

# **INFLUENCE OF ENTREPRENEURSHIP EDUCATION ON STUDENTS' SELF-EMPLOYABILITY IN TECHNICAL COLLEGES IN BENUE STATE**

**Caroline Nguyiman Ahua**  
Department of Educational Foundations,  
Benue State University, Makurdi

**Jackson Azever Ter Inguran PhD**  
Department of Educational Foundations,  
Benue State University, Makurdi

**Joan Nike Ada PhD**  
Department of Educational Foundations,  
Benue State University, Makurdi

## **Abstract**

*The study investigated Influence of Entrepreneurship Education on Students' Self-employability in Technical Colleges in Benue State. The purpose of this study was to investigate the influence of entrepreneurship education on students' employability in Technical Colleges in Benue State. Two research questions and two hypotheses guided the study. The design for the study was descriptive survey. The population of the study was 3123 students of Technical Colleges in Benue State with a sample of 300 students representing 10% of students. A self-structured questionnaire titled: Entrepreneurship Education and Students' Employability Questionnaire (EESEQ) containing 10- item was used for data collection. The instrument was validated by experts. Descriptive statistics of mean and standard deviation were used to answer research questions while chi-square ( $\chi^2$ ) test of goodness of fit was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed that clothing and textile production and woodwork production have significant impact on students' self-employability in Technical Colleges in Benue State. Based on the findings, recommendations were made among others that teaching of entrepreneurship education should combine theory with practical to leave a lasting effect on learners, teachers of entrepreneurship education should be increased in number to cope with the number of students to expose the students to skill acquisition subjects in addition to entrepreneurship education to enhance students' self-employability.*

## **Introduction**

Education is a veritable tool for enhancing economic growth and national development. It is seen as the cornerstone of development because it forms the basis of literacy, skill acquisition, technological advancement, knowledge acquisition and ability to harness the natural resources of the environment. According to Ayara (2017), education creates better citizens and helps to upgrade the general standard of living in a society. The education sector in any country is very important because it supplies the skilled manpower needed for the achievement of national economic goals and objectives.

In Nigeria, education is an instrument per excellence for enhancing national development. It is an ongoing process that facilitates the means of learning and acquisition of theoretical and practical knowledge for personal and national development (Uzoegbu, 2015). One of the goals in the national policy on education is based on the belief that education is to be qualitative, comprehensive, functional and relevant to the needs of the society (Federal Republic of Nigeria, 2013). It is in pursuance of this overall national objective that entrepreneurship education was introduced into the Nigerian education system.

Entrepreneurship education is made up of all kinds of experiences that give students the ability and vision of accessing and transforming opportunities of different kinds. Entrepreneurship education goes beyond business creation, it increases students' ability to anticipate and respond to societal changes or challenges. Entrepreneurship is not just skill acquisition for acquisition sake; it is an acquisition of skills and ideas for the sake of creating employment for oneself and also for others. It also includes the development based on creativity (Oseni, Momoh & Momodu, 2012). Entrepreneurship leads to the development of small, medium and sometimes large scale businesses based on creativity and innovation. The success of these businesses in turn helps in developing the nation's economy. It equally reduces poverty rate with visible increment in employment rate among the youth. Entrepreneurship shifts young people from being "job seekers" to "job creators" and also from social dependence to self-sufficient people. However, training is very essential in entrepreneurship. Olorundare and Kayode (2014) stress that entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial studies in a variety of setting. This objective of entrepreneurship education is laudable and could be attained in the universities.

Therefore, in order to make university education functional, relevant and practical, the Federal Government of Nigeria, through the National Universities Commission (NUC) made entrepreneurship education a compulsory course for all undergraduate students in Nigerian universities. The aim of the policy is to ginger in the student's entrepreneurial spirit that will help to curb the increasing rate of unemployment among graduates. Tulgan (2012: p.77) stated that the primary purpose of entrepreneurial education is to develop in the learner's entrepreneurial capacities and mindsets. This will help graduates to recognize business opportunities, mobilize resources and exploit the opportunity for self-employment.

Self-Employment is working for one's self rather than for another person or company. According to Ayuba (2006), anyone who uses his/her own resources or borrowed funds for income generation in activities other than wages or salaries is self-employed. Self-employed people work for themselves, and are responsible for generating their source of income, supplying their own work space/place and all services, materials, equipment, sub-contracting and so on. They might be financial analysts, business centre operators, business/technology consultants hired by companies, just to mention a few (Osuala, 2011: p. 67). They might also be entrepreneurs if they started their own business, or developed a product or service. Ukeje (2010) posited that a person is considered self-employed for tax purposes if that person is running a business as a sole proprietorship, independent contractor, as a member of a partnership, or as a member of a limited liability company that does not elect to be treated as a corporation.

Entrepreneurial education employs Nigerian University graduates to become jobs creator rather than job seekers. It also equips them with skills for constant improvement and

innovations in their undertaken. The skill for entrepreneurial acquisition leading to self-employability can be classified into three main areas such as; Technical skills, Business management, Personal entrepreneurial skills (Maigida, Saba & Namkere, 2013: p. 68). The National Educational Research and Development Council (NERDC, 2013: p.39), in the latest edition of the National Policy on Education, identified what it calls "Trade/Entrepreneurship subjects", and listed thirty-four (34) of them under section 38.2.5 of the policy among which include; clothing and textile, hairdressing, make-up artistry, shoe-making, food processing, catering services, fish farming, auto-body repair and spray painting, plumbing and pipe lifting, welding and fabrication practice, woodwork, Information and Communication Technology, photography, and so on. The goal of these entrepreneurial skills education, therefore, is to orient students towards self-reliance if wage-earning jobs become inaccessible.

Clothing and textile which is one of the component of entrepreneurship education, that studied at tertiary and university level of education emphasizes skill acquisition for its graduates with a view to enhancing their capability for self-employment ventures. Clothing education is a branch of entrepreneurship education that is concerned with the acquisition and development of practical skills by the beneficiaries. Ossai (2011: p. 25) noted that clothing is one of the courses offered in Nigeria tertiary institutions with the aim of knowledge acquisition and skills that can be applied for purposefully living. The entrepreneurship opportunities in clothing education include: clothing construction, designing, and fashion merchandising, pattern illustration and so on. Anyakoha (2017) and Lemchi (2012) pointed out that clothing education equip students in tertiary institutions with saleable skills and thus possess capacity of helping them to become self-reliant after graduation for economic empowerment of the family, hence reducing unemployment problems of the country.

Woodwork is also a practical-based course in entrepreneurship education. Woodwork basically deals with the use of wood. Woodwork is the art of producing objects or things from wood in buildings or rooms such as doors, windows, roof, bed, cupboards, chairs, and tables. According to National Policy on Education (Federal Government of Nigeria, 2004), woodwork comprises machine/hand tools, carpentry and joinery, upholstery and furniture making. All woodwork students learn the skills that enable them to work in a workshop or on-site, these skills are transferable from one discipline to the other. Students in woodwork need to acquire skills in order to be employable in woodwork establishments. Such skills in woodwork would assist the student in self-employment. According to Barlaw (2001: p. 102), self-employability prospects of woodwork graduate depends largely on the acquired skills. Combining the skills of woodwork, make the learner to become an attractive competence at the labour market.

It is against this background that the researcher investigated the impact of entrepreneurship education on Benue State University students in areas of clothing production, woodwork production and welding practices.

### **Statement of the Problem**

The economic condition in Nigeria has clearly shown that white collar jobs or paid employment is no more available to absorb graduates from tertiary institutions. This has resulted in high rate of unemployment and poverty among the teeming population of Nigerians, particularly graduates from universities. This apparently predispose most of these youths to all forms of social ills such as armed robbery, rape, political thuggery, car

snatching, kidnapping, assassination among others. The Nigerian governments have over the years initiated several measures and policies to reduce the level of poverty among the masses. However, some of these measures or programmes failed as a result of poor planning, poor implementation procedure and inadequate funding.

Entrepreneurship has been found as an effective measure embraced by the government to reduce mass unemployment and poverty in the country. Most authors have argued that entrepreneurship education instills students with requisite entrepreneurial skills thereby empowering them for self-employment and this enhance the reduction in crimes often attributed to them. Researchers like Ukeje (2010) and Erhurun (2017), have documented that entrepreneurship education is a good option for the production of graduates that would be self-employed thereby reducing unemployment and poverty in Nigeria. In the face of economic recession and global meltdown, entrepreneurship is the central pillar to economic growth and development, employment generation and poverty alleviation. Hence, this study is undertaken to examine the impact of entrepreneurship education on students' self-employability in Technical Colleges in Benue State in areas of clothing production and woodwork production.

### **Purpose of the Study**

The purpose of this study was to examine the impact of entrepreneurship education on university graduates' self-employability in Technical Colleges in Benue State. The study specifically sought to:

1. Find out the impact of clothing and textile production on students' self-employability in Technical Colleges in Benue State.
2. Determine the impact of woodwork production on students' self-employability in Technical Colleges in Benue State.

### **Research Questions**

The following research questions guided the study:

1. How does clothing and textile production impact on students' self-employability in Technical Colleges in Benue State?
2. In what ways does woodwork production impact on students' self-employability in Technical Colleges in Benue State?

### **Hypotheses**

The following hypotheses were formulated and tested:

1. There is no significant impact of clothing and textile production on students' self-employability in Technical Colleges in Benue State.
2. There is no significant impact of woodwork production on students' self-employability in Technical Colleges in Benue State.

### **Methodology**

The study adopted a descriptive survey design. The population of the study comprised of 3,123 students in Technical Colleges in Benue State, Nigeria. The sample size for the study was 300 or 10% students from all Technical Colleges in Benue State. This sample is considered adequate since it is in line with Emaikwu's (2015) ascertain that for a small population, a sample of 10% and above of the population is adequate. The multiple

stage sampling was adopted for the study. This sampling is applied when different sampling techniques are used at several stages of sampling. In the study, proportionate stratified random sampling technique of incidental picking was used to select schools for this study. Also simple random sampling technique of incidental picking of teachers from the sampled secondary schools in the state was done. A self-structured questionnaire titled: Entrepreneurship and Students Self-Employability Questionnaire (EESSEQ) was used to collect data from the students. The instrument was a 10 – item questionnaire structured on the modified four – point rating scale with the response mode of Strongly Agreed (SA) – 4, Agreed (A) – 3, Disagreed (D) – 2 and Strongly Disagreed (SD) – 1. This scale was chosen because the flexibility of the scale renders it appropriate for measuring the items of the variable of the study. The researcher engaged six research assistants that assisted in the distribution and collection of the copies of the questionnaire in the sampled schools. A total of 300 copies of the instrument were administered to the respondents and were retrieved after completion. The respondents were given four days to complete and return copies of the questionnaire. This was to avoid loss of the questionnaire. The descriptive statistics of mean and standard deviation were used to answer the research questions. The decision was based on the real limit of numbers. Hence a mean response score of 3.50-4.00 was considered Strongly Agreed (SA), 2.50-3.49 Agreed (A), 1.50-2.49 Disagreed (D), while 0.50-1.49 was considered as Strongly Disagreed (SD). Chi-square test of goodness-of-fit was used to test the hypothesis at 0.05 level of significance.

**Results and Discussion**

The data collected were answered and tested.

**Research Question One:** What is the impact of clothing and textile production on university student's self-employability in Technical Colleges in Benue State?

**Table 1: Mean and Standard Deviation Scores of the Impact of Clothing and Textile Production on Student's Self-Employability in Technical Colleges in Benue State.**

S/N	Item Description	SA	A	D	SD	X	S.D	Decision
1	Clothing and textile skill acquired through entrepreneurship education will help me to set up clothing production enterprise	94	81	65	60	2.70	1.12	Accepted
2	Clothing and textile production will help me acquire and arrange equipment, tools and facilities for clothing production in order to use.	70	133	52	45	2.76	.98	Accepted
3	Clothing and textile skill in entrepreneurship education will help me employ competent and qualified staff in clothing enterprise after graduation.	30	165	75	30	2.65	.79	Accepted
4	I will be able to select appropriate equipment and tools for clothing production	75	105	90	30	2.75	.94	Accepted

	after graduation due to the experience I got from entrepreneurship education.							
5	From the experience gotten from entrepreneurship education, I will be able to provide general operational procedures required for clothing production.	108	63	95	34	2.82	1.05	Accepted
	<b>Clusters</b>					<b>2.74</b>	<b>0.98</b>	<b>Accepted</b>

Table 1 reveals mean and standard deviation scores of 2.70, 2.76, 2.65, 2.75, 2.82 with a Standard Deviation of 1.12, .98, .79, .94 and 1.05 and clusters of 2.74 (0.98) mean criterion level. Respondents explains that clothing and textile skill acquired through entrepreneurship education will help them to set up clothing production enterprise, clothing and textile production will help them acquire and arrange equipment, tools and facilities for clothing production in order to use, clothing and textile skill in entrepreneurship education will help them employ competent and qualified staff in clothing enterprise here and after graduation, respondents reports that they will be able to select appropriate equipment and tolls for cloth production now and after graduation due to the experience they got from entrepreneurship education and from the experience gotten from entrepreneurship education, they will be able to provide general operational procedures required for clothing production.

**Research Question Two:** What is the impact of woodwork production on student’s self-employability in Technical Colleges in Benue State?

**Table 2: Mean and Standard Deviation Score of the Impact of Woodwork Production on Students’ Self-Employability in Technical Colleges in Benue State.**

S/N	Item Description	SA	A	D	SD	X	S.D	Decision
6	The woodwork production I have acquired through entrepreneurship course will help me to start a business.	72	107	73	48	2.68	1.01	Accepted
7	The entrepreneurship course is a good complement to my professional background that can help me to start a furniture business.	111	72	79	38	2.85	1.06	Accepted
8	The entrepreneurship course has given me more ideas and opportunities to start an upholstery business in the future.	49	157	33	61	2.65	.98	Accepted

9	The knowledge acquired in entrepreneurship course will be more valuable if I start a woodwork business than if I worked for a company.	133	105	2	60	3.04	1.12	Accepted
10	The entrepreneurship course will help me to become a successful self-employed craftsman.	123	26	74	77	2.65	1.25	Accepted
<b>Clusters</b>						<b>2.77</b>	<b>1.08</b>	<b>Accepted</b>

Table 2 indicates mean and standard deviation scores of 2.68, 2.85, 2.65, 3.04, 2.65 with Standard Deviation of 1.01, 1.06, .98, 1.12 and 1.25, and clusters of 2.77 (1.08) above criterion level of 2.50 implying that item 6-10 are the impact of woodwork production on students' self-employability in Technical Colleges in Benue State. Respondents pointed out that the wood work production they have acquired through entrepreneurship course will help them to start a business, the entrepreneurship course is a good complement to their professional background that can help them to start a furniture business, the entrepreneurship course has given them more ideas and opportunities to start a quantifiable business in the furniture, the knowledge acquired in entrepreneurship course will be more valuable if they start a woodwork business than if they worked for a company and the entrepreneurship course will help them to become a successful self-employable craftsmen.

### Testing of Hypothesis

Test of hypothesis is done in line with hypothesis formulated using chi-square ( $X^2$ ) at 0.05 level of significance.

**Hypothesis One:** There will be no significant impact of clothing and textile production on student's self-employability in Technical Colleges in Benue State.

**Table 3: Chi-Square Analysis of Significance of Clothing and Textile Production on Students' Self-employability in Technical Colleges in Benue State.**

Responses	Fo	Fe	P	df	x <sup>2</sup> Cal.	Remark
SA	79	75.0				
A	88	75.0	.026	3	9.253	Sign
D	80	75.0				
SD	53	75.0				
<b>Total</b>	<b>300</b>					

Table 3 shows chi-square analysis of significant impact of clothing and textile production on student's self-employability in Technical Colleges in Benue State. From the above table,  $x^2(df=3) = 9.253$ ,  $p = 0.026 < .05$ . Since the p value is less than the alpha level of 0.05, the null hypothesis was rejected. The result implies that there is significant impact of clothing and textile production on students' self-employability in Technical Colleges in Benue State.

**Hypothesis Two:** There will be no significant impact of woodwork production on students' self-employability in Technical Colleges in Benue State.

**Table 4: Chi-Square Analysis of Significant Impact of woodwork Production on Students' Self-Employability in Benue State University**

Responses	F <sub>0</sub>	F <sub>e</sub>	P	Df	X <sup>2</sup> Cal.	Remark
SA	79	75.0				
A	92	75.0	.030	3	8.933	Sign
D	73	75.0				
SD	56	75.0				
<b>Total</b>	<b>300</b>					

Table 4 shows chi-square analysis of significant impact woodwork production on students' self-employability in Technical Colleges in Benue State. From the above table,  $\chi^2(df=3) = 8.933, p = 0.030 < .05$ . Since the p value is less than the alpha level of 0.05, the null hypothesis was rejected. This result implies that the null hypothesis was rejected. This implies that there is significant impact of woodwork production on students' self-employability in Technical Colleges in Benue State.

**Discussions and Findings**

The following findings were discussed:

First, findings revealed that there is no significant impact of clothing and textile production on student's self-employability in Technical Colleges in Benue State. Finding support Ossai (2011) who noted that clothing and textile is a skill-oriented course which helps to equips individuals with saleable skills needed for self-employment. Clothing and textile equips individuals for enormous employment opportunities in occupations relating to clothing and textiles namely: dressmaking/clothing construction, designing, laundry and dry cleaning, pattern illustration, baking, tie and dye fashion merchandizing, beauty care and hair dressing.

The second finding indicated that there is no significant impact of woodwork production on student's self-employability in Technical Colleges in Benue State. Finding agrees in Barlaw (2001), self-employability prospects of woodwork students depends largely on the work skills acquired. Combining the skills of woodwork makes the students to become more active, attractive competence at the labor market.

**Conclusion**

The period after students' graduation has been miserable for most graduates because of lack of employment. Most of them are afraid of how to cope with life challenges. Entrepreneurship education will therefore enable them to acquire entrepreneurial skills and competencies that will empower them to thrive continuously over challenging circumstances and to earn income and cater for their living in such efforts. Entrepreneurship education, if effectively implemented in various tertiary institutions, will no doubt eradicate the problems of unemployment and reduce poverty among the graduates with appropriate knowledge, skills, abilities and competencies such as clothing and textile production, welding and fabrication practice that will enable self-reliance, leading to sustainable economic growth and livelihood



## **Recommendations**

Based on the findings of this study, the researchers recommend that:

1. The teaching of Entrepreneurship Education should combine theory with practicals to leave a lasting effect on the learners. It should involve visitation to some industries within the locality and use of professionals from those industries.
2. As the bedrock of any educational program, teachers of Entrepreneurship Educational Program should be increased in number to cope with the number of students, and adequately trained and developed.
3. Government and other stakeholders in education should expose the students to other skill acquisition subjects in addition to entrepreneurship education. These will make them acquire the skills that will help them be self-reliant so as to contribute to both self and national development.

## References

- Anyakoha, B. C. (2017). "Enhancing the entrepreneurial skills of operators of home economics-related business and its implications for entrepreneurship education". Unpublished M. Ed Dissertation University of Nigeria, Nsukka
- Ayara, A. I. (2017). The imperatives of entrepreneurship education on unemployed youths in Nigeria: Implications for policy. *Journal of Educational Review (JER)*, 2(7), 177-188.
- Ayuba, A. I. (2013). *Entrepreneurship Education: The way forward*. Paper presentation at the occasion of female undergraduate conference, University of Nigeria Nsukka, Enugu State.
- Barlaw, A. (2014). Development of instructional for evaluating practical project in electronic. Unpublished M. ed Dissertation, University of Nigeria, Nsukka.
- Erhurun, H. E. O. (2017). Skills Acquisition: A toll for youth empowerment for economic growth & development. *Journal of Business Management Studies* 1(2). 116-119.
- Federal Government of Nigeria (2004). *National Policy on Education*. Lagos: FGN Nigerian Educational Research and Development Council (NERDC).
- Federal Government of Nigeria (2013). *National Policy on Education*. Lagos: FGN Nigerian Educational Research and Development Council (NERDC).
- Lemchi, S. (2012). Strategies for reducing tress from clothing construction/practical in secondary school. *Journal of Home Economics Research Association (JHERA)*. 3:2:97-102.
- Maigida, B. Saba, S. A. & Namkere, I. F. (2012). The impact of entrepreneurship education on entrepreneurial intentions among Nigerian undergraduates. *International Journal of Research in Humanities, Arts and Literature*. 2(11), 15-26.
- National Educational Research and Development Council NERDC (2013). *Entrepreneurship and youth employment in Nigeria*. Lagos: FGN.
- Olorundare, A. S., & Kayode, D. J. (2014). Entrepreneurship education in Nigerian Universities: A Tool for National. *Asia Pacific Journal of Educators and Education*, 29, 155-156.
- Ossai, R. U. (2011). Strategies for improving public image of home economics in Nigeria. *Journal of Home Economics Research Journal*, 11, 51-56
- Osuala, E. C. (2011). *Principles and practice of small business management*. A Didactic Approach Nsukka: Fulldu Publishing Company.
- Tulgan, C. A. (2013). "Strategies for Improving the teaching of entrepreneurship development education in tertiary institutions in Ebonyi State". Unpublished Seminar Paper Presented to The Faculty of Education, Ebonyi State University, Abakaliki.
- Ukeje, C. (2010). *Oil capital, ethnic nationalism and civil. Conflict in the Niger Delta Ile-Ife, Nigeria*.
- Uzoegbu, H. T. (2015). Relationship between entrepreneurship development and youth unemployment reduction in Nigeria. *Journal of transformative entrepreneurship*, 3075(2): 112-123.