

ASSESSMENT OF ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL INTENTION OF STUDENTS IN ADAMAWA STATE UNIVERSITY, MUBI, NIGERIA

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ABSTRACT

Every year, thousands of graduates link the labour market in search of profitable job. The challenge is consequently one of not only managing the previously large unemployed graduates, but also of fascinating the fresh applicants into the labour market. Therefore, the objective of this study is to assess the relationship between entrepreneurship training and entrepreneurial intention of students in Adamawa State University, Mubi. In order to attain the objectives of the study, survey approach was adopted and the focus of this study was cross-sectional in nature. This study employed the use of questionnaires in data collection. The sample for this study consists of two hundred (200) final year students in the faculty of social and management sciences of the University sampled using convenience sampling techniques. Descriptive statistics and correlation analysis were used in analyzing the data for the study. Based on the descriptive analysis, the results signify that entrepreneurship training is very important and it boosts the students' level of skill s as indicated by 112 (56%) respondents, entrepreneurship training contributes significantly to the understanding of the entrepreneurial ability of students. The result of the correlation shows that entrepreneurship training is significant and positively related to entrepreneurial intentions of students in Adamawa State University, Mubi as indicated by $t_{cal.}(4.772) > t_5(2.571)$ at 0.05 (5%) level of significanc Thus, the study recommends that the teaching of entrepreneurship course should be theoretical and practical based in nature not only theoretical in nature, also entrepreneurship lecturer/teachers or trainers should be motivated.

Keywords: Training, Entrepreneurship, entrepreneurial intention, Mubi.

1. INTRODUCTION

Entrepreneurship is one of the important engines of economic development (Ho, Uy, Kang, & Chan, 2018; Liu, Lin, Zhao, & Zhao, 2019). Also, Israr and Saleem (2018) argued that entrepreneurs are considered the backbone of the industries as they come up with innovative business ideas which ultimately contribute to social and economic growth. Therefore, the art and process of being an entrepreneur can be referred to as an entrepreneurship. Entrepreneurship is a procedure of integrating opportunity, resources and people/the entrepreneurs (Timmons & Spinell, 2009). Opportunity identification is very important in entrepreneurship business, this is because it is extremely the primary step in entrepreneurship and this process is clearly an intentional process. This has been empirically proved to be the best and unbiased predictor of entrepreneurial behaviour (Wang, Lu, & Millington, 2011).

Entrepreneurship education in Nigeria amongst other things seeks to provide students in tertiary institutions with the knowledge, skills, and motivation to pursue entrepreneurial success in a variety of ventures (Ojeifo, 2012). According to Bassey and Archibong (2005) true entrepreneurship training provides opportunities for youths to master competencies in relation to core entrepreneurial knowledge, skills, and attitude, which include opportunity creation, creativity, and marshalling resources in the face of risk to pursue opportunities, venture creation and critical business thinking.

Nafukho (1998), is of the view that entrepreneurship education is like a catalyst for business formation, it teaches students how to start and run their own business. Therefore, entrepreneurship education is not just to lecture or educate students on how to handle a business, but also encouraging imaginative thinking, promotion of strong sense of self creditability, efficiency and responsibility.

With the high rate of unemployment in Nigeria, self-employment and small-scale business plans are currently important on the country's national plan, in the expectation that they will offer alternative channels for employment. Yearly, greater numbers of graduates link the employment market in search of lucrative job. The challenge is therefore one of not only handling the previously large unemployed graduates, but also of captivating the new applicants into the labour market. Underlying these circumstances is the fact that the tertiary institutions have not been fully successful in equipping the students with advantageous skills and competencies

required for job making and self-employment (Madumere-obike, 2006; Amaewhule, 2007; Nwangwu, 2007). The realization of this critical fact underlies the instruction of the Federal Government to all tertiary education regulatory agencies to set up necessary mechanisms for the introduction, development and sustenance of entrepreneurial culture among Nigerian youths (Ekpoh & Edet, 2011).

Entrepreneurship education has approach to denote all varieties of knowledge delivery that seeks to authorize the individual to generate real wealth in the economic division, thereby advancing the reason of development of the nation at large. According to Bassey and Archibong (2005), the goal of entrepreneurship education is intended to empower our graduates regardless of their areas of interest with skills that will enable them to involve in income generating venture, if they are unable to secure jobs in the public sector.

Therefore, the purposes of entrepreneurship education as briefly presented by the European Union (2002) comprise: “promoting the development of personal behaviour that are relevant to entrepreneurship, such as creativity, action orientation, risk taking and responsibility; initiative taking, raising students’ awareness of self-reliance as a career alternative; and providing the methodological and business skills that are required in order to start a new venture”.

It has been argued that for a long-time tertiary institution have been focusing on producing graduates who have little or no market value, rather than focus on programs such as entrepreneurship that can help in job creation (Emmanuel, Dazala & Daniel, 2012). Tertiary institutions need to produce job-creating and self-reliant graduates rather than job seeking graduates (Eugene, Adlive & Agwubuike, 2013). Employment markets are currently offering limited job opportunities for University graduates (Aladejebi, 2018). To Amidu and Umaru, (2016) teaching entrepreneurship in tertiary institutions without key learning facilities, infrastructures and manpower can best be labelled as cosmetic education. Entrepreneurship training is still at its childhood in Nigeria. Even as the majority of tertiary institutions have started the program, little research is obtainable to assess its impact and also to validate if a correlation exists between students’ attractive courses in entrepreneurship and their intention to become entrepreneurs in Adamawa State University, Mubi, Nigeria. Therefore, the objective of this study is to assess the entrepreneurship training and entrepreneurial intention of students in Adamawa State

University, Mubi. The specific objectives are to: determine the students' perception of the extent of adequacy of entrepreneurship education in imparting skills in the University; examine the entrepreneurial intention of students in University; identify the benefits of entrepreneurship training to students; investigate the students' barriers to starting business enterprises in Nigeria; and examine the influence of entrepreneurship training on entrepreneurial intention of students.

With regard to the objective stated above, the following research questions were posed: What is the students' perception of the extent of adequacy of entrepreneurship education in imparting skills in the University? What is the entrepreneurial intention of students; what are the the benefits of entrepreneurship training to students? What are the students' barriers to starting business enterprises in Nigeria? And what is the influence of entrepreneurship training on entrepreneurial intention of students.

2. LITERATURE/THEORETICAL REVIEW

Entrepreneurship training is determined on developing youths with the enthusiasm and multiple skills (Izedonmi & Okafor, 2010; Li & Wu, 2019). This is aimed to reduce the risk associated with entrepreneurship thought and guide the firm successfully through its initial stage to maturity. According to Brown in Akpan, Effiong, and Ele, (2012) entrepreneurship training is designed to communicate and inspire competencies, skills, knowledge, and values needed to recognize business opportunity, organize and start new business venture. The entire work is about conversion of thought or idea into authenticity rather than talking about how to accomplish it. It seeks to offer students the knowledge, skills, and motivation to encourage entrepreneurial achievement in a variety of setting (Maria, 2010 as cited in Akpan, et al 2012). Hence, entrepreneurship training emphasizes on teaching students with the enthusiasm and yearning skills required to create an entrepreneurial firm and guide such firm successfully throughout its introduction to maturity periods.

Entrepreneurial intention deals with the inclination of a person to begin an entrepreneurial action in the future (Davidson, 1995). It is a major factor of the action of new venture creation moderated by exogenous variables such as; family background, position in one's family, parent(s) occupation and educational training (Bird & Jelinek, 1988). Krueger (2005) acknowledged perceived desirability and feasibility as two other critical antecedents of entrepreneurial intentions. Bearing in

mind the relationship between entrepreneurial intentions and entrepreneurial actions, authorities in the field of entrepreneurship such as Shapero and Sokol (1982); in the Entrepreneurial Event (EE) Model stressed two broad classes of factors that could determine entrepreneurial intention; individuals and environment.

In the EE model, intentions to establish a business originate from a propensity to act upon chances and from perceptions of desirability and feasibility. According to Shapero and Sokol, (1982) the Perceptions of desirability and feasibility are results of cultural and social environments and help to decide which actions will be seriously considered and subsequently taken into account. Also, Summers (2000) stated that propensity to act as someone has the emotional traits that make them likely candidates to try to become an entrepreneur ahead a trigger occurrence. Numerous students think that entrepreneurs have a special personality and that these qualities cannot be trained. An investigation from psychological models has recognized several significant traits that differentiate proprietors from non-entrepreneurs. The entrepreneurial psychological traits that are often discussed in the literature include: risk-taking propensity (Brockhaus, 1987; Luthje & Franke, 2003; Ang & Hong, 2000); innovativeness (Ang & Hong, 2000); independence (Ang & Hong, 2000); and internal locus of control (Brockhaus, 1987). After displacement in one's life path, not everybody will take the idea of starting a business and the psychological differences will help to explain different subsequent consequences (Shapero & Sokol, 1982).

Krueger (1993) portray perceived desirability in the EE model as the degree to which one finds the prospects of starting a business to be attractive; in real meaning, it reflects one's affection toward entrepreneurship. Empirically supported for the impact of alleged desirability on the intention is physically powerful (Summers, 2000). Perceived feasibility is the degree to which individual believes that he/she is generally capable of starting a business (Krueger, 1993). This element in the EE model is essentially the same as the element of "self-efficacy" in Ajzen's Theory of Planned Behaviour model and is also a usually observed model in the research on entrepreneurial intention. Prior studies have identified self-efficacy as a key contributor to entrepreneurial intentions (Krueger, 1993; Krueger, Reilly & Carsrud, 2000).

Shapero and Sokol (1982) stated that perception of desirability and feasibility are products of social and cultural environments. The impacts on the sensitivity of desirability and feasibility will emanate from family, educational training, and availability of financial and social support as well as cultural values. These impacts have been examined in many preceding studies. For instance, the impact of family business background has been established in Blanchflower and Oswald (2007) and White, Thornhill and Hampson (2007). As a result of the example of the self-employed parents, children with family business background have a higher chance to become entrepreneurs.

Furthermore, self-employed parents can offer more financial and (or) social support to their children to begin their own business. Also, the financial status of the family has been observed to have an impact on the child's choice of entrepreneurship (Hsu, Robert & Eesely, 2007). Richer parents are capable of providing additional financial support for the children. Also, born in a rich family, the children may have a lesser amount of anxiety to make a living by finding a constant job and tend to be more risk-taking. These issues indirectly collision entrepreneurial intention throughout the perception of desirability and feasibility. The motivating force to become an entrepreneur may be reasonably considered as voluntary and conscious (Krueger et al., 2000). Consequently, it seems very important to scrutinize how decision is taken. Prior studies have revealed that there is a significant correlation between entrepreneurship education and intention. For instance, a research by Kolvereid and Moen (1997) has exposed that students with major in entrepreneurship have a superior intention to engage as entrepreneurs and are likely to instigate business. Also, study by Noel (2002) established that students who studied entrepreneurship reached higher scores in entrepreneurial intention and entrepreneurial self-efficacy than students who studied other disciplines.

Additional study by Autio, Keeley, Klofsten and Ulfstedt (1997) establish that entrepreneurship training generates positive image for the entrepreneurs and contributes to the option of entrepreneurship as a professional alternative by graduates. In the same vein Wilson, Kickul and Marlino (2007) institute that, entrepreneurship training could also increase student's interest in entrepreneurship as a career. Bassegy and Olu (2008) investigated how students' perception of tertiary entrepreneurship training relate to graduate self-employment likely in Nigeria using

sample of 690 students in three universities in south south. Aladejebi (2018) in his study on entrepreneurship education and entrepreneurial intention among tertiary institutions in Lagos revealed that behavioural components of the students' attitude toward entrepreneurship education were positive. Ho et al. (2018) findings highlight the value of entrepreneurial training in improving age-appropriate competencies of entrepreneurial alertness and efficacy. They suggested that conducting studies on entrepreneurship training programs for students could be an effective means to enhance entrepreneurial competencies among the youth. In addition, Liu et al. (2019) found that college students' entrepreneurial education has a significant positive effect on their entrepreneurial intention. Even with vast studies on entrepreneurship education and entrepreneurial intention as indicated in the literature, to the researchers' knowledge, there was no study on this subject matter among students of Adamawa State University, Mubi.

3. METHODOLOGY

In order to achieve the objectives of the study, survey approach was adopted and the focus of this study was cross-sectional in nature. The survey approach was used because it has advantage of identifying attributes of a large population from a small group of individuals, the nation of the plan and the rapid approach in data collection (Babbie, 1990; Fowler, 1995). The sample selected for this study consists of two hundred and fifty (250) final year students in the faculty of Social and Management Sciences of the University using convenient sampling techniques. Data were collected through a questionnaire adapted from the study conducted by Ekpoh and Edet, (2011) and administered to selected students using convenience sampling technique. The data collected were subjected to descriptive statistics such percentage analysis. To test the hypothesis, the product moment correlation coefficient and t-test were employed using 5% (0.05) level of significance.

4. RESULTS AND DISCUSSION

Descriptive Statistics

The presentation and analysis of the data collected are as follows. A total of 250 (100%) questionnaires were distributed out of which 200 (80%) were returned.

Table 1

Students' perception of the extent of adequacy of entrepreneurship education in imparting skills

Level of Skill	Frequency	Percentage (%)
High	53	26.5
Average	112	56
Low	35	17.5
Total	200	100

Source: Survey, 2019

In Table 1 above the students were asked to rate their perception the level at which entrepreneurship education impart skills. From the respondents a significant proportion of the respondents indicate average perception with 112 (56%), high perception 53 (26.5%) and 35 (17.5%) low perception. This means that greater number of the respondents has perceived that entrepreneurship education impart skills.

Table 2

Entrepreneurial intention of Students after graduation

Options	Frequency	Percentage (%)
Yes, I will definitely start a business	50	25.0
I have small business already	28	14.0
No, I will seek for employment	122	61.0
Total	200	100

Source: Survey, 2019

From table 2 above, it is clearly showing that majority 122 (61%) of the respondents indicate seeking for employment after graduation 50 (25%) of them indicate self-employment (i.e. ready to start business after graduation, and 28 (14%) of the respondents already have business. This signifies that greater part of the respondents will be rooming street in search for employment after graduation.

Table 3
Benefits of entrepreneurship training to Students

Options	Frequency	Percentage (%)
Entrepreneurship training create awareness of business opportunities	10	5.0
Entrepreneurship training develop creativity	5	2.5
Entrepreneurship training build self-confidences	6	3.0
Entrepreneurship training give exposure to entrepreneurship process	4	2.0
Entrepreneurship training improve planning skill	3	1.5
Entrepreneurship training give needed skills for self-employment	7	3.5
Entrepreneurship training motivate to start business	10	5.0
Entrepreneurship training give financial management skills	9	4.5
All of the above	146	73.0
Total	200	100

Source: Survey, 2019

Table 3 above indicates that all the benefits of entrepreneurship listed in the table are in agreement with the opinion of the respondents as 146 (73%) of them indicate that all the benefits are significant.

Table 4
Students Barriers to starting a business

Options	Frequency	Percentage (%)
Lack of financial resources	28	14.0
Lack of business management competences	13	6.5
Lack of business idea	11	5.5
Lack of business advices	9	4.5
Fear of failure	21	10.5
Lack of information about business start-up	8	4.0
Lack of marketing skill	12	6.0
All of the Above	98	49.0
Total	200	100

Source: Survey, 2019

Table 4 shows that there are number of problems militating against the starting of business. Majority of the respondents indicate that all the problems are militating against the starting of business.

Table 5
Respondents' opinion on the influence of entrepreneurship training on entrepreneurial intentions of students

Response Options	Frequency	Percentage (%)
Strongly Agree	98	49.0
Agree	70	35.0
Undecided	19	9.5
Disagree	11	5.5
Strongly Disagree	2	1.0
Total	200	100.0

Source: Survey, 2019

Table 5 above indicate the response to the influence of entrepreneurship training on entrepreneurial intentions. 98 (49%) of the respondents strongly agree, 70 (35%) of the respondents agree, 19 (9.5%) have undecided mined, 11 (5.5%) Disagree and only 2(1%) strongly disagree with the opinion. This means that entrepreneurship training influence entrepreneurial intentions of students.

Testing of Hypothesis

The product moment correlation coefficient was used in testing the hypothesis designated by the 'r', and is determined by the formula:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}}$$

Therefore, the hypothesis is stated as:

Ho: There is no relationship between entrepreneurship training and entrepreneurial intention of students in Adamawa State University, Mubi.

Table 6

Determination of the correlation coefficient of the relationship between entrepreneurship training and entrepreneurial intention of students

S/N	Response Option	Points (X)	Aggregate Response (Y)	XY	X ²	Y ²
1	Strongly Agree	5	98	490	25	9604
2	Agree	4	70	280	16	4900
3	Undecided	3	19	57	9	361
4	Disagree	2	9	18	4	81
5	Strongly Disagree	1	4	4	1	16
Total		15	200	849	55	14962

Source: Computed from Table 5.

From table 6 we have:

$$\sum X = 15, \sum Y = 200, \sum XY = 849, \sum X^2 = 55, \text{ and } \sum Y^2 = 14962$$

Thus, the computation of r is as follow:

$$r = \frac{5(849) - (15)(200)}{\sqrt{5(55) - (15)^2} \sqrt{5(14962) - (200)^2}}, r = \frac{4245 - 3000}{\sqrt{(275 - 225)(74810 - 40000)}}, r = \frac{1245}{\sqrt{(50)(34810)}}, r = \frac{1245}{\sqrt{1740500}}$$

$$r = \frac{1245}{1319.280107}, r = 0.943696485, \text{ and } r \cong 0.940 (94.0\%).$$

The computation using table 6 resulted is $r = 0.940$. This shows that entrepreneurship training is significant and positively related to entrepreneurial intentions of students in Adamawa State University, Mubi ($r=0.940$, $p<0.05$). The more the entrepreneurship training, the more the intention of students toward entrepreneurial activities as the high correlation coefficient has indicated. Nevertheless, there was a greater need to further test in order to justify the stated hypothesis. In doing this, test of significance using t-test was employed, and the t-test can be determined by this formula:

$$t_{cal.} = r \sqrt{\frac{n-2}{1-r^2}}$$

Where: n =Number of Sample, r =Correltion coefficient, and $t_{cal.}$ =Calculated t .

Therefore,

$$t_{cal.} = 0.94 \sqrt{\frac{5-2}{1-(0.94)^2}}; t_{cal.} = 0.94 \sqrt{\frac{3}{1-0.08836}}; t_{cal.} = 0.94 \sqrt{\frac{3}{0.91164}};$$

$$t_{cal.} = 0.94 \sqrt{25.77319588}; t_{cal.} = 0.97(5.076730826); t_{cal.} = 4.77212696$$

Thus, $t_{cal} \cong 4.772$

But, $t_5, 0.05 = 2.571$

And, $t_{cal.} = 4.772$

Since the $t_{cal.}(4.772) > t_5(2.571)$ at 0.05 (5%) level of significance, we reject H_0 and the alternative hypothesis which suggest that entrepreneurship training is significant and positively related to entrepreneurial intentions of students in Adamawa State University, Mubi is accepted.

Discussion of the Findings

From the above analysis, the finding of this study shows that entrepreneurship training is significant and positively related to entrepreneurial intentions of students in Adamawa State University, Mubi as indicated by $t_{cal.}$ Also, entrepreneurship training is very important and it boosts the students' level of skills as indicated by

112 (56%) respondents. The finding of this study is in line with the finding of Aladejebi (2018); Ho et al. (2018); Liu et al. (2019) who found that entrepreneurship education have positive and significant influence on entrepreneurial intention of students. Also, Thandi and Sharma (2004) argue that entrepreneurship courses can indeed raise the level of students' skills on entrepreneurial activity. In addition, this is in conformity with the argument of Garavan & O'Conneide (1994) that training or can influence the development of entrepreneurial role.

In the same vein, it was revealed that majority of the students prefer to be in the employment of others which is an indication for high preference for remunerative jobs. This study is in agreement or corroborates the finding by Onuma (2009) that most Nigeria graduates aimed for wage employments in the formal sectors. Their social expectations are oriented toward working and having a career in the management on enterprises or for career in the public sectors (Ekpoh & Edet, 2011).

In the same way, it was further revealed that the benefits of entrepreneurship training is high almost all the respondents indicates that by 75%. Therefore, entrepreneurship training contributes significantly to the understanding of the entrepreneurial ability of students. This finding corroborates the findings by Kolverid and Moen (1997); Owusu-Ansah (2004) that entrepreneurship training helps graduates to acquire increased understanding of entrepreneurship and equip them with skills relevant for creation.

Finally, it was also revealed that a number of constraints do however affect the starting of a business which is significantly high in Nigeria business environment. This finding advocates the findings of Owusu-Ansah (2004) that many students and graduates perceive several obstacles that relatively affect the outcomes of entrepreneurship programme.

5. CONCLUSION

The entrepreneurship training is an important factor for determining entrepreneurial intentions of students. Therefore, the presence of entrepreneurship course in all disciplines will to enormous level support in resolving the problems of high unemployment and underemployment which has been an evil caterpillar to Nigeria in the present condition. It has been argued that entrepreneurial capability are not inborn and as such entrepreneurship is behavioural not personality trait but can be

learned. Thus, the findings of this study show that entrepreneurship training is a very important and has impact positively on the entrepreneurial intentions of universities students. Also, the entrepreneurship training leads to increase in the level of students' knowledge in entrepreneurial process. The initiative by the National Universities Commission (NUC) in integrating entrepreneurship training into the formal university curriculum is significantly contributing in encouraging positive orientation among university undergraduates. Based on the findings, these recommendations were made:

- i. The teaching of entrepreneurship course should be theoretical and practical based in nature not only theoretical.
- ii. Entrepreneurship training should be offered in all levels of education (i.e. Primary, Secondary, Colleges/Polytechnic and University) in order to help the students, grow alongside with the entrepreneurial activities.
- iii. Entrepreneurship lecturer/teachers or trainers should be motivated, trained, retrained and encouraged episodically in the region of research to update their skills in order to meet the dynamic and complex environment of today.
- iv. There should be access to financial support to graduates from government and other sectors of the economy.

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