

An Assessment of Students' Perceived Ability and Attitude towards Entrepreneurial Education in Oyo State, Nigeria

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ABSTRACT: Entrepreneurial ability is the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit. It includes the application of professional knowledge, innovative ability and social ability. Entrepreneurial education is a prerequisite for addressing the problem of unemployment of school leavers (secondary and tertiary education graduates) in Nigeria as it prepares and equips them for their future pursuits. The study adopted for the study is the survey research type of the non-experimental design. Vocational and Technical Entrepreneur students from the Polytechnic Ibadan, Oyo State, Nigeria participated in the study. The population consisted of all polytechnic students who are offering entrepreneurial courses in his or her departments. The Purposive sampling design was adopted in selecting the 100 students. Data collected were analysed using descriptive (percentages) and inferential statistics (correlation) at 0.5% level of significance. It is inferred from the results of the study that students' have a positive attitude towards entrepreneurship education; students have a great deal of entrepreneurial ability and students' entrepreneurial ability can positively and moderately affect their attitude to Entrepreneurial education. Moreover, the study recommended that educational stakeholders encourage students at all levels (especially at the tertiary) to put in more passion and time into entrepreneurial education as this will foster their ability viz their attitude in the subject.

I. INTRODUCTION

Entrepreneurship is an individual's ability to turn ideas into action. It may include creativity, innovation, risk-taking, ones' ability to plan and manage projects in order to achieve objectives. It is seen as vital to promoting innovation, competitiveness and economic growth in most developed and developing nations of the world. A major and recurrent challenge in the Nigerian educational system is its theoretical inclination as most graduates from the federal, state and private owned higher institutions seem to be suited for white collar jobs and have little or no basic skills of any other vocational relevance. This is a reason why most graduates from these institutions roam the streets in search of non existing jobs and thereafter turn into a societal nuisance. Fostering entrepreneurial spirit, interest and positive attitude among youths does support the creation of new firms and businesses. Adeyeye, (2008) listed four strategic goals of entrepreneurship that will be of benefit to individuals after school and the nation's economy. These strategies include development of entrepreneurship spirit and mindset among Nigerians, especially school leavers; facilitation and enhancement of job creation among underemployed school leavers, facilitation of skill acquisition and development among Nigerians especially school leavers and enhancement of job creation among unemployed and underemployed school leavers and engagement in research and self development.

However, the greater emphasis on entrepreneurship education and developing entrepreneurial skills has brought more analysis and agreement of entrepreneurial abilities and competencies. The OECD has identified three main groups of skills required by entrepreneurs: Technical – communication, environment monitoring, problem solving, technology implementation and use, interpersonal, organizational skills. Business management – planning and goal setting, decision making, human resources management, marketing, finance, accounting, customer relations, quality control, negotiation, business launch, growth management, compliance with regulations skills. Entrepreneurial Skills are a combination of knowledge, know-how and the experience acquired that are needed for professional activities. When students (young entrepreneurs) imbibe these skills thoroughly, their attitude to and ability in entrepreneurship enhances their chances for future productivity and

usefulness. This is further buttressed by Adamu (2005) who outlined four basic pillars of education that depicts entrepreneurial education: learning to know; learning to do; learning to live together; learning to be. These skills if well mastered by students will make them better and responsible citizen who is able to bring about economic, political, social and technological growth and development in all facets of the nation's economy. Acquiring these skills does enhance the marketability and relevance of students as they become empowered with the various vital abilities needed for daily living.

Entrepreneurial ability is the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit. The most obvious example of entrepreneurial ability is the starting of new businesses. The entrepreneurial subjects as obtainable in the Nigerian school curricula, which are hoped to prepare students/youths towards their future endeavours and provide them with the needed ability for daily survival includes: auto body repair and spray painting; auto electrical work; auto mechanical work; auto parts merchandising; air conditioning/ refrigerator; welding and fabrication/ engineering craft practice; electrical installation and maintenance work; radio, television and electrical work; block laying, brick laying and concrete work; painting and decoration; plumbing and pipe fitting; machine wood working; carpentry and joinery; furniture making; upholstery and catering craft practice. Others are garment making ; textile trade; book keeping; tourism; GSM maintenance; mining; photography; animal husbandry; fisheries; marketing; salesmanship; keyboarding; data procession; shorthand; cosmetology; printing and practice; dyeing and bleaching and leather goods manufacturing and repair. Entrepreneurial ability constitutes is the ability to transform the deliverables and market ideas of others to realize the production of the deliverables.

Adeyere and Akerele (2006) attributed the massive unemployment among Nigerian graduates to lack of entrepreneurship education, which he considered the only key to survival in the present economy. There is need to revamp the tertiary curricula with emphasis on practical thinking and behavioural skills blended with academic and vocational subjects. The persistent problem of youths (graduate) unemployment, and its attendant social problems as well as the global economic regressions demands for more technical and behavioural skills, especially during the earlier stages of life. The situation calls for the urgent need to emphasize a well structured entrepreneurship education, in our institutions of higher, since government alone cannot continue to offer employment for all Nigerian qualified graduates or citizens. The solution to the massive rate of unemployment in the country is to introduce entrepreneurship education into the school system right from secondary to tertiary levels as a break through link between education of the youth and self-employment or job creation.

Entrepreneurial education can be defined as the practice of training individual students to acquire one or more vocational and technical skills right from the secondary schools level. Skills acquired through this means aids job creation, youth empowerment and alleviate poverty among the youths and solve the social vices and rot in the society. Entrepreneurial education is a prerequisite for addressing the problem of unemployment of school leavers (secondary and tertiary education graduates) in Nigeria. Acs and Audretsch (2010) did reaffirmed the increasing importance of entrepreneurship in driving global economic development. Entrepreneurship education is made of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. As such, it goes beyond business creation (Enu, 2012). It is about increasing student's ability to participate and respond to societal changes. Entrepreneurship education according to Emeraton (2008) deals with those attitudes and skills that are necessary for the individual to respond to its environment in the process of conserving, starting and managing a business enterprise. He observed that certain basic attitudes and skills are essential for an individual to respond positively to his environment and explore its potentials. Lim (2011) clearly stated that, Positive attitude is an important mind-set that all entrepreneurs must possess because without it, they will not be able to achieve their entrepreneurial goals especially when they encounter challenges and obstacles.

Similarly, Fayolle (2005) and Honig (2005) did restate a profusion of research into entrepreneurship education, showcasing that many of the links between entrepreneurship in the classroom and entrepreneurship in the "real world" remain largely unknown. In addition, most entrepreneurship education impact studies have been conducted at the tertiary level (Peterman & Kennedy, 2003; Oosterbeek et al. 2010 and Huber et al. (2012). Some researchers had suggested that early formal entrepreneurship education affects the attitudes of students, which in turn direct them towards certain future careers (Do Paco et al., 2008; Huber et al., 2012). Also, Kourilsky and Walstad (1998) averred that the early stimulation of these attitudes can even encourage entrepreneurship. Lewis (2005) supported this link by maintaining that while technical skills can be attained during tertiary education, the attitudinal and motivational aspects of entrepreneurship need to be developed at the primary and secondary school levels. Entrepreneurship education then becomes imperative for all disciplines what mathematics is to all scientific, vocational and technological courses.

Past studies have showed the relation of entrepreneurial education between attitude toward entrepreneurial and entrepreneurial intention. Tam (2009) and Dell (2008) proved entrepreneurial education and change in entrepreneurial attitude has significant relationship, participation in entrepreneurial education has increased students attitude towards entrepreneurial positively as entrepreneurial education has enriched them with real-worlds skills and knowledge, subsequently make them feel legitimate in pursuing entrepreneurial path. However, students who did not participate in entrepreneurial education, their attitude towards entrepreneurial is negative, hence, reduce their interest towards entrepreneurial (Hamidi, Wennberg & Berglund, 2008; Miller, Bell, Palmer & Gonzalez, 2009; Zain et al., 2010). Furthermore, Peterman and Kennedy (2003); Izquierdo and Buelens (2008); Drost Ellen (2010) stated that there is a relationship between entrepreneurial education, entrepreneurial intention ability and attitude towards entrepreneurship. Similarly, Oosterbeek et al. (2008) restated that students after undergoing entrepreneurial education, their perception towards entrepreneurial might change, hence, reducing their interest and attitude in entrepreneurship.

II. STATEMENT OF THE PROBLEM

In view of the affirmative social and economic impacts of entrepreneurship, many Nigerian higher institutions are now advancing entrepreneurial thinking and behaviour to develop students' ability and attitude towards entrepreneurial education. Currently, many graduands from the Nigerian higher citadel of learning are unemployed and cannot employ themselves despite the trainings given to them on entrepreneurship. This trend could be due to the fact that students' ability and attitude towards entrepreneurial education have not been taken into consideration which is the rationale for the study.

Research Questions

1. What is the attitude of students to entrepreneurial education in Oyo State?
2. What is the entrepreneurial ability of students in Oyo State?
3. Is there a relationship between students' entrepreneurial ability and their attitude to Entrepreneurial education?

Research Methodology

(i) Research Design

The research design adopted for the study is the survey research type of the non-experimental design. There was no manipulation of the variables in any way. The variables were adopted and measured as they occurred in their natural settings. Researchers used questionnaires to obtain responses from respondents on traits that measures students' entrepreneurial ability and attitude towards entrepreneurial education.

(ii) Data Collection Methods and Analysis

Vocational and Technical Entrepreneur students from the Polytechnic Ibadan, Oyo State, Nigeria participated in the study the first semester of 2018. 100 students were used as sample for the study. The survey was administered with the help of six research assistants. The data collected were analysed using descriptive (percentages) and inferential statistics (correlation) at 0.5% level of significance.

(iii) Sampling Design and Sample

The Purposive sampling design was adopted in selecting the sample for this exercise. The reason was due to the fact that very few schools in the sampled area offered entrepreneurial subjects. The population consisted of all polytechnic students who are offering entrepreneurial courses in his or her departments. The sample adopted for the study was 100 students of the polytechnic Ibadan, Oyo state, Nigeria.

(iv) Instrumentation

A pilot test was conducted on 40 students' to obtain the reliability and validity of the instruments: The students' entrepreneurial ability scale (SEAS) and the Students Attitude to Entrepreneurial Education Scale (SAEES). The SEAS and the SAEES comprised of eight and ten items respectively that measures student' entrepreneurial ability and students' attitude to entrepreneurial education. The students' entrepreneurial ability scale (SEAS) was placed on dichotomous Likert Scale of True of Me (2) and Not True Me (1). Similarly, the students attitude to Entrepreneurial Education Scale (SAEES); this was placed on a dichotomous Likert Scale of Agree (2) and Disagree (1). SPSS version 20 was used to conduct the reliability test. Reliability of these instrument was determined through the interpretation of Cronbach's alpha, which gave a value of 0.74 for the SEAS and 0.71 for the SAEES showcasing that the items in the instruments is reliable and valid.

Results and Discussion**Research Question 1:** What is the attitude of students to entrepreneurial education in Oyo State?**Table1: Students Attitude to Entrepreneurial Education**

S/ No	Statements	Agree (%)	Disagree (%)	\bar{X}	SD	Remark
1.	I enjoy attending entrepreneurship class.	94	6	3.49	0.76	Positive
2.	Entrepreneurship subject assignment is brain tasking.	69	31	2.69	1.20	Positive
3.	Skills taught in entrepreneurship class can provide jobs for me.	92	8	3.56	0.70	Positive
4.	The time allotted to practical in entrepreneurship class is too short.	55	45	2.50	0.92	Positive
5.	I wish there is no practical in entrepreneurship subject.	89	11	3.45	0.87	Positive
6.	I enjoy further practice of skills learnt in entrepreneurship class at home.	96	4	3.25	0.86	Positive
7.	My teacher hardly allows students idea in entrepreneurship lessons.	20	80	1.85	0.98	Positive
8.	I learn better when given group assignment on entrepreneurship subject.	81	19	3.05	0.90	Positive
9.	I like working alone during entrepreneurship practical classes.	64	36	2.76	1.07	Positive
10	Entrepreneurship has aided my identification and appreciation of potentials	88	12	3.06	1.10	Positive

****Grand Mean = 29.66 Average Mean = 2.97 A = Agree DA = Disagree**

Table 1 indicates the attitude of students towards entrepreneurial education. From the table; 94% of the students agreed to the statement that they enjoy attending entrepreneurship class while 6% disagreed; 69% of them agreed to the statement that entrepreneurship subject assignment is brain tasking while 31% disagreed; 92% of the students agreed that the skills taught in entrepreneurship class can provide jobs for them while 8% disagreed; 55% of the students agreed to the statement that the time allotted to practical in entrepreneurship class is too short while 45% disagreed; 89% agreed that they wish there is no practical in entrepreneurship subjects while 11% disagreed; 96% of the students agreed that they enjoy further practice of skills learnt in entrepreneurship class at home while 4% disagreed; 20% of the student agreed that their teacher hardly allows students idea in entrepreneurship lessons while 80% of them disagreed; 81% of the student agreed that they learn better when given group assignment on entrepreneurship subject while 19% disagreed; 64% of the student agreed that they like working alone during entrepreneurship practical classes while 36% of them disagreed to the statement and 88% of the students agreed to the statement that entrepreneurship has aided their identification and appreciation of potentials in them while 12% disagreed to the statement. Thus, it can be inferred from the students' responses that they have a positive attitude towards entrepreneurship education.

Research Question 2: What is the entrepreneurial ability of students in Oyo State?**Table2: Students Ability in Entrepreneurship**

S/ No	Statements	True of Me (%)	Not True of Me (%)	\bar{X}	SD	Remark
1.	I can display some skills learnt in entrepreneurship class for money making	83	17	3.16	0.72	Positive
2.	I can design a fabric	77	23	3.16	0.83	Positive
3.	I can prepare starch on fabric based on designs.	84	16	3.23	0.85	Positive
4.	I can manage a dye and bleaching business after my graduation	86	14	3.35	0.80	Positive

5.	Am able to transfer designs on coloured materials	85	15	3.25	0.78	Positive
6.	I can design posters for advertisement.	66	34	2.93	1.00	Positive
7.	I can design fabrics for advertisement	80	20	3.10	1.00	Positive
8.	I know all the needed materials for dyeing and bleaching works.	85	15	3.23	0.92	Positive

**Grand Mean = 25.41 Average Mean = 3.18

Table 2 reveals students ability in entrepreneurship. From the table, 83% of the students agreed that they can display some skills learnt in entrepreneurship class for money while 17% disagreed to the statement; 77% of the students agreed that they can design a fabric while 23% disagreed; 84% of the students agreed that they can manage a dye and bleaching business after their graduation while 16% disagreed; 85% of them agreed that they are able to transfer designs on coloured materials while 15% of them disagreed; 66% of them agreed that they can design posters for advertisement while 34% disagreed to the statement; 80% of the students agreed that they can design fabrics for advertisement while 20% disagreed and 85% of the students agreed that they know all the needed materials for dyeing and bleaching works while 15% Of them disagreed. It is evident therefore, that students have a great deal of entrepreneurial ability.

Research Question 3: Is there a relationship between students' entrepreneurial ability and their attitude to Entrepreneurial education?

Table 3: Relationship between students' entrepreneurial ability and their attitude to Entrepreneurial education

Correlations		Students Ability in Entrepreneurship	Students attitude to entrepreneurial education
Students Ability in Entrepreneurship	Pearson Correlation	1	.450**
	Sig. (2-tailed)		.000
Students attitude to entrepreneurial education	Pearson Correlation	.450**	1
	Sig. (2-tailed)	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 depicts the relationship between students' entrepreneurial ability and their attitude to Entrepreneurial education. It shows that there exist a positive moderate relationship between students' entrepreneurial ability and their attitude to Entrepreneurial education ($r = 0.45$). Hence, it can be inferred that students' entrepreneurial ability can positively and moderately affect their attitude to Entrepreneurial education.

III. DISCUSSION

The findings of the study had buttressed that students' ability in entrepreneurship and attitude to entrepreneurial education is positive. In other words, students' ability in entrepreneurship and their attitude to entrepreneurial education is commendable. The study revealed that students attitude towards entrepreneurial education is positive. This is in consonance with the findings of Otu B. D, Eduwem J. D., Umoinyang I. E (2017) who posited that students' attitude towards entrepreneurial studies is significantly positive. The study also showed that students entrepreneurial ability and attitude towards entrepreneurial education is moderately positive. This confirms the findings of Edigbonya (2013) offers that if the knowledge and skills of students are developed and the students are motivated, entrepreneurship education can impact positively on students' attitude towards entrepreneurship. Moreover, the study findings disagrees with the finding of Oosterbeek et al. (2008) who restated that students after undergoing entrepreneurial education, their perception towards entrepreneurial might change, hence, reducing their interest and attitude in entrepreneurial.

IV. CONCLUSION AND RECOMMENDATIONS

This study had been able to provide traits that measures students' ability in entrepreneurial subjects and students attitude towards entrepreneurial Education. The study sample was obtained from the polytechnic, Ibadan, in Oyo

State, Nigeria. A valid and reliable instrument was constructed by gathering information from a total sample of 100 students of the polytechnic, Ibadan, Oyo State, The students' entrepreneurial ability and students attitude to entrepreneurial education scale was found to be valid, reliable and usable with $r = 0.71$ and $r = 0.74$ respectively. Entrepreneurship is essential for self-reliance of citizens. In like manner, students possessed a positive attitude to entrepreneurial education and have a great deal of ability in entrepreneurship. Also, there is a moderate positive relationship between students' ability in entrepreneurial subjects and students attitude towards entrepreneurial education. Thus, it is recommended that educational stakeholders encourage students at all levels (especially at the tertiary) to put in more passion and time into entrepreneurial education as this will foster their ability viz a viz their attitude in the subject.

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