

Entrepreneurship Education Programme: An Evaluation of Student Performance in Polytechnics

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Abstract

Entrepreneurship education was introduced to tertiary institutions in Nigeria to give students skill acquisition. The purpose is to equip them for establishing and managing small scale enterprises before graduation and be able to sustain such enterprises thereafter. The enterprises serve as means of being gainfully employed if paid employments are not forthcoming after graduation. This tends to curb the rising level of unemployment among youths and the attendant social vices. The aim of this study is to evaluate the performance of students in entrepreneurship education after exposure to all the courses taken during their academic training. Survey research design was used for the study. Three research questions and three research hypotheses were raised to guide the study. Through stratified sampling procedure, HND 2 students of Yaba College of Technology from School of Science and School of Management and Business Studies were selected for the study. Students from Department of Computer Technology and Department of Biochemistry were selected from School of Science while students from Department of Accountancy and Department of Office Technology Management were selected from School of Management and Business Studies to participate in the study. Data used for the study were the grades obtained by those students from the final entrepreneurship education course taken by them and were analysed using frequency count, percentage, and t-test. All hypotheses were tested at 0.05 significant level. Results from the study revealed that there were significant differences in student performances in entrepreneurship education across the Schools and Departments. It is recommended that more efforts should be geared towards qualitative delivery of the programme and incubation centres should be established in all Polytechnics to enable students' benefit immensely from the programme.

Keywords: *Entrepreneurship, Entrepreneurship Education, Tertiary Institutions, Students, Entrepreneur, Performance*

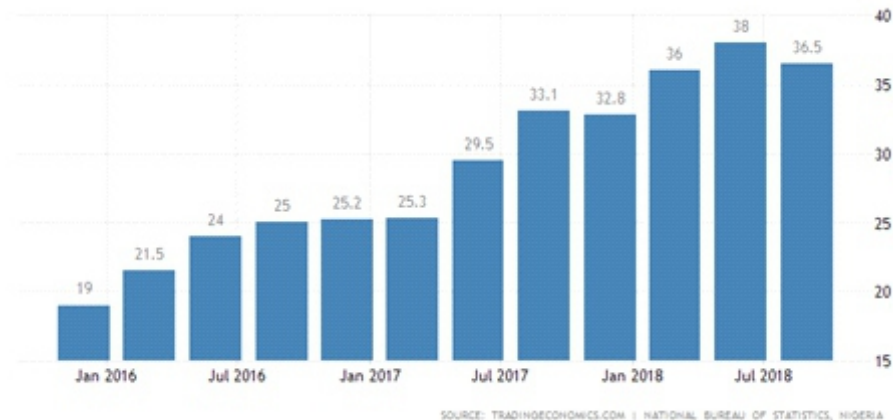
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Background to the Study

The Federal Government of Nigeria in the year 2003 reviewed (modified) the curriculum of tertiary institutions by including a compulsory entrepreneurship education for all undergraduates in all fields of study, as an alternative measure geared towards the utilisation of the teeming human resource turnout as well as reducing graduate unemployment problem in the country. Entrepreneurship education globally is geared towards preparing youths particularly students in school to be responsible enterprising individuals who will become entrepreneurs and contribute to the economic growth of the community in which they are located and the society at large. Entrepreneurial activity is important in a nation for sustainable national development because it encourages ingenuity, creativity, innovation and promoting a business-oriented culture among youths. Entrepreneurship education programme in tertiary institution is tailored towards equipping students, irrespective of their field of specialisation, with knowledge and skills that will enable them set up income yielding businesses (enterprises/ventures) if they are unable to secure jobs after graduation from school. Furthermore, it was meant to instill entrepreneurial mindset in students which will enable them to be useful to themselves and to the larger society. The directive made it mandatory for all Nigerian universities to offer entrepreneurship education (EE) to undergraduates commencing from 2007/2008 academic year (Yakubu; 2007 and Nwite, 2007).

Statement of the Problem

The Federal Government introduced entrepreneurship education into the curriculum of tertiary institutions in Nigeria in the year 2003. The aim of the government was to make students acquire additional education to what is given from their main field of study. Entrepreneurship education is to make students acquire entrepreneurial knowledge and skills which will help make them to be creative, innovative and self-reliant, so as to make them more employable after graduation from school. However, from recent studies conducted, it was discovered that the rate of youth and graduate unemployment in Nigeria is still high. Jacob and Ariya (2015), in a study reported that every year thousands of graduates are turned out for whom there are no jobs. There are many youth hawkers on Nigerian streets, who ordinarily would have found gainful employment in some enterprises. Trading Economics (2019) reported that youth unemployment rate in Nigeria from 2016-2018 on the averaged was 23.63%, and during the second quarter of year 2018 it escalated to 38%. This study was conducted to evaluate the performance of science based and Management based students after exposure to entrepreneurship education during their academic programme to ascertain if they have acquired enough knowledge and skills to be self-employed or establish businesses after graduation which is the core objective of exposure to the programme.



Objectives of Study

The study set out to evaluate the performances of Science based and Management based students in the entrepreneurship education programme undertaken during the academic training. Specifically, it:

1. Examine the performance HND 2 Science based and Management based students.
2. Examined the performance of HND 2 students in Departments of Biochemistry and Department of Computer Technology.
3. Examined the performance of HND 2 students in Departments of Accountancy and Department of Office Technology Management.
4. Determined if there is any difference in the performance HND 2 Science based and Management based students.
5. Determine if there is any difference in performances of HND 2 students in Department of Biochemistry and Department of Computer Technology.
6. Determine if there is any difference in performances of HND 2 students in Department of Accountancy and Department of Office Technology Management department.

Research Questions

The following research questions were raised to guide the study:

1. What is the level of performance of HND 2 Management based (Accountancy and Office Technology Management) students in entrepreneurship education?
2. What is the level of performance of HND 2 Science based (Biochemistry and Computer Technology) students in entrepreneurship education?
3. What is the level of performance of HND 2 Science based and Management based students in entrepreneurship education?

Research Hypotheses

The following research hypotheses were formulated and tested in the study:

1. Performance of HND 2 students in Department of Accountancy in entrepreneurship education will not significantly differ from performance of HND 2 students in Department of Office Technology Management.

2. Performance of HND 2 students in Department of Biochemistry in entrepreneurship education will not significantly differ from performance of HND 2 students in Department of Computer Technology.
3. Performance of HND 2 Science based students in the entrepreneurship education will not significantly differ from the performance of HND 2 Management based students

Literature Review

Concept of Entrepreneurship Education

Entrepreneurship Education is the acquisition of knowledge, skills, abilities and competencies which enable individuals/students to be independent, leading to the creation of new jobs and business on their own which is necessary for societal development. Jacob and Ariya (2015), defined entrepreneurship education as the type of education which will assist students to think creatively in order to acquire knowledge, develop desirable attitude and skills for self-reliance. This in turn will help them to contribute meaningfully to the political and socio-economic development of their society.

In addition, Nigeria University Commission (NUC) reiterated that entrepreneurial studies are out to making beneficiaries to think creatively to job creation during their undergraduate days and after graduation from the university. The NUC embarked on the promotion of the programme in tertiary institutions in Nigeria with the following objectives; empowerment of the people (students), creation of employment, diversification in business and individual confidence. All the objectives are tailored towards reducing unemployment and boosting the economy of the nation.

Objectives of Entrepreneurship Education

Entrepreneurship education is a functional education centered on making graduates to be job producers rather than job seekers. Paul (2005) and Oborah (2006), highlighted the objectives of entrepreneurship education. The following are some of them which are centred on students and youths:

1. To provide meaningful education to the youth which will make them become self-reliant and subsequently encourage them to derive profit and become self-dependent.
2. Provide graduates with the training and support necessary to help them establish a career in small and medium size business.
3. Offer institution graduates with enough training that will make them to be creative.
4. Provide the graduates with training in skills that will make them meet the manpower needs of the society.
5. Provide graduates with enough training in risk management to make uncertainty bearing possible and easy.

Importance of Entrepreneurship Education

The importance of Entrepreneurship Education (EE) cannot be over emphasized. Entrepreneurial knowledge, abilities and skills contributes positively to the growth of

economic activities which is capable of creating jobs and self-employment for youths and young graduates. This will in turn lead to employment of economic resources. Entrepreneurship Education helps in establishing a strong economy through increased employment, reduction in the level of poverty and synergy among entrepreneurs for the benefit of the masses. Moreover, the acquisition of entrepreneurial skills will enable entrepreneurs to recognize opportunities and also to take advantage of the by generating business idea which if satisfactorily implement increases the number of enterprises established within the economy.

However, research findings (Olokodun, 2017; Aladejebi, 2018) have shown that entrepreneurship education in all higher institutions of learning in Nigeria will assist to expose the business potentials of graduates despite their various disciplines. Thus, it is believed that the present youth/graduate restiveness in the country today resulting from the frustration of unemployment can be addressed by strengthening the capabilities of the youth in enterprise development. It is therefore, imperative to expose all students in tertiary institutions irrespective of their various disciplines to entrepreneurship education.

Empirical Studies

Many researchers have been conducting studies on entrepreneurship education in recent times. This study, therefore attempted to review some of the studies that have been carried out by scholars on this subject that has being attracting attention globally.

Examining a study conducted by Oyebola, Irefin and Olaposi (2015), on evaluation of entrepreneurship education in Nigerian universities. The result of the analysis revealed that the respondents had impressive opinion about the entrepreneurship education delivered in Nigerian universities. For instance, a high percentage (77%) of the student respondents and 62% of the graduate respondents rated the content of entrepreneurship lectures as excellent, very good or good. Summarily, the study revealed that majority of science and engineering students and graduates of the selected universities were of the opinion that the contents of the entrepreneurship courses were adequate and relevant for venture creation. In addition, the study found that students have sufficient theoretical knowledge of the skills taught. Results of correlation analysis showed that factors such as entrepreneurship training, relevance of entrepreneurship lectures, full knowledge of the entrepreneurship courses, adequacy of course duration and feasibility of the principles learned have significant and positive relationship with number of business opportunities identified by the graduates

Similarly, in a study conducted by Alabi and Akande (2016), on empirical study of effect of entrepreneurship education on entrepreneurial intention among universities' students in Nigeria, it was discovered that the teaching of entrepreneurship courses can provide entrepreneurial intention among students and also create a platform for future establishment and growth of small scale enterprises. The study also found that entrepreneurship education has significant effect on entrepreneurial intention and that proper entrepreneurship education exposure will enable students to have positive attitudes towards choosing entrepreneurship as a mean of livelihood.

Another study on evaluating the entrepreneurship education programme in Nigerian universities for sustainable development conducted by Aja, Onoh and Igwe (2018), it was reported that there are inadequate trained lecturers/instructors, instructional facilities/materials for teaching entrepreneurship education and the entrepreneurship curricular contents are relevant for sustainable development in Nigeria but does not fully equip students with adequate knowledge, resources and skills to establish on their own.

Methodology

The research design for the study is descriptive survey. The population for the study comprises all the final year Higher National Diploma (HND) students of Yaba College Technology, Lagos. Stratified sampling procedure was used throughout the stages of selection. Two schools were selected out of the six schools running programmes of study for students. The two schools are School of Management and Business Studies (SMBS) and School of Science (SS). From the SMBS, all students in Department of Accountancy and Department of Office Technology Management in their final year were selected and from SS, all students in Department of Computer Technology and Biochemistry in their final year were selected. Students running both Full Time and Part Time programme were selected for the study. The total number of students that participated in the study was 1063. The data used for the study were the grades obtained by the students from the final entrepreneurship course taken by the sampled students. Data was analysed with SPSS statistical package version 20. The data is analysed using frequency count, percentage and t-test. All hypotheses are tested at 0.05 significant level.

Data Presentation and Analysis

Socio-Demographic Analysis of Students

Table 1: Classification of Students by School, Department and Mode of Study

School of Management		School of Science	
Department and No. of Students	Department and No. of Students	Department and No. of Students	Department and No. of Students
Accountancy: Full Time Part Time 356 144 Total=500	(OTM): Full Time Part Time 138 33 Total=171	Computer Technology: Full Time Part Time 214 96 Total=310	Biochemistry: Full Time Part Time 74 8 Total=82

Analysis of Results

Research Question 1: What is the level of performance of HND 2 Management based (Accountancy and Office Technology Management) students in entrepreneurship education?

Table 2: Performance of HND 2 Management Based students in Entrepreneurship Education

(Management) Department:	Frequency	Percentage	Department:	Frequency	Percentage
Accountancy			OTM		
Poor	32	6.4	Poor	Nil	Nil
Average	212	42.2	Average	51	29.8
Good	230	46	Good	88	51.5
Outstanding	26	5.2	Outstanding	32	18.7
Total	500	100	Total	171	100

Result from the study revealed that OTM students' performance was better than that of the Accountancy students. A total of 32 (18.7%) OTM students had outstanding performance in entrepreneurship education while 26 (5.2%) of the students in Accountancy had outstanding performance. Similarly, there was no poor performance among OTM students while 32 (6.4%) students from Accountancy had poor performance.

Research Question 2: What is the level of performance of HND 2 Science Based (Biochemistry and Computer Technology) students in entrepreneurship education?

Table 3: Performance of HND 2 Science Based students in Entrepreneurship Education

School (Science)	Frequency	Percentage		Frequency	Percentage
Computer Technology			Biochemistry		
Poor	1	0.3	Poor	Nil	Nil
Average	43	13.9	Average	Nil	Nil
Good	182	58.7	Good	21	25.6
Outstanding	84	27.1	Outstanding	61	74.4
Total	310	100	Total	82	100

Result from the study revealed that Biochemistry students' performance was better than that of the Computer Technology students. A total of 61 (74.4%) of the Biochemistry students had outstanding performance in entrepreneurship education while 84 (27.1%) of the students in Computer Technology had outstanding performance. Similarly, among the Biochemistry students there was no poor (0%) performance while among Computer Technology students there was only one (0.3%) poor performance.

Research Question 3: What is the level of performance of HND 2 Science based and Management based students in entrepreneurship education?

Table 4: Performance of HND2 Science Based and Management Based students in Entrepreneurship Education

School (Science)	Frequency	Percentage	(BMS)	Frequency	Percentage
Poor	1	0.3	Poor	32	4.8
Average	43	11	Average	263	39.2
Good	203	51.7	Good	318	47.4
Outstanding	145	37	Outstanding	58	8.6
Total	392	100	Total	671	100

The result of the study revealed that Science based students' performance in entrepreneurship education was better than Management based students. A total of 145 (37%) students in the School of Science had outstanding performance in entrepreneurship education while 58 (8.6%) students in School of Business and Management Studies had outstanding performance. Similarly, 1(0.3%) student had poor performance among the Science based students while 32 (4.8%) students had poor performance among the Management based students. The total number of students that scored above average in the examination conducted from the two schools of study sampled were 724 (68.9%).

Test of Hypotheses

Hypothesis 1: Performances of HND 2 students in Department of Accountancy in entrepreneurship education will not significantly differ from that of HND 2 students in Department of Office Technology Management department (OTM).

Table 5: T-test analysis on difference in performance of Accountancy students and OTM HND 2 students in entrepreneurship education

	Department	N	Mean Score	Df	t-value	Sig.
Students' scores	Accountancy	500	58.9	669	5.69	.000
	OTM	171	63.0	393.65	6.56	.000

Table 5 shows the t-value of 5.69 and 6.56 with degree of freedom (df) of 669 and 393.65 with significant Alpha value of .000 which is below .005 level of significance set for Alpha. The null hypothesis is therefore rejected, performance of HND 2 students in Department of Accountancy in entrepreneurship education is significantly different from that of HND 2 students in Department of Office Technology Management department (OTM).

Hypothesis 2: Performance of HND 2 students in Department of Biochemistry in the entrepreneurship education will not significantly differ from performance of HND 2 students in Department of Computer Technology.

Table 6: T-test analysis on difference in performance of Biochemistry students and Computer Technology students in entrepreneurship education.

	Department	N	Mean Score	Df	t-value	Sig.
Students' scores	Computer Technology	310	65.7	390	7.62	.000
	Biochemistry	82	70.9	227.402	10.36	.000

Table 6 shows the t-value of 7.62 and 10.36 with degree of freedom (df) of 390 and 227.40 with significant Alpha value of .000 which is below .005 level of significance set for Alpha. The null hypothesis is therefore rejected, performance of HND 2 student in Department of Biochemistry in the entrepreneurship education is significantly different from performance of HND 2 student in Department of Computer Technology.

Hypothesis 3: Performance of HND 2 Science based students in the entrepreneurship education will not significantly differ from the performance of HND 2 Management based students.

Table 7: T-test analysis on difference in performance Management Based and Science Based students in entrepreneurship education.

	Classification	N	Mean Score	Df	t-value	Sig.
Students' scores	Management	671	59.9	1061	13.94	.000
	Sciences	392	66.7	1026.493	15.25	.000

Table 7 shows the t-value of 13.94 and 15.25 with degree of freedom (df) of 1061 and 1026.50 with significant Alpha value of .000 which is below .005 level of significance set for Alpha. The Null hypothesis is therefore rejected, performance of HND 2 Science based students in the entrepreneurship education is significantly different from the performance of HND 2 Management based students.

Discussion of Result

The research questions raised for the study basically addressed the performance of HND 2 students in entrepreneurship education received during their academic training. The performances revealed that a large percentage of the students had good and outstanding performances in the course. From the School of Science, a total of 348 (88%) students had good and outstanding grades, similarly from the School of Management and Business Studies, a total of 376 (56%) of the students had good and outstanding grades. In addition, the study also revealed that more students in the School of Science performed much better than students in the School of Management and Business Studies. The implication of this is that, the knowledge and skills students were exposed to were capable of providing adequate preparation for start-up, management and sustenance of enterprises when it is established. Furthermore, entrepreneurship as a field of study is more tilted towards the field of

management, but the result of the study has shown that irrespective of the field of study of students, they can benefit equally and maximally from the programme. This is reflected by the Field of Sciences having a greater number of students with good and outstanding performances than the students in the Field of Management.

The hypotheses tested from the study addressed if there were significant differences in the performance of students across the Departments, the Schools and the Mode of Study.

The study revealed that there were significant differences in performances of students in entrepreneurship education across the departments. Performances of students in the School of Management and Business Studies differed significantly, looking at the mean score, OTM students had a higher mean score (63%) than the mean score (58.9%) of Accountancy students. Similarly, the study also revealed that there were significant differences in the performances of the students in the School of Sciences, particularly the students in the Department of Biochemistry had a higher mean score (70.9%) than the mean score (65.7%) of students in Department of Computer Technology. Performance between the two sampled Schools (Management and Business Studies and Science) also revealed differences. The students in the School of Science had a higher mean score (66.7%) while students in the School of Management and Business Studies had a mean score of 59.9%.

Looking at some other studies conducted on entrepreneurship education, for example Aladejebi (2018), conducted a study on the effect of entrepreneurship education on entrepreneurial intention among tertiary institutions in Nigeria. It was discovered from the study that students enjoyed entrepreneurial education lessons, due to entrepreneurial education, they can successfully develop a business plan and also they want to be self-employed after completing school. The findings from Aladejebi (2018), seem to be in agreement with this study because given the good and outstanding performances of the students. This is reflected in the above average mean score obtained by a large percentage of the students involved in this study, it can be inferred that the students benefitted immensely from the programme and the likelihood of starting their businesses after graduation from school is very high. In the same vein, a study was carried out on perceptions of students on entrepreneurship education and entrepreneurial intentions in selected Nigerian universities by Olokundun (2017), it was reported that entrepreneurship curriculum contents had significant impact on students critical thinking and generation of business ideas, entrepreneurship pedagogy significantly affect students shared vision and identification of business opportunities, teaching methods in entrepreneurship significantly stimulate students' interest and business startups and university support systems significantly enhance knowledge sharing and innovations among students. Given the outstanding performance of the students sampled in this study, it can be deduced that the knowledge and skill acquired during their academic training is capable of helping them to demonstrate creativity and critical thinking skills which is the basic foundation of venturing into entrepreneurial activities.

Conclusion

The research result revealed that students' performance in entrepreneurship education programme while at school was very high. Specifically, students had good and outstanding performance as reflected by the above average scores obtained in the examinations conducted to determine the impact of entrepreneurship pedagogy. Furthermore, significant differences were reported in the performances of students across the Department and Schools of Study but no significant difference was found in students' performance when the Mode of Study was considered.

Recommendations

1. Government actions to promote entrepreneurship in tertiary institutions should be further intensified in order to achieve required aim of reducing unemployment for the increasing Nigerian graduate population.
2. Functional Incubation Centres should be established in all tertiary institutions, in order for students to practice what is taught and to give them the opportunity to incubate their businesses and nurture to maturity under the watch of capable mentors.

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