

Examination of the Relevance of Business Education in the Development of Entrepreneurship in Nigerian Universities. A Case Study of Tai Solarin University of Education

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Abstract

The study examined the relevance of Business Education in the development of Entrepreneurship in Nigerian Universities. Tai Solarin University of Education was used as the case study. Questionnaire was used to collect data from one hundred students of the Institution using simple random sampling technique. The data collected was analysed using chi-square statistical method. The study found that Business Education is a vocational programme that enables individuals to develop skills, abilities and understanding to handle business affairs. The study concluded that Entrepreneurship without adequate education, knowledge and skills, usually result in failure. It was therefore recommended that an entrepreneur should be able to know and identify what fields of entrepreneurship industry or project he/she should venture into. Consequently, it was also recommended that the curriculum should indicate different options available for entrepreneurs.

Key Words: Entrepreneurship, Examination, Business Education, Self-reliance, Development

Introduction

Entrepreneurship means setting up and running a business in a profitable and sustainable manner. Entrepreneurs innovate; discover new products, new opportunities, and start-up new ventures.

Entrepreneurship is a key driver of our economy. Wealth and a high percentage of jobs are created by small businesses started by entrepreneurially minded individuals, many of which grow to become big businesses (Akeredolu-Ale 1975).

Entrepreneurship is the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish as well as run an enterprise successfully based on the identifiable opportunities (Akeredolu-Ale 1975). It should be stressed that not every business is entrepreneurial, but only activity that bring innovation or bring new satisfaction and new consumer demand.

Entrepreneurship is a term used broadly to describe an innovative modern industrial business leader (Akpomi 2008). He/she has been described as the person who perceives business opportunities and uses the scarce resources available to take advantage of them. It is entrepreneur alone who bears the non-insurable risks in his enterprise and it is he/she who directs the human and materials resources in business legal goals.

Entrepreneurship Education is a lifelong learning process, starting as early as at elementary school and progressing through all levels of education (Curran et al 1989). It focuses on developing understanding and capacity for pursuit of entrepreneurial behaviour.

Entrepreneurial forces are relatively strong in this country, as the lack of jobs and a rise in poverty leave few other options for the Nigerian people. This is usually difficult as a result of lack of resources, but some non-profit making organizations in Nigeria are dedicated to promote entrepreneurship.

The term Business Education has been given a variety of meanings depending on the perspective from which it is seen. Business Education is defined as a form of instruction that directly and indirectly prepares the businessman for his calling.

Business Education is a type of training which, while playing its part in the achievement of the general aims of education on any given level, has its primary objective as the preparation of people to enter into a career, to render efficient service and to advance from their present level of employment to higher levels (Osuala 2003). Basic Business Education affords to every individual an opportunity to develop the skills, abilities and understanding that will enable him to handle competently his personal business affairs; to develop an understanding of the vocational opportunity available in the broad field of business and to assume his citizenship responsibilities through enlightened participation in, as well as an understanding and appreciation of the business system (Osuala 2003). Furthermore, Basic Business Education is the broad area of knowledge that deals with the economy. It identifies and explains the role of business as an economic institution and provides content and experience that prepare the individual for effective participation as a citizen and consumer.

The researchers therefore examined critically the relevance of Business Education to the development of Entrepreneurship in Nigerian Universities based on the general objectives of Business Education which states that a Business Educator must always focus attention on the fact that his role is to prepare his student to become a productive worker, an intelligent consumer, and an effective citizen.

Purpose of the Study

The main purpose of this study was to examine the relevance of Business Education in the development of entrepreneurship in Nigeria Universities. Specifically the study sought to find out whether:

- (1) Business Education creates self-reliance;
- (2) Business Education develops students' skills, abilities and understanding; and
- (3) Business Education has any impact on Entrepreneurship in Nigeria.

Research Questions

1. What are the impacts of Business Education on Entrepreneurship Development in Nigeria?
2. To what extent does Business Education develop the students' abilities, knowledge and attitudes towards self-reliance?

Research Hypotheses

1. Business Education has no significant effect on Entrepreneurship in Nigeria
2. Business Education does not develop the students' abilities, knowledge and attitudes towards self-reliance

Methodology

(i).Research Design

In this study, the descriptive research design was used. In addition, primary data was made use of. The primary data was generated through the use of questionnaire to examine the relevance of Business Education in the development of Entrepreneurship in Nigeria Universities. The Business Education students of Tai Solarin University of Education were randomly selected.

(ii). Data Collection Procedure

Questionnaires were administered on One hundred (100) students of Business Education at Tai Solarin University of Education in order to examine the relevance of Business Education in Entrepreneurial development in Nigerian Universities. Questionnaire was used as the instrument for collecting data from the field. There are four levels of respondents otherwise called 100 to 400 levels. Twenty five questionnaires were administered on each of the levels using simple random sampling technique. The questions were in close-ended form in order to ensure quick response as well as comparative analysis of the data on the subject area.

Data Analysis and Discussion of Findings

The data collected from the questionnaire was analysed using chi-square statistical analysis.

S/N	DETAILS	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
1.	Business Education Subjects in your institution comprises of subjects that introduces you to be self reliant	65	21	10	4
2.	Business Education Curriculum emphasises self reliance.	67	23	8	2
3.	Business Education is one of the Vocational programmes.	62	22	12	4
4.	To start a business requires training in Business Education.	59	25	11	5
5.	Business Education offers individual to develop the skills, abilities and understanding to handle business affairs	53	28	11	8
6.	Business Education creates opportunities to develop understanding of vocational opportunities available in the field of business	56	29	12	3
7.	Business Education identifies and explains the role of business as an economic institution.	40	44	9	7
8.	It provides content and experience that prepare the individual for effective participation in business.	52	23	15	10
9.	Business Education enables one to enter, perform and progress in a business occupation	58	22	16	4
10.	Business Education develops in the students a good understanding and awareness of the economic and business activities of the society.	55	26	11	8

Data Analysis

Hypothesis 1. Business Education has no significant effect on Entrepreneurship Development in Nigeria.

Alternative	O	E	O-E	(O-E) ²	(O-E) ² /e
SA	60	15	45	2025	135
AGREED	28	07	21	441	63
DISAGREED	07	1.75	5.25	27.56	15.75
SD	05	1.25	3.75	14.06	11.25
		25			22.5

$$X^2C = 22.5$$

$$X^2t = 21.026$$

$$Df = 12. (c-1) (r-1) = 4 \times 3 = 12.$$

The calculated chi-square value of 22.5 is greater than the critical table value of 21.026 at 0.05 level of significance. The H_{01} is rejected since the chi-square calculated is greater than the table value of 21.026. Therefore the alternative hypothesis will be accepted. Simply means Business Education has significant effect on entrepreneurship development in Nigeria.

Decision Rule:

$$X^2C > X^2T = \text{Accept } H_i \text{ and Reject } H_o.$$

Hypothesis 2: *Business Education does not develop the students’ abilities, knowledge and attitudes towards self-reliance.*

Alternative	O	E	O-E	(O-E) ²	(O-E) ² /e
SA	72	18.75	53.25	2,835.56	151.23
AGREED	16	04	12	144	36
DISAGREED	09	2.25	6.75	45.56	20.25
SD	03	0.75	2/.25	5.06	6.75
		25			24.123

$X^2C = 24.123$

$X^2T = 21.026$

Df = 12

The calculated chi-square value of 24.123 is greater than the critical table value of 21.026 at 0.05 level of significance. The Ho₂ is rejected since the chi-square calculated is greater than the table value of 21.026. Therefore the alternative hypothesis will be accepted. Simply means Business Education develop the students’ abilities, knowledge and attitudes towards self reliance.

Decision Rule:

$X^2C > X^2t = \text{Accept Hi and Reject Ho.}$

Discussion of Findings

The findings show that Business Education is relevant in the development of Entrepreneurship in Nigerian Universities. This is so as the study confirms that Business Education enables students to enter, perform and progress in a business occupation. The Business Education Curriculum comprises subjects that prepare individuals for Job Competence, Occupational Intelligence as well as Preparation for a career and work adjustment. This is in agreement with Ogundele’s (2000) conclusion that any policy designed to change entrepreneurship scenario in Nigeria will require multiple and simultaneous approaches in the development of necessary changes in the behaviour of indigenous entrepreneurs. The findings also reveals that Business Education is a vocational programme that allows individuals to develop the skills, abilities and understanding to handle business affairs. It develops in the students a good understanding and awareness of the economic and business activities of the society. It also creates opportunities to develop understanding of vocational opportunities available in the field of business.

The study also reveals that the content of Business Education that prepares the individual for effective participation in Business needs to be reviewed. This is necessary so as to reflect the effective use of modern Technology.

Conclusion

The Business Educator has been exposed 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 (Lawal 2005). Because of that, people go into one entrepreneurial venture or another, but unfortunately, they have not been adequately prepared to face the attendant challenges. Now it has become necessary to incorporate Entrepreneurship education into the curriculum in order to prepare our graduates for self-employment. This has probably informed the Nigerian Investments Commission’s decision to introduce entrepreneur development programs in our Universities programmes of studies, like what has since been the practice in Business Education.

Recommendations

Based on the conclusions above, the researchers hereby recommend the following so as to ensure improvement in entrepreneurial skills.

- An entrepreneur should be able to know and identify what fields of entrepreneurship he/she should go into, what industries, and what projects. Business Education curriculum should spell out the different areas in which graduates in the field of specialisation can set up entrepreneurial businesses.
- The Business Education curriculum should be reviewed in order to cancel some subjects that are not relevant to the modern day technology and be replaced with more relevant subjects.
- Any form of entrepreneurship that is worth promoting broadly must be about establishing new and better ways to improve a society. Entrepreneurs implement innovative programs, organizational structures, or resource strategies that increase their chances of achieving deep, broad, lasting, and cost-effective social impact.

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