

Entrepreneurship Education and Practices among Undergraduates in Olabisi Onabanjo University, Ago Iwoye, Ogun State, Nigeria

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Abstract: Introduction: Entrepreneurship has been regarded as a reviving, revamping and a surviving tool for a recessed economy like Nigeria; it also serves as a pivot which aid sustainable development. This study therefore examined the entrepreneurial education and practices among undergraduates in Olabisi Onabanjo University, Ago Iwoye, Nigeria. It has been realized that the type of education offered in most tertiary institutions produce graduates for whom there is no market demands. Graduates are produced only for wage employment in the formal sector.

Objectives: The objective is to examine the effects of entrepreneurial education, practices and activities on self-reliance among undergraduate students. Entrepreneurship education will help influence self-reliance as well as creating wealth, employment and finally make these youths build a virile economy as entrepreneurship education shoots them from obscurity (unemployment) to limelight (business mogul).

Methods: Data was gathered using a questionnaire from one hundred and thirty eight (138) respondents. The data was analyzed using SPSS 20.0.

Findings: The outcome of the study revealed that entrepreneurial practices among students is high. This therefore implies that entrepreneurship is a key phenomenon to economic advancement.

Conclusion: The paper concludes that institutions have the responsibility of stimulating the interest of the students by creating an enabling environment for learning, making entrepreneurship education more fascinating, especially in the areas of procurement of facilities for training. Theory and practice also should be harnessed to form a whole for better entrepreneurial performance.

Keywords: Entrepreneurship Education, Practices, Students, Olabisi Onabanjo University

Introduction

In Nigeria, like most countries all over the world, the phenomenon of economic downturn is fast gaining momentum in recent times, with unemployment as a major indicator. This development has however become intractable over the years, and has continued to escalate, thereby posing serious challenges to the social wellbeing and economic stability of most countries in the world, both developing and developed (ILO, 2012). Nigeria, as a country, has been grappling with the problem of economic instability since the early 1980s when the key indicators of the erstwhile economic buoyancy of the country, traceable to the 1970s, were tingly noticed to be on the precipice. In recent time, there has been increasing global concern over the continuously expanded rates of unemployment around the world, particularly in most developing countries, where the youth have been identified as the most affected groups. As a result, various governmental and non-governmental organizations have initiated policies through support agencies such as National Directorate for Employment (NDE), the National Poverty Eradication Programme (NAPEP), Small Medium Enterprises Development Agency (SMEDAN), National Office for Technology Acquisition and Promotion (NOTAP), Raw Materials & Development Council (RMRDC) among others to address the problems of unemployment among Nigerian citizens (Olayinka 2010, Emmanuel, 2012, Akhuesonkhan et al., 2013). These aforementioned strategies were initiated with the hope that the development of self-employment and small enterprise initiatives would serve

as a measure to unlock the economic potentials of the people, increase the capacity to empower and equip individuals in society to participate and benefit from their national economy as well as facilitates economic development which forms the bases for transformation (Unachukwu, 2009, Ekpo and Edet, 2011). More recently, the Federal government of Nigeria established another means to inculcate self-employment (entrepreneurship) culture in students of tertiary institutions. This mandate was given to the National Universities Commission (NUC, 2004) to include entrepreneurial studies in the curriculum of Nigerian Universities with the hope of reducing unemployment among fresh graduates (Aja-Okorie and Adali, 2013).

1.1 Conceptual Clarification

1.1.1 Who is an Entrepreneur?

Entrepreneurs are individuals who recognize opportunities where others see chaos, or confusion. One anonymous quote found by Jeffery A. Timmons sums up the realities for entrepreneurs. "Anyone can be an entrepreneur, who wants to experience the deep dark canyons of uncertainty and ambiguity; who wants to walk the breathtaking highlands of success". Entrepreneurship in the modern dispensation in Nigeria can be traced to the colonial era due to the problem of trade by barter of exchanging agricultural products. It means primarily innovation, to others it means risk-taking. To others, a market stabilizing force and to others it means starting, or owning and managing small business.

1.1.2 Nature and Characteristics of an Entrepreneur

No one is genetically programmed to be an entrepreneur. It is not something you are born with. It is more a matter of will, persistence and environment which can be encourage or discouraged, conditioned or avoided. In other words, it can be acquired. According to Daniel (1997) has this to say about entrepreneurial behaviour. Behaviour that is quite profound in entrepreneurs we have observed the level of this initiative persistence and belief. Most entrepreneurs have to overcome significant odds to develop and fully capture their opportunities. The nature of the process in which entrepreneurs are involved requires significant levels of “out of the box” (nontraditional) thinking along with positive initiation Okpara, (2006). Typical of the attributes identified by a variety of writers on the subject of entrepreneurship or enterprise are: Innovation, autonomy/independence, belief in control of one’s own destiny, creativity, determination, flexibility, Goal oriented, hard work, imagination thinking, initiative, leadership quality, optimism, perseverance, problem solving ability, futuristic confidence and individuality and more (Okpara, 2006).

1.1.3 Types of Entrepreneurs

Clarence Dangof made the classification of entrepreneurs as follows on the basis of this study.

1. **Innovating Entrepreneurs:** He introduces new goods, inaugurates new method of production and discovers new market.
2. **Imitative Entrepreneurs:** These are characterized as very great caution and skepticism in experimenting any change in their enterprises.

3. **Fabian Entrepreneurs:** They take very great caution and skepticism in experimenting any change in their enterprises.

4. **Drone Entrepreneurs:** They are characterized by a refusal to adopt even at the cost of several reduced returns relative to other producers. Other types of entrepreneurs include Solo Operators, Active partner, inventors, challengers, buyers and life timers etc. Nwachukwu (2009) said in his book that an average Nigerian thinks of owning business of his own but never fulfills the desire. Only very few actually begin a going enterprise or actualize their dreams.

1.1.4 Entrepreneurship

Entrepreneurship refers to the intentional creation or transformation of an organisation for the purpose of creating or adding value through organization of resources (Bird and Jelinek, 1988). As a dynamics process of vision, change and creation (Kuratko, 2005), it requires to be taught for the transfer of its skills and knowledge from an expert to someone else. It involves an application of energy and passion towards the creation of an enterprise and this includes the; willingness to take calculative risks; team work; the creative skill to marshal needed resources; fundamental skill of building solid business plan; and finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion (Walstad, and Kourilski, 1999; Arenius and Minniti, 2004; Kuratko and Hodgetts, 2004).

1.1.5 Entrepreneurship Education

Entrepreneurial education is focused on developing youth with the passion and multiple skills. It aims to reduce the risk associated with entrepreneurship thought and guide the enterprise successfully

through its initial stage to the maturity stage. According to Brown (2000) entrepreneurial education is designed to communicate and inculcate competencies, skills and values needed to recognize business opportunity, organize and start new business venture. Gorman, Hanlon, and King, (1997) point out that entrepreneurship education is an educational programs that is focused on impacting students with issues on entrepreneurship. Entrepreneurship education has passed through several developmental stages.

Literature Review

Entrepreneurship, as an emerging field of study and as an area of human endeavor, has received increasing interest of researchers, academicians and policy makers the world over. It has equally provoked controversies over its concept and definition. Entrepreneurship is seen as an effective means not only of combating unemployment, poverty and under-development in the developing nations, but also as a strategy for rapid economic development in both developed and developing nations (Schumpeter, 1934; Clausen, 2006; Praag & Versloot, 2007). Entrepreneur is a function of mental ability that is, individual has to learn on how to think of what is lacking in an environment, ability to provide or supply to the environment whereby satisfying those needs is what makes individual entrepreneur and job creator Omoluabi, (2014). Entrepreneurship is so much more than just learning to run your own business. It is an approach to life that involves thinking of you as a can-do person. After all, if you can start your own business, you can do just about anything (Stevenson, 2007).

In Nigeria, studies have been carried out on the effect of entrepreneurship development on the problem of high unemployment rate, high level of poverty and slow economic growth rate (Adejumo, 2001; Salami, 2013). Given the generally held view that entrepreneurship development is the key to poverty eradication, employment generation and rapid economic development, various governments in Nigeria have, over the past three decades, evolved policies and programmes, aimed at developing entrepreneurship through the development of small and medium scale enterprises (SMEs). In spite of all the efforts, unemployment rate has remained high, rising from 13.1% in year 2000 to 23.9% in 2011, with youth unemployment put at over 50% (IMF, 2013; Risenetworks, 2013). Over 100 million Nigerians live below poverty line on less than US\$1 a day and with the percentage of the population in abject poverty rising from 54.7% in 2004 to 60.9% in 2010 (Yusuf, 2011). Above all, Nigeria's human development index (HDI) remains abysmally low at 0.453, much below world weighted average of 0.7 (UNDP, 2006).

Theoretical Anchorage

Planned Behaviour Theory

This study draws heavily on the theory of planned behaviour. The theory of planned behaviour was postulated by Azjen (1991) and adopted by Krueger and Carsrud (1993). According to planned behaviour theory, entrepreneurial behaviour (EB) is a function of entrepreneurial intentions (EI). Krueger and Carsrud (1993) illustrated this relationship as follow: Attitudes = Motivation (Behavioural control) = Intentions = Behaviour.

Entrepreneurial intentions are aimed at either creating a new venture or creating new values in existing ventures (Vesalainen and Pihkala, 1999). This theory according to Thandi and Sharma (2003) suggests that a person’s attitude towards becoming an entrepreneur, subjective norms (perception of others), and behavioural control are antecedents of intention. Meaning that attitude, subjective norms and perceived behaviour control act (motivation). Thus, the more favourable the attitudes

and subjective norms is and the greater the perceived behavioural control is, the stronger the intention to perform the behaviour. The theory of planned behaviour has been used successfully to predict intentions in various applications (Kruegar and Carsrub, 1993).

Methods

Data was gathered using a questionnaire from one hundred and thirty eight (138) respondents. The data was analyzed using SPSS 20.0.

Demographic Characteristics of Respondents

Valuable	Categories	Frequency	Percentage (%)
Sex	Male	18	13%
	Female	120	87%
Age	15-20 years	8	5.8%
	21-30 years	100	72.5%
	31-40 years	20	14.5%
	41 years and above	10	7.2%
Level	100 Level	15	10.9%
	200 Level	50	36.2%
	300 Level	20	14.5%
	400 Level	48	34.8%
	500 Level	5	3.6%
Study Mode	Full Time	95	68.8%
	Part Time	43	31.2%
Marital Status	Single	85	61.6%
	Married	53	38.4%
Religion	Christianity	83	60.1%
	Muslim	55	39.9%
Ethnicity	Yoruba	98	71%
	Igbo	32	23.2%
	Hausa	8	5.8%
Nationality	Nigerian	120	87%
	Foreigner	18	13%

Source: Field Survey, 2016

Analysis of demographic variables revealed that the distribution of respondents by sex according to the result of the analysis, 18 (13%) of the respondents were male while 120 (87%) were female, the studies revealed that majority of the respondents are female

with 120 (87%). According to the result of the analysis, 8 (5.8%) of the respondents were between 15 - 20years, 100 (72.5%) of the respondents were between 21- 30years, 20 (14.5%) of the respondents were between 31- 40years while 10 (7.2%) of the respondents were

41 years and above, the studies revealed that majority of the respondents are 21 – 30 years with 100 (72.5%).

The result of the analysis, 15 (10.9%) of the respondents are 100 Level student, 15 (36.2%) of the respondents are 200 Level student, 20 (14.5%) of the respondents are 300 Level student, 48 (34.8%) of the respondents are 400 Level student and 5 (3.6%) of the respondents are 500 Level student, the studies revealed that majority of the respondents are 200 Level student with 50 (36.2%). Also, the result of the analysis, 95 (68.8%) of the respondents were full time study and 43 (31.2%) of the respondents were part time student, the studies revealed that majority of the respondents are full time student with 95 (68.8%).

According to the result of the analysis, 85 (61.6%) of the respondents were single and 53 (38.4%) of the

respondents were married, the studies revealed that majority of the respondents are single with 85 (61.6%). Also, the result of the analysis, 83 (60.1%) of the respondents were Christianity, 55 (39.9%) of the respondents were Muslim, the studies revealed that majority of the respondents are Christian with 83 (60.1%). The result of the analysis, 98 (71%) of the respondents were Yoruba, 32 (23.2%) of the respondents were Igbo, 8 (5.8%) of the respondents were Hausa, the studies revealed that majority of the respondents are Yoruba with 98 (71%). According to the result of the analysis, 120 (87%) of the respondents were Nigerian while 18 (13%) of the respondents were foreigner, the studies revealed that majority of the respondents are Nigerian with 120 (87%).

Relationship between Entrepreneurial Activities and Self-Reliance

S/N	Statement	Yes	No	Undecided
1	I'm adequately motivated to participate in entrepreneurial activities in Olabisi Onabanjo University.	102 73.9%	30 21.7%	6 4.4%
2	Personal interest influence decision to become entrepreneurs.	115 83.3%	19 13.8%	4 2.9%
3	Role model in society influence decision to become entrepreneurs.	92 66.7%	41 29.7%	5 3.6%
4	Educational institution/ environment/ facility influence decision to become entrepreneurs.	82 59.4%	54 39.1%	2 1.5%
5	Entrepreneurial activities influence decision to become entrepreneurs.	92 66.7%	43 31.1%	3 2.2%
6	Fellow students motivate my intention to be an entrepreneur.	109 79%	20 14.5%	9 6.5%
7	Lecturers motivate my intention to be an entrepreneur.	72 52.1%	63 45.7%	3 2.2%
8	To make money motivate my intention to be an entrepreneur.	128 92.7%	8 5.8%	2 1.5%
9	Employment generation motivate my intention to be an entrepreneur.	115 83.3%	22 16%	1 0.7%

10	Meeting peoples' need motivate my intention to be an entrepreneur.	92 66.6%	43 31.2%	3 2.2%
	Grand Total	999 72.4%	343 24.9%	38 2.8%
	Mean Total	100 72.4%	34 24.9%	4 2.8%

Table 4.2 revealed that students are adequately motivated to participate in entrepreneurial activities in Olabisi Onabanjo University 102 (73.9%), personal interest 115 (83.3%), role model in society 92 (66.7%), educational institution/ environment/ facility 82 (59.4%), entrepreneurial

activities 92 (66.7%) influence their decision to become entrepreneurs. Fellow students 109 (79%) lecturers motivate 72 (52.1%), to make money 128 (92.7%), employment generation 115 (83.3%) and meeting peoples' need 92 (66.6%) motivate their intention to be an entrepreneur.

Table 4.3 Relationship between Entrepreneurship Education and Self-Reliance

S/N	Statement	Yes	No	Undecided
1	Entrepreneurship classes have fully prepared them for to be self-reliance.	94 68.1%	44 31.9%	0 0%
2	Are you encouraged to start their own business due to entrepreneurship courses attended in Olabisi Onabanjo University.	106 76.8%	30 21.7%	2 1.5%
3	Entrepreneurship education has built me becoming self-employed	126 91.3%	9 6.5%	3 2.2%
4	Entrepreneurship education has built me to be entrepreneur in order to creates job	128 92.8%	10 7.2%	0 0%
5	Entrepreneurship education has built me to gathers resources to create wealth.	85 61.6%	50 36.2%	3 2.2%
6	Entrepreneurship education makes someone to be self-dependent.	86 62.3%	50 36.2%	2 1.5%
7	Entrepreneurship education makes me uses my creative ability to publicize	128 92.7%	8 5.8%	2 1.5%
8	Entrepreneurship education makes me sees opportunities where others do not see	120 87%	18 13%	0 0%
	Grand Total	873 79.1%	219 19.8%	12 1.1%
	Mean Total	109 79.1%	27 19.8%	2 1.1%

Table 4.3 revealed that entrepreneurship classes have fully prepared them for to be self-reliance 94 (68.1%), students are encouraged to start their own business due to entrepreneurship courses attended in Olabisi Onabanjo University 106 (76.8%). Entrepreneurship

education has built them to become self-employed 126 (91.3%), entrepreneur in order to creates job 128 (92.8%), to gathers resources to create wealth 85 (61.6%), makes someone to be self-dependent 86 (62.3%), makes me uses my creative ability to publicize 128

(92.7%) and sees opportunities where others do not see 120 (87%).

Discussion of Findings

This study has been 'carefully' examined through the collection and analysis of quantitative data. The overall finding of the study is that there is a strong relationship between students' exposure to entrepreneurship activities and their self-reliance to becoming self-employed. This was observed as majority of respondents in the study indicated their willingness and believed they have developed capacity to establish their own business based on the fact that they have benefited from entrepreneurship courses offered in Olabisi Onabanjo University. Thus, this study affirms that the provision of entrepreneurship education to students has impacted in them skills and knowledge as well as affects their decision or self-reliance to set up a business enterprise. It was however found that despite the high rate of entrepreneurship intentions, most Olabisi Onabanjo University students perceive different barriers that could limit their plan or decision to start up their own business.

Recommendations

Based on the findings of this study, the following recommendations are made:

- i. For this to become a reality and not a mere wish, the onus is tripartite, that is, respective institutions, government agencies concerned and the students. In this equation, the institutions have the responsibility of stimulating the interest of the students by creating an enabling environment for learning, making entrepreneurship education more fascinating, especially in the areas of procurement of facilities for training, both theories and practical

as well as qualified instructors to impart in the students the required skills.

- ii. To achieve the foregoing, the government should, as a matter of urgency, fund tertiary institutions sufficiently, and give the businesses engaged by students after school the required protection and support. This would in turn instill confidence in the students and rekindle their hope of overcoming the general phobia of uncertainty trailing the business terrain in Nigeria.
- iii. Also, this would, in no doubt, boost the nation's economy, lest we have an accentuation of another vicious cycle of political stratagem. Students too have the responsibility to be resolute in their determination to become entrepreneurs after their tertiary education by backing their acclaimed intentions with actions and not merely words. Students do occupy a vantage position in the crusade of promoting the actualization of the government's initiative of encouragement of self-employment through entrepreneurship education in tertiary institutions in the country. In other words, students should be imbued with the determination to take advantage of this initiative, see it as a legacy bequeathed to them, and do all within their capability to ensure it comes to fruition.

Conclusion

Against the background of getting more people in the private sector to be involved in the quest for job creation with a view to reducing the spate of unemployment in Nigeria, which is the haul mark of the transformation agenda of the present federal government in Nigeria, entrepreneurial activities of

tertiary students after school is a good omen for the country whose economy is on the precipice. It will also create jobs for the other starters in the economy, especially fresh school leavers who are transiting. The study further concluded that qualitative academic foundation played a key role, and as such, provision of functional instructional facilities and experienced instructors are germane in

order to enhance effective training and mentoring of the students. Adequate funding and other support should be given to both the institutions and students as a means of motivation in order to allay attendant fears of uncertainty in the business terrain in the country, lest the intention to go into business fizzles out at the fledging stage.

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