experience, enables them to do things without conforming to classroom structures, exposes them to situations with uncertain outcomes, develops their entrepreneurial knowledge and skills, provides the opportunity for them to learn by doing, makes them knowledgeable about business and propels their interest in entrepreneurship.

Research Question Two: What is the impact of entrepreneurship education on Babcock University students?

Table 4.2.2: Impact of Entrepreneurship Education on Students

S/N	Items	SA	A	U	D	SD	Mean
1.	I know how to develop an entrepreneurship project.	132	141	31	21	5	4.13*
2.	I can control the creation process of a new firm.	128	157	22	14	9	4.15*
3.	I have been able to develop the skill of networking and making professional contact.	144	159	12	12	3	4.30*
4.	I have been able to improve in my idea of development skill.	137	161	6	19	7	4.22*
5.	I know the responsibilities of an entrepreneur.	139	153	25	3	10	4.24*
6.	I can recognize problems and provide solutions.	123	158	21	21	7	4.12*
7.	I can develop a business plan	129	164	24	4	9	4.22*
	Cluster Mean						4.20*

Source: Author's Computation from Field Survey

*= significant.

Table 4.2.2 revealed the impact of entrepreneurship education on students. The responses were structured in a 5-point likert scale format ranging from strongly agree (SA) to disagree (D). The benchmark mean point for each item was pegged at 3.00. Any item whose mean point is less than 3.00 was considered as insignificant, on the other hand, any item whose mean point exceeds 3.00 was considered significant.

From table 4.3 above, all the items were significant as their mean point exceeds 3.00. Furthermore, the cluster mean stood at 4.20. Thus, this denotes that the impact of entrepreneurship education is significant to the students in the context of development of entrepreneurial project, creation of new firms, professional and skill networking, improvement in development skill, information about entrepreneurship, identification of problems and suggestion of solutions and development of business plans.

Testing Of Hypothesis

Hypothesis One: Entrepreneurship education is not a significant determinant of employability among Babcock University final-year students.

Table 4.3(a): Regression Result of Entrepreneurship Education as a determinant of Employability

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.791	.367		18.504	.000
	E.Education	.005	.022	.034	.227	.016

Dependent Variable: Employability

Model Summary

Table 4.3(b):

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.911	.831	.782	.165921

Predictors: (Constant), Employability

From the results above, a positive relationship existed between entrepreneurship education and students' employability. The coefficient of determination (R-square) showed that entrepreneurship education accounted for 83.1percent variation in students' level of employability. Furthermore, the probability value of entrepreneurship education stood at .016, is less than the standard .05 ($p < .05$). This implies that entrepreneurship education is a significant determinant of employability. Thus, the alternative hypothesis is accepted that entrepreneurship education is a significant determinant of employability among Babcock University final-year students.

DISCUSSION

The results of the analysis of research question one found that students' assessment of entrepreneurship education is positive. This implies that students rated entrepreneurship education as very important to their present and future entrepreneurial undertaking. The students agree to the fact that the course provided them with an opportunity to learn new things during their practices thereby providing them with new and different experience, provided them with the opportunity of doing things their way without been confirmed to formal class structure and it also helped to develop their entrepreneurial knowledge and skills. This finding supports that of Pereira (2016) and Nwaoga & Omeke (2012) who equally discovered in their studies that entrepreneurship education sharpens the learner's cognitive, affective and psychomotor abilities and enables the learner become self-reliant, self-sufficient and sustainable.

Research question two confirms the positive impact of entrepreneurship education on Babcock University students by affirming that entrepreneurship as a course taught in Babcock University has instilled in the students skill of networking and making professional contact, improved their ideas on skill development, their ability to recognize problems and provide suitable solutions, to develop entrepreneurial project and also to develop a business plan. It was found that the impact of entrepreneurship education to students is significant. This finding aligns with that of Muhammad, Aqsa and Hafiz (2016) that the program entrepreneurship encourages entrepreneurs to start a business. Additionally Matley (2008) findings prove that entrepreneurship education has tremendous impact on students as it exposes them to viable

business ideas and opportunities, makes them job creators and not job seekers, makes them self-dependent and self-reliant and reduces the rate of idleness or joblessness among youths.

Furthermore, the hypothesis on if entrepreneurship education will significantly determine employability among Babcock University students was validated. It was found that entrepreneurship education is a significant determinant of employability among students in Babcock University. This implies that the knowledge of entrepreneurship education raises the level of employability among the youths. This equally means that the more an individual is enlightened on this aspect, the higher his/her chances of being employed. This finding aligns with the submission of Nwaoga & Omeke (2012) that entrepreneurship and employability go hand in hand because entrepreneurship education helped to facilitate the acquisition of skills competence and ability of the students. When these graduates are well equipped, they will help to reduce unemployment, contribute to gross domestic product, faster innovation and incubate potential large industries that will boost technological development and identify business opportunities in Nigeria. Entrepreneurship education is a powerful factor of graduates' level of employability, as it enables an individual to develop astute business ideas and it also fosters creativity among youths.

CONCLUSION AND RECOMMENDATIONS

Findings from the study revealed that students' assessment of entrepreneurship education is significant as it provides the students with new experience, enables them to do things without conforming to classroom structures, exposes them to situations with uncertain outcomes, develops their entrepreneurial knowledge and skills, provides the opportunity for them to learn by doing, makes them knowledgeable about business and propels their interest in entrepreneurship. Furthermore, the impact of entrepreneurship education is significant to the students as it trains them to develop an entrepreneurial project, create their own business, contact and network with other professional and successful entrepreneurs, improves their development skill, exposes them to the basics of entrepreneurship, enables them to identify business problems and proffer relevant solutions and aids them to develop feasible business plans. Finally, entrepreneurship education is a significant determinant of employability among students of Babcock University. This implies that the more knowledgeable an individual is on entrepreneurship education, the higher the chances of being employed. Hence, entrepreneurship education can actually help reduce youth unemployment by propelling them to establish their own business thereby making them job owners and not job seekers.

The study recommends that all the government of Nigeria as well as organizations encourage and teach acquisition of skills and knowledge and not laying emphasis on paper qualification alone which is what is obtainable presently, hence, skill acquisition programmes should be incorporated into the school's curriculum as a course to be taken by all students in the university.

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