

Entrepreneurship Education and Entrepreneurial Career Intentions of Tertiary Institutions Students in Nigeria.

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Abstract- Entrepreneurship education was introduced to higher institutions in Nigeria by the federal government due to unemployment problems affecting many graduates. This paper aim is to investigate the relationship between entrepreneurship education and entrepreneurial career intentions of higher institutions students in Nigeria. The study paper reviewed relevant literature on entrepreneurship research and entrepreneurship education in order to establish the relationship between two prenominal.

The results and findings of the various studies revealed that Entrepreneurship Education significantly influences students' Entrepreneurial intentions. It was recommended among others that Entrepreneurship Education should be practical-oriented and also the authority of higher institutions should collaborate with outside professionals for better transfer of knowledge, skills and attitude for entrepreneurship development among students of Nigerian higher institutions.

Indexed Terms- Entrepreneurship, Entrepreneurship Education, Entrepreneurial Career Intentions.

I. INTRODUCTION

Entrepreneurship has become new way of thinking in Nigeria and in other parts of the world due to the challenges of unemployment, poverty and economic crises that is prevalent in many of the countries of the world. On a yearly bases Nigerian higher institutions turn out thousands of graduates with the motive of getting employment either in the public or private organisations but this is not the case. Many graduates spend between three to five years before they can find any meaningful things to do. Due to the pervasive nature of the problems, government at all level was

concerned to find a lasting solution. In 2004, the federal government of Nigeria directed the National University Commission to review Universities curriculum and integrate entrepreneurship education into the curriculum so that those unemployed graduates would be able to change the narrative from being a job seeker to job creator (Ekpoh & Edet, 2011). To facilitate the implementation the National Universities Commission (NUC) in July, 2004, organized a workshop on entrepreneurship for Nigerian universities as a way forward. The NUC workshop produced a draft curriculum on entrepreneurial studies for Nigerian Universities. In the same way, Amaewhule and Nwangwu (2007) reported that National Board for Technical Education and National Commission for Colleges of Education received the same directives from the federal government to redefined their curriculum to accommodate entrepreneurship education in order to teach the students the necessary knowledge, skills and attitudes that will make them to have a change mind-set about forming business ventures rather than looking for paid employment. All these were attempt by federal government of Nigeria to reverse the ugly trend of unemployment common among many Nigerian graduates.

Isaac, Frieddrick and Brijlal (2007) defined entrepreneurship education as the purposeful intervention by an educator in the life of the learner to survive in the world of business. According to (Fretschener and Weber, 2013), the main objective of entrepreneurship education in tertiary institutions is to empower graduates irrespective of their course of study with skills that will provide them the opportunity to engage in income yielding business, whether they are able or not able to secure paid employment whether in public or private sector.

The purpose of this paper is to review entrepreneurship literatures and see if relationship exists in entrepreneurship education and entrepreneurial career intentions of higher institutions students that have taken entrepreneurship courses among Nigerian graduates.

1.2 Statement of problems

Ekpoh and Edet, (2011) the period between graduation and employment dates has continued to lengthen and this has become a source of frustration for graduates. In response to this development, it is obvious that the only alternative left is to go for self-employment. The 2020 report of National Bureau of statistics put Nigeria unemployment rate at 33.3percent. In order to reduce the unemployment rate in the country the federal government of Nigeria instructed all higher institutions to imbibe and integrate entrepreneurship education into their curriculum so that the students will learn adequate knowledge, skills and attitudes that will help them to be able to create jobs for themselves rather than seeking jobs that is rarely exist. This paper therefore attempts to find out the impact of entrepreneurship education on career intentions of tertiary education students in Nigeria.

1.3 Research question

This study research question is as follows;

- Does entrepreneurship education affect the entrepreneurial career intentions of higher institutions students in Nigeria?

1.4 Objective of study

The main objective of the study is to examine the relationship between entrepreneurship education and entrepreneurial career intentions of higher institutions students in Nigeria

1.5 Hypothesis

Ho1: Entrepreneurship education does not significantly influence entrepreneurial career intentions of higher institutions students in Nigeria.

II. LITERATURE REVIEW

2.1 Concept of entrepreneurship

The term 'entrepreneurship' refers to the functions performed by an entrepreneur. It involves various

processes taken by entrepreneurs from opportunity recognition, evaluation and exploration. The study of entrepreneurship has been described as a growing subject influenced by economists and development scholars. Gartner (2003) argued that entrepreneurship lacks a clear or distinct definition as there is a variety of beliefs and perceptions about entrepreneurship. Some scholars have also argued that the subject area has been taken away from the economist by the political scientist, sociologist and psychologist. Various scholars have given different definition on entrepreneurship.

For example, Ubong (2013) sees entrepreneurship as an act of identifying and exploiting opportunities. Schumpeter(1934),carrying out of new combinations of firm organization-new products, new services, new sources of raw material, new methods of production, new markets, new forms of organization.

From the different definition of entrepreneurship described by scholars as explained above it is clear that entrepreneurship is an action-oriented phenomena. It involves entrepreneurs being conscious of opportunities within their environment and be ready to take risk in order to annex the opportunities.

By exposing higher institutions students to entrepreneurship, they would able to have alternative ways to jobs seeking.

2.2 Entrepreneurship Education Entrepreneurial Career Intentions

2.3 Entrepreneurial intention

An entrepreneurial intention is the disposition of entrepreneurs toward entrepreneurship mind-sets. Oguntimehin and Olaniran (2017) described intention as the best predictor of entrepreneurial behaviour, starting a business is not an event, it is a process which may take many years to evolve and come to fruition. Armitage and Conner (2001) reported that intentions have been viewed from both psychological and entrepreneurial viewpoint as a key influencer of the decision to engage in any activity including becoming an entrepreneur. Intention is a disposition to undertake a course of action or not. It is an attitude or behaviour of entrepreneurs toward entrepreneurship which can be view from two theories, the Ajzen (1991) Theory

of Planned behaviour and Bandura Self-Efficacy Theory (1978). The purpose of entrepreneurship education in higher institutions is to empower the students with requisites knowledge, skills and attitude toward setting up their own business rather than seeking for jobs and their intentions can be evaluated after graduation when they must have been seen engaging in entrepreneurship activities.

2.4 Empirical review

Entrepreneurship education and entrepreneurial intentions

Entrepreneurship education is the planned education given to the students to create awareness on entrepreneurship and to prepare them to face future challenges in term of employment generation alternative instead of seeking for jobs after graduation. Previous research studies have shown that there is a significant relationship between entrepreneurship education and career intention (Ekpoh & Edet, 2011,).

Kolvereid and Moen (1997, Noel ,2001, Varela and Jimenez ,2001)) cited by (Ekpoh & Edet, 2011,) revealed that students with a major in entrepreneurship have a higher intention to engage as entrepreneurs and are likely to initiate business, also students who graduated in entrepreneurship reached higher scores in entrepreneurial intention and entrepreneurial self-efficacy than students who graduated in other disciplines. Similarly, Varela and Jimenez (2001) study has showed that there is a correlation between a university's investment in the promotion of entrepreneurship and the percentage of students becoming entrepreneurs.

III. METHODOLOGY

The methodology adopted for this paper is to review entrepreneurship research literatures and drawn conclusion based on the results and findings of those research reviewed.

IV. RESULTS AND FINDINGS

Oguntimehin and Olaniran (2017) conducted research on the relationship between entrepreneurship education and students' entrepreneurial intentions in Ogun state-owned universities; Nigeria using final

year undergraduates in Olabisi Onabanjo University (OOU) and Tai Solarin university of Education (TASUED). Multistage sampling techniques were adopted and six hundred and nine (609) samples were selected. The study focuses on the relationship between entrepreneurship education and students' entrepreneurial intentions. The findings of the study indicate that entrepreneurship skills significantly influence students' intentions to venture into an undertaking for self-engagement purpose. The finding of the research proves that entrepreneurship education and entrepreneurial intention is positively linked. This result is also consistent and supported by previous researchers (Fayolle , 2005).

Also, Ekpoh and Edet (2011) study explores the impact of entrepreneurship education on career intentions among 500 students drawn from two universities in Akwa Ibom and Cross River States of Nigeria. The findings of study highlight the exposure of the students to entrepreneurship education influences career intentions of tertiary school students. This findings corroborates the previous research findings of Kolvereid and Moen (1997), Owusu-Ansah (2004) and Cotton et al (2000) that entrepreneurship education helps graduates to acquire increased understanding of entrepreneurship and equip them with skills relevant for job creation.

In another research Bassey and Olu (2008) investigated how students' perception of tertiary entrepreneurship education relates to graduate self-employment potential in Nigeria using a sample of 690 students in three universities. The findings showed that there was a significant relationship between students' perception of University administration's provision for tertiary entrepreneurship education, curriculum objectives for tertiary entrepreneurship education, Instructional methods for tertiary entrepreneurship education, quality and quantity of tertiary entrepreneurship education instructors and students' entrepreneurial traits and graduate self-employment potential.

V. CONCLUSION AND RECOMMENDATIONS

The study evidence shows that entrepreneurship education creates inspiring awareness to business

opportunity, provides exposure to entrepreneurship process, builds self-confidence, equip students with knowledge and skills and engender self-employment as a career option. Also entrepreneurship centers in the universities and other institutions should collaborate with financial institutions and multilateral agencies to seek for funds to assist their students to fund their projects and start-up.

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