

Effects of Entrepreneurship Education on Economic Resuscitation of Oyo State, Nigeria

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ABSTRACT:- This study was carried out on effects of Entrepreneurship Education on economic resuscitation of Oyo State, Nigeria. The sample size for the study was One hundred and twenty (120) respondents selected, through a simple random sampling technique. The research instrument used to collect data was self-developed by the researcher, “entitled “Questionnaire on Effects of Entrepreneurship Education on Economy Resuscitation of Oyo State, Nigeria”. The instrument was validated by an expert in test measurement, while its reliability was determined, through test retest method at two weeks interval, and 0.71 coefficient reliability was obtained. The research questions were analyzed, using descriptive statistics (frequency counts, simple percentages and means), while research hypothesis was analyzed, using inferential statistics (Pearson Product Moment Correlation ‘PPMC’). Based on the findings of the study conclusions were made that: EE could resuscitate the economy of Oyo State, Nigeria. Also, that joblessness or unemployment could be reduced, through EE and that it could also create people’s interests on business activities. Based on the conclusions recommendations were that EE should be well sustained, through adequate funding. Government should assist the graduates of the programme to source for the initial capital and materials needed to start business activities. Also, public enlightenment or awareness should be made on the benefits of EE to economy of individuals and Oyo State, Nigeria.

Key words: Entrepreneurship, Job creation, Economy, Resuscitation, Unemployment reduction

I. BACKGROUND OF THE STUDY

There is no gain saying the fact that in Sub-Sahara Africa, the nation, Nigeria has the largest economy based, on foreign exchange that is accruing from oil exploration, coupled with earnings from other sectors, such as; agriculture, telecommunication, and so on (World Fact Book, 2019). Despite all these, Nigeria economy has been in an abysmal of mess in the last few decades. This indicates that the natural mineral resources which the nation is blessed with have not been judiciously used to improve the nation’s economy. Nigeria economy is faced with many challenges like; inadequate power supply, lack of infrastructure, insecurity, pervasive corruption. Regulatory constraints and lack of security have limited investments in the oil sector of the country (World Fact Book, 2019).

The above picture depicted gives ones an insight to the fact that Nigeria is seriously battling and struggling with economic problems. Today, more than 62% of the Nigerians out of over 180 million people are still living with an extreme poverty. (Kazeem, 2018). Kazeem (2018), further reported that Nigeria has over taken many nations like, India in terms of poverty rate. This is an indictment on successive Nigerian governments, both the military and civilian alike for putting the country (Nigeria) into this “sorry and mess” state of economy.

Besides, Nigeria has several Agro-Ecological Zones (AEZS): the humid forest, Guinea Savanna, Sudan Savanna and the Sahel Savanna. Each of the geo-political zones in Nigeria has distinct agro-ecological zones. Erinsakin (2014), noted that Nigeria has thick forests rich soil, rivers for agricultural activities etc. However, all these natural resources have not been judiciously used to improve the agricultural sector of the nation. Hence, the nation still depends on importation of foods. Also, revenues from this sector are very low, despite the myriads of sectorial policies, programmes and other strategies that have been adopted to develop the sector. Today, many of Nigerians are living with hunger.

Agricultural sector of the economy is discouraging due to inconsistent policy and poorly executed programmes. Fisheries sector is poorly managed; there is also a decline in cocoa, palm oil, millet groundnut productions which the nation hitherto is known for in the world. Oyekan (2000), observed that comparatively in terms of indices to measure educational development, the nation is still far behind some less developed nations in Africa. This has been attributed to lack of total commitment to proper funding of education, unstable

government policies, weak infrastructures, poor planning and implementation, among others. Dike (2002), noted that Nigeria has a low per-capita income when compared to other countries, especially in African continent that are not well endowed with natural mineral resources.

In an attempt to improve the economy of the country, several socio- economic policies and programmes have been conceived and implemented. For instance, Entrepreneurial Development Training Programme (EDTP), implementations began few years ago specifically, in 1999, when the country returned to civil rule and still in progress in all States of the country.

Training is described as a process of acquiring job related knowledge, skills and attitudes in order to perform effectively and efficiency the specific tasks in an organization (Williams, 2010). Awogbenle and Iwuamadi (2010), noted that Entrepreneurial Development Training Programme (EDTP) is a short-term interventional mechanism, aimed at addressing the problem of searching for non-existing jobs. EDTP educates or gives people skills about the world of business and opportunities for self-employment.

Pojkkijoki and Heinomen (2006) and Ademoke and Olufunmilayo (2009), opined that EDTP is a panacea to unemployment challenges, corruption and of social-vices, which are common practices by the youths in Nigeria. The United Nations' Educational Scientific and Cultural Organizations UNESCO (2012), stressed the following as contributions of EDTP to economy and individuals; increase in productivity, enhancement of market competition, promotion of effective domestic resources utilization, employment generation, wealth creation, incomes generation, economic growth and development etc.

Uwafor (2009), stated that EDTP could positively develop the economy sector of the nation. Agagu (2007), noted that the programme could stimulate youths' interests on acquisition of skills in trade, thus improve the economy of the country. Hassan and Olaniran (2011), stressed that EDTP is a strategy to tackle poverty. Ogwumike (2002), also noted that the high rate of unemployment is a disconnection between people and acquisition of skills in entrepreneurship values. It is on the realization of the benefits of EE to individuals' and nation economy that informed integration of EE to the curricula at all levels of education in Nigeria.

Akpomi (2008), stressed that education is undisputedly recognized as a bedrock of any meaningful development. Section 1 of the Nigerian Policy of Education (FGN, 2004), stated that for functional education to be relevant, practical and capable of facilitating acquisition of appropriate skills and the development of competencies as equipment for individuals to live in and contribute to the development of the society of education instructions at all levels has to be directed towards inculcating acquisition of values and competencies necessary for self - reliance and poverty reduction. Akpomi (2009), emphasized that Entrepreneurship Education becomes very relevant in this contention. Daodu (2007), observed that Entrepreneurship Education is a strategy or instrument to channel the energies of University graduates in Nigeria away from paid employment into self-employment. Arogbenle and Chijoke (2010) stated the following as advantages of EE to the youths in Nigeria;

1. Creating employment opportunities for self-employed youth as well as the other young people they employ;
2. Bringing the alienated and marginalised youths back into the economic mainstream and giving them a sense of belonging;
3. Addressing the socio-psychological problems and delinquency that arises from youths' joblessness;
4. Helping youths to develop new skills and experiences that can then be applied for other challenges of life;
5. Promoting innovation and resistance among the youths and so on.

The advantages of EE cited above are the justifications for introducing the programme as a course of study at tertiary level of institutions, specifically. Observably, several studies had been conducted on EE programme at tertiary level, specifically at Colleges of Education in Nigeria. From the extant studies much of the studies had been self-reported without empirical analysis. It was this gap that this study was carried out on to bridge.

Statement of the Problem

Nigeria is a nation with a weak economy, despite a lot of mineral resources and human factors the nation is blessed with. The realization of this had made successive governments, both the civilian and military to formulate several economic policies aimed at revamping the appalling economy state of the nation. Also, EE was integrated with the existing schools programmes or courses at all levels of education. The intention is to make students to acquire skills in entrepreneurship. It has been noted by several scholars and researchers that majority of youths have no means of survival in Nigeria, thus constituting as a threat to socio-peace stability and sustainable development of the country in a holistic context. It is against this background this study was carried out on Entrepreneurship Education on economic resuscitation of Oyo State, Nigeria.

Research Questions

The following research questions were formulated to guide the study;

1. Can Entrepreneurship Education develop the economy of Oyo State, Nigeria?
2. What are the effects of Entrepreneurship Education on unemployment reduction in Oyo State, Nigeria?
3. Can entrepreneurship Education develop people's interests in business in Oyo State, Nigeria?

Objectives of the Study

The objectives of the study are to:

1. ascertain whether (EDTP) could develop economy of Oyo State, Nigeria;
2. determine the impact of EDTP on job-creation or unemployment reduction in Oyo State, Nigeria; and
3. assess the contribution of EDPT to development of people's interest in business in Oyo State, Nigeria.

Significance of the Study

The findings of the study will be significant to the stakeholders in educational provision and economic of the country in the following ways;

Firstly, the result of the study will give justification for accommodating Entrepreneurship Education with the existing schools' curricula, especially at tertiary level of education in Nigeria.

Besides, the result of the study will provide rationale for making Entrepreneurship Education a general course to be offered by students of tertiary institutions in the Department of General Education at tertiary level of education in Nigeria.

Lastly, the study will add to the extant literature within the confine of the study, thus, serves as a good source of reference for researcher in future. The study will be made accessible by the public, through an Open Educational Resource (OER).

Research Hypothesis

H01: There will be no significant relationship between, EDTP and unemployment reduction in Oyo State, Nigeria.

II. METHODOLOGY

Descriptive survey research design was adopted, because all the respondents could not be covered. Therefore, data generated on the sample size was generalized on the population of the study. The population of the study comprised, Business Education students at Federal College of Education (Special) Oyo and Lanlate College of Education, Oyo State, Nigeria. The sample size for the study was One hundred and twenty (120) respondents, selected through a simple random sampling technique from the students of the Department of Business Education in the two Colleges of Education. Sixty (60) students were selected from each of the colleges. A self-developed research instrument by the researcher, entitled, "Questionnaire on Effects of Entrepreneurship Education on Economic Resuscitation of Oyo State, Nigeria" was used to collect data for the study. The instrument was validated by an expert in test and measurement at Adeyemi College of Education, Ondo, Ondo State, while in its reliability was determined, through test retest method at two weeks interval. 0.71 coefficient reliability was obtained. The research instrument was administered by the researchers to the respondents.

Data collected on the research questions were analyzed using, descriptive statistics (frequency counts, means and simple percentages), while data collected on research hypothesis was analyzed, using inferential statistics (Pearson Product Moment Correlation 'PPMC').

Presentation of Results and Discussion of Findings

Research Question One: Can Entrepreneurship Education develop economy of Oyo State Nigeria?

Table 1: Showing Frequency Counts and Simple Percentages on can Entrepreneurship Education Develop Economy of Oyo State, Nigeria.

S/N	ITEMS	SD	D	A	SA	Mean	Remarks
1.	Entrepreneurship Education can enhance development of micro economy of Oyo state	07 (5.8%)	05 (4.2%)	24 (20%)	84 (70%)	3.5	Accepted
2.	Through Entrepreneurship Education, the economy of Oyo State cannot be enhanced	70 (58.3%)	30 (25%)	12 (10%)	08 (6.7%)	1.7	Rejected
3.	EDTP will enable its clientele to know how to	02 (1.7%)	03 (2.5%)	45 (37.5%)	70 (58.3%)	3.5	Accepted

	source for the initial capital needs for a small cottage business							
4.	Without Entrepreneurship Education it would have been difficult for me to venture into business	60 (50%)	30 (25%)	13 (11%)	17 (14.2%)	1.9	Rejected	
5.	My interest in a small scale business is due to the skills acquired through Entrepreneurship Education	05 (4.2%)	20 (16.7%)	45 (37.5%)	50 (41.7%)	3.1	Accepted	
6.	There is no link between my interest in a small cottage business and Entrepreneurship Education	84 (70%)	16 (13.3%)	08 (6.7%)	12 (10%)	1.5	Rejected	
	Total	228 (31.7%)	104 (14.4%)	147 (20.4%)	241 (33.5%)	2.5	Accepted	

Table 1 presents the findings on research question one which states that can Entrepreneurship Education develop economy of Oyo State, Nigeria. On item (1), respondents, responses obtained were 07 (5.8%), 05 (4.2%), 24 (20%) and 84 (70%) for strongly disagreed, disagreed, agreed and strongly agreed. On item (2), 70 (58%), 30 (25%), 12 (10%) and 08 (6.7%) responses were obtained, strongly disagreed, disagreed, agreed and strongly agreed respectively.

On item (3), 02 (1.7%), 0.3 (2.5%), 45 (37.5%) and 70 (58.3%) responses were obtained for strongly disagreed, disagreed, agreed and strongly agreed. On item (4), 60 (50%), 30 (25%), 13 (11%) and 17 (14.2%) among the respondents responded strongly disagreed, agreed, disagreed and strongly agreed. On item (5), 05 (4.2%), 20 (16.7%), 45 (37.5%) and 50 (41.7%) responses were obtained for strongly disagreed, disagreed, agreed and strongly agreed.

Finally, on item (6), 84 (70%), 16 (13.3%), 08 (6.7%) and 12 (10%) among the respondents' responses indicated strongly disagreed, disagreed, agreed and strongly agreed.

Generally, the result shows that the average mean of the total response is ($x = 2.5$) which is not grēater than the average total for scale of 2.5, thus, indicated that Entrepreneurship Education could improve or develop economy of Ondo State, Nigeria. The result is supported by the United Nations Educational Scientific and Cultural Organization (UNESCO, 2012) position that Entrepreneurship Education has potentials to create new technologies products and services promotion or effective domestic resources utilization, wealth creation and incomes generation, enhancement of market competition, and so on all these are factors that determine economy status of either individuals, states or nations. Further, the result also aligns with Uwaifor's opinion (2009), that Entrepreneurship Education could equip people with vibrant skills in entrepreneurial activities that could develop the economy of the country, Nigeria.

Research Question Two: What are the effects of Entrepreneurship Education on unemployment reduction in Oyo State Nigeria?

Table 2: Showing Frequency Counts, Means and Simple Percentages on What Are the Effects of Entrepreneurship Education on Unemployment Reduction of Oyo State, Nigeria.

S/N	ITEMS	SD	D	A	SA	Mean	Remarks
7.	Entrepreneurship Education can reduce unemployment in Oyo State, Nigeria.	21 (17.5%)	15 (12.5%)	32 (26.7%)	52 (43.3%)	3.2	Accepted
8.	Despite Entrepreneurship Education unemployment will still be persisting in Oyo State	50 (41.7%)	40 (33.3%)	16 (13.3%)	14 (11.7%)	1.95	Rejected
9.	People who are without jobs are those without entrepreneurial skills and knowledge	22 (18.3%)	20 (16.7%)	38 (31.7%)	40 (33.3%)	2.8	Accepted
10.	Entrepreneurship Education is the best means through which self-employment can be enhanced in the state.	08 (6.77%)	20 (16.7%)	38 (31.7%)	54 (45%)	3.1	Accepted
11.	Entrepreneurship Education	18	22	40	40	2.0	Rejected

	equipping people with entrepreneurial skills to manage their personal businesses	(15%)	(18.3%)	(33.3%)	(33.3%)		
12.	Skills offered by Entrepreneurship Education are not enough to make one a job-creator	49 (41%)	38 (31.7%)	10 (8.3%)	23 (19.1%)	2.0	Rejected
	Total	168 (23.3%)	155 (21.5%)	174 (24.1%)	223 (31%)	2.5	Accepted

Table 2 presents results on research question two that states EE can reduce unemployment in Oyo State, Nigeria. On item (7), 21 (17.5%), 15 (12.5%), 32 (26.7%) and 52 (43.3%) responses were obtained for strongly disagreed, disagreed, agreed and strongly agreed. On item (8), 50 (41.7%), 40 (33.3%), 16 (13.3%) and 14 (11.7%) among the respondents responses were obtained for strongly disagreed, disagreed, agreed and strongly agreed. On item 9), 22 (18.3%), 20 (16.7%), 38 (31.7%) and 40 (33.3%) responses were got for strongly disagreed, disagreed, agreed and strongly agreed. On item (10), 08 (6.7%), 20 (16.7%), 38 (31.7%) and 54 (45%) among the respondents' responses were obtained for strongly disagreed, disagreed, agreed and strongly agreed.

On item (11), 18 (15%), 22 (18.3%), 40 (33.3%) and 40 (33.3%) responses were got for strongly disagreed, disagreed, agreed and strongly agreed. On item (12), 49 (41%), 35 (31.7%), 10 (8.3%) and 23 (19.1%) responses were obtained for strongly disagreed, agreed, agreed and strongly agreed.

Generally, the result indicated that EE could reduce unemployment in Oyo State, Nigeria. Since, the average mean of rating scale is (X =2.5), and the average mean of rating scale of four (X= 2.5) are equal. This result is in consonance with the opinion of Akpomi, Dickson, Solomon, and Weaver (2008); Vincent and Farlow (2008) and Aponte and Toledano 2008): Fuchs, Werner. Wallau and Matlay (2008), stated that Entrepreneurship Education could reduce unemployment in Nigeria. This was also corroborated by Awogbenle and Iwuamadi (2010) that Entrepreneurship Education is a short-term mechanism to tackle mechanism the problem of unemployment in Nigeria. The finding aligns with the submission of Erinsakin (2014), that EE could create job opportunities for many people in Nigeria who are jobless. Agagu (2007) , further corroborated the findings that the implementation of Entrepreneurship programme is meant purposely to address youths' joblessness which is a serious challenge to Nigerian society.

Research Question Three: Can Entrepreneurship Education develop peoples' interests in business in Oyo State, Nigeria?

Table 3: Showing Frequency Counts, Means and Simple Percentages on Can Entrepreneurship Education Develop People's Interest in Business in Oyo State, Nigeria

S/N	ITEMS	SD	D	A	SA	Mean	Remark
13	Entrepreneurship Education can develop people interest in small scale business	16 (13.3%)	10 (8.3%)	22 (18.3%)	82 (68.3)	3.5	Accept
14.	My interest in a small scale business is not because of Entrepreneurship Education	70 (58.3%)	30 (25%)	15 (12.5%)	15 (12.5%)	1.9	Rejected
15.	Prior to my acquisition of knowledge on Entrepreneurship Education, I have developed a strong interest in business.	60 (50%)	45 (37.5%)	08 (6.7%)	07 (6%)	1.6	Rejected
16.	Acquisition of Entrepreneurship Education can further increase my interest and skills in business	06 (5%)	04 (6%)	39 (32.5%)	71 (59.1%)	3.4	Accepted
	Total	152 (30.4%)	89 (18%)	84 (17%)	175 (35%)	2.6	Accepted

Table 3 shows the findings on research question three that states can EE develop people's interest in business in Oyo State, Nigeria? On item (13), 16 (13.3%), 10 (8.3%), 22 (18.3%) and 82 (68.3%) among the respondents' responses revealed strongly disagreed, disagreed, agreed and strongly agreed. On item (14), 70 (58.3%), 30 (25%), 15 (12.5%) and 15 (12.5%) responses were obtained for strongly disagreed, disagreed, agreed and strongly agreed. On item (15), 60 (50%), 45 (37.5%), 08 (6.7%) and 07 (6%) responses were

obtained for strongly disagreed, disagreed, agreed and strongly agreed. Finally on item (16), 06 (5%), 04 (6%), 39 (32.5%) and 71 (59.1%) responses were obtained for strongly disagreed, disagreed, agreed and strongly agreed, respectively.

The result, generally speaking indicated that through EE unemployment status of the people of Oyo State, Nigeria could be reversed. Since, the average mean ($\bar{X} = 2.5$) is lesser than the average mean rating scale of four ($\bar{X} = 2.6$). The result is in consonance with the opinion of Roach (1999), that EE has many opportunities to economy of any nation. Through EE people would be able to avail themselves with business opportunities, create effective feasibility plan for business venture, identify various business entry strategies, acquire skills that are very relevant to business management, thus resulting into reduction on the high rate of unemployment in the nation. Further, the result also was corroborated by Akpomi (2009) that a shift from general education to EE would help to tackle the problem of unemployment, especially among the graduates of tertiary educational institutions in Nigeria.

Research Hypothesis One: There will be no significant relationship between Entrepreneurship Education and job creation in Oyo State, Nigeria.

Table 4: Showing (PPMC) on the Relationship between Entrepreneurship Education and Job Creation in Oyo State, Nigeria.

Variables	Means	St.d Dev.	N	R	P	Remark
Entrepreneurship Education	12.2410	1.4230	120	0.21*	.000	Sig.
Job creation	13.2434	1.5215	120	0.22*	.000	

Significant at .05 level *

Table 4 shows results on there will be no significant relationship between Entrepreneurship Education and job creation in Oyo State, Nigeria. Since, ($r=0.21^*$), $N = 120$, $P < .05$) for Entrepreneurship Education and ($r = 0.22^*$, $N = 120$, $P < .05$) for job creation. Null hypothesis, therefore, rejected, thus, indicated that EE could create jobs in Oyo State, Nigeria.

III. CONCLUSION

Based on the findings of the study conclusions were made that Entrepreneurship Education could resuscitate economy of Oyo State, Nigeria by enhancing and equipping with vibrant entrepreneurship skills and values for job creation, thus reducing their status in Oyo State, Nigeria and also create people's interests on small scale business etc. The result aligns with the submission of the Bechard and Taulouse (1998) that EE offers training that would make it possible for individuals to manage a small business, successfully.

Recommendations

The following recommendations were made, based on the conclusions of the study;

1. Oyo State Government should ensure that Entrepreneurship Education is well sustained through adequate funding and logistic supports provided for effective implementation of the programme at schools, especially at tertiary level of education.
2. Graduates of the programme should be assisted by priority than the loan to enable them for the initial capital needed to embark entrepreneurial activities.
3. Students should be encouraged and educated to embark on business in activities having acquired the theoretical values on EE before leaving schools.
4. Public awareness should also be created on the benefits of the programme to students and Oyo State economy.
5. The managements of Colleges of Education in Oyo State, Nigeria should partner with International Organizations and other stakeholders in Entrepreneurship development for a well implementation of the programme.
6. Directorate for Entrepreneurship training centres should be created at Colleges of Education in Oyo State, Nigeria, specifically to oversee a proper implementation of EE etc.

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