

THE RELATIONSHIP BETWEEN ENTREPRENEURSHIP SKILLS ACQUISITION AND JOB CREATION AMONG GRADUATING STUDENTS OF TERTIARY INSTITUTIONS IN NIGERIA

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ABSTRACT

This study investigates the relationship between entrepreneurship skills acquisition and job creation among graduating students Business Education programs in tertiary institutions in Nigeria. The research focuses on final year students of Business Education, Rivers State University. Three research objectives and one research questions were raised and the researchers used the survey research design for the study. The population of the study consists of 266 Business Education Students in four different options in Rivers State University. Purposive simple sampling technique which is a non probability sampling technique was adopted, which means that the total population was used for this study. The instrument used was Entrepreneurship skills acquisition and job creation questionnaire. A modified likert scale was used and the responded were requested to select or tick one of the four (4) options , Strongly Agree(SA), Agree(A), Disagree(DA) and Strongly Disagree(SD). Mean and standard deviation scores were used to analyzed data collected from the research questions and Analysis of variance statistical tool was used to test the hypothesis. The hypothesis was designed to test Entrepreneurship skills acquisition and job creation. The test conducted shows that there is a significant relationship between entrepreneurship skills acquisition and job creation. And the findings shows that Entrepreneurship skills acquisition will help students to be productive, effective ,efficient in the labour market, since organization can employ them without training and retraining them and the skills will make them to be job creators rather than job seekers after graduation. The study recommended that the Government, Nigeria University Commission, tertiary institution

and nongovernmental organizations in the country should encourage both practical and theory before establishing entrepreneurship in our various tertiary institution, Credit facilities should be granted to students that has what it takes to be future Entrepreneurs and practical laboratories' should be build for students to be acquainted with a particular Entrepreneurial skills before graduation in other to help solve the problem of graduates seeking for white collar jobs when they should be the white collar job themselves.

Keywords: Entrepreneurship Education, Skills Acquisition, Job Creation, Business Education

INTRODUCTION

The entrepreneurship world is characterized by innovation and inventions. Entrepreneurship is designed to educate people on skills acquisition and the knowledge needed before taking a decision on embarking on a business venture. It helps to enhance the creation of job opportunities and achieve economic growth. According to Ukata and Adejola(2018) Entrepreneurship education is and globally acknowledged as one of the greatest instruments for achieving economic and development as well as employment creation. Sofolowe, (2013), opined that there is need to inculcate entrepreneurship education in teacher training to complement vocational and technical education. Today, the teaching and learning of Entrepreneurship has gained relevance in the field of education because of its importance in developing and growing the economy. Dambo,Akpelu, and Nwiyor.(2018).

The greatest tool toward overcoming the persistent economic challenges is making sure that we exploit the entrepreneurship programmes available within our disposal and also making it active because if we have many entrepreneurs, jobs will never be a challenge in the society. Ottih, (2016), sees entrepreneurship as the greatest human endowment, besides man, animals and plants; every other thing in the world is a product of entrepreneurship and intelligence. The rate of entrepreneurship growth the world over, shows that, any country is not ready to embrace opportunity of making its citizens self-reliant will always suffer the challenges of

high unemployment. Entrepreneurship education opens the mind of people to acquire the right ideas, skills and managerial ability that will help in job creation. This can happen only when people are given the proper training for the available jobs and in order to open their own businesses. The level of preparation given to any learner will determine the level of his or her readiness to execute a given task on a particular field. Amaewhule, (2014) sees entrepreneurship as a vital ingredient for economic development of any nation. Growth in any nation lies in entrepreneurship and in making sure that the youths are fully engaged. When young people are kept busy, they tend to give less attention to violence. If they are idle, they turn attention to criminal ventures. The growing awareness among the populace on the need for entrepreneurship skills is now seen as a major key toward curtailing poverty, unemployment, and other vices relating to gender inequality. Job creation focuses mainly on the provision of job opportunities for the teeming population. If the current state of unemployment among the youths is to be adequately addressed, entrepreneurship education for skills acquisition in higher institutions in Nigeria must be given the desired attention.

STATEMENT OF PROBLEM

Entrepreneurial education is viewed by most management scholars as essential to economy development. Entrepreneurship education also helped in improving the ideas of people for new job opportunities, and increase quest of becoming self employed. However, the challenge is that graduates of higher institutions lack the competency to face the practical challenges in the labor market, and equally that graduates lack the employability skills. Most organizations today lament the lack of employable skills among Nigerian graduates, which mean that the organizations need to train and retrain graduates before they can be fully integrated into jobs. Employing and retraining them has been a problem due to financial involvement, equipment, tools, and the human element needed. Business Education students really need to be equipped, by acquiring both theoretical and practical entrepreneurship skills. Since the skills will make them effective and efficient in their area of specialization, and will also enable them to have the mindset of

becoming job creators instead of job seekers. Our present days organization stressed that many graduates does have employable skills, which mean that the employer need to train and retrain them again before they can be fully absorbed into jobs.

This study will help to provide solutions to the above mentioned problem.

PURPOSE OF THE STUDY

The general purpose of this study is to critically examine the functionality of students' entrepreneurship skills as being provided by Business Education programs in tertiary institutions in Nigeria with Rivers State University, Port Harcourt, as case study, while the specific purpose will focus on the following:

1. To ascertain how the acquisition of business education entrepreneurship skills can create employment opportunities for graduates from institutions of higher learning.
2. To ascertain how the acquisition of business education entrepreneurship skills can make one self reliant after graduation.
3. To ascertain how the acquisition of business education entrepreneurship skills could produce more graduate entrepreneurs rather than job seekers.

Research Questions

The following research questions were formulated to guide the study:

- 1 How does the acquisition of business education entrepreneurship skills make graduates to be self reliant or employed?
- 2 How does the acquisition of business education entrepreneurship skills create employment opportunities?
- 3 How does business education entrepreneurship skills acquisition help in the creation of jobs for others?

Research Hypotheses

This research work will be formulated base on Null (Ho) to guide this study which will be tested 0.5 degree of freedom.

H₀₁: There is no significant relationship between student's entrepreneurship skills acquisition and job creation.

H₀₂: There is no significant relationship between the acquisition of entrepreneurship skills by graduating students and self reliance.

H₀₃: There is no significant relationship between the acquisition of entrepreneurship skills by graduating students of Business Education and being employers of labor.

METHOD

The research design adopted for the study was descriptive survey research design. The design will help the researcher to determine the attitude, individual opinions and organizational ways of doing things. The population of this study will consist of 266 final year students of Business Education department, Rivers State University of Science and Technology. This consists of students of Accounting, Management, Marketing and Office and Information Management options. The total population is 266 students. The choice of final year students stems in the fact that they have been introduced to courses like teaching practice, S.I.W.E.S. and other related entrepreneurship courses. The sample size of the study consists of Business Education student's level, three (3) and four (4) in Accounting, Marketing, Management and Office Management Technology in Rivers State University. The study consists of 100 percent of the total population which is 266 students, and purposive sampling technique was used for the research since the entire population will be used as the sample size. The instrument is the questionnaire, which is structured to be in line with the course outline of entrepreneurship skills acquisition programs and job creation for Business Education student's in Rivers State University, Port Harcourt.

Sections 'A' of the questionnaire contain personal data of the respondents, while Section 'B' contain the questions. A four-point response scale was used, thus

Strongly Agree(SA)- 4, Agree(A)- 3, Disagree(D) -2, Strongly Disagree(SD)- 1

The research instrument was validated by two Business Educators and the research Supervisor. To ensure validity, the experts will make constructive criticism and this judgment will be used to ensure that each of the items in the instrument measured achieve its objective. The reliability of the instrument was determined by using test and re-test method. The questionnaire copies will be administered to 30 Business Education students that are not part of the research. The reliability coefficient will be determined using Pearson's Product Moment Correlation statistical tool to establish the reliability of instrument. A total of 266 copies of questionnaire were administered to the respondents by hand and 250 were retrieved accordingly. The responses gathered from questionnaire was scored for analysis using frequency counts and then analyzed with the mean and standard deviation to answer the research questions. Pearson's Product Moment Correlation statistical tool was used in testing the hypothesis.

Research Question 1: How does the acquisition of Business Education entrepreneurship skills make students self-reliant after graduation?

Mean and Standard Deviation Analysis on how the acquisition of Business Education entrepreneurship skills make students self-reliant after graduation.

S/N.	Item	SA 4	A 3	D 2	SDA 1	Total	\bar{X}	SD	Remark
1	Entrepreneurship skills will help in producing responsible, productive and self-reliant students	113	73	41	23	776	3.10	0.99	Accepted
2	Business education is a programme of instruction which involves acquisition of skills, knowledge and competences which prepare students to be effective and efficient in their area of specialization.	122	81	34	13	488	3.25	0.88	Accepted
3	Skills acquisition is the process of gaining effective and ready knowledge in developing the right attitude among students	143	78	26	3	572	3.44	0.73	Accepted
4	Entrepreneurial skills will help youth in job creation and empowerment of young people	106	94	44	6	424	3.20	0.81	Accepted

Grand mean $11.99/4=3.00$

Grand SD $3.41/4= 0.85$

The results of table 4.1 show that all the items on the table indicate a positive response as they are above (2.50) the cutoff point. They

are item 1, 2, 3 and 4 with mean scores of (3.10), (3.25), (3.44) and (3.21) respectively.

A grand mean of 3.00 and standard deviation of 0.85 was generated above the cutoff points which indicate a positive response that Business Education will produce responsible, productive and self-reliant graduates.

Research Question 2: How does the acquisition of Business Education entrepreneurship skills make students self-reliant after graduation?

Mean and Standard Deviation Analysis on how the acquisition of Business Education entrepreneurship skills make students self-reliant after graduation.

S/N.	Item	SA 4	A 3	D 2	SDA 1	Total	\bar{X}	SD	Remark
1	Student who acquire entrepreneur skills Tend to perform better than others	108 432	97 291	39 78	6 6	807	3.23	0.79	Accepted
2	youth unemployment and degree of poverty is as a result of theoretical and non-practical approach to entrepreneurship education	96 384	105 315	35 70	14 14	783	3.13	0.85	Accepted
3	There were no adequate instruction technology facilities tools and equipment in teaching entrepreneurship education in higher institution	115 460	77 231	51 102	7 7	800	3.20	0.86	Accepted
4	Entrepreneurship education play prominent roles in preparing students to become responsible citizens, capable of becoming entrepreneurs and decision makers	183 732	48 144	16 32	3 3	911	3.64	0.66	Accepted

Grand mean $13.20/4=3.30$

Grand SD $3.16/4 = 0.79$

The results of table 4.2 shows that all items are positive as they are items 1, 2, 3 and 4 with mean scores of (3.23), (3.13), (3.08) and (3.64) respectively. A total mean of (13.20) was derived above the cutoff point. Thus indicating a positive response on students who acquire students adequate work-skills have better options to become entrepreneurs after graduation with the average mean of (3.30) and a grand SD of 0.79

Research Question 3: How does the acquisition of Business Education entrepreneurship skill among graduating students make them entrepreneurs after graduation?

Table 4.3: Mean and Standard Deviation analysis on how the acquisition of Business Education entrepreneurship skills makes graduating students entrepreneurs after graduation.

S/N.	Item	SA 4	A 3	D 2	SDA 1	Total	\bar{X}	SD	Rem
1	Improving the quality of basic education among students	106 424	54 162	81 162	9 9	737	3.03	0.94	Accepte
2	Re-orienting existing education programme to address the high rate of unemployment issues among students.	150 400	73 219	34 68	43 43	730	2.92	1.10	Accepte
3	Creating of awareness to the public at large	84 336	981 294	178 96	20 20	746	2.98	0.92	Accepte
4	Proving training for all sectors of the nation among students and graduates.	118 472	59 177	57 114	16 16	779	3.12	0.97	Accepte

Grand mean $12.05/4=3.01$

Grand SD = $\frac{3.93}{4} = 0.98$

The results of Table 4.3 shows that four items in the table indicate a positive responds as they are above (2.50), the cutoff points, they are item 1, 2, 3 and 4 with mean scores of (3.03), (2.92), (2.98) and (3.12) respectively. A total mean of (12.05) was derived above the cutoff points, and a grand SD of 0.98. Thus, this indicates that a positive response on students who acquire adequate Business Education entrepreneurship skills acquisition influences job creation with the average mean of (3.01).

**Summary analysis of variance
Testing of Research Hypotheses one**

Source of variance	Ss	Df	ms	F	P<0.05
Between groups	28395.50	3	9,465.25	0.70	0.05
Within groups	244414.50	12	20367.26		

Decision: Accept hypothesis

Since our computed value (x) = 0.46 is greater than our critical table value 0.05, we reject null hypothesis Ho and accept the

alternative hypothesis H_a and concluded that there is a significant relationship between student's entrepreneurship skills acquisition and job creation.

Summary analysis of variance

Testing of Research Hypotheses two

Source of variance	Ss	Df	ms	F	P<0.05
Between groups	32,278.25	3	10,759.42	19.29	0.05
Within groups	6694.75	12	557.90		

Since our computed value = 19.25 is greater than the critical table value 0.05, we reject H_0 and accept H_a and concluded that there is a significant relationship between the acquisition of business education entrepreneurship skills and self-reliance.

Summary analysis of variance

Testing of Research Hypotheses three

Source of variance	Ss	Df	Ms	F	P<0.05
Between groups	13503.69	3	4501.23	9.35	0.05
Within groups	3210.75	12	267.56		

Decision: Since our computed value 9.35 is greater than the critical table value 0.05, we reject H_0 and accept H_a and concluded that there is a significant relationship between business education entrepreneurship skills acquisition and to be employer of labour.

Summary of Findings

- (1) The finding from Research Question One showed that the acquisition of Business Education Entrepreneurship skills will produce productive, responsible and self-reliant graduates of Business Education programs.
- (2) The findings from research question two indicates that students who acquire adequate entrepreneurship skills have better chances of becoming successful entrepreneurs after graduation.

- (3) Findings from research question three proved that the acquisition of Business Education Entrepreneurship skills acquired by the graduating students help in creating job opportunities for the wider members of the Nigerian society.

CONCLUSION

It has become necessary that the acquisition of entrepreneurship skills should be given proper attention among Business Education students in tertiary institution. This is because when students are exposed to entrepreneurship skills, they become more innovative, productive and equipped to face contemporary challenges in the labour market. Business Education, as has been highlighted, enables graduating students to become confident, innovative, creative and self reliant, highly required for the transformation of a nation's economy.

This research highlighted how Business Education as a programme of instruction helps in promoting entrepreneurship for economic growth and development in Nigeria. Findings from research question indicate that Business Education Entrepreneurship skills acquisition can make graduating students productive and self-reliant. In agreement with this opinion, Jane(2010) stated that entrepreneurship skills acquisition provides practical applications for graduation. (Kikechi et al 2013) also maintain that skill acquisition provides a platform for technological excellence in the face of globalization of the world economy.

Findings from research question two indicate that students who acquire adequate entrepreneurship skill have better options for becoming potential entrepreneur after graduation. Entrepreneurs are creative, innovative, exceptional motivators and risk takers that deploy their resources into entrepreneurship ventures for the sole aim of providing goods and services. (Ameawhule, 2014) concurs that entrepreneurs are risk takers and not necessarily gamblers.

Finding from research question three provide that Business Education Entrepreneurship skills acquisition help in job creation for products of higher institutions after graduation. Okoye, Iloanya and Udunze (2014) also concurs that entrepreneurship ventures in

Nigeria has helped to reduce youth unemployment. Entrepreneurship education is an engine for job creation, innovation and incubator for Nigeria's entrepreneurs. The research found out that in spite of the challenges of insecurity, corruption, and mal administration, Business Education skills acquisition programs provided to graduating students, if well funded have the content and ability to curtail the high unemployment index among the Nigerian citizens.

RECOMMENDATION

The following recommendations were drawn:

- (a) Curriculum planners and developers should make sure that entrepreneurship training in tertiary institutions is given more practical content than theory.
- (b) Entrepreneurship and skills acquisition programmes should be properly funded since its success depends on studio, libraries, workshop etc.
- (c) Only professionals that has practical and theoretical knowledge and experience should be allowed to teach entrepreneurship as a course.
- (d) Lecturers should attend workshops, seminars, conferences to acquaint themselves with modern vocational opportunities available and teaching approaches.

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