

Entrepreneurship Revolution, Skill Acquisition, and Entrepreneurial Intention of Undergraduate Students of the Colleges of Education in North Central Nigeria

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Abstract. The study investigated the relationship between entrepreneurial revolution and entrepreneurial intention; and the relationship between skills acquisition and entrepreneurial intention of undergraduate students of the Colleges of Education in North Central Nigeria. The study used cross-sectional survey design. A sample size of 362 respondents was computed using Solven's formula. Data was collected using questionnaires as the main research instrument. Data analysis was done using Pearson correlation coefficient and regression analysis. The study found positive and significant relationship between entrepreneurial revolution and entrepreneurial intention; and positive and significant relationship between skills acquisition and entrepreneurial intention. The study concluded that undergraduate students need entrepreneurship skills for them to be able to engage in entrepreneurial activities. The study recommended the need to build an efficient entrepreneurial culture that is essential in the motivation of young graduates to have entrepreneurial intentions.

Keywords: Entrepreneurship Revolution, Entrepreneurial Skills Acquisition, Entrepreneurial Intention, Undergraduate Students, Colleges of Education, North Central Nigeria.

1. Background of the Study

Education in Nigeria is the shared responsibility of the federal, state and local governments. The federal ministry of education plays a dominant role in regulating the education sector, engaging in policy formulation and ensuring quality control. At the tertiary level, the system consists of a university sector and a non-university sector (Oghenyoreme and Ikechukwu, 2014). The latter is composed of polytechnics, mono-technics and colleges of education. The tertiary sector as a whole offers opportunities for undergraduate, graduate, vocational and technical education (Clark and Ausukuya, 2013). There are 281 colleges of education and 14 of them are in the north central Nigeria. Every year, millions of graduate student are poured into the job market and yet the jobs are scarce and limited.

It is against this backdrop that the BusinessDay in collaboration with the ministry of industry, Trade and Investment, as well as small and medium enterprise development agency of Nigeria (SMEDAN) chose the maiden edition of university entrepreneurship development programme (UNEDEP) initiative as a platform to promote entrepreneurship across Nigerian universities and colleges of education and to create in students the hope about the opportunities within the country (Ewuzie, 2013). According to Ewuzie (2013), the aim of UNEDEP initiative was to empower undergraduates for job and wealth creation as well as poverty alleviation. Furthermore, a

report by Biola (2013) revealed that Nigerian Universities and Colleges of Education were tasked to make entrepreneurship compulsory for all undergraduate students so as to reduce graduate unemployment in the country. Since then, entrepreneurship education has been in the forefront of the curriculum of the colleges of education imparting students with entrepreneurship skills so as to participate in the entrepreneurship revolution that is happening around them. However, it seems many students still lack the entrepreneurial intentions to participate in entrepreneurship. This could be the reason why unemployment rate of graduate students remains high. This study intended to connect the dots and establish why graduate students do not participate in entrepreneurship but rather prefer to flood the streets looking for white-collar jobs.

1.1 Statement of the problem

There is high level of unemployment of graduate students in Nigeria. The unemployment figure stands at 45% (UN, 2017). The cause of this is predominantly the poor programming of curriculums that emphasise white-collar employment than knowledge and skills that promote self-reliance. Unemployment has become a major problem affecting the lives of youths and graduates causing frustration, depression, dejection and dependency on family members and friends. The high level of unemployment among this population in Nigeria has contributed to the high rate of insecurity, violence in elections and prevalent poverty (Simkovic 2012). Over the years, the government of Nigeria has tried to include entrepreneurship education that would equip undergraduate students with skills however the entrepreneurial intentions of students still remain very minimal and they are not exploiting the entrepreneurship revolution (Undiyaundeye and Out, 2015). This study is an attempt to investigate why after undergraduate students have undergone entrepreneurship education and acquired the necessary entrepreneurship skills, still do not have any entrepreneurial intentions, and remain unemployed; making the unemployment rate of graduate students always to be on the rise.

1.2 Objectives of the Study

- To determine the relationship between entrepreneurial revolution and entrepreneurial intention of undergraduate students of the Colleges of Education in North Central Nigeria.
- To determine the relationship between skills acquisition and entrepreneurial intention of undergraduate students of the Colleges of Education in North Central Nigeria.

1.3 Hypothesis

Ho1: there is no significant relationship between entrepreneurial revolution and entrepreneurial intention of undergraduate students of the Colleges of Education in North Central Nigeria.
 Ho2: there is no significant relationship between skills acquisition and entrepreneurial intention of undergraduate students of the Colleges of Education in North Central Nigeria.

1.4 Significance of the study

Several studies have been done in the field of entrepreneurship covering entrepreneurship skills acquisitions and entrepreneurial intention of undergraduate students in universities both in Nigeria and outside Nigeria. However, such studies did not cover entrepreneurship revolution in the context of colleges of education in north central Nigeria. This study will be the first of its kind. Its findings will provide policy makers, Institutions of Higher Learning, students, and researchers with information of interest. It will also add to the body of knowledge by using interesting dimensions of entrepreneurship revolution.

2. Literature Review

2.1 Theoretical Review

2.1.1 Need for achievement (McClelland, 1961)

According to Sagie and Elizur (1999), McClelland's need for achievement theory highlighted that need for achievement is one of the strongest psychological factors influencing entrepreneurial behavior. Individuals with high need for achievement have a strong desire to be

successful and they are more likely to be an entrepreneur. McClelland (1961) suggested that individuals who possess a strong need for achievement are more likely to solve problems by themselves, set challenge goal, and strive to achieve it by their own efforts. Individuals with high need for achievement will contribute more in entrepreneurial activity (Tong, Tong & Loy, 2011). They are able to perform better in challenging tasks and discover innovative ways to enhance their performance (Littunen, 2000). From the result of Tong et al. (2011), need for achievement is the strongest predictor of entrepreneurial intention.

2.1.2 Entrepreneurship Revolution

Entrepreneurship revolution is the idea that the rules that created commercial success in the past have radically changed. That is to say, doing what worked yesterday may not bring success tomorrow. Entrepreneurship revolution in this study will be operationalized as New management paradigm, and New education paradigm.

2.1.3 Skill Acquisition

Entrepreneurial skill acquisition is a process whereby a person acquires or learns a particular skill or type of behavior needed for business through training or education in order to identify and exploit entrepreneurial opportunity for self-employment (Samian & Buntat, 2012). It also helps entrepreneurs to acquire self-confidence, self-esteem and participate in decision-making at household and community levels (Rufai et al., 2013). Skill training and tertiary education could lead to business opportunities and impact on entrepreneurship (Emaikwu, 2011). Exploitation of entrepreneurial opportunity also depends on the entrepreneur's level of education, skills or knowledge acquired through training, work experience and social network. Training and/or education produce prior experience, which leads to preparedness for entrepreneurial activity (Shastri & Sinha, 2010).

Previous studies established positive relationship between skill acquisition and entrepreneurial intention or self-employment (Ikegwu, 2014; Onuoha et al. 2013). However, entrepreneurial

skill acquisition was found not lead to self-employment practice without considering entrepreneur's characteristics or attitudes such as self-motivation.

2.1.4 Entrepreneurial Intention

According to Ajzen (1991), intention is the immediate antecedent of behavior. He claimed that behavior is not performed mindlessly but follows reasonably and consistently from the behavior-relevant information and behavior reinforced by rewarding events and weakened by pushing events. Individuals would like to be self-employed as they perceive that entrepreneurship is a suitable career path for them and is a way for them to accomplish their personal goals, pursue own ideas and realize financial rewards (Barringer & Ireland, 2010).

Entrepreneurial intention is defined as willingness of individuals to perform entrepreneurial behavior, to engage in entrepreneurial action, to be self-employed, or to establish new business (Dhose & Walter, 2010). It usually involves inner guts, ambition and the feeling to stand on one's feet (Zain et al. 2010). An individual may have potential to be entrepreneur but not make any transition into entrepreneurship unless they have such intentions (Mohammad et al. 2009).

Akmaliah and Hisyamuddin (2009) concluded that Malaysian secondary school students were favorable towards becoming self-employed but they did not have enough confidence to be an entrepreneur, which was reflected by low correlation value between attitudes and self-employment intentions. The students have a high perception regarding the attitudes towards self-employment but they still had low perception on entrepreneurial self-efficacy and interest.

Olufunso (2010) has studied the entrepreneurial intention of South African graduates as well as the motivators and obstacles to entrepreneurial intention. The findings showed that entrepreneurial intention is very low in South Africa. In addition, the motivators of entrepreneurial intention included employment, autonomy, creativity, macro-economy and

capital. The obstacles to graduate entrepreneurial intention included lack of access to capital, lack of competency, government support, risk and the macro-economy.

3. Methodology

The study used cross-sectional survey design because it allows for the study of the population at one specific time and the difference between the individual groups within the population to be compared. The target population included lecturers and the undergraduate students from

the State, Federal, and Private Colleges of education in North Central Nigeria giving a total of 3,814 participants. The sample size was computed using Solven’s formula:

$$n = \frac{N}{1+N(\alpha)^2}; \text{ where } n=\text{sample size, } N=\text{target population, } \alpha=0.05 \text{ level of significance.}$$

$$n = \frac{3,814}{1 + 3,814 (0.05)^2}$$

$$n = 362$$

Therefore, the sample size of this study was 362 respondents. Table 3.1 gives the summary of the details the target population and the sample size.

Table 3.1: Target Population and Sample Size

College of Education	Target Population		Sample Size	
	Students	Lecturers	Students	Lecturers
State Colleges	1,017	414	97	39
Federal Colleges	915	361	87	34
Private Colleges	812	295	77	28
Sub Total	2,744	1,070	261	101
Overall total	3,814		362	

The sampling procedure included simple random sampling for selecting both the students and the lecturers. The technique was preferred to avoid biasness in the selection of respondents, equal opportunity and chance was given to each respondent to be included in the study. The data sources included both primary and secondary data sources. The research instrument was predominantly structured questionnaires. Validity and reliability of the instruments was established before data collection. Pearson correlation and regression analysis were used to establish the level of association between the study variables. The ethical considerations of this study included: informed consent, anonymously, privacy, acknowledgement of cited reference sources, and observance of ethical code of conduct during data collection. However, this study was limited by lack of cooperation from the respondents, honesty of the respondents, and limited access to vital information. Furthermore, out of 362 respondents, 289 were able to participate in the study, giving a response rate of 79%. However those limitations were mitigated accordingly.

4. Findings

Table 4.1: The Relationship Between Entrepreneurial Revolution and Entrepreneurial Intention Of Undergraduate Students

	Entrepreneurial revolution	Entrepreneurial intention
Entrepreneurial revolution		
Pearson Correlation	1	.663**
Sig. (2-tailed)		.000
N	289	289
Entrepreneurial intention		
Pearson Correlation	.663**	1
Sig. (2-tailed)	.000	
N	289	289

** . Correlation is significant at the 0.01 level (2-tailed).

The study revealed that there was a strong, positive and significant relationship between entrepreneurial revolution and entrepreneurial intention ($r=.663^{**}$, $p<0.01$). This implied that increased entrepreneurial revolution would bring about entrepreneurial intention among the students.

Table 4.2: Null Hypothesis for the Relationship Between Entrepreneurial Revolution and Entrepreneurial Intention of Undergraduate Students

Model	R	R Square	Adjusted Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.663 ^a	.440	.438	.40052	.440	225.570	1	287	.000
Model	Unstandardized Coefficients			Standardized Coefficients		t	Sig.		
	B	Std. Error	Beta						
1	(Constant)	1.314	.162			8.106	.000		
	Entrepreneurial intention	.612	.041	.663		15.019	.000		

Table 4.2 revealed that entrepreneurial revolution significantly affects entrepreneurial intention by 44% (R Square=0.440, $p < 0.05$). This rejects the null hypothesis and upholds the alternative hypothesis. Furthermore, every single entrepreneurial revolution causes 66.3% (Beta=0.663) variance of entrepreneurial intention among graduate students.

Table 4.3: The Relationship Between Skills Acquisition and Entrepreneurial Intention of Undergraduate Students

		Skills Acquisition	Entrepreneurial Intention
Skills Acquisition	Pearson Correlation	1	.686**
	Sig. (2-tailed)		.000
	N	289	289
Entrepreneurial Intention	Pearson Correlation	.686**	1
	Sig. (2-tailed)	.000	
	N	289	289

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.3 revealed that there is a positive, strong and significant relationship between skills acquisition and entrepreneurial intention of undergraduate students ($r = .686^{**}$, $p < 0.05$). This implied that every skill acquired by an undergraduate student brings about positive interest intended for entrepreneurial activities.

Table 4.4: Null Hypothesis for the Relationship Between Skills Acquisition and Entrepreneurial Intention of Undergraduate Students

Model	R	R Square	Adjusted Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.686 ^a	.471	.469	.38948	.471	255.047	1	287	.000
Model	Unstandardized Coefficients			Standardized Coefficients		t	Sig.		
	B	Std. Error	Beta						
1	(Constant)	1.347	.151			8.950	.000		
	Skills Acquisition	.627	.039	.686		15.970	.000		

a. Dependent Variable: Entrepreneurial Intention

Table 4.4 revealed that skills acquisition can explain 47.1% variance in entrepreneurial intention of undergraduate students (R Square=0.471). This rejects the null hypothesis and upholds the alternative hypothesis. Furthermore, every single skill acquired by an undergraduate student causes 68.6% variance of entrepreneurial intention (Beta=0.686).

5. Discussions

The study found that entrepreneurship revolution had positive relationship with skills acquisition. This implies that more entrepreneurship revolution brings about business opportunities that may cause increase in entrepreneurship intention among undergraduate students. Furthermore, the study found a positive relationship between entrepreneurship skills acquisition and entrepreneurship intention. This implies that having a given skill motivates a student to have entrepreneurial intention. This

study is in line with that of Olufunso (2010) who found that entrepreneurial intention was very low in South Africa among graduate students. Furthermore, a study by Brana (2008) on skill acquisition training was found to have positive effect on entrepreneurial activity in France. In a similar study by Samian and Buntat (2012), skill acquisition training had positive impact on entrepreneurial intention in Germany.

6. Conclusion and Recommendations

The study found a positive relationship between entrepreneurship revolution, skills acquisition and entrepreneurial intention. In other words, entrepreneurship revolution brings about the intention to be an entrepreneur hence the need for skill acquisition in that aspect. Undergraduate students therefore need these skills if they must engage in entrepreneurial activities.

Therefore, there is need to build an efficient entrepreneurial culture which is essential in the motivation of young graduates to have entrepreneurial intentions. This can be achieved by creating quick success stories, which can serve as inspiration for the new generations of entrepreneurs. Only if entrepreneurship is seen as a viable career option and entrepreneurs are seen as responsible and respectable individuals, will young graduates dare to take the step and become job creators instead of job seekers.

Furthermore, there is need for the Colleges Education to enhance the entrepreneurial intention of students via different mediums such as seminars, training courses or similar hands on experience.

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