

Impact of Students' Perception on the Management of Entrepreneurship Education in Tertiary Institutions in Nasarawa State

By

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Abstract

The study investigated the Impact of students' perception on the management of entrepreneurship education in tertiary institutions in Nasarawa State. Two research questions with corresponding hypotheses were generated for the study. Cross-sectional research survey was used in the study. The targeted population of the study consists of all the 94,382 students obtained from the six tertiary institutions in Nasarawa State. The sample size of the study consisted of 382 respondents. The two hypotheses were tested using t-test statistics. The findings of the study showed that variation exists in the perception of students on the management of entrepreneurship education in Nasarawa State University. The findings further revealed that there is a significant perceived impact of coordination of lectures on the management of entrepreneurship education in tertiary institutions in Nasarawa State there is a perceived impact of post-graduation job creation ability on the management of entrepreneurship education in tertiary institutions in Nasarawa State. The study recommended that the director and other team members responsible for the management of entrepreneurship education in tertiary institutions in Nasarawa State should review the managerial process of the programme through re-planning, re-organizing, re-directing, re-coordinating, re-reporting and re-budgeting to secure positive perception of students on entrepreneurship education management.

KEYWORDS: Perception of Students, Management and Entrepreneurship Education, Coordination of Lectures and Post-Graduation Job Creation Ability

Introduction

The predominant form of education in Nigeria before the colonial era was the African traditional system of education. The traditional education did not require the learners to write examinations periodically like the formal education but the learners were considered graduates if they could effectively undertake the job which they must have learnt over a certain period of time. African traditional system of education was entrepreneurial in nature as the contents of the education programmes instill the spirit of job creation and job orientation, moral and social responsibilities among the learners. Graduates who acquired traditional education before the advent of colonialism were not job seekers but job creators. Unfortunately, the colonial activities in Nigeria and other African led to the introduction of modern education to replace the traditional system of education. However, the introduction of modern education seems not to help the students to acquire skills that would make them initiate business ideas as the curriculum laid much emphasis on Reading, Writing, Religion and Arithmetic (4Rs) (Agu, 2020). The introduction of modern education, therefore, led to a high rate of unemployment among Nigerian graduates which induced the Federal Government of Nigeria to integrate entrepreneurship education into the curriculum of tertiary education in the country.

Entrepreneurship education according to Emeraton (2018) deals with those attitudes and skills that are necessary for an individual to respond to its environment in the process of conserving, starting and managing a business enterprise. Certain basic attitudes and skills are essential for an individual to respond positively to his environment and explore its potentials. This implies that entrepreneurship education prepares the individual to be properly equipped to acquire saleable skills which could be used to manage his own business or that of other persons (Oduwaiye, 2019). Entrepreneurship education assists students to develop positive attitudes, innovation and skills for self-reliance rather than depending on the government for employment. Such an experience will in return produce graduates with self-confidence and capacities for independent thought to discover new information leading to economic development through job creation by graduates.

Entrepreneurship education lofty objectives of providing students with the skills and knowledge needed to start and run businesses successfully depends on how it is managed. Management generally refers to the mobilization of the available resources for the purpose of achieving organizational objectives. Entrepreneurship education management means the systematic processes and procedures through intensive planning and mobilization of both human and non-human human resources to achieve the objectives of entrepreneurship education in higher institutions (Akpomi, 2021). Management of entrepreneurship education entails the planning, organizing and coordination of the activities of the programmes to ensure that the lectures and other

practical classes do not coincide with the lectures of students in their various departments since every student is required to compulsorily undertake some entrepreneurship programmes before graduation. Students' perception of entrepreneurship education management refers to different ways through which students feel, understand and interpret the coordination, planning and organization of entrepreneurship education programmes in tertiary institutions. Being an innovative programme, it is normal for its activities to be perceived in several ways by students. The manner in which students perceive entrepreneurship management in tertiary institutions in Nasarawa State would help to ascertain the level of its success as their positive perception would influence them to be more dedicated in offering entrepreneurship education courses that will provide them with the opportunities to obtain different skills they need to operate businesses successfully after graduation (Bijay & Fekadu, 2019). Students' perception towards entrepreneurship education is an indicator which helps to predict potential entrepreneurial behaviour in future where students with the right attitude towards entrepreneurship education would be more inclined to depend on themselves to run their own business after graduation rather than being employed. However, when tertiary institutions manage the entrepreneurship programme poorly, it would attract negative perception from students and make them to be unwilling to attend classes. In most cases, students who offer other courses other than commercial and technical ones feel that entrepreneurship education is not relevant to them. As part of the management strategy for effective management of entrepreneurship education, it is the responsibility of managers of the programme to create awareness in order to enlighten the students to develop positive interest towards learning entrepreneurship education to prepare them towards starting their own businesses and become employers of labour. Students with positive perception towards entrepreneurship are more likely to consider pursuing business venture as an alternative career after completing their studies or in their later years (Otuya, 2023). Effective management strategies are required to manage the entrepreneurial attitudes of the students to enable them realize the core objective of entrepreneurship education of making graduates to be self-reliance after graduation. The Directors and staff responsible for managing entrepreneurship education are required to channel and direct the entrepreneurial skills of students to enable them aspire to become owners of business ventures (Gangaiah, 2019). Promotion of entrepreneurship education in tertiary institutions may increase the interest of the students to choose entrepreneurship as a career by raising their attitudes, perceived behavioral control, self-efficacy, risk taking and intentions towards the establishment and management of business enterprises. Positive perception of students regarding entrepreneurial activities is the determinant factors for helping tertiary students to decide and become job creators.

Entrepreneurship education programmes in tertiary institutions in Nasarawa State are controlled by Directors and being assisted by a Deputy Directors in some institutions. It is compulsory for all students of tertiary institutions are at liberty to offer any of the skilled acquisitions' programmes available in their various institutions for at least two (2) semesters. Some of the skilled acquisitions' programmes which students are required to choose during the entrepreneurship training are Ankara Bags and Shoes, Beads Making, Event Management, Soap Making, Computer Training, Baking, Tie and Die, Fishery, Paint Making, Print Media, Interlocking and Bricklaying, Fashion

design, Make-up Artist, Networking and GSM Repairs, Poultry Farming, Graphic design, Solar Power and others. Students normally register for any of the above programmes of their choice for ₦2000 to ₦3000 depending on what is obtainable in their respective institutions (Tende, 2014).

Entrepreneurship education is faced with the major challenge of not having specifically skilled acquisitions being tailored to students' different field of studies to capture their interest by making them to develop positive attitudes towards the programme. Sometimes, the lectures of students in their major fields of specialization coincide with entrepreneurship lectures which make them skip that of the entrepreneurship feeling that it is not too important to them. Ideally, entrepreneurship classes need to be hinged on problem-based learning activities (Ogundele, Sofoluwe & Kayode, 2022). The current situation in tertiary institutions where entrepreneurial skills that are designed to be offered by students stand as different courses rather than being incorporated into the content of courses in their various disciplines does not create an avenue for harmony and sustained positive interest by the students to acquire the ideas and knowledge needed to be successful in business world. The required benchmark for entrepreneurship education for tertiary education students is six credit hours. However, as a result of much workload for students and staff, many tertiary institutions cannot accommodate the six credit hours and as a result, entrepreneurship education courses are taught by some institutions as a one-time two credits hour with a very shallow content (Eya, 2020).

Fashanu and Okunloye (2020) noted that there are limitations in terms of accredited courses which already have maximum credit hours; as such, most tertiary institutions adopted a zero credit hour load for the newly introduced entrepreneurship education. This development could prevent the objectives of the programme from being achieved as it is also capable of decreasing the interest of students on entrepreneurship scheme. The current method of teaching entrepreneurship in tertiary institutions is mechanistic in nature as it fails to create room for students to engage individually with the hard realities of the business world.

In advanced countries especially in the United State of America where entrepreneurship education originated, tertiary institutions occasionally invite successful business executives to teach and interact with students by handling a semester course which afford the opportunity to make presentations and share their experiences with students. Such approach of managing entrepreneurship lectures could entice students to develop positive interest towards participating in the activities of entrepreneurship with high level of enthusiasm. Entrepreneurship education in tertiary institutions in Nasarawa State. institutions seem to beclouded with inadequate facilities, equipment and qualified staff which reduce the effective management, teaching and learning in practical-related courses to enable students acquire the skills, knowledge and ideas needed to excel in the world of business as entrepreneurs after graduation. Hence, this study is designed to assess the influence of students' perception on the management of entrepreneurship education in tertiary institutions in Nasrarawa State.

Statement of the Problem

The current method of teaching entrepreneurship in tertiary institutions is mechanistic in nature as it fails to create room for entrepreneurship instructors to engaged students individually by exposing them to the hard realities of the business world. Since all students of the same levels in a given tertiary institution offer entrepreneurship courses by attending the same classes, there is always high students-lecturer ratio which render classroom management ineffective as the available facilities may not give room for closed monitoring of students. As a result of high number of students, when practical lectures are in progress, some students will stay behind and distract the attention of others and they could not be noticed by the lecturers. Managing entrepreneurship lectures under such situation to influence students to perceive the programme positively is a difficult task.

The introduction of this entrepreneurship education in tertiary institutions in Nasarawa State is faced with series of challenges since it is a new scheme. Entrepreneurship education programme seem to have limited staff strengths to handle certain courses and some practical lectures as lecturers are sometimes brought from faculties to teach the students. It is unfortunate as some of these lecturers do not have the required skills and knowledge to cope with the challenges handling entrepreneurship courses effectively. This may discourage students and do not only reduce their interest in offering entrepreneurship acquisition skill programmes but also influence them to develop negative perception towards the programme.

Purpose of the Study

The study investigated the perception of students on the management of entrepreneurship education in tertiary institutions in Nasarawa State. The specific objectives of the study were as follows:

1. To determine the perceived impact of coordination of lectures on the management of entrepreneurship education in tertiary institutions in Nasarawa State.
2. To examine the perceived impact of post-graduation job creation ability on the management of entrepreneurship education in tertiary institutions in Nasarawa State.

Research Questions

The study provided answers to the research questions below:

1. What is the perceived impact of coordination of lectures on the management of entrepreneurship education in tertiary institutions in Nasarawa State?
2. What is the perceived impact of post-graduation job creation ability on the management of entrepreneurship education in tertiary institutions in Nasarawa State?

Statement of Hypotheses

The study tested the following hypotheses at 0.05 level of significance:

HO₁. There is no significant perceived impact of coordination of lectures on the management of entrepreneurship education in tertiary institutions in Nasarawa State.

HO₂. There is no significant perceived impact of post-graduation job creation ability on the management of entrepreneurship education in tertiary institutions in Nasarawa State.

Methods

The study was guided by cross-sectional survey research design. The total population of this study comprised 94,382 students obtained from the six tertiary institutions in Nasarawa State. The sample size of this study consisted of 382 respondents using the Krejcie and Morgan (1970) Table for determination of sample size. The instrument for data collection was a researcher self-developed questionnaire called 'Impact of Students Perception on the Management of Entrepreneurship Education Questionnaire (QSPMEEQ). The instrument contained 12 items. The Questionnaire was duly validated and the index of 0.78 was obtained. Cronbach Alpha was employed to compute the reliability index which yielded the internal consistency of 0.81. Descriptive statistics of mean and standard deviation will be used to answer the research questions while ANOVA was used to test the hypotheses at 0.05 level of significance.

Results

Research Question One: What is the perceived impact of coordination of lectures on the management of entrepreneurship education in tertiary institutions in Nasarawa State?
impact

Table 1:

Perceived impact of coordination of lectures on the management of entrepreneurship education in tertiary institutions

S/N	Item	\bar{X}	SD	Decision
1.	Graphic design entrepreneurial skill lectures are not orderly organized to accommodate the interest of all students who are offering it in the university.	3.10	1.00	Agreed
2.	Students who undergo solar power training are properly supervised by their instructors to ensure that they participate actively during practical activities.	2.45	1.09	Disagreed
3.	Students who undergo Tie and Die skill acquisition programme are regular monitored by their instructors to ensure that they learn appropriately.	3.45	1.07	Agreed
4.	Students experience clash of lectures during Beads Making practical classes and their major field of specializations.	3.30	1.06	Agreed
5.	There is no proper timetable to regulate the activities of fishery entrepreneurial skill acquisition of lectures.	2.47	1.05	Agreed
6.	The activities of Fashion Design skilled acquisition are not properly controlled to entice students to learn appropriately.	3.25	1.11	Agreed
Cluster Mean and Standard Deviation		3.00	2.26	Agreed

Scale Mean 2.50

Table 1 showed the mean and standard deviation of responses on the perceived impact of coordination of lectures on the management of entrepreneurship education in tertiary institutions in Nasarawa Stat. The Details of the analysis indicated that item 1 has a mean value of 3.10 with a standard deviation of 1.00, item 2 has a mean value of 2.45 with a standard deviation of 1.09, item 3 has a mean value of 3.45 with a standard deviation of 1.07, item 4 has a mean value of 3.30 with a standard deviation of 1.06, item 5 has a mean value of 3.48 with a standard deviation of 2.47 and item 6 has a mean value of 3.25 with a standard deviation of 1.11. From the responses, the cluster mean of 3.00 is above the scale mean of 2.50, as a result, the respondents agreed that students' perceived impact of coordination of lectures on the management of entrepreneurship education in tertiary institutions in Nasarawa State is positive.

Research Question Two: What is the perceived impact of post-graduation job creation ability on the management of entrepreneurship education in tertiary institutions in Nasarawa State?

Table 2:
Perceived impact of planning of lectures on the management of entrepreneurship education in tertiary institutions

S/N	Item	\bar{X}	SD	Decision
7.	Your knowledge of entrepreneurship skill acquisition could help you to successfully manage a business after graduation.	3.65	1.20	Agreed
8.	You are well-equipped with the practical knowledge required to start a new business	3.55	1.15	Agreed
9.	Entrepreneurship education has equipped you with enough knowledge and skills on business development plan.	2.48	1.17	Disagreed
10.	The knowledge acquired from entrepreneurship education classes could help you to initiate new business ideas in the society.	2.49	1.08	Disagreed
11	You are willing to accept entrepreneurship as an alternative to your proposed careers after graduation.	3.68	1.12	Agreed
12.	Students have acquired the requisite knowledge on how to identify opportunities and turn them into businesses.	3.80	1.10	Agreed
Cluster Mean and Standard Deviation		3.27	1.13	Agreed

SScale Mean 2.50

Table 2 showed the mean and standard deviation of responses on perceived impact of post-graduation job creation ability on the management of entrepreneurship education in tertiary institutions in Nasarawa State. The Details of the analysis indicated that item 7 has a mean value of 3.65 with a standard deviation of 1.20, item 8 has a mean value of 3.55 with a

standard deviation of 1.15, item 9 has a mean value of 2.48 with a standard deviation of 1.17, item 10 has a mean value of 2.49 with a standard deviation of 1.08, item 11 has a mean value of 3.68 with a standard deviation of 1.12 and item 12 has a mean value of 3.80 with a standard deviation of 1.10. The analysis of research question 3 revealed that the cluster mean of 3.27 is above the scale mean of 2.50, therefore, the respondents agreed that there is a positive impact of post-graduation job creation ability on the management of entrepreneurship education in tertiary institutions in Nasarawa State.

Testing of Hypotheses

All the hypotheses were tested using the t-test statistical method at a 0.05 level of significance. The results are presented in Tables 3-4 below:

Hypothesis 1: There is no significant perceived impact of coordination of lectures on the management of entrepreneurship education in tertiary institutions in Nasarawa State.

Table 3:

t-test Statistic showing the significant perceived impact of coordination of lectures on the management of entrepreneurship education in tertiary institutions

Variables	N	DF.	\bar{X}	SD.	t	P-Value	Sig. Level	Decision
Perceived Impact of Coordination of Lectures	382	380	3.35	1.10	1.650	0.000	0.05	Significant
Management of Entrepreneurship Education			3.20	1.15				

Results in Table 3 showed the significant impact of perceived impact of coordination of lectures

on the management of entrepreneurship education in tertiary institutions in Nasarawa State.

The

analysis of hypothesis one revealed that the p-value is 0.000 while the t-value is 1.650. Since the

p-value of 0.000 is less than the 0.05 level of significance, the null hypothesis was not accepted

which implies that there is a significant perceived impact of coordination of lectures on the management of entrepreneurship education in tertiary institutions in Nasarawa State.

Hypothesis 2: There is no significant perceived impact of post-graduation job creation ability on the management of entrepreneurship education in tertiary institutions in Nasarawa State.

Table 4:

t-test Statistic showing the significant perceived impact of post-graduation job creation ability on the management of entrepreneurship education in tertiary institutions

Variables	N	DF.	\bar{X}	SD.	t	P-Value	Sig. Level	Decision
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Post-graduation job creation ability	382	301	3.45	1.09	1.650	0.001	0.05	Significant
Management of Entrepreneurship Education			3.38	1.06				

Results in Table 4 showed the significant perceived impact of post-graduation job creation ability on the management of entrepreneurship education in tertiary institutions in Nasarawa State. The analysis of hypothesis two indicated that the p-value is 0.001 while the t-value is 1.650. Since the p-value of 0.001 is less than the 0.05 level of significance, the null hypothesis was not accepted which means that there is a significant perceived impact of post-graduation job creation ability on the management of entrepreneurship education in tertiary institutions in Nasarawa State.

Summary of Findings

The following were the summary of the findings of the study:

1. There is a significant perceived impact of coordination of lectures on the management of entrepreneurship education in tertiary institutions in Nasarawa State.
2. There is a perceived impact of post-graduation job creation ability on the management of entrepreneurship education in tertiary institutions in Nasarawa State.

Discussion of Findings

The findings of the study indicated that there is a significant impact of students' perception of coordination of lectures on the management of entrepreneurship education in Nasarawa State tertiary institutions. The findings of the study agreed with the opinion of Bijay and Fekadu (2015) as they asserted that perception of students towards entrepreneurship management is an important aspect which would help to determine the success of the programme as well as predicting potential entrepreneurial behaviour in future where students with positive perception towards entrepreneurship education management would be more dedicated in offering entrepreneurship courses that would help them to acquire several skills and position them to be totally developed and more inclined to depend on themselves to run their own businesses after graduation from university rather than depending on paid employment by government and other private organizations. Students on the entrepreneurship education management by tertiary institutions in Nasarawa State. The consequence of such students' perception of the management of the programme has reduced the interests of the students from taken entrepreneurial courses very serious.

The findings of the study further showed that there is a significant perceived impact of post-graduation job creation ability on the management of entrepreneurship education in tertiary institutions in Nasarawa State. The findings of the study disagreed with Iyala and Maicibi (2016) who maintained that entrepreneurship education do not have a significant impact on the post-graduation job creation ability of Nasarawa State University graduates. The finding of the study disagreed with the opinion of Agu (2006) who maintained that the overall objective of an entrepreneurship is to develop and instill requisite entrepreneurial skills, attitudes, competences and dispositions that would predispose higher education students to be driving forces in creating and managing business enterprises of their choices. This is because entrepreneurship education is not capable of instilling post-graduation job creation ability among graduates of tertiary institutions in Nasarawa State. Graduates of the University do not acquire the necessary skills and practical knowledge needed to create and manage new

businesses on their own. From the foregoing, it is quite clear that the graduates of the University cannot accept and welcome entrepreneurship education as an alternative to their proposed careers. The finding of the study equally disagree with the assertion of the Consortium for Entrepreneurship Education (2013) which stated that entrepreneurship education is meant to teach someone to understand how to run a business as well as encouraging creative thinking and promoting a strong sense of self-worth and empowerment towards creating and managing business enterprises. Through entrepreneurship education, students are supposed to learn how to create and manage businesses but the finding of this study contradicted the core objective of job creation as the graduates of the university do not possess the ability to create jobs on their own after graduation. It is the ability to create and operate a new firm and the ability to think in a creative and critical manner. The core knowledge created through entrepreneurship education includes the ability to recognize business opportunities in one's life, one's environment and the ability to pursue such business opportunities by generating new ideas and mobilize the required resources for starting a business out of the available opportunities but the study failed to confirm the ability of graduates from tertiary institutions in Nasarawa State to achieve the above aim.

Conclusion

The entrepreneurship education programme in tertiary institutions in Nasarawa State as revealed by this study is not well-managed as the lectures are not properly coordinated to meet the purpose of the programme. Students' yearning towards entrepreneurship education courses is not encouraging because the programmes is not capable of helping them to acquire the useful skills needed to create jobs and be self-reliance after graduation.

Recommendations

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

1. The director and other team members responsible for the management of entrepreneurship education in tertiary institutions in Nasarawa State should review the managerial process of the programme through re-planning, re-organizing, re-directing, re-coordinating, re-reporting and re-budgeting to secure positive perception of students on entrepreneurship education management.
2. It was also recommended that for entrepreneurship education to create positive impact on job creation ability among students of tertiary institutions in Nasarawa State, students should be made to offer entrepreneurship education courses for each semester beginning from 100 level to final year as against the only one or two semesters currently undertaking by the various institutions.

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