

## IMPACT OF ENTREPRENEURSHIP EDUCATION FOR GRADUATE VENTURE CREATION SKILLS AND SELF-RELIANCE AMONG COLLEGES OF EDUCATION STUDENTS IN CROSS RIVER STATE, NIGERIA.

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### **Abstract**

*This study examined impact of entrepreneurship education for graduates venture creation skills and self-reliance among Colleges of Education students in Cross River State. Three research null hypotheses guided the study. The study employed descriptive survey design. The population of the study comprised of all the final year student of the two public colleges of education in the study area. A sample of 400 respondents was selected using stratified random sampling technique. The instruments for data collection were a self-developed questionnaire titled: “Entrepreneurship Education Questionnaire (EEQ) and Students Venture Creation Questionnaire (SVCQ) with reliability coefficient of 0.74. Chi-square ( $X^2$ ) goodness of fit was used to test the null hypotheses at 0.05 level of significance. The findings revealed that both planning, funding and provision of facilities have significant influences on graduates venture creation in Cross River State. Based on the findings of the study, it was recommended that the school administrator through the National Commission for Colleges of Education (NCCE) should embark on effective planning of entrepreneurship education programme to enable graduates develop potentials in creating ventures towards becoming self-reliant after graduation.*

**Keywords:** *Entrepreneurship education, venture creation and self-reliance.*

## Introduction

Education is an engine of growth and key to development in every society based on its quality and quantity. In order to make a significant contribution to economic growth and development, high quality education is required. The twenty-first century paradigm is shifting towards the enhancement of knowledge as a priority. According to Hilary and Ekaete (2019), this has likely been a product of the resonation of states connecting their higher educational systems much more closely to their various economic development strategies including entrepreneurship education. Galloway and Brown (2015) opine that education about entrepreneurship and for entrepreneurship will increase graduates interest in becoming entrepreneurs at some stage after graduation. Brijlal (2021) asserts that education improves the perceived feasibility for entrepreneurship by self-efficacy and perceived desirability for entrepreneurship by showing students that the activity is highly regarded and socially acceptable by the community and that it can be a personally rewarding work. Bolaji and Nneka (2012) also noted that the rate of growth of student's population is at geometrical progression while the growth rate of job opportunities can be best described as being in arithmetical progression. This unfortunate situation has given rise to high rate of youth unemployment and some social unrest in the society

It has been generally observed that unemployment of graduates of Nigerian tertiary institutions has become a major national problem. Thousands of university graduates join the labour market in search of gainful employment yearly. According to Owusu-Ansha and Poku (2012), "the challenge is not only to tackle the large number of unemployed graduates, but also of absorbing the new entrants into the labour market. This implies that many graduates are unemployed because the training they received was not adequate to equip them with desirable skills and

competencies required for job creation and self-employment. Hence, the goal of entrepreneurship education is to empower graduates irrespective of their areas of specialization with skills that will enable them engage in income yielding ventures if they are unable to secure jobs. It is the reorientation from job seeking to job creating. Nigerian graduates can only be self-employed and marketable if they acquire the relevant skills and knowledge in both secondary and tertiary levels. Galloway and Brown (2015) articulated that this should transcend mere teaching of knowledge and skills in principles, which are devoid of practical experiences in related fields.

Steeter, Jaquitte and Hovis (2002) model described entrepreneurship education as magnet-radiant models of university-wide entrepreneurship education. The model also examines the emergent trends towards university-wide programmes in entrepreneurship education and developed categories namely: “magnet programme,” which draw students into entrepreneurship courses offered in the business school and “radiant programmes,” which feature entrepreneurship courses outside the business school and focuses on the specific context of the non-business students. According to the theorists, some programmes and courses are taught in one college or school; whereas in others, courses exist in various colleges or schools. In the model, a programme where classes in entrepreneurship are offered by a single entity but attended by students from all over the universities are called the ‘magnet model’ but when classes in entrepreneurship are offered to the students in their various departments and faculties, it is called the radiant.

The creation of new ventures is not only heralded as being of great economic importance to society, but it also becomes accepted and legitimized by society on a much wider scope than earlier part of the 20th century (Samuelson, 2023). The author argues that students destined for self-employment or venture creation need more action-

based approach to entrepreneurial learning in comparison to traditional methods. Action-based pedagogies potentially allow for learning from highly emotional critical incidents in the venture creation process where provided actions are paired with reflection activities. According to Ikeme (2014), the concept of venture creation programme (VCP) is proposed as entire primership or business education at a higher educational level for creation of real life venture as their primary learning vessel and formal curriculum. Perceived desirability of starting a venture is an emotional judgment and the entrepreneurs employ such conclusion to make choices on whether or not to take action (Mitchell et al., 2020). The graduates recognition of starting a new business venture as a wanted choice of their career will be possibly associated to an intent to involve in starting their own business ventures in the future at the time of possibility. The perceived desirability of starting a new venture is the variation between perceptions of personal desirability in starting new venture and organizationally employed. Therefore, higher levels of the perceived desirability of starting new venture actually points out that the individual is more in support of starting new venture than being employed somewhere else. The thrust of this study therefore will be focusing on impact of entrepreneurship education on colleges of education graduates venture creation skills and self -reliance in Cross River State.

## **Review of empirical literature**

Several studies have been conducted on entrepreneurship education on graduates job creation in the society. Oviawe (2012) conducted a study on planning entrepreneurial programme for graduates empowerment in Nigeria. The purpose of the study was to investigate the impact of planning entrepreneurial programme for youth empowerment and boosting job creation and crime reduction. Two research questions and two hypotheses guided the study. The study employed descriptive survey research design. The population of the study was 2,824 students. The sample size of 240 respondents was drawn from various institutions of higher learning. Instrument for data collection was a self-structured questionnaire titled: Planning Entrepreneurship Programme for Youths Empowerment Questionnaire (PEPYEQ)". Mean and standard deviation were used to answer the research questions and chi-square to test hypotheses at 0.05 level of significance. The results revealed that there is a significant influence of planning and personnel used in entrepreneurial programme on youth empowerment in the country. The results also revealed that a well planned and executed entrepreneurial programme will ensure youth's self-employment through job creation. Based on the finding of the study, it was recommended that universities should embark on adequate planning to effectively reduce reduce unemployment in the society. The relevance of the study under review to the present study is that the previous study investigated the

impact of planning entrepreneurial programme for graduate's empowerment in Nigeria.

Both studies employed a descriptive survey design. The gap between the two studies is that the previous study focused on youth in general, while the present study focuses on graduates venture creation.

Onye, Amadi and Anamonye (2015) investigated perceived influence of political policies on funding university programme in Imo State. The purpose of the study was to examine the influence of political policies on funding university programme. The study was guided by one research question and one hypothesis. A survey research design was adopted for the study. The population of the study was 226 non-academic staff of Imo State University Owerri and Federal University of Technology, Owerri. The sample size was 226 respondents. The instrument for data collection was a questionnaire titled "Perceived Influence of Political Policies on Funding of University Education Programme Questionnaire (PIPPFUEPQ)". Mean and standard deviation were used to answer the research questions. Z-test was used to test the hypothesis at 0.05 level of significance. The finding of the study revealed that the perceived influence of political policies of funding university programmes are: overt poverty of teaching/educational facilities, substandard and inadequate school plants, inability to pay staff salary as when due, inadequate laboratory facilities, graduates based discontinuity in schooling as a result of non-implementation of scholarship scheme and graduates inability to defend themselves after graduation. Based on the findings, it was recommended among others

that funding of university education should not be left in the hands of the government alone. The relevance of the present study is that the previous study investigated funding of university programme which is one the variables of the present study. Both Studies employed survey research design but the study areas, population and test statistics are different, hence this study design to find the influence of the variable under study.

Emeka and Chima (2018) conducted a study on the availability and adequacy of resources for entrepreneurship education in universities in the South-East Zone of Nigeria. The study was guided by three research questions and three hypotheses all derived from the purpose of the study. The study was carried out as a survey. Two hundred and eighty two respondents were utilized consisting (10) ten directors of academic planning, (10) ten Directors/ Co-ordinators entrepreneurship and (262) two hundred and sixty two lecturers. The instrument used for data collection was a set of researchers' constructed rating scale and checklist. Data were analyzed using mean statistics to answer the research questions and Hypotheses one and two were tested using one way ANOVA while hypothesis three was tested using Chi Square ( $X^2$ ) test via SPSS version 20 at 5% level of Significance. The findings showed among others that adequate funds were not available for undertaking the programme. Some universities do not have separate building for entrepreneurship coupled with insufficient computers, and lack of adequate workshop. As a result of the findings made on this study, it was recommended among others that government should make available

adequate funds for entrepreneurship education and that Universities should separate entrepreneurship education fund from their allocation. The relevance of this study to the present one is that inadequate funding and shortage of facilities such as computer and laboratory significantly influence the management of university entrepreneurship education for graduate self-reliance or creating new ventures. The two studies used the same statistical tool (chi-square) but the respondents responses differs. These are gaps created by the previous study which the current study had filled.

### **Statement of the problem**

Entrepreneurship education was advocated to be introduced at all levels of the education systems in Nigeria especially in the higher institution of learning system to help address the increasing rate of youth and graduate unemployment, over dependence on white collar jobs, dwindling economic growth and improvement in the overall national development. This is because it is envisaged that entrepreneurial skills students acquire through entrepreneurship education will help make graduates to be creative, innovative and self-reliant. Despite the laudable objectives of entrepreneurial education programmes in the entire education system, a close look at the current state of affairs in Nigerian education system still reveal that the type of education given to students still lay emphasis on the conventional core academic areas with much reverence to certificates for graduates, who in most cases are trained to be job seekers rather than job providers. However, certain assumption or suggestion from stakeholders and researchers



over the problem of graduate discouraging propensity for job creation such as the issues of poor management of this entrepreneurial programme by colleges of education administrators in terms of poor planning, inadequate funding and inadequate facilities and others. The above gloomy picture necessitated this study to assess the influence of entrepreneurship education on graduate venture creation skills in the study area using planning, funding and provision of facilities as the study independent variables in relation to graduates venture creation.

### **Purpose of the Study**

The purpose of this study is to investigate the influence of management of entrepreneurship education on graduates venture creation in colleges of education in Cross River State. Specifically, the study sought to:

1. Determine how planning of entrepreneurial education influences graduates venture creation
2. Find out how funding of entrepreneurship education influences graduates venture creation.
3. Ascertain how provision of facilities for entrepreneurship education influences graduates venture creation.

### **Research hypotheses**

The following null hypotheses were tested at 0.05 level of significance.

1. Planning of entrepreneurship education does not significantly influence graduates venture creation.
2. There is no significant influence of funding of entrepreneurship education and graduates venture creation.
3. Provision of facilities in entrepreneurship education does not have significant influence on graduates venture creation.

## **METHODOLOGY**

This study employed descriptive survey design with the population comprises of all the final year students and management staff of entrepreneurial development centres of the two public Colleges of Education in Cross River State. The study sampled 400 students outside business oriented courses of the colleges using stratified random sampling technique to select the final year students from the public colleges of education in the state and the justification was based on the two colleges (Cross River State College of Education –Akamkpa and Federal College of Education, Obudu ). The instrument for data collection was two self-structure questionnaire titled “Entrepreneurship Education Questionnaire (EEQ) and Students Venture Creation Questionnaire (SVCQ). The instrument was face-validated by experts in Test and Measurement and Educational Administration/planning, Federal College of Education, Obudu an affiliate of University of Calabar. The experts vetted the items and approved the instrument to be used in collecting data. The reliability of the instrument was determined through test-retest method using 50 students outside the study sample. The exercise was repeated after one week on the same respondents. The reliability coefficient of

the two tests was statistically tested using Spearman Correlational Coefficient and it yielded a coefficient of 0.74 which was considered adequate for the study. The data collected from the instrument were analyzed using inferential statistics of Chi-square ( $X^2$ ) test of goodness of fit to test the research hypothesis at 0.05 level of significance.

### Presentation of Results

**Hypothesis 1:** Planning of entrepreneurship education does not significantly influence graduates venture creation.

Table 1: Chi-Square goodness of fit of the influence of Planning of Entrepreneurship Education on Graduates Venture Creation in Universities (n=400)

Categories	F <sub>o</sub>	F <sub>e</sub>	Df	X <sup>2</sup> cal.	X <sup>2</sup> crit
SA	127	160			
A	138	120	3	16.39	7.82
D	70	80			
SD	55	40			
<b>TOTAL</b>	<b>400</b>	<b>400</b>			

The data in table 1 above reveal that the chi-square ( $(X^2)$ ) calculated value of 16.39 was found to be greater than the chi-square ( $X^2$ ) critical value of 7.82 checked at 0.05 level of significance with 3 degree of freedom. Since probability value of 7.82 was less than the alpha level of 0.05, the null hypothesis which states that planning of entrepreneurship education has significant influence on graduates venture creation in South-South Nigeria is therefore, rejected. The implication is that effective planning of entrepreneurship education programme has significant influence on graduates venture creation in universities in South-South Nigeria.

**Hypothesis 2:** There is no significant influence of funding of entrepreneurship education and graduates venture creation.

Table 2: Chi-Square goodness of fit of the influence of Entrepreneurship Education on Graduates Venture Creation in Universities (n=400)

Categories	Fo	Fe	Df	X <sup>2</sup> cal.	X <sup>2</sup> crit
SA	126	160			
A	162	120	3	25.97	7.82
D	65	80			
SD	47	40			
<b>TOTAL</b>	<b>400</b>	<b>400</b>			

The data in table 1 above reveal that the chi-square ((X<sup>2</sup>)) calculated value of 25.97 was found to be greater than the chi-square (X<sup>2</sup>) critical value of 7.82 checked at 0.05 level of significance with 3 degree of freedom. Since probability value of 7.82 was less than the alpha level of 0.05, the null hypothesis which states that there is no significant influence of **entrepreneurship** education on graduates venture creation in South-South Nigeria was therefore rejected. This implies that adequate funding of entrepreneurship education programme has significant influence on graduates venture creation in universities in South-South Nigeria.

**Hypothesis 3:** Provision of facilities in entrepreneurship education does not have significant influence on graduates venture creation.

Table 2: Chi-Square goodness of fit on the influence facilities of Entrepreneurship Education on Graduates Venture Creation in Universities (n=400)

Categories	Fo	Fe	Df	X <sup>2</sup> cal.	X <sup>2</sup> crit
SA	130	160			
A	170	120	3	11.91	7.82
D	90	80			
SD	31	40			
<b>TOTAL</b>	<b>400</b>	<b>400</b>			

The data in table 1 above reveal that the chi-square ((X<sup>2</sup>)) calculated value of 11.91 was found to be greater than the chi-square (X<sup>2</sup>) critical value of 7.82 checked at 0.05 level of significance with 3 degree of freedom. Since probability value of 7.82 was less than the alpha level of 0.05, the null hypothesis which states that Provision of facilities in entrepreneurship education does not have significant influence on graduates venture creation in South-South Nigeria was therefore rejected. This implies that adequate provision of entrepreneurship education programme has significant influence on graduates venture creation in universities in South-South Nigeria.

### **Discussion of findings**

The first finding revealed that planning of entrepreneurship education has significant influence on graduates venture creation in South-South Nigeria. This finding agrees with Oviawe (2012) that there is a significant influence of planning and personnel used in entrepreneurial programme on youth empowerment in the country. The study also revealed that a well planned and executed entrepreneurial programme will ensure youth's self-employment through creation.

The second finding indicated that level of funding entrepreneurship education has significant influence on graduates venture creation in universities. This finding is agrees with Onye, Amadi and Anamonye (2015) who found that perceived influence of political policies of funding university programmes has affected entrepreneurship education in universities in Nigeria. This has resulted in shortage of teaching/educational facilities, substandard and inadequate school plants, inability to pay staff salary as when due, inadequate laboratory facilities, graduates based discontinuity in schooling as a result of non-implementation of scholarship scheme and graduates inability to be create new ventures to be self-employed and defend themselves after graduation.

The third finding also revealed that provision of facilities in entrepreneurship education has significant influence on graduates venture creation in universities. This results agrees with Emeka and Chima (2018) who reported that that adequate funds were not available for undertaking the programme. Some universities do not have separate building for entrepreneurship coupled with insufficient computers, and lack of adequate workshop Hence, one cardinal objectives of introducing entrepreneurship education in higher institution of learning is to provide the students with relevance skills to become self-reliance and self-employed after graduation.

## **Conclusion**

Entrepreneurship education is a key to graduate's self-reliance and survival. The end products of entrepreneurial programme is that graduates become job creators and not job seekers. Based on the statistical analysis and the finding that emerged, the study concluded that entrepreneurship education programme variable especially, planning, funding and provision of facilities significantly influence on graduates venture creation potentials to become self-reliance in South-South geo-political zone in general and cross river state in particular.

## **Recommendations**

Based on the findings of the study, the following recommendations were made:

1. The school administrator through the National Commission for Colleges of Education (NCCE) should embark on effective planning of entrepreneurship education programme to enable graduates develop potentials in creating ventures towards becoming self-reliant after graduation.
2. Nigerian government and non-governmental organizations as well as private individuals should partner to provide funds to Colleges of Education in order to enable them provide the needed equipment's and services.

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