

Effect of Entrepreneurial Education in Universities of Education for Sustainable Development and Poverty Eradication in Africa: A Panacea of University Administrators

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Abstract. This study investigated the effect of entrepreneurial education in universities of education for sustainable development and poverty eradication. Two statements of hypotheses were formulated and tested at 0.05 level of significance. A descriptive survey research design was adopted while two hundred and fifty (250) respondents were selected through a purposive random sampling technique among the 300 level students in each of the five (5) Colleges in Tai Solarin University of Education, Ijagun. The data collected were analyzed using the Pearson Product Moment Correlation. The results revealed that there were positive correlations among the variables of the study. The moderate correlation coefficient ($r = .258$; $df = 68$; $p = .031$) indicates that entrepreneurship education has positive relationship with sustainable development.

Based on the findings, it was recommended among others that; government should ensure that schools are equipped with necessary infrastructural and instructional facilities that will make the teaching and learning of entrepreneurship education very effective.

Keywords: Entrepreneurial Education, Universities of Education, Sustainable Development, Poverty Eradication, University Administrators

1. Introduction

University education world over is regarded as a viable mechanism for the production of qualified individuals who are required for the economic and social development of any nation. In like manner, like any other developing countries, education has been adopted as an instrument par excellence for effecting national development in Nigeria and it is stated in her National Policy on Education that education is to be qualitative, comprehensive, functional and relevant to the needs of the society (FRN, 2013). Based on this premise of the nation's national objective the entrepreneurship education was introduced into the Nigerian education system at all strata. Evidences have shown that entrepreneurship education is gaining global recognition as an established field of study. The broad objective of entrepreneurship education is to provide individuals with the entrepreneurial mind-set and skills to be self reliance in order to reduce the high rate of unemployment among graduates in the nation.

Kayode and Sunday (2014) asserted that education is the bedrock of the socio- economic and political development of any nation. Developed countries of the world like China, Japan, Russia, and United States of America among others have achieved various breakthroughs due to their commitment to ensuring a functional educational system in their countries. Even countries like Singapore,

Indonesia, India, among other upcoming countries that have achieved developmental breakthroughs have been attributed to their commitment to ensuring functional educational system in their states. Furthermore, countries like Japan, Israel, Korea, and China have achieved developmental breakthrough despite the fact that they have no any natural resource endowment. Observations have shown that the secret of their breakthrough is their commitment to functional educational system.

Education as a very important part of human welfare and existence is the most powerful weapon that can be used to change the world. Education is the best legacy a country can give to her citizens. The strength of a country is determined by the number of the vast majority that is educated. According to Agi and Yellowe (2013) education is important to the development of human resources, impartation of appropriate skills, knowledge and attitude. It is the basis for transformation, industrialization and a high way to global knowledge economy. The development of educational sector is significant in developing other sectors of the economy. Adamu (2001) maintained that development in any society is anchored primarily to education process. Sule (2004) asserts that education is a sure pathway to liberation of the mind and the improvement of socio economic status of people. Educating individuals to be empowered with requisite skills and knowledge, to raise their output, income and wealth is sine-qua-non to creating gainful employment and reduction in poverty level. This is because only educated persons are enlightened and enlightenment leads to national and global development. For any nation to outgrow her economic status quo, such a nation should be able to develop the intellectual capability of her citizenry through functional entrepreneurial education at all levels education.

An entrepreneur may be seen as someone who undertakes innovations, finance and business acumen in an effort to transform innovations in economic goods. According to Banabo and Kemebaradikumo (2011), in recent years, the term entrepreneurship has been extended to cover such areas as socio-cultural, political, and

educational forms of entrepreneurial activity. As a result when large companies venture into entrepreneurial activities within the organization, it is described as “intra-preneurship” or “corporate spin-off”. According to Okala (2008), anybody, industry or business leader with innovative and creative business abilities is described as an entrepreneur or someone who engages in entrepreneurship. While the entrepreneur is the person venturing into the business of organizing and managing, entrepreneurship is the service rendered by the entrepreneur (Akanwa and Agu, 2005). These definitions view the entrepreneur as the person who perceives a business opportunity and takes advantage of the scarce resources to meet with unlimited opportunities profitably.

Entrepreneurship Education seeks to provide students (especially those in tertiary institutions) with the knowledge, skills and motivation to encourage entrepreneurial studies in a variety of settings (European Union Commission, 2010). The commission emphasizes that different aspects of entrepreneurship education are offered at all levels of schooling from primary or secondary schools through graduate university programmes. The growth of entrepreneurship as a recognized profession in the United States was visible in the 1990s. In that professional approach lies the secret benefit of entrepreneurship education, which is, to help decrease the chances of failure by stressing a consistent and proven set of practices. In modern entrepreneurship, the idea of professionalizing the process of entrepreneurship is another great commonality.

Emeraton (2008) described entrepreneurship education as that which deals with those attitudes and skills that are necessary for the individual to respond to his environment in the process of conserving, starting and managing a business enterprise. They opined that their opinion is based on the fact that some 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, 2005). Entrepreneurship education is therefore that education which assists students to develop positive attitudes, innovation and skills for self reliance, rather than depending on the government for employment. This will in-turn produce graduates with self confidence and capacities for independent thought to discover new information leading to economic development (Emeraton, 2008).

Entrepreneurship education is the type of education designed to change the orientation and attitude of the recipients and the process will equip them with the skills and knowledge to enable them start and manage a business (Agu, 2006). Agreeing with Emeraton (2008), Agu opined that entrepreneurship education aims at developing the requisite entrepreneurial skills, attitudes, competencies, and disposition that will predispose the individual to be a driving force in managing a business. Akpomi (2009) also holds the view that entrepreneurship education focuses on developing understanding and capacity for pursuit of entrepreneurial behaviours, skills and attitudes in widely different contexts. He continued that this type of education is open to all and not exclusively domain of the some self acclaimed business gurus. He concluded that these behaviours can be practiced, developed and learned therefore it is important to expose all students to entrepreneurship education.

Aig-Imoukhuede (1988) cited in Banabo and Kemebaradikumo (2011) has identified ten of the attitudes and skills that would-be entrepreneurs have developed, as well as the objectives of entrepreneurship education. These skills and attitudes include positive attitudes, high aptitude for rational critical thinking and timely decision making; clear vision, generation of progressive ideals, drive and passion for success; ability to convert vision in concrete reality; creativity, innovativeness, courageousness and self confidence; ability to assume reasonable risk; mercurial ingenuity, resourcefulness, patience and/or opportunities insight; confidence and good judgment which involve taking decisions and making choices; prudence which means due care in the management of resources especially financial;

willingness to learn and should develop a disposition pick-up, store knowledge and use it and hard work which is an indispensable ingredient of success in business and other sectors.

According to Anam, Iba & Aregbe (2014), entrepreneurship education when effectively and efficiently taught has the likelihood to engender self-employment among learners and accelerating sustainable growth and development. It is designed in the Nigerian universities to equip graduates with productive skills to engage in income-yielding ventures. As a result, employability and entrepreneurship have continued to remain the focal point and now impacting on the design of many universities' curricular. Okebukola (2011) also advanced some reasons to justify the inclusion of entrepreneurship education in Nigerian universities as the capacity to boost national economic development, lowering poverty level and raising life expectancy and living standards, job creation and improve the relevance and public respectability of the universities. Zhining, Zheng & Wang (2010) have observed that when a country strives for an enhancement in technological innovation and human capital stock, a high priority should be given to the growth of entrepreneurial efforts.

2. Sustainable development

In the view of Arogundade (2011), sustainable development requires balancing environmental, societal and economic considerations in the pursuit of development and an improved quality of life. Sustainability includes intergenerational equity, gender equity, just and peaceful societies, social tolerance, environmental preservation and restoration, poverty alleviation and natural resource conservation. He stated that the major essential tool for achieving sustainable development include the following areas:

- Improve the quality of basic education;
- Re-orient existing education programmes to address sustainable development;
- Develop public awareness and understanding; and

- Provide training for all sectors of private and civil society.

Arogundade further asserted that education for sustainable development is the focus or projection of education that seeks to equip people towards creating a sustainable future. Stakeholders such as government, businesses, educational institutions, media, and organizations play important roles in achieving sustainable development. Each of these sectors has a different vision of sustainable development. Some are interested in environmental preservation and protection; some have economic development interests while others may be more interested in social development. According to UNESCO (2000) the way each nation, cultural group and individual views sustainable development will depend on its own values.

Observations have revealed that in developed nations, tertiary institutions trained students in skills that will assist in building more sustainable societies. Programmes such as Peace Education, Human Right Education, Environmental Education and Youth Entrepreneurs schemes are carried out in many schools. Thus, such programmes would assist students and teachers to gain an understanding of the prerequisites needed for sustainable development. Much emphasis has been raised on education which will give life and productive skills that will develop the intellectual capacity of the individual undergraduates, enhancing self-empowerment and improving the standard of living.

The government and educational administrators have given a positive reaction to the growing needs of the nation to leave the status quo of corruption, unemployment, poverty and other social vices. Omolayo (2006), asserted that many individuals have difficulties in translating their business ideas to realities and creating new business ventures because of lack of necessary information and skills needed to achieve their targets. In his view, the university curriculum was structured towards preparing graduates for

white-collar jobs. This is an indication of why millions of university graduates are unemployed and unable to create viable businesses. The administrators of Nigerian universities of education are to restructure their syllabus in a way that it will inculcate innovative and entrepreneurial spirits in young graduates or teachers in training that will reposition Nigerian education system to stimulate economic growth through a deliberate agenda of production of entrepreneurial graduates.

Against this background, this study empirically investigated the effect of entrepreneurial education in universities of education for sustainable development and poverty eradication.

3. Hypotheses

The following research hypotheses were formulated to be tested in this study

H₀₁: There is no significant relationship between sustainable development and entrepreneurial education among the undergraduate students of Tai Solarin University of Education.

H₀₂: There is no significant relationship between poverty eradication and entrepreneurial education among undergraduate students of Tai Solarin University of Education

4. Methodology

A descriptive survey research design was adopted for this study. The sample size of this study comprised two hundred and fifty (250) respondents. A purposive random sampling technique was used to select fifty (50) respondents among 300 level students in each of the five (5) Colleges in Tai Solarin University of Education, Ijagun. A self-structured questionnaire tagged "Entrepreneurial Education in Universities of Education, Sustainable Development and Poverty Eradication Questionnaire (EEUESDPEQ)" was used for data collection. The data collected were analyzed using the Pearson Product Moment Correlation.

5. Results

Hypothesis One: There is no significant relationship between sustainable development and entrepreneurial education among the undergraduate students of Tai Solarin University of Education.

Table 1: Relationship between sustainable development and entrepreneurial education

Variables	N	Mean	Std dev.	Df	R	Sig.
Sustainable Development	250	2.69	.301	68	.258*	.031
Entrepreneurship Education	250	2.62	.636			

*. Correlation is significant at the 0.05 level (2-tailed).

Table 1 shows the Pearson’s correlation coefficient for the relationship between sustainable development and entrepreneurship education in Tai Solarin University of Education. It was discovered that there is a positive correlation between these two variables. The moderate correlation coefficient ($r = .258$; $df = 68$; $p = .031$) indicates that sustainable development has positive relationship with entrepreneurship education in Tai Solarin University of Education.

Hypothesis Two: There is no significant relationship between poverty eradication and entrepreneurial education among undergraduate students of Tai Solarin University of Education

Table 2: Relationship between poverty eradication and entrepreneurship education in Tai Solarin University of Education

Variable	N	Mean	Std dev.	R	Sig	Remark
Poverty Eradication	250	76.0	8.89	.451	.000	significant
Entrepreneurship Education	250	62.8	8.18			

* $p < 0.05$

Results of analysis show that the correlation coefficient (r) is significant at $P < .05$ ($r = .451$, $P < .05$). This implies that the null hypothesis of no significant relationship is rejected, indicating a significant relationship between poverty eradication and entrepreneurship education.

6. Discussion of Findings

The result of Pearson’s correlation coefficient for the relationship between sustainable development and Entrepreneurship education in Tai Solarin University of Education revealed that there is a positive correlation between these two variables. The moderate correlation coefficient ($r = .258$; $df = 68$; $p = .031$) indicates that entrepreneurship education has positive relationship with sustainable development.

However, the relation between these two variables is positive. This may be partially because of the incongruent research society, too many research variables or the effects of

unwanted variables. This finding is in the line with Rahnama & Abdolmaleki (2009) and Heydari (2010). Moreover, the existence of a significant positive relation between achievement motivation and entrepreneurship is confirmed. This finding is in the line with Santos, Curren, & Coetano (2010) and Heydari (2010).

The results of the analysis of hypothesis two show that the correlation coefficient (r) is significant at $P < .05$ ($r = .451$, $P < .05$). This implies that the null hypothesis of no significant relationship is rejected, indicating a significant relationship between entrepreneurship education and poverty eradication. This is corroborated by Arasteh (2003), who asserted that entrepreneurship is a dynamic process towards increasing the capitals. It is also a process which creates a new element using creativity and is accompanied by using time, resources, risks, and other factors. This is supported by Akbari (2007) who views entrepreneurship as an endless and

fundamental resource in all societies; one which is related to the individual's creativity. It is both cheap and valuable. Zare, (2008), is of the opinion that when entrepreneurship is accepted as a profession by many of the society members, society develops so fast. That is, entrepreneurship affects individuals' social and economical development directly. Training and education can seriously provide the students with necessary skills during primary school, high school, and higher levels considering their age and personality (Behrangi, & Tabatabaie, 2009). Although entrepreneurship is a relatively new phenomenon in our society and it has not been so much dealt with nationwide. It is the most important achievement for the development of the society. Nezhad, (2004) even believe that entrepreneurship can serve as a mechanism to increase productivity in organizations; so that the developed countries nowadays have kept their companies in a completely dynamic condition and its main reason is training the specialists who create jobs and cause success.

7. Recommendations

Based on the findings of this study, it was recommended that:

- Government should ensure that schools are equipped with necessary infrastructural and instructional facilities that will help the teaching and learning of entrepreneurship education very effective. Workshops and laboratories stocked with diverse kinds of equipment should be established at various universities to help internalize needed skills and values.
- The Students should be part and parcel of decision making body of the education policies affecting their interest. This will help to identify their areas of interest that will be incorporated in the curriculum by the curriculum planners.
- Efforts should be made by all the three tiers of Government, Non-Governmental Organisations (NGOs) and all other stakeholders in education industry should endeavor to ensure that

entrepreneurship education is properly funded as no effective planning and implementation of any program will take place in the absence of funds.

- It is also recommended that the government should give adequate attention to entrepreneurial development in the country through the provision of good economic environment to encourage individual participation in business while this is guaranteed entrepreneurship will thrive and consequently improve economic growth.
- Entrepreneurial values and practical skills should be inculcated into Nigerian undergraduates in order not to turn out to be unemployed graduates later in life

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