STRATEGIES FOR EMPOWERING BUSINESS EDUCATION STUDENTS FOR SELF-EMPLOYMENT THROUGH ENTREPRENEURSHIP EDUCATION

BINUOMOTE, M. O. Ph.D
Department of Vocational and Technical Edu
(Business Education Programme)
Federal University Ndufu- Alike,Ikwo
Ebonyi State, Nigeria

OKOLI, B. E. Ph.D
Department of Business Education
Ebonyi State University, Abakaliki,
Ebonyi State, Nigeria.

Abstract

The study was carried out to identify the strategies for empowering business education students for self-employment through entrepreneurship education in Oyo state. A total of 80 respondents comprising of 50 male and 30 female business education lecturers were studied. Three research questions and three null hypotheses guided the study. A descriptive survey design was adopted for the study. The instrument for data collection was a 30 item questionnaire which was validated by three experts from business education and measurement and evaluation departments of Ebonyi State University, Abakaliki. Cronbach Alpha reliability coefficient was used to determine the reliability index of the instrument and it yielded a reliability coefficient of 0.75. Mean and standard deviation were used to answer the research questions while the null hypotheses were tested at 0.05 level of significance using t-test. It was found that many of the listed strategies were accepted by lecturers in Oyo State colleges of Education as strategies for empowering business education students through entrepreneurship education. The results of the null hypotheses revealed that there was no significant difference in the opinion of the lecturers of Colleges of Education in Oyo State regarding the strategies needed for empowering students of business education for self employment through entrepreneurship education in Oyo state. It was recommended among others that the strategies identified should be used to teach entrepreneurship education. Facilities for teaching should also be provided by government for practical teaching and in-service training should be organized by authorities to improve the teaching of entrepreneurship education.

Introduction

Nigeria is still facing the problem of unemployment and the citizens can hardly contribute meaningfully to the economy as a result of not having the required skills and needed ability to apply such skills to non formal sector. The crimes in the society such as armed robbery, kidnapping, prostitution and political holiganism of all kinds are consequences of unemployment. Though Nigeria has made attempts to reform its educational system and it was on this premise that the National Commission for Colleges of Education (NCCE) in 2004 directed all the Colleges of Education in the country to embark on the promotion of the entrepreneurship development programme in Nigeria. The objectives are towards reducing unemployment and boosting the economy of the nation.

URL: http://www.nigjbed.com.ng . All Rights Reserved.

Osuala (2004) defined entrepreneurship education as a form of education whose purpose is to prepare individuals for employment in an occupation or group of occupations. This implies that entrepreneurship education is a type of education given to individuals to develop their creative and manipulative potentials for the benefit of humanity. Through entrepreneurship education various skills are developed for human empowerment.

Furthermore, Okoli (2010) pointed out that entrepreneurship focuses on recognizing a business opportunity, starting a business based on the recognized opportunity and operating and maintaining that business. The author stressed further that entrepreneurship is a natural fit for business education because it integrates the functional areas of business, accounting, finance, and marketing management, legal and economic environments in which a new venture operates.

Unfortunately, business education has been lagging behind in strategies and methods of imparting its recipients with the practical skills that could help them to be self dependent. Njoku in Okohohia and Ile (2008) stressed that hardly will one find any tertiary institution in Nigeria that teaches its students effective ways of creating and managing wealth in real life situations. Okoli (2010) concluded that, there is urgent need to develop good strategies and techniques of imparting entrepreneurship education in business education domain. This is important because the mission of business education at the college and university levels according to Osuala (1998) is to train the necessary manpower for industry, business, and public and private business establishments.

Despite the critical importance of entrepreneurs in the economy of the country, less developed nations especially African countries have not fully developed strategies to take advantage of this resources (Ashore, 2007). The countries have haphazard policies, which do not actually reflect the importance of entrepreneurship to the economic development. National programmes have been developed for the purpose of increasing entrepreneurial activity through various reforms, but these have proved abortive. There exists a consensus among scholars that entrepreneurship education has a vital role to play in the development of entrepreneurial attitude, abilities and related skills. According to Fulani (2006), about 93 percent of scholars are of the opinion that entrepreneurial skills can be developed via formal education. Thus, the establishment of entrepreneurship education is seen as a possible measure to promote entrepreneurship. Abhimonyu (2008) saw entrepreneurship education as enterprise education. Ashore (2007) noted that entrepreneurship education seeks to prepare people especially youths to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers and who contribute to development and sustainable community. Entrepreneurship education is not just about teaching someone how to run a business, but also encouraging creative thinking and promoting a strong sense of self worth and accountability. Through

entrepreneurship education, students learn how to create and manage business. The core knowledge gained through entrepreneurship education includes: ability to recognize business opportunities in one's life, ability to create and operate a new venture, and ability to think in a creative and critical manner (Oduma, 2011). The aims of entrepreneurship education therefore, are to encourage and train the recipients to create self employment opportunities for themselves through investing in new business. In this direction, entrepreneurship education is the key agent in the development of human creative and innovative talents in business.

Ayodele in Oviawe (2010) posited that there are several strategies that will help alleviate the problem of unemployment among the graduates in Nigeria. Some of which include: Provide small business schools where interested students and community members can participate, establishing an enterprise college aimed at fostering the specific skills, sets required for entrepreneurship to serve as skill acquisition centres for the growths, develop entrepreneurs internship programme matching students with locally successful entrepreneurs with clearly established education programme, school based enterprises where students identify potential business, plan, create and operate small business using the school as mini incubator

Anderson in Chukwumezie (2011) offered 20 proven, real life, entrepreneurial survival tips which helped avoid becoming a starting up casualty when starting a business. They are as follows: write a business plan; learning to love sales; learning to love marketing; be focused; provide more valued key business rules; be the very best; avoid emotional pricing it's inevitable; maintain a positive attitude; develop an exercise routine; devote time for public routine and build your client testimonial. The author concluded that for youths to be fully equipped for economic survival in the present age of global economic down-turn, there is every need for them to acquire entrepreneurship education through proper training and development in various skills, acquisition of programmes they will be able to perform in the world of work both as employees and as self-employed thereby becoming self-reliant clients. Thus, Okoli (2010) asserted that for business education graduates to be self-employed, certain facilities such as computer, word processor, photocopier, fax or facsimile, point card machine, mailing equipment and telephone must be put into use. The author concluded that despite the benefits of entrepreneurship education, it is still faced with challenges.

Oviame (2010) posited that, there are several factors that hinder entrepreneurship education in Nigeria. Some of which include: Poor knowledge based economy and low spirit of competitions, poor enterprising culture, lack of entrepreneurship teachers, materials and equipment, unavailability of funds and non inclusion of entrepreneurship programme in the school curricular. In addition, Amoor (2008) noted the following as the challenges confronting entrepreneurship education; Lack of lecturers with practical

entrepreneurial training and consciousness, the task of drawing up course content to be included in the curricular of entrepreneurship related education programme in Nigeria Colleges of Educations require a very long educational process and entrepreneurship education is capital intensive.

It is against this situation that it becomes necessary to conduct this study to identify the strategies needed for empowering business education students for self employment through entrepreneurship education in colleges of education in Oyo State of Nigeria.

Statement of the Problem

Unemployment has become a serious threat to the Nigerian economy with its attendant social problems of armed robbery, youth restiveness, prostitutions and female trafficking that have reached alarming rates. Efforts to reduce the above mentioned social problems seem not to be working. The federal, state, and local governments have repeatedly stated that government cannot provide jobs for all teeming unemployed youths and adults in the country. Since the government cannot provide the jobs for the large pool of the unemployed graduates, then there is need to help business education students to acquire skill through entrepreneurship education.

Ineffective strategies used in inculcating entrepreneurship education in Colleges of Education have failed to produce students who can demonstrate credibly in the current place of work and cannot produce students with needed skills for paid employment or self employment in the absence of paid employment. Researchers have confirmed that the cause of production of unskilled graduates is due to ineffective teaching of the course. Thus, there is need for adopting good strategies for the teaching of entrepreneurship education to help students acquire saleable skills.

Purpose of the study

The main purpose of the study was to determine the strategies for empowering business education students for self-employment through entrepreneurship education. Specifically, the study sought to:

1. Identify the strategies for empowering business education students for self-employment through entrepreneurship education in Oyo State.
2. Examine the training facilities for empowering business education students for self employment through entrepreneurship education in Oyo State.
3. Determine the challenges of entrepreneurship education in empowering business education students for self employment in Oyo State.

Research Questions

The following research questions guided the study:

1. What are the strategies for empowering business education students for self employment through entrepreneurship education in Oyo State?
2. What are the facilities for empowering business education students for self employment through entrepreneurship education in Oyo State?
3. What are the challenges for empowering business education students for self employment through entrepreneurship education in Oyo State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

H_{01}: There is no significant difference in the mean responses of male and female lecturers of business education on the strategies for empowering business education students for self employment through entrepreneurship education in Oyo State.

H_{02}: There is no significant difference in the mean responses of business education lecturers located in urban and rural area regarding the facilities for empowering business education students for self employment through entrepreneurship education.

H_{03}: There is no significant difference between the mean responses of business education lecturers in private colleges of education and public colleges of education regarding the challenges faced in empowering business education students for self employment through entrepreneurship education.

Methods

Survey research designed was employed for the study. The population for the study was 80 respondents made up of 50 male and 30 female business education lecturers. The entire population was used because of the small size. Three research questions and three null hypotheses tested at 0.05 level of significance guided the study.

A four point response item structured questionnaire was developed and used for collecting data in accordance with research questions and hypotheses. The instrument has sections A and B. Section A dealt with personal data of the respondents while B dealt with the strategies needed for empowering students for self employment through entrepreneurship education.

Three lecturers from departments of business education and measurement and evaluation of Ebonyi State University validated the instrument. The internal consistency of the instrument was established using Cronbach Alpha correlation coefficient. It yielded a reliability index of 0.75. The 80 copies of the questionnaire were administered on respondents with the help of three research assistants. All the copies of the questionnaire

URL: http://www.nigjbed.com.ng . All Rights Reserved.

were retrieved representing 100% return. The data collected from the study were analysed using mean and standard deviation for the research questions and the t-test for the hypothesis at 0.05 level of significance.

Results

Research question 1

What are the strategies for empowering business education students for self employment through entrepreneurship education in Oyo State?

Hypothesis 1

There will be no significant difference in the mean responses of male and female lecturers of business education on the strategies for empowering business education students for self employment through entrepreneurship education in Oyo State.

Table 1: Mean Rating and t-test Analysis of the Responses of Male and Female Business Education Lecturers on Strategies for Empowering Business Education Students for Self-Employment through Entrepreneurship Education (N = 80)

S/N	ITEM STATEMENT	X	Male n = 50 x1	SD1	Female n = 30 x2	SD 2	t-cal	t-crit.	Remarks	
1	Capacity building for entrepreneurship education	3.24	3.22	1.03	3.26	0.95	0.55	1.96	Agree	NS
2	Career seminar/talks for students on the benefit of entrepreneurship education	3.17	3.16	0.88	3.18	0.88	0.22	1.96	Agree	NS
3	Establishment of entrepreneurship commission at federal level	3.44	3.47	0.71	3.41	0.81	1.08	1.96	Agree	NS
4	provision of entrepreneurship education school	3.09	3.05	1.14	3.13	1.13	0.91	1.96	Agree	NS
5	Sensitization of people on Radio/television on the benefit of entrepreneurship education	3.11	3.22	0.94	2.94	1.11	1.31	1.96	Agree	NS
6	Organizing students industrial attachment training for trainees	3.25	3.25	0.96	3.25	1.02	0.06	1.96	Agree	NS
7	Using electronic/ print media to enhance public awareness of entrepreneurship education	3.06	3.09	1.01	3.00	1.08	1.11	1.96	Agree	NS
8	Provision of loan facilities to encourage students	3.04	3.15	1.96	2.86	1.17	1.28	1.96	Agree	NS

URL: http://www.nigjbed.com.ng . All Rights Reserved.

9	Training based on innovation	3.11	3.11	0.88	3.10	0.96	0.10	1.96	Agree	NS
10	Arrangement of the contents sequentially based on their difficulties	3.02	2.93	3.11	3.00	2.22	0.96	1.96	Agree	NS

Table 1 showed the 10 strategies for empowering business education students for self-employment through entrepreneurship education which had their mean values ranges from 3.02 – 3.44, which were above the cut-off point of 2.50. These revealed that all the respondents agree with the 10 strategies for empowering business education students for self employment. The Table also showed that all the 10 strategies items had their t-cal value less than the t-crit. of 1.96. This indicated that there was no significant difference in the mean ratings of the responses of male lecturers and female lecturers of business education on strategies for empowering business education students for self employment through entrepreneurship education. Therefore the hypothesis was upheld.

Research Question 2

What are the facilities for empowering business education students for self employment through entrepreneurship education in colleges of education in Oyo State.

Hypothesis 2

There is no difference in the mean ratings of responses of business education lecturers located in rural and urban area regarding the facilities for empowering business education students for self-employment through entrepreneurship education.

Table 2: Mean Ratings and t-test Analysis of the Responses of Business Education Lecturers whose Schools Located in Rural and Urban Area Regarding Teaching Facilities for Empowering Business Education Students for Self-Employment through Entrepreneurship Education. (N = 80)

S/N	Item Statement	X	School Location Rural n=35 x1	SD1	School location urban n=45 x2	SD2	t-cal	t-crit.	Remarks	
1	Laboratories/studio	3.09	3.15	0.89	3.06	0.97	1.03	1.96	Agree	NS
2	Computers	3.05	2.89	1.02	3.12	0.91	1.76	1.96	Agree	NS
3	Internet facilities	3.01	3.03	1.04	3.00	1.09	0.32	1.96	Agree	NS
4	Facsimile machine	3.10	3.09	0.91	3.10	0.94	0.17	1.96	Agree	NS
5	Interactive whiteboard	3.09	2.94	1.10	3.07	0.84	0.44	1.96	Agree	NS
6	Photocopiers	3.04	3.08	1.06	3.03	1.03	0.54	1.96	Agree	NS

URL: http://www.nigjbed.com.ng . All Rights Reserved.

7	**Scanners**	**3.07**	**3.04**	**1.23**	**3.08**	**1.13**	**0.36**	**1.96**	**Agree**	**NS**
8	**Radio-set**	**3.03**	**3.02**	**1.09**	**3.03**	**0.96**	**0.18**	**1.96**	**Agree**	**NS**
9	**Punch card machine**	**3.04**	**2.97**	**1.10**	**3.10**	**1.01**	**1.49**	**1.96**	**Agree**	**NS**
10	**Projector**	**3.26**	**2.23**	**0.89**	**3.29**	**0.87**	**0.77**	**1.96**	**Agree**	**NS**

Table 2 showed that the 10 facilities for empowering students for self employment items had their mean values ranging from 3.01 – 3.26 which were above the cut-off point of 2.50. This revealed that all the respondents agree with the items for empowering students on self-employment through entrepreneurship education. Also, Table 2 revealed that all the 10 rating facilities items have their t-cal values less than that of the t-crit. of 1.96. Hence, null hypothesis was upheld.

Research Question 3

What are the challenges of entrepreneurship education in empowering business education Students for self employment in colleges of education in Oyo State Nigeria?

Hypotheses 3

There is no significant difference in the mean ratings of business education lecturers in private colleges of education and public colleges of education regarding the challenges faced in empowering business education students for self employment through entrepreneurship education in Oyo state.

Table 3: Mean ratings and t-test analysis of the Responses of Business Education Lecturers in Private Colleges of Education and Public Colleges of Education Regarding the Challenges faced in Empowering Business Education Students for Self-Employment in Colleges of Education. (N = 80)

S/N	Item Statement	X	Private School n = 15	SD1	Public School n = 65	SD2	t-cal	t-crit	Remarks	
1	Insufficient entrepreneurship education lecturers	3.11	3.03	1.13	3.18	0.99	1.54	1.96	Agree	NS
2	Technological Primitive	3.21	3.17	0.92	3.24	0.81	0.91	1.96	Agree	NS
3	Inadequate funding	2.93	2.72	1.09	3.09	0.99	1.79	1.96	Agree	NS
4	Inadequate technical support staff	2.98	2.93	0.92	3.026	0.86	1.17	1.96	Agree	NS
5	Curriculum challenges	2.99	2.97	1.11	3.02	1.06	0.48	1.96	Agree	NS
6	Inadequate machine, tools and materials	2.92	2.81	1.09	3.03	0.94	1.33	1.96	Agree	NS
7	Negative attitudes of the students	2.76	2.65	1.10	2.82	1.01	0.74	1.96	Agree	NS
8	Lack of relevant and up-	2.88	2.94	0.93	2.82	1.05	0.01	1.96	Agree	NS

URL: http://www.nigjbed.com.ng . All Rights Reserved.

	to-date textbook									
9	Lack of incentive for entrepreneurship education lecturers	2.98	2.93	1.00	3.04	0.98	1.22	1.96	Agree	NS
10	Poor maintenance culture	3.00	3.03	0.940	2.97	1.05	1.33	1.96	Agree	NS

Table 3 showed that the 10 challenges had their mean between 2.76 to 3.21 which falls within the response of Agree. This indicates that the respondents agreed that all the items are challenges of empowering students to become self-employment through entrepreneurship education. It also revealed that all the items had their t-calculated values less than t-crit. value of 1.96. Therefore, the hypothesis of no significance difference between the mean scores of lecturers of private colleges of education and public colleges of education regarding the challenges of empowering students through entrepreneurship education was upheld.

Discussion

The findings presented in Table 1 showed that the listed strategies can be used by business education lecturers to empower business education students for self-employment through entrepreneurship education. This agrees with Hean (2002) who argued that strategies are needed to empower business education students through entrepreneurship education and they are not gender sensitive. Furthermore, Osuala (2004) noted that, it is necessary to empower individuals for self-employment through capacity building and entrepreneurship education. Therefore, the students of colleges of education should be exposed to the various employment opportunities to help them become self-employed after graduation.

It was also found that little or nothing can be achieved in any entrepreneurship education programme without facilities. Umezulike (2011) opined that sustainable entrepreneurship development can only be achieved, if government, philanthropists, individuals and make enough facilities available so that beneficiaries of entrepreneurship education will be well equipped with the required skills. This was in line with Igbokwe (2006) who opined that government should pay adequate attention to the procurement of the needed entrepreneurship education facilities to ensure that skills acquired through entrepreneurship training actually enhance job creation. The study revealed that there was no significant difference between the views of business education lecturers regarding the facilities for empowering students for self employment through entrepreneurship education based on location. The finding is contrary to the views of Okoli (2010) who noted that institutions located in the urban areas are more equipped than those located in the rural areas.

Furthermore, the findings of the study indicated that respondents agreed on the challenges of empowering business education students of colleges of education. The result is in agreement with challenges of entrepreneurship education as identified by Salami in Ohanu (2011). It was found that entrepreneurship education has challenges in empowering individuals for self employment and these challenges pose a serious setback to the development of entrepreneurship in Nigeria which is also in agreement with Anaele, Adelakun and Kenu (2014) who said that unemployment and its attendants consequences cannot be reduced unless challenges and obstacles of self employment are drastically reduced.

Conclusions

Based on the findings of the study, it was concluded that entrepreneurship education is needed now to tackle severe graduate unemployment. Entrepreneurship education prepares and builds persons to be responsible and enterprising individuals capable of deep entrepreneurial thinking that contribute to economy and sustainable development. And in order to curb unemployment and also remain competitive in the world of economy, entrepreneurship education is a major link between people and productivity. When students are properly empowered and equipped with necessary skills to fight poverty, youths' restiveness will be drastically reduced.

Recommendations

The following recommendations if adopted will help a lot to empowering business education students to be self employed and self reliant after graduation.

1. There is need to adopt the strategies as agreed by the respondents to enhance the teaching of entrepreneurship education.
2. Teaching facilities should be provided and utilized in the teaching of entrepreneurship education.
3. Lecturers of colleges of education should be sent-for-in-services training in order to acquaint themselves with the current trends in the job market.

References

Abhimayu, S. (2008). *Curriculum innovation and entrepreneurship in technical and vocational education*. Abuja: Image Concept Publishers.

Amoor, S. S. (2008). Integrating Entrepreneurship Education into Business Education Curriculum in Nigeria Universities. Zaria Journal of liberal art 2(2). *Retrieved from http://www.aabuedu.ng/publications/2011-08-24.*

Anaele, E. O.; Adelakun, O. A. Olumokun, B. O. and Kanu, J. A. (2014). Strategies for empowering individuals for self-employment through technical, vocational education and training (TVET) in Nigeria. *International journal of education learning and development* 2(3), 1-9.

Chukwumezie, F. U. (2011). Empowering and developing youths economics life for national survival through entrepreneurship education in tertiary institutions in Imo State. *Journal of Business Education* 8 (1) 220-225.

Fulani, E. O. (2006). Business education panacea for poverty alleviation . *ABEN Book of Reading*. 1(7), 28-40.

Hean, H. (2002). *Report on a survey of UAE nationals in micro small and medium enterprises*. Dibi: Tanmia press.

Igbokwe, S. A. (2005). *Business education: principles and methods Enugu*: Jones communication publishers.

Oborah, J. O. (2006). Business education and entrepreneurial development: a survey of entrepreneurial opportunities. *Business education journal 4(2), 32-3*

Oduma, C. A. (2011). *Principles and practice of entrepreneurial development.* Abakaliki: Citizen Advocate Publishers.

Ohanu, I. B. (2011). Challenges and prospects of Empowering Technical Colleges graduates through Entrepreneurship education in Anambra state. *Nigeria Vocational Association Journal* (NVA) 16(1), 94-101.

Okoli, B. E. (2010). Towards Effective Development of Entrepreneurship Education in Business Education. *Journal of Business and Vocational Education (1)*, 20-24.

Okolocha, C. A. and Ile, C. M. (2008). The role of business education in promoting entrepreneurship skills in woman. *Business Education Journal 4(2)*, 221-223.

Oviawe, J. J. (2010). Repositioning Nigeria youths for economic empowerment through entrepreneurship education. *European Journal of Educational Studies. 2(2),25-30.*

Salawu, G. E. (2011). Entrepreneurship interventionism and challenges of youth unemployment in Nigeria. *Global Journal of Management and Business Research 11(7*). 15-22.

Umezulike, A. N. (2011). Strategies for sustainable development of entrepreneurship in Anambra State. *Business education journal 8(1),* 95-111