

Impact of Entrepreneurship Education on Entrepreneurial Activities of Business Educators in Rivers State

¹Lebete Diamond Biranee, & ²B. I. Dambo

¹ & ² Department of Business Education, Rivers State University, Port Harcourt

Corresponding Author: Biranee, L. D., *Department of Business Education, Rivers State University, Port-Harcourt.*

Citation: Biranee, L. D. & Dambo, B. I. (2021). Impact of Entrepreneurship Education on Entrepreneurial Activities of Business Educators in Rivers State. *International Journal of Modern Innovation & Knowledge*, 2(3); 89 - 96.

Abstract

The study examined the impact of entrepreneurship education on entrepreneurial activities of Business Educators in Port-Harcourt metropolis, River State. Four research questions guided the study and four hypotheses were tested in the study. The study adopted descriptive survey research design with a sample size of 132 drawn as the sample size with the aid of Crejcie and Morgan sample size determination table, out of which 72 are male and 60 are female were randomly selected from their respective places of business within Port-Harcourt metropolis. A self-developed instrument titled "Impact of Entrepreneurship Education on Entrepreneurship Activities of Business Educators" was used in eliciting information from respondents. The instrument was duly validated by the research supervisor and the split-half method of testing reliability was used and it yielded a reliability index of 0.83, the research questions were answered using mean and standard deviation, while the hypotheses were tested using z-test statistics at 0.05 level of significance. The findings revealed that there is no significant different in the mean scores of respondents on the impact of entrepreneurship education on business educators. Therefore, the study recommended that; service businesses should be given more attention by Business Educators in Rivers State. Merchandising businesses should be paramount in the mind of every Business Educator in Rivers State.

Keywords: Impact, Entrepreneurship Education, Entrepreneurial Activities and Business Educators

INTRODUCTION

Entrepreneurship is the art with which the resources of production can be combined in a manner that could accomplish the profit motive of small-scale business (Katila, Chen, Eric, & Piezunka, 2012). It is the dynamic process of creating incremental wealth. This wealth is created by individuals who assume the major risks involved in creating such wealth. It therefore means that entrepreneurship education prepares the beneficiaries of such education especially the youths to be responsible, enterprising individuals or entrepreneurial thinkers who can take risks, manage results and learn from the outcomes.

Education is obviously the basic instrument of economic growth and technological advancement in every society. It is in recognition of this fact that Government commits immense resources to ensure the provision of education for their citizens and also tailored their policies towards ensuring that it is made accessible to the generality of their citizenry (Oyebade, Oladipo, & Adetoro, 2008). However, Business Education is an essential element of this general education. It is concerned with the impartation of business orientation and knowledge for personal and national development. Business education involves teaching students the fundamentals, concepts, theories and processes of business. To Ojeifo (2013), Entrepreneurship Education is an important part of the general education which emphasizes on skills and competencies acquisition for use in offices and business-related occupations. Similarly, Nwafor (2010) describes entrepreneurship education as encompassing education for office occupations, business teaching, business administration and economic understanding. In all, Abdulkadir (2011) noted that one remarkable important characteristic of entrepreneurship education programme is that, its product can function independently as self-employed and employers of labour. To this end, the tenet of entrepreneurship education, business understanding, office environment and vocational practices.

Entrepreneurship Education enhances entrepreneurial activities of Business Education graduates which will consequently help them to create job for themselves and become self-employed. Entrepreneurial activities involve setting up a small-scale business-like fashion design or dress making, internet service centre or business centre, hair/beauty salon, photography, bead making among others these are very essential and paramount in Entrepreneurship. Entrepreneurship Education inculcates ideas on how to manage a business more effectively and to overcome many difficulties in life when white collar jobs cannot be secured. Conner (2006), held the view that Entrepreneurship Education will provide a solid foundation for Business Education graduates to be strong and successful in maintaining certain behaviours that are based on ethical business principles like punctuality which involves being on time at business opportunities, reliability in the delivery of services to customers.

Entrepreneurship Education exposes students to different ways of being innovative, it also facilitates job competence, as well as development of understanding for vocational opportunities available in the field of business. Entrepreneurship without adequate education, knowledge and skills, usually leads to failure. Judging by the figures that are coming out of the Education Ministry. In the last few years, at least 60% of graduates are not able to get employment immediately after graduation which does not encourage economic growth (Lawal, 2005). Because of that people goes into one entrepreneurial activity or another, but

unfortunately, they have not been adequately prepared to face the attendant challenges in business. Now it has become imperative to incorporate entrepreneurship or business education into the curriculum in order to prepare our graduates for self-employment.

Entrepreneurial activities will enable Business Education graduates to have a means of livelihood through resources gathered from Entrepreneurship practices. Kaegon (2009) stated that Entrepreneurship is the art with which the resources of production can be combined in a manner that could accomplish the profit motive of a small-scale businesses' owner. It is the dynamic process of creating incremental wealth; this wealth is created by individuals who assume the major risk which is involved in creating such wealth. It therefore means that Entrepreneurship Education prepares the beneficiaries of such education especially Business Education graduates to be more responsible, enterprising individuals or entrepreneurial thinkers who can take risk, manage the result of the risk and learn from the outcome of the risk.

These are necessary skills for human and economic development moreover in this era of unemployment. However, the youths all over the universe pursue different types of education for several reasons, the reasons could be political, economic, social, and technological and so on. One of these types of education is Entrepreneurship. This is the Education that seeks to provide graduates with knowledge, skills and motivation necessary to encourage success in a variety of settings like creating of job opportunities, to be self-reliance and become a business owner. Entrepreneurial activity is the enterprising human action in pursuit of the generation of value, through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets. Entrepreneurship is the phenomenon associated with entrepreneurial activity. An effective Business Educator is one who is self-confident and self-expressive, and is able to adjust and adapt to various types of situations and personalities both inside and outside the classroom. One should constantly strive to develop a style that is most comfortable in the classroom.

Statement of the Problem

In the past, products of higher educational institutions like the Universities, Polytechnics and Colleges of Education had enough employment opportunities, such that, employers of labour went to these institutions and recruited their choice of staff based on quality. The economy then was favourable compared to what it is now, and therefore, was able to sustain continued absorption of almost all qualified youths into the nation's labour force. Today, because of the general economic recession, massive increase in the number of higher education products demanding employment, the labour market appears to be saturated leading to graduate

unemployment, hence, the virtual explosion of graduate employment rate (Jaja, 2013). Entrepreneurship education is introduced into higher institutions as a course of study to help the individual graduate to become self-employed in the absence of white-collar jobs. But the reverse is the case among business educators in Port-Harcourt Metropolis. It is based on this current trend of joblessness in the state that makes the researcher to carry out this study on the impact of Entrepreneurship Education on Business Educators in service, merchandising, manufacturing and hybrid businesses which as core entrepreneurship activities.

Purpose of the Study

The study examined the impact of Entrepreneurship Education on Business Educators in Port-Harcourt Metropolis. Specifically, the study sought to:

1. Determine the impact of service businesses on Business Educators in Port-Harcourt Metropolis in Rivers State.
2. Examine the impact of merchandising businesses on Business Educators in Port-Harcourt Metropolis in Rivers State.

Research Question

Two research questions were answered to guide the study.

1. To what extent is the impact of service businesses on Business Educators in Port-Harcourt Metropolis in Rivers State?
2. To what extent has merchandising businesses impacted Business Educators in Port-Harcourt Metropolis in Rivers State?

Hypotheses

The following null hypotheses were formulated and tested for this study at 0.05 significant level.

1. There is no significant difference between the means rating of male and female entrepreneur on the extent to which service businesses has impacted on business educators in Port-Harcourt Metropolis in Rivers State.
2. There is no significant difference between the means rating of male and female entrepreneur on the extent to which merchandising businesses has impacted on business educators in Port-Harcourt Metropolis in Rivers State.

METHODOLOGY

The study employed the descriptive survey research design and was carried out in Port Harcourt Metropolis. The population of this study comprised 200 Business Educators (male and female) in Port-Harcourt Metropolis, out of which 111 are male and 89 are female. The

sample size for this study was 132 Business Educators. That is; 66% of the target population, out of which 72 are male and 60 are female. This was derived through the use of Krejcie and Morgan (1970) sample size determination table while, the stratified random sampling technique was adopted in selecting the respondents. A self-developed instrument titled “Impact of Entrepreneurship Education on Entrepreneurship Activities of Business Educators (IEEEABE)” was used. The 10 items questionnaire was drafted using a 4-point scale of very high extent (VHE), high extent (HE), low extent (LE) and very low extent (VLE). Thus, coded as; VHE-4 points, HE-3points, LE-2points and VLE-1 point. To test reliability of the instrument, the spilt-half method was employed which yielded a reliability index of 0.83. A total of 132 copies of the instrument was retrieved comprising of 72 male and 60 female business educators. The research questions were answered using descriptive statistics (mean and standard deviation). A criterion means of 2.50 was set as a bench mark for the scale. Above 2.50 were considered very high extent and high extent, while below and below were considered low extent and very low extent. The null hypotheses were tested using z- test at 0.05 level of significance.

RESULTS

The results from the study were presented as follows.

Research Question 1: To what extent does entrepreneurship education impact of service businesses in Port-Harcourt Metropolis?

Table 1: Mean Response on the Extent to which Service Business has Impacted Business Educators in Port-Harcourt Metropolis

S/N	Item Statement	Male (72)			Female (60)		
		$\bar{X}_1$	SD ₁	RMK	$\bar{X}_2$	SD ₂	RMK
1	Business educators manages hotel business.	2.55	0.71	HE	1.27	1.05	VLE
2	Most business educators are into transportation.	1.82	0.83	LE	1.10	1.13	VLE
3	Business educators are consultant.	3.27	0.85	VHE	3.39	0.90	VHE
4	Business educators are expert in media and event planning.	3.55	1.07	VHE	3.66	1.02	VHE
5	Business educators are more knowledgeable in fashion.	1.27	1.05	VLE	1.90	0.80	HE
Average Mean/SD		2.49	0.90	LE	2.64	0.98	HE

Source: Researcher's Field Result; 2020

Result from Table 1 above, the grand mean response of 2.49 and 2.64 are both greater than the criterion mean value of 2.50; indicating that entrepreneurship education enhances business educators to a high extent in Rivers State.

Research Question 2: To what extent has merchandising businesses impacted Business Educators in Port-Harcourt Metropolis?

Table 2: Mean Response on the Extent to which Merchandizing Business has Impacted Business Educators in Port-Harcourt Metropolis

S/N	Item Statement	Male (72)			Female (60)		
		$\bar{X}_1$	SD ₁	RMK	$\bar{X}_2$	SD ₂	RMK
6	Business educators are known for buying and re-selling of finish goods.	3.00	0.77	VLE	4.00	1.18	VLE
7	Business educators are business distributors.	3.27	0.85	VHE	2.90	0.75	HE
8	Business educators are generally middlemen in all business activities.	3.36	0.89	VHE	3.56	1.07	VHE
9	Business educators are mostly wholesalers.	1.73	0.86	LE	3.07	0.79	VHE
10	Business educators contribute to the success of most business.	2.00	0.72	LE	1.95	0.77	HE
Average Mean/SD		2.67	0.82	HE	3.10	0.91	VHE

Source: *Researcher's Field Result; 2020*

Result from Table 2 above reveals that entrepreneurship education enhances business educators in merchandising businesses to a higher extent, with grand mean scores of 2.67 and 3.10 which are greater than the criterion mean value of 2.50.

Statistical Test of Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significant.

Hypotheses 1

There is no significant difference between the means rating of respondents on the extent to which entrepreneurship education has impact on service businesses in Port-Harcourt Metropolis.

Table 3: z-Test Analysis on the extent to which Business Educators are involved in Service Businesses

S/N	$\bar{X}$	SD	N	df	α	zcal	zcrit	Remark
Male	2.49	0.90	72	130	0.05	0.91	1.96	Accepted
Female	2.64	0.98	60					

Source: *Researcher's Field Result; 2020* Accept Ho if $zcal \leq zcrit$, Otherwise Reject Ho.

Result from Table 3 above revealed that z-calculated 0.91 is less than z-critical value 1.96 for degree of freedom 130 and 0.05 level of significance. This means that, there is no significant difference between male and female Business Educators on the extent to which they are involve in service businesses in Port-Harcourt metropolis. Hence, the null hypothesis was accepted.

Hypotheses 2

There is no significant difference between the means rating of respondents on the extent to which entrepreneurship education has impact on merchandising businesses in Port-Harcourt Metropolis.

Table 4: z-Test Analysis on the extent to which Business Educators are involved in Entrepreneurship Education.

S/N	$\bar{X}$	SD	N	df	α	zcal	zcrit	Remark
Male	2.67	0.82	72	130	0.05	2.88	1.96	Rejected
Female	3.10	0.91	60					

Source: *Researcher's Field Result; 2020* Accept Ho if $z_{cal} \leq z_{crit}$, Otherwise Reject Ho.

Result from Table 4 above demonstrated that z-calculated 2.83 is greater than z-critical value 1.96 for degree of freedom 130 and 0.05 level of significance. This implies that, there is significant difference between male and female Business Educators on the extent to which they are involve in merchandising businesses in Port-Harcourt metropolis. Meanwhile, the null hypothesis was rejected.

Discussion of Findings

Research question one and hypothesis one shows the involved of business educators in service businesses in Rivers State. This was made known from the grand mean scores of 2.49 and 2.64, which are of different categories. Hence, the hypothesis one was accepted indicating that there is no significant difference in their involvement into entrepreneurship activities in Port-Harcourt metropolis. No wonder Hebrero (2015) posited that budget retailers will use inexpensive fabrics to interpret trends, but high-end retailers (Business Educators) will ensure that the best available fabrics are used.

Conclusion

Conclusively, the study has shown the impact of entrepreneurship education on entrepreneurial activities of Business Educators in Rivers State universities. The study has shown the need of entrepreneurship in education, especially on Business Educators. Entrepreneurship is introduced to help the un-helped in the society. Based on this fact, it is advisable that one should have some experience of business skill to survive where there is no survivor.

Recommendations

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

1. That service businesses should be given more attention by Business Educators in Rivers State so as to incorporate more business personalities.
2. Merchandising businesses should be paramount in the mind of every Business Educator in Rivers State.

References

- Abdulkahir, A. A. (2011). The role of entrepreneurship education in empowering Nigerian." Business Dictionary definition". Business Dictionary. Youths. *Business Education Journal*. 8(1), 14-22.
- Conner, M. (2006). *Predicting health behaviour: Research and practice with social cognition models* (2nd ed.). Maidenhead, UK: Open University Press.283.
- Hebrero, M. (2015). *Fashion Buying and Merchandising: From mass-market to luxury retail*.
- Jaja, J.M. (2013). Higher education in Nigeria: Its gain, its burden. *Global Journal of Human Science Linguistics and Education*. 8(1), 41-46.
- Kaegon, L.E.S (2009). Entrepreneurship and Education of Youths for Sustainable Development in Nigeria Territory Institution. *African Journal of Educational Research and Development*. (AJERD) 3 (2), 133-142.
- Katila, R., Chen, E., Eric, L., Piezunka, H. (2012). All the right moves: How entrepreneurial firms compete effectively. *Strategic Entrepreneurship Journal*.6 (2), 116–132.
- Nwafor, P. Z. (2010). Practical Approach to Entrepreneurship: *Small and Medium Scale Enterprise (SMES)*.
- Ojeifo, S. A. (2013). Entertainment education in Nigeria. A panacea for youth unemployment. *Journal of education and practice*, 4(6), 61-67
- Oyebade, S. A., Oladipo, S. A., & Adetoro, J. A. (2008). Determinants and strategies for quality assurance in Nigeria University Education. Retrieved from <http://herp.net>. (Accessed on: August 4, 2012).

INTERNATIONAL JOURNAL OF MODERN
INNOVATION AND KNOWLEDGE (IJMIK)