

ORIGINAL ARTICLE

Assessment of The Impact of Entrepreneurship Education on National Development in Nasarawa State Polytechnic, Lafia, Nigeria

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ABSTRACT

Although several attempts have been made to encourage entrepreneurial activities in Nigeria in the past, there is no gain-saying that these initiatives failed to produce the desired results. This study investigated assessment of the impact of entrepreneurship education on National Development in Nasarawa State Polytechnic, Lafia. The study adopted descriptive research design which belongs to the generic family type called survey design. The researchers used primary and secondary data. The primary data were generated through the use of questionnaire, while secondary data were collected from documentations such as journals, text books, internet materials, among others. The population of the study comprised 253 Entrepreneurship Education Students of Nasarawa State Polytechnic, Lafia – Nigeria. Yamane sample size determination formula was employed to determine a precise sample size of 155 for the study. The instrument was validated by a panel of experts from the department of Research and Statistics, Nasarawa State Polytechnic, Lafia. Cronbach alpha was used to ascertain the internal consistency of the instrument which yielded 0.87 and 155 copies of the questionnaires were administered to the respondents using a technique of stratified random sampling to elicit responses, but only 154 were returned. Descriptive statistics, frequencies were performed on the data thereafter. The data obtained were analyzed using simple percentage statistical technique to answer the research questions and Chi square statistic was used to test the null hypotheses at 5% level of significance. The study revealed that entrepreneurship education significantly imparts entrepreneurship competencies, skills and attitudes to students for empowering them towards establishment of own businesses. The study concluded that entrepreneurship is an intervention and initiative by experts to impart entrepreneurial skills, qualities and knowledge to enable learners, youth to survive in the business world. The study recommended among others, that government should provide a starting financial support to compliment this initiative of entrepreneurship education.

Key words: Entrepreneurship Education, National Development, Economic Development

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INTRODUCTION

Entrepreneurship is something that all national governments are keen to cultivate and increasingly being encouraged to become more entrepreneurial. It is seen as a fundamentally important part of modern

economic and social life (Slokes & Wilson 2012, p. 30). Generally, entrepreneurship is an integrated concept that permeates an individual's business in an innovative manner (Reynolds, 2013).

The terms "entrepreneurship" and "entrepreneur" are used extensively today. The word entrepreneurship is derived from the French word "entrepreneur", meaning to undertake; thus entrepreneurship is commonly defined as the process of creating a business. In the same vein, an entrepreneur is defined as one that creates a business as stated by Zimmerer and Scarborough (2014), although the creation of business is certainly an aspect of entrepreneurship, it is not the complete picture. According to Nikles, Mc Huges and Mc Hugh (2013, p. 25), "an entrepreneur is a person who risks time and money to start and manage business". He is someone who focuses on finding opportunity instead of accepting security, getting results instead of following routines, earning a profit instead of earning a Payback, trying new ideas instead of avoiding mistakes and creating a long term vision instead of seeking a short term pay off (Nikles, Mc Huges & Mc Hugh, 2013).

According to Drucker (2001, p. 25), the "entrepreneur always searches for the change, responds to it and exploits it as an opportunity". The entrepreneur has been considered as the person who starts a new business, has a high level of achievement and is naturally endowed with the qualities of enthusiasm, idealism, sense of purpose and independence of thought and action (Owuala & Obokoh, 2015).

Entrepreneurship Education is carefully planned process that translates into the acquisition of entrepreneurial competencies. Generally, Education is a sequential process of acquiring knowledge, functional skills and values which can either be formal, information or both. It has been viewed as an instrument for developing human skills and capacities in diverse fields towards improving the standard of living of a nation (NPE, 2014). Osuala (2013) saw it as a set of skills needed by the entrepreneur to avoid future trial and errors.

Entrepreneurship Education equips the learner with certain skills on decision making, acquisition of new ideas, methods of raising and maintaining conversations and establishing business relations (Olagunju, 2014). According to Olagunju (2014, p.19), through entrepreneurship education, qualitative ability that facilitates computation and record keeping are also learnt and that this qualitative ability starts with developing programmes in entrepreneurship centres where people are trained to develop acquired skills and attitudes.

Entrepreneurship has led and will continue to lead to the economic revolution that has proved repeatedly to improve the standard of living of the people (Zimmerer & Scarborough, 2014). Bolton and Thompson (2010) stressed that entrepreneurship contributes immensely to national development by profits and payments for the various factors of production by the entrepreneurs. According to them, profits and payments for factors of production flow as increase into the national income that increased domestic products, national income, among others and help in improving the standard of living of the citizens of the country.

Bawuah, Buame and Hinson (2013) identified some contributions made by entrepreneurship to national development as follows:

- Improvement in the standard of living through innovation. The introduction of high quality goods and services has been said to have transformed our lives.
- Employment opportunities. Entrepreneurship results in the creation of small businesses in our nation. The labour intensive nature of small businesses has made it possible for them to create more jobs than the big businesses in our societies.
- Development of local technological base. The development of indigenous technological base in all countries of the world has been championed by native entrepreneurs. This would help in the transfer of the much needed technology for the rapid transformation of the country.
- Reduction in rural-urban drifts. This has been one of the primary objectives of promoting entrepreneurship in developing countries so as to mitigate rural-urban drift syndrome. The migration of rural dwellers to cities in search of white collar jobs has resulted in congestion, high incidence of crime among others.

Diejonah and Orimolade (2010) Noted that entrepreneurship springs up economic development as well as stimulates economic growth through the generation of employment opportunities. Entrepreneurial education assists learners in starting their own businesses and also assists practicing entrepreneurs in solving unique problems in their businesses (Stevenson & Jarillo, 2014).

National Programmes have been developed for the purpose of increasing entrepreneurial activity through various reforms, but proved abortive. Despite the importance of entrepreneurs in the economic development of a nation, less developed nations such as sub-Sahara Africa Countries have not fully developed strategies to capitalize on this resource (Bawuah, Buame & Hinson, 2013). These countries only have policies which do not actually reflect the importance of entrepreneurship to the economic development.

Owuala (2001) believed that entrepreneurship education is part of the programme that prepares individuals to form and acquire small businesses of their own. Entrepreneurship education is therefore, believed to be a planned and sustained effort at inculcating and nurturing the entrepreneurial spirit among the Nigerian, a pool of willing, able and successful entrepreneurs (Olagunju, 2014) Entrepreneurial education is an intervention by experts to impart entrepreneurial qualities and skills to learners to survive in the business world.

Nwazor (2015) had it that entrepreneurial education or training aims at equipping learners with skills, knowledge and dispositions that can help them to develop business plans. To buttress this point, researches by Bawuah, Buame and Hinson (2013) have shown that individuals attending entrepreneurship courses have a higher propensity to start their own businesses at some point in their career than those attending other courses.

Owuala and Obokoh (2015) posited that there should be a long term strategy that will focus on developing a set of programmes at different stages of the enterprise drive. Such enterprise education programmes could offer a progression from increase in awareness to real activities to develop entrepreneurship skills, culminating in a desire to own and run a business.

A study by Thomberry (2015) revealed that Managers can indeed be trained to act like entrepreneurs and that these actions can result in significant new value creation. This shows that entrepreneurial training is important for firms that are rarely satisfied with the status – quo, firms that are always looking forward to creating new value (Rue & Byers, 2012).

Statement of the Problem

Nigeria as well as other developing countries of the world is bedeviled with many challenges such as unemployment, poverty, diseases and even insurgency among others. This situation calls for training in entrepreneurship education to impart entrepreneurship skills, attitudes and competencies to especially students and youths for equipping them towards establishment of own businesses, where the acquired skills and knowledge are developed. Although several attempts have been made to encourage entrepreneurial activities in Nigeria in the past, there is no gain-saying that these initiatives failed to produce the desired results. This problem is being attributed to the disequilibrium between labour market requirements and lack of essential employment skills by the graduates (Diejonah & Orimilade, 2010).

Objective of the study

The general objective of this study is to assess the impact of entrepreneurship education on national development in Nigeria.

1. To assess the impact of entrepreneurship education on the creation of employment opportunities for Nigerians
2. To examine the significant impact of entrepreneurship education on the acquisition of entrepreneurial competencies and skills for equipping the people/learners towards the establishment of their own businesses
3. To ascertain the extent of the impact of entrepreneurship education on the improvement of the standard of living of Nigerians.
4. To assess the impact of entrepreneurship education on the reduction of rural – urban drift syndrome.

Research questions

The following research questions guided the study.

1. How does entrepreneurship education impact on the creation of employment opportunities for Nigerians?
2. What is the significant impact of entrepreneurship education on the acquisition of entrepreneurial competencies and skills for equipping the learners towards the establishment of their own businesses?
3. What is the extent of the impact of entrepreneurship education on the improvement of the standard of living of Nigerians?
4. How does entrepreneurship education impact on the reduction of rural- urban drift syndrome?

Research hypotheses

H0₁: Entrepreneurship education does not significantly impact on the creation of employment opportunities for Nigerians/unemployed.

H0₂: There is no significant impact of entrepreneurship education on the acquisition of entrepreneurial competencies and skills for equipping the learners towards the establishment of their own businesses.

H0₃: Entrepreneurship education has no significant impact on the improvement of the standard of living of Nigerians

H0₄: Entrepreneurship education does not significantly impact on the reduction of rural-urban drift syndrome.

MATERIAL AND METHODS

The study employed descriptive survey research design which belongs to the generic family type called survey design. The population of the study comprised 253 entrepreneurship education students of Nasarawa State Polytechnic, Lafia, – Nigeria. Yamane [2009] sample size determination formula [$s = N/\sqrt{1+N(e^2)}$] was employed to determine the sample size [s], for the study. Given the survey population, [N] as 253 and making an allowance for error [e]² of 0.05 confidence level, the sample size was computed to be 155.

The instrument was validated by a panel of experts in the department of Research and Statistics in Nasarawa state Polytechnic, Lafia, Nigeria. Cronbach alpha was used to ascertain the internal consistency of the instrument which yielded 0.87. Then a technique of stratified random sampling was used to administer 155 copies of questionnaires to the target respondents to obtain data, but only 154 were returned and analyzed using simple percentage statistical technique to answer the research questions and chi square statistic was used to test the null hypotheses formulated at 0.05 level of significance

The researchers used primary and secondary data. The primary data were generated through the use of questionnaire, while secondary data were collected from documentations such as journals, text books, on line articles, among others. The respondents were expected to respond by a tick for each of the items and return the questionnaires on the spot.

The responses obtained were measured along Likert Scale of Strongly Agree [SA], Agree [A], Disagree [D], and Strongly Disagree [SD].

Results and Discussion

The data obtained were analyzed and presented in the order of the research questions asked and the formulated hypotheses for the study.

Research Question 1

How does entrepreneurship education impact on the creation of employment opportunities for the people/ unemployed?

Table 1: shows the percentage scores of respondents on the impact of entrepreneurship education on the creation of employment opportunities for the people/ unemployed.

Respondent	Frequency	Percentage
Agree	119	77.27%
Disagree	35	22.73%
Total	154	100.00%

Source: Field Survey (2018)

Table 1 shows that entrepreneurship education positively impacts on the creation of employment opportunity for the people. This is because 119 respondents, represented by 77.27% agreed that entrepreneurship education impacts on the creation of employment opportunities for the people, while 35 respondents, representing 22.73% of the respondents disagreed with the opinion, claiming that entrepreneurship education does not impact on the creation of employment opportunities for Nigerians.

Null Hypothesis 1:

Entrepreneurship education does not significantly impact on the creation of employment opportunities for Nigerians/unemployed.

Table 2: Chi square analysis on the response on the impact of entrepreneurship education on the creation of employment opportunities for Nigerians/unemployed

Respondent	Observed	Expected	Df	X ² -cal	X ² -cri
Agree	119	77	1	45.82*	3.84
Disagree	35	77			

*Significant at p < 0.05

Table 2 shows that X²-cal (45.82) is greater than X²-cri (3.84) which means that the null hypothesis of no significant impact on the creation of employment opportunities for Nigerians is rejected. Rejecting the null hypothesis implies that entrepreneurship education significantly impacts on the creation of employment or job opportunities for the people/unemployed. This is attested to by the fact that entrepreneurship education results in the creation of small businesses or assists learners in starting their

own businesses. It also assists practicing entrepreneurs in solving unique problems in their businesses today and the labour intensive nature of these small businesses has made it possible for them to create more job opportunities for the people than the big businesses in our societies.

Research Question 2

What is the impact of entrepreneurship education on the acquisition of entrepreneurial competencies and skills for equipping the learners towards the establishment of their own businesses?

The data and analysis that answered this research question is presented in table 3.

Table 3: shows Percentage scores of respondents on the impact of entrepreneurship education on the acquisition of entrepreneurial competencies and skills for equipping the learners towards the establishment of their own businesses.

Respondent	Frequency	Percentage
Agree	98	63.64%
Disagree	56	36.36%
Total	154	
100.00%		

Source: Field Survey (2018)

Table 3 shows that entrepreneurship education has affected the acquisition of entrepreneurial competencies and skills positively. This is because 98 respondents, representing 63.64% agreed that entrepreneurship education impacts on the acquisition of entrepreneurial competencies and skills for equipping the learners towards the establishment of the own businesses, while 56 respondents, representing 36.36% of the respondents disagreed with that opinion, claiming that entrepreneurship education does not impact on entrepreneurial competencies and skills culminating in the establishment of their own businesses.

Null Hypothesis 2:

There is no significant impact of entrepreneurship education on the acquisition of entrepreneurial competencies and skills for equipping the learners towards the establishment of their own businesses.

Table 4: shows the chi square Analysis of the response on the impact of entrepreneurship education on the acquisition of entrepreneurial competencies and skills for equipping the learners towards the establishment of their own businesses.

Respondent	Observed	Expected	Df	X ² -cal	X ² -cri
Agree	98	77		11.45*	3.84
				1	
Disagree	56	77			

*Significant at p < 0.05

Table 4 shows that X²-cal (11.45) is greater than X²-cri (3.84) which means that the null hypothesis of no significant impact on the acquisition of entrepreneurial competencies and skills for equipping the learners towards the establishment of their own businesses is rejected. This implies that entrepreneurship education had significant impact on the acquisition of entrepreneurial competencies and skills for equipping the learners towards the establishment of their businesses. This is attested to by the fact that entrepreneurship education has translated into various entrepreneurial skills, knowledge and competencies in the various entrepreneurship training centers in our societies today. It has also shown that individuals attending entrepreneurship courses have a higher propensity to start their own businesses at some point in their career than those attending other courses.

Research Question 3: What is the extent of the impact of entrepreneurship education on the improvement of the standard of living of Nigerians?

The data and analysis that answered this research question is presented in table 5.

Table 5: Percentage scores of respondents on the impact of entrepreneurship education on the improvement of the standard of living of Nigerians.

Respondent	Frequency	Percentage
Agree	112	72.72%
Disagree	42	27.28%
Total	154	100.00%

Source: Field Survey (2018)

Table 5 shows that entrepreneurship education has positively affected the standard of living of Nigerians. This is because 112 respondents, representing 72.72% agreed that entrepreneurship education impacts on the standard of living of the people, while 42 respondents, representing 27.28% of the respondents disagreed with that opinion, claiming that entrepreneurship education does not impact on the standard of living of Nigerians.

Null Hypothesis 3:

Entrepreneurship education has no significant impact on the improvement of the standard of living of Nigerians.

Table 6: Chi square analysis of the response on the extent of the impact entrepreneurship education on the improvement of the standard of living of Nigerians

Respondent	Observed	Expected	Df	X ² -cal	X ² -cri
Agree	112	77		31.82*	3.84
Disagree	42	77			1

*Significant at $p < 0.05$

Table 6 shows that X²-cal (**31.82**) is greater than X²-cri (**3.84**) which means that the null hypothesis of the extent of the impact of entrepreneurship education on the improvement of the standard of living of Nigerians is rejected. Rejecting the null hypothesis implies that entrepreneurship education has an impact on the standard of living of the people. This is attested to by the fact that introduction of high quality goods and services has been said to have transformed the lives of the common people in our nation and societies today.

Research Question 4: How does entrepreneurship education impact on the reduction of rural-urban drifts syndrome?

The data and analysis that answered this research question is presented in table 7.

Table 7: Shows the percentage scores of respondents on the impact of entrepreneurship education on the reduction of rural-urban drifts syndrome.

Respondent	Frequency	Percentage
Agree	101	65.58%
Disagree	53	34.42%
Total	154	100.00%

Source: Field Survey (2018)

Table 7 shows that entrepreneurship education affects rural-urban drifts syndrome positively. This is because 101 respondents, representing 65.58% agreed that entrepreneurship education positively impacts on the reduction of rural-urban drifts syndrome, while 53 respondents, representing 34.42% of the respondents disagreed with that opinion, claiming that entrepreneurship education does not impact on the reduction of rural-urban drifts syndrome.

Null Hypothesis 4:

There is no significant impact of entrepreneurship education on the reduction of rural-urban drifts syndrome.

Table 8: Chi square analyses on the response of the impact of entrepreneurship education on the reduction of rural-urban drifts syndrome.

Respondent	Observed	Expected	Df	X ² -cal	X ² -cri
Agree	101	77		14.96*	3.84
Disagree	53	77			1

*Significant at $p < 0.05$

Table 8 reveals that X²-cal (**14.96**) is greater than X²-cri (**3.84**) which means that the null hypothesis of no significant impact of entrepreneurship education on the reduction of rural-urban drifts syndrome is rejected. This implies that entrepreneurship education significantly impacts on the reduction of rural-urban drifts syndrome. This is attested to by the fact that one of the primary objectives of promoting entrepreneurship in developing countries today has been the reduction in rural-urban drifts. The migration or drifts of rural dwellers to cities in search of white collar jobs has resulted in congestion, high incidence of crime among others.

DISCUSSION

The major issue addressed in the study was to examine the assessment of the impact of entrepreneurship education on national development in Nasarawa state polytechnic, Lafia.

From the results, it was found that entrepreneurship education is instrumental to job creation in our Nigerian Societies. This finding collaborates with the findings of Bawuah, Buame and Hinson (2013) who stated that entrepreneurship results in the creation of small businesses in our nation and that the labour intensive nature of small businesses has made it possible for them to create more employment or jobs than the big ones in our societies.

The study also revealed that entrepreneurship education improves to an extent the standard of living of the people through introduction of high quality goods and services that has transformed many lives and in that regard springs up economic development in the country. This finding is in agreement with the findings of Zimmerer and Scarborough (2015) who submitted that entrepreneurship has led and will continue to lead to the economic revolution that has proved repeatedly to improve the standard of living of the people.

The researchers also found that entrepreneurial education helps learners as well as practicing entrepreneurs develop skills, attitudes and knowledge for equipping them towards establishment of their own businesses. This finding is consistent with the findings in Olagunju, (2014) who stated that through entrepreneurship education, qualitative ability that facilitates computation and record-keeping are also learnt and that these start with developing programmes in entrepreneurship centres where people are trained to develop acquired skills and attitudes. The finding is also in line with the findings of Nwazor (2015) who submitted that entrepreneurship education equips learners with skills and dispositions that helps these learners develop business plans among others.

The study has also revealed that entrepreneurial education reduces rural-urban migration syndrome in our societies and nation at large. This finding is consistent with the findings of Bawuah, Buame and Hinson (2013) who noted that reduction in rural-urban drift has been one of the primary objectives of promoting entrepreneurship in developing countries so as to mitigate rural-urban drift syndrome. They also noted that the migration of rural dwellers to cities in search of white collar jobs has resulted in congestion, high incidence of crime among others.

Generally, when students are exposed to the intricacies, concepts, principles and theories of entrepreneurship, their entrepreneurship spirits would be fired to ginger them into thinking of how to create jobs for others instead of seeking for jobs.

CONCLUSION

From the findings of this study, it is hereby concluded that entrepreneurship education is believed to be a planned and sustained effort aiming at inculcating and nurturing the entrepreneurial spirit among Nigerians, a pool of willing, able and successful entrepreneurs. It is also believed that entrepreneurship is an intervention or initiative by experts to impart entrepreneurial qualities and skills to enable learners to survive in the business world.

RECOMMENDATIONS

In light of the above, the following recommendations are made:

1. Government should provide financial support and venture capital should be provided through Micro Finance Banks and other agencies to adequately empower young entrepreneurs.
2. Well established entrepreneurs and others are to come together in networks to create an enabling environment for job opportunity in which entrepreneurship can flourish.
3. Policy makers, entrepreneurs, sponsors among others, need to come together on a large scale to raise standards, increase volume of participation and find regional and national solutions so that entrepreneurship education can have positive impact at the grass root levels

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