

ENTREPRENEURSHIP EDUCATION TRAINING AS CORRELATE TO JOB CREATION IN IMO STATE

By

Okeke Kelechi Charles

Department of Social Science Education

Imo State University, Owerri

Email: okekechazdar175@gmail.com

Abstract

This study investigated entrepreneurship educational training as correlate to job creation in Imo State. Five research questions and five corresponding hypotheses guided the study. The research design for this study was a correlational research design. The population of this study is made up of the entire 650 entrepreneurial students in Evette Institute of Catering And Hotel Management Fashion Designing And Hair Dressing and Geodora Institute of Fashion Designing And Hotel Management. The sample of this study is 247 using Taro Yamane formula. This sample was drawn using stratified random sampling technique. The instruments for data collection ..in this study were two structured rating scales designed by the researcher using the four likert type option of Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE). The instruments were validated by research specialists. Reliability coefficients of 0.84 and 0.73 were established using Cronbach alpha statistics. Research questions were answered using Pearson "r" statistics while hypotheses were tested using t-test of the significance of Pearson "r" statistics. The results of the study revealed that the youths who are positively disposed to entrepreneurship education, youths exposed to entrepreneurship education, youths who acquire entrepreneurship education and entrepreneurship education have high, positive and significance relationship with job creation in Imo State. The result also found that there is a low and negative significant relationship between the youths who are negatively disposed to entrepreneurship education and job creation in Imo State. The study concluded that entrepreneurship education is a formidable tool that contributes to the creation of job especially in a country like Nigeria that is characterized by poverty and high level of unemployment. It was recommended that

Government should encourage the entrepreneurship centres in Imo State by providing them with enabling environment so that the youths are motivated to engage in the training.

Introduction

Education is the key to national development in every nation. This is because it unlocks the economic potentials of the people; empowers and equips individuals in the society to participate in and benefit from their national economy, facilitates economic development and provides the basis for transformation in the system. Education is the highest level of instrument man has developed for his betterment and for this, if Nigeria must achieve its developmental needs, educational training must be very pragmatic through entrepreneurship education. Aguh (2019) sees entrepreneurship as the solution to Nigeria unemployment problems. Hence, there is need for entrepreneurship education. Sule (2013) defines entrepreneurship education as part of the total education that involves the acquisition of skills, ideas and management abilities necessary for job creation. Okafor in Ukozor (2014) states that entrepreneurship training will enable graduates to know how to use and apply their saleable skills to create employment for themselves.

This is so because an entrepreneur creates job rather than seeking for job. Chukwu (2021) posited that there is a need to embrace this type of education and provide all the necessary resources needed to make it functional. Quality entrepreneurship education could be used as a tool for fighting war against poverty and create job for the unemployed youths. Ogundele and Egunjimi (2017) states that the need for entrepreneurship education started emerging in the mid 1980s. This is because before this period, unemployment and poverty were not a national concern as it is currently. Political instability and inconsistencies in the socio-economic policies of successive government led to the emergence of high level unemployment in Nigeria. According to Chukwu (2021), from mid 1980s, till date, the Nigeria economy has continued to dwindle while unemployment has consistently hit the roof. This is so because there has been large scale layoff of workers and early retirements as a result of structural adjustment policies and bad economic trends in the country from 1980s till date.

The National Bureau of Statistics (2015) observed that the national unemployment rate is 4.3% of the labour force in 1985, increased to 5.3% in 1986 and 7.0% in 1987 but fall to 5.1% in 1988 and its average stood at 9.7% throughout 1990s. In 2003, it increased to 14.8% and reduced to 13.4% in 2004, and further reduced to 11.9% in 2005. It also increased to 14.6% in 2006 and reduced to 12.7% in 2007 and further increased to 14.8% in 2008, 19.7% in 2009, 21.4% in 2010 and 23.9% in 2006.

Also, unemployment rate in Nigeria increased to 8.20% in the quarter of 2015, its average stood at 11.59% from 2006 until 2015, reaching an all time high of 23.90% in the fourth quarter of 2011. The percentage rate of unemployment in 2016 - 2018 has a very high increase of (9.1%, 11.4% and 9.5%) respectively (National Bureau of Statistics, 2019). In the face of this situation in 1980s and 1990s, entrepreneurship which can salvage the situation was not encouraged. According to Chukwu (2021), entrepreneurship is the solution to salvage the situation and promote self-reliance among graduating students. The goal is to reduce the challenges of unemployment and enhance job creation.

Ayodele (2016) posits that inadequate capital is one of the principal factors hindering entrepreneurship in the country. Other problems identified by Ayodele (2016) include irrelevant education that is bookish, theoretic and "white-collar job" oriented. Furthermore, Nigeria macro-economic environment is unhealthy and unstable for a virile entrepreneurship to sustain the

economy. He argued that government programmes are not designed to promote entrepreneurship. The level of infrastructural development provided by the government in Nigeria is still very low and this affected to a very high extent the level of productivity and entrepreneurship activities in the country. Hence, the high rate at which business enterprises wind up prematurely and its consequent effects of unemployment on youths and adults calls for concern. If the problem of unemployment, especially among youths must be tackled, there must be concerted efforts aimed at re-orienting the youths and adults to de-emphasis formal employment and embrace entrepreneurship skills. The change in mindset would not only enable them create job for themselves, but also create job for others and help in reduction of unemployment; hence the need for entrepreneurship educational training.

The concept of entrepreneurship educational training has become vital as a result of constant and increasing economic problems especially unemployment (Gracia-Rodriguez, 2017). Countries are motivated to increase the rate of entrepreneurship educational training to promote economic and social well being of its citizens (Peng, & Kang, 2012). There is an increasing interest in entrepreneurship education in Nigeria. As universities in Nigeria has adopted and incorporated entrepreneurial education in their curriculum as part of their general studies. With the growing population in Nigeria coupled with huge unemployment figures, there is a need for the government to encourage entrepreneurial educational training. Entrepreneurial educational training amongst youths will stimulate entrepreneurial spirit and interest among youths and students to set up their own business.

According to Ikeme (2016), the overall objective of entrepreneurial educational training is focused on providing the youth (school leavers) with adequate training that will enable them to be creative and innovative in identifying novel business opportunities, which serves as a catalyst for economic development and growth, to reduce high level of poverty, to make job available for skilled and unskilled job seekers, to provide the unemployed youth with enough training and support that will enable them to establish a career in small and medium size business, to inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business ventures they embark on etc. Job creation is all about providing job opportunity especially through private sector establishments. The goal of job creation is to reduce the rate of unemployment, poverty and make the youths to be skillfully engaged in different private sector endeavor (Chukwu, 2021). In an effort to create job, the youths are made to undergo entrepreneurial skill training which may cover but not limited to catering, mechanic, tailoring, bricklayer, fabrication of tools and equipment, construction, farming, welding, hair dressing, event planning and many others.

It a known fact by scholars that entrepreneurship educational training remains the gate way to sustainable wealth creation and that if a nation desires to move out of the disturbing high level of unemployment and ravaging level of poverty, adequate attention must be given to the growth of entrepreneurship. However, several of these researchers have studied about the benefits of entrepreneurship education on the country's economic development. There has been little or no research with emphasis on how entrepreneurship education can foster the creation of jobs. It is therefore premise on this background that the present study investigated entrepreneurship educational training as correlate of job creation in Imo State.

Purpose of the Study

The major purpose of the study is to examine entrepreneurship educational training as correlate of job creation in Imo State. Specifically, the study sought to ascertain:

1. The coefficient of relationship between youths who are positively disposed to entrepreneurship education and job creation,
2. The coefficient of relationship between youths who are negatively disposed to entrepreneurship education and job creation,

Research Questions

The researcher posed the following research questions in line with the specific objectives:

1. What is the coefficient of relationship between youths who are positively disposed to entrepreneurship education and job creation?
2. What is the coefficient of relationship between youths who are negatively disposed to entrepreneurship education and job creation?

Research Hypotheses

The researcher formulated and tested the following hypotheses at 0.05 (95%) alpha level of significance.

HO₁: The coefficient of relationship between youths who are positively disposed to entrepreneurship education and job creation in Imo State is not significant.

HO₂: There is no significant coefficient of relationship between youths who are negatively disposed to entrepreneurship education and job creation in Imo State.

Results

In this chapter, the researcher presented analyses of research questions as well as hypotheses and summary of the findings.

Analysis of Research Questions and Hypotheses

Research Question One: What is the relationship between the youths who are positively disposed to entrepreneurship education and job creation?

Table 1: Summaries of Sample size (n), Pearson (r), Magnitude of relationship, Direction of relationship between the youths who are positively disposed to entrepreneurship education and job creation

| N | r | Magnitude of relationship | Direction |
|----------|----------|----------------------------------|------------------|
| 247 | 0.65 | High Relationship | Positive |

Analysis in table 1 provided the result for the relationship between the youths who are positively disposed to entrepreneurship education and job creation. The result from the table showed that the coefficient of correlation between the two variables is 0.65. This outcome indicated that the magnitude and direction of relationship between the youths who are positively disposed to entrepreneurship education and job creation is high and positive. The positive sign showed that increase in one variable is highly related to some measures of increase in the other variable. It was therefore conclude that there is a high and positive relationship between the youths who are positively disposed to entrepreneurship education and job creation in Imo State.

Hypothesis One

Ho₁- The relationship between the youths who are positively disposed to entrepreneurship education and job creation is not significant.

Table 2: Summaries oft-test significance of Pearson (r) analysis on the relationship between the youths who are positively disposed to entrepreneurship education and job creation

| N | R | α | Df | t_{cal} | t_{tab} | Decision |
|----------|----------|----------|-----------|------------------------|------------------------|------------------------|
| 247 | 0.65 | 0.05 | 245 | 13.39 | 1.96 | Reject HO ₁ |

Analysis of t-test significance of Pearson (r) analysis on table 2 provided summaries of the relationship between the youths who are positively disposed to entrepreneurship education and job creation. The degree of freedom stood at 245; the t-calculated was valued at 13.39 and considered to be greater than the t-tabulated value of 1.96. Hence, this led to the rejection of the null hypothesis and accepting the alternate hypothesis thereby concluded that the relationship between the youths who are positively disposed to entrepreneurship education and job creation in Imo State is significant.

Research Question Two: What is the relationship between the youths who are negatively disposed to entrepreneurship education and job creation?

Table 3: Summaries of Sample size (n), Pearson (r), Magnitude of relationship, Direction of relationship between the youths who are negatively disposed to entrepreneurship education and job creation

. Data in table 3 gave the result for the relationship between the youths who

| N | R | Magnitude of relationship | Direction |
|----------|----------|----------------------------------|------------------|
| 247 | -0.20 | Low Relationship | Negative |

are negatively disposed to entrepreneurship education and job creation. The result from the table

showed that the relationship between the two variables is -0.20. This outcome indicated that the magnitude and direction of relationship between the youths who are negatively disposed to entrepreneurship education and job creation is low and negative. The negative sign showed that decrease in one variable is related to some measures of decrease in the other variable. It was therefore concluded that there is a low and negative relationship between the youths who are negatively disposed to entrepreneurship education and job creation in Imo State.

Hypothesis Two

H₀₂. There is no significant relationship between the youths who are negatively disposed to entrepreneurship education and job creation.

Table 4: Summaries of t-test significance of Pearson (r) analysis on the relationship between the youths who are negatively disposed to entrepreneurship education and job creation

| N | r | α | df | t _{cal} | t _{tab} | Decision |
|-----|-------|----------|-----|------------------|------------------|-----------------------|
| 247 | -0.20 | 0.05 | 245 | 3.20 | 1.96 | Reject H ₀ |

Analysis of t-test significance of Pearson (r) analysis on table 3 provided summaries of the relationship between the youths who are negatively disposed to entrepreneurship education and job creation. The degree of freedom stood at 245; the t-calculated was valued at 3.20 and considered to be greater than the t-tabulated value of 1.96. Hence, this led to the rejection of the null hypothesis and accepting the alternate hypothesis thereby concluded that there is a significant relationship between the youths who are negatively disposed to entrepreneurship education and job creation in Imo State.

Conclusion

The study concluded that entrepreneurship education is a formidable tool that contributes to the creation of job especially in a country like Nigeria that is characterized by poverty and high level of unemployment. It was recommended that educational policymakers should ensure that entrepreneurship studies are made compulsory in all level of education in Nigeria. It was also recommended that Government should encourage the entrepreneurship centres in Imo State by providing them with enabling environment so that the youths are motivated to engage in the training. It was recommended that entrepreneurship centres should ensure that they are adequately informed with the present trends in the state and be innovative with their trainings so that the youths are exposed to newer skills for job creation.

Reference

Aguh, C.N (2019). Pedagogy of entrepreneurship in a contemporary society. *The Enterprise International Research Journal for Development*, 8(1), 18-32.

- Ayodele, J.B (2016). *Obstacles to entrepreneurship development in Nigeria*. Ado-Ekiti:UNAD Press.
- Chukwu N.D, Ibrahim I and Ahmad M.S (2021). *Unemployment in Nigeria: Implication on the Gross Domestic Product (GDP) Over the Years*. *International Journal of economic resources*. Vol 2(1).
- Garcia-Rodriguez, F.J., Gutierrez-Tano, D. & Ruiz-Rosa, I. (2017). The business model approach in entrepreneurship education: Impact on undergraduates" enterprise potential. *Mediterranean Journal of Social Sciences*, 8(3).
- Ikeme, C. (2016). *The challenges and prospects of unemployment in Nigeria using Imo State as the focal point*. An unpublished seminar article, Imo State University,
- Ogundele, M.O & Egunjimi, D.J (2017). Integrating entrepreneurship skills acquisition in to the National Youths Service Corps (NYSC) Programme in Nigeria. *Journal of Entrepreneurship and Management*. jf(3), 24-28.
- Okafor, B. O. (2014). The development of entrepreneurship in Nigeria: Is the Gateway to youth empowerment. The *International Journal of Science & Technoledge*, 2(7), 329-333.
- Peng, Z., Lu, G. & Kang, H. (2012). Entrepreneurial intentions and its influencing factors: A survey of the university students in Xi'an China. *Creative Education*, 3(8), 95-100.
- Sule, J.Y (2013). *Rural/urban development strategies*. Unpublished.
- Ukozor, F.I (2014). Entrepreneurship training in business education for self reliance. *UNICORN International Journal of Contemporary Studies*, vol. 1(2), 119-120.