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Entrepreneurship Education as Correlate to Acquisition of Business Skills by Business Education Students in Tertiary Institution, Taraba State, Nigeria

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Abstract

This study explores the relationship between Entrepreneurship Education and the acquisition of business skills among Business Education students in tertiary institutions in Taraba State, Nigeria. Guided by five research questions and hypotheses, the research is grounded in David McClelland's Psychological Theory (1961) and Joseph Schumpeter's Innovative Theory of Entrepreneurship (1934). The study's population consisted of 266 students from three institutions: Peacock College of Education (74 students), Taraba State University (97 students), and College of Education Zing (95 students), with the entire population included in the sample. Data were collected using a researcher-developed questionnaire, the Entrepreneurship Education and Skills Acquisition Questionnaire (EESAQ), which demonstrated reliability with a Cronbach Alpha of 0.71. Findings indicate a positive correlation between Entrepreneurship Education and acquiring various business skills, including productive, processing, marketing, consultancy, and advertising skills. The study recommends that the National Universities Commission (NUC) and other regulatory bodies incorporate practical vocational training into the entrepreneurship education curriculum. It concludes that a

positive relationship exists between Entrepreneurship Education and skills acquisition, emphasizing that such skills are essential for successful entrepreneurship, aiding in time management, organization, problem-solving, and adaptability. Data analysis employed mean and standard deviation to address the research questions, with a benchmark mean score of 2.5 for decision-making. Pearson Correlation was utilized to test the hypotheses at a 0.05 significance level.

Keywords: Entrepreneurship, Entrepreneurship Education, Business Education, Acquisition of Skills, Tertiary Institutions

Introduction

Okoye (2013) defines business education as an academic curriculum that equips individuals with decision-making, service provision, and administrative skills vital for business roles. It provides competencies essential for entering the workforce and functioning effectively as a business economy consumer. Business education in Nigeria is increasingly important in enhancing economic growth and entrepreneurship, as it prepares students with the skills necessary for successful employment (Ayuba et al., 2023).

The Federal Republic of Nigeria (2013) recognizes business education as crucial for achieving economic self-sufficiency. It encompasses Entrepreneurship Education (EE) and skill acquisition, both pivotal in preparing students for employment. EE aims to cultivate entrepreneurial skills and competencies across disciplines, empowering students to create job opportunities (Boahemaah et al., 2020; Otache et al., 2022). It involves the development of management skills and an awareness of economic opportunities (Uzo-Okonkwo & Oduh, 2017).

Skill acquisition is essential for career prospects, providing job-relevant competencies that enhance employability and career advancement. Skills are categorized as intellectual or manual and are critical for increasing a nation's productivity (Olateju, 2013; Oluwadare, 2019). Adeyemo (2013) emphasizes that the learning of essential skills is vital for life adaptation, indicating that both innate abilities and learned skills contribute to effective performance in the workplace. Current literature highlights a gap in essential skills among business education graduates, underscoring the need for comprehensive entrepreneurial education to foster self-sufficiency.

Graduates of business education programs in tertiary institutions in Nigeria face significant unemployment challenges due to inadequate entrepreneurial education and skill development. The lack of support and

resources within educational institutions has resulted in insufficient skills and attitudes being imparted by educators. This issue is compounded by the high number of graduates entering the job market without appropriate preparation for employment or entrepreneurship. Many graduates struggle to establish businesses or develop skills, leading to a persistent cycle of unemployment and economic hardship. Despite the potential for entrepreneurship education to address these challenges, the current curriculum fails to equip students with the necessary skills, contributing to high unemployment rates among business education graduates in Taraba State.

Research Questions

1. How does entrepreneurship education correlate to the acquisition of consultancy skills by business education students in Taraba State tertiary institutions**?**
2. What is the correlation between entrepreneurship education and acquisition of advertising skills by business education students in Taraba State tertiary institutions?

Research Hypotheses

1. Significant correlation does not exist between entrepreneurship education and acquisition of consultancy skills by Business education students in Taraba State tertiary institutions
2. There is no significant correlation between entrepreneurship education and advertising skills possessed by business education in Taraba State tertiary institutions.

The study focuses on the correlation between entrepreneurship education and skill acquisition among Business Education students in federal, state, and private tertiary institutions in Taraba State, Nigeria. It specifically examines universities, polytechnics, and colleges of education, targeting students in their third and fourth years, as these levels typically include entrepreneurship education.

A correlational research design was employed to explore the relationships between variables without direct intervention (Gaille, 2020). This design facilitates the examination of connections between variables, supporting predictions based on observed changes.

The research was conducted in Taraba State, Nigeria, characterized by 16 Local Government Areas and various educational institutions, including Taraba State University, Peacock College of Education, and College of Education Zing. The area was selected for its accessibility, enabling efficient data collection.

The target population includes students enrolled in business education programs at higher institutions in Taraba State. In 2023, enrollment figures were 74 at Peacock College of Education, 97 at Taraba State University, and 95 at College of Education Zing, focusing on 300L and 400L students.

The study adopted a comprehensive census method to include the entire population due to its manageable size (Nworgu, 2015)

Data were collected using the "Entrepreneurship Education and Skills Acquisition Questionnaire (EESAQ)," which features a four-point Likert scale for responses, consisting of biodata and main question items.

Three experts from relevant fields (Business Education, Agricultural Education, Measurement and Evaluation) evaluated the EESAQ for content validity, leading to necessary adjustments based on their feedback.

The reliability of the instrument was tested with a pilot study involving 15 business education students, yielding a reliability index of 0.71 via Cronbach's Alpha.

The researcher and an assistant administered the EESAQ to respondents, ensuring consistency in administration across institutions. Each student documented their insights and opinions on entrepreneurship education through the questionnaire.

Data analysis utilized means and standard deviations to address the research questions, with a decision benchmark of a mean score of 2.50. Five hypotheses were tested for significance at the 0.05 level using Spearman rank correlation, operating under the null hypothesis of no significant relationships.

The data collected for the study were analyzed using means and standard deviations to answer the research questions, while Pearson Correlation was used to test all the hypotheses at 0.05 level of significance.

Research Question One: How does entrepreneurship education correlate to the acquisition of consultancy skills by business education students in Taraba State tertiary institutions

Table one: Mean and Standard Deviations of Rating Scale on the relationship between entrepreneurship education and acquisition of consultancy skills by business education students in Taraba State tertiary institutions

S/N	Item Statement	X_1	SD_1	Item Statement	X_2	SD_2	Decision
1.	Training on communication skills	3.17	1.04	I possesses effective communication skills	3.19	1.11	A
2.	Training on data analysis	3.35	0.95	I have the capacity to gather and analyze data	3.06	0.86	A
3.	Training on problem solving	3.15	1.05	I have the ability to approach challenges	3.11	1.01	A
4.	Training on confidence	3.25	0.88	I can create compelling presentations	3.12	0.77	A
5.	Training on Project management	3.19	0.95	I can successfully plan	3.13	1.03	A
6.	Training on ethical conduct	2.87	1.07	I can maintain high ethical standards	3.25	0.55	A
7.	Training on knowledge	3.26	0.94	I have knowledge of updating with the latest industry trends	3.14	1.01	A
8.	Training on financial acumen	3.38	0.89	I can understand financial statements	3.17	0.68	A
9.	Training on emotion	3.21	0.94	I have the ability to understand and manage emotions	3.26	0.79	A
10.	Training on culture	3.23	0.97	I can understand and respect culture differences	3.12	1.02	A
	Cluster Mean/Standard deviation	3.21	0.99		3.16	0.88	A

Source: Field Survey, 2024.

X_1 = Mean of training received on Entrepreneurship education

X_2 = Mean of training received after Entrepreneurship education
SD_1 = Standard deviation of training received on Entrepreneurship education
SD_2 = Standard deviation of training received after Entrepreneurship education
PR = Positive Relationship
NR = Negative Relationship

The data in Table one illustrates the relationship between entrepreneurship education and consultancy skills among business education students in Taraba State's tertiary institutions. The mean score for entrepreneurship education is 3.21 (SD = 0.99), while the mean score for consultancy skills is 3.16 (SD = 0.88). This suggests that a lack of entrepreneurship education correlates with diminished consultancy skills, as well as affecting marketing skills.

Research Question Two: What is the correlation between entrepreneurship education and acquisition of advertising skills by business education students in Taraba State tertiary institutions?

Table two: Mean and Standard Deviations of Rating Scale on the relationship between entrepreneurship education and acquisition of advertising skills by business education students in Taraba State tertiary institutions

S/N	Item Statement	X_1	SD_1	Item Statement	X_2	SD_2	Decision
1.	Training on copywriting	3.02	0.97	I can craft compelling and persuasive written content for advertisements	2.89	1.11	A
2.	Training on digital advertising	2.10	1.06	I have the ability to utilize online platform and tools for advertising	2.06	0.66	D
3.	Training on consumer behavior understanding	3.24	1.00	I can apply knowledge of psychology to create impactful campaign to win customers	3.31	1.81	A
4.	Training on market analysis	3.24	0.88	I have the ability to research and understand target audiences, competitors, and market trends	3.32	0.67	A
5.	Training on budgeting	3.28	1.07	I can allocate resources efficiently to ensure the best return on investment	3.03	1.33	A
6.	Training on campaign management	3.07	0.97	I have the ability to plan, execute, monitor advertising campaigns to achieve desired outcomes	3.05	0.45	A
7.	Training on message strategy	3.14	0.86	I can craft clear and compelling messages that resonate with target audience	3.14	1.11	A
8.	Training on visual design	3.32	1.47	I have the ability to create visual appealing and engaging graphics, images, and layouts	3.17	0.58	A
9.	Training on media planning and selection	3.22	1.03	I can select the appropriate advertising channels	3.16	0.29	A
10.	Training on creative	3.13	1.03	I have the ability to find innovative solutions to overcome challenges in advertising	3.12	1.22	A
	Cluster Mean/Standard deviation	3.16	0.98		3.03	0.81	A

Source: Field Survey, 2024.

X_1 = Mean of training received on Entrepreneurship education
X_2 = Mean of training received after Entrepreneurship education
SD_1 = Standard deviation of training received on Entrepreneurship education
SD_2 = Standard deviation of training received after Entrepreneurship education
PR = Positive Relationship
NR = Negative Relationship

Table two shows the relationship between entrepreneurial education and advertising skills among business education students in Taraba State. The mean score for entrepreneurial education is 3.16 (SD = 0.98), while the mean for advertising skills is 3.03 (SD = 0.81). The correlation indicates a strong link, suggesting that students who receive entrepreneurial education are more likely to develop effective advertising skills.

Hypothesis one: - Significant correlation does not exist between entrepreneurship education and acquisition of consultancy skills by Business education students in Taraba State tertiary institutions

Table 3: Presents Pearson correlation between entrepreneurship education and acquisition of consultancy skills by Business education students in Taraba State tertiary institutions

		Entrepreneurship education	**Acquisition of consultancy skills**
entrepreneurship education	Pearson Correlation	1	.033
	Sig. (2-tailed)		.487
	N	266	266
Consultancy skills	Pearson Correlation	.033	1
	Sig. (2-tailed)	.487	
	N	266	266
*. Correlation is significant at the 0.05 level (2-tailed).			

Field Survey,2024

The Pearson product-moment correlation results in Table 9 assess the relationship between entrepreneurship education and consultancy skills among business education students in Taraba State's tertiary institutions. The correlation coefficient (r) is 0.033, statistically significant at the 0.005 level, indicating a strong positive correlation. Therefore, these students reject the hypothesis of no significant relationship, suggesting that entrepreneurship education positively impacts their consultancy skills.

Hypothesis Two: - There is no significant correlation between entrepreneurship education and advertising skills possessed by business education in Taraba State tertiary institutions.

Table 4: Presents Pearson correlation between entrepreneurship education and advertising skills possessed by business education in Taraba State tertiary institutions

		Entrepreneurship education	**Advertising skills**
entrepreneurship education	Pearson Correlation	1	-.076
	Sig. (2-tailed)		.108
	N	266	266
advertising skills	Pearson Correlation	-.076	1
	Sig. (2-tailed)	.108	
	N	266	266
*. Correlation is significant at the 0.05 level (2-tailed).			

Field Survey, 2024

The Pearson product-moment correlation in Table 10 shows the relationship between advertising competencies and entrepreneurial education among business education students in Taraba State's tertiary institutions. The Pearson correlation coefficient, r, is -0.076, with statistical significance at $p < 0.005$, indicating a significant negative association. Therefore, the hypothesis of no significant link between entrepreneurial education and advertising skills is rejected, suggesting a positive influence of entrepreneurship education on advertising skills

Discussion of Findings

Consultancy and Advertising Skills (Table 3 and 4)

Similar positive associations between entrepreneurship education and consultancy skills were identified, further reinforcing the significance of entrepreneurial training in skill development across various domains.

The results align with Ngerem and Ezikpe (2016), emphasizing the importance of entrepreneurial skills for economic development. Akpotohwo et al. (2016) noted that a lack of these skills undermines graduates' effectiveness in business, reinforcing the value of entrepreneurship education. Additionally, the study supports Oboreh and Nnebe (2019), highlighting the significance of technical innovation and creativity in skill acquisition.

However, it contradicts Eyitayo et al. (2023), which reported notable gender disparities in skill acquisition related to economic development.

Overall, the findings highlight the crucial role of entrepreneurship education in developing essential skills for business education students, enhancing their employability and effectiveness.

Summary of Key Findings

This study reveals a strong positive association between entrepreneurial education and skill acquisition. Successful entrepreneurs require diverse competencies, including productive, processing, marketing, consultation, and advertising skills. These competencies are essential for effective task execution and resource utilization, enhancing time management, organization, problem-solving, and adaptability. Furthermore, they enable individuals to analyze, interpret, and synthesize information, leading to informed decision-making and effective problem-resolution.

Recommendations

Based on the findings, the following recommendations are made:

1. **Curriculum Integration and Inclusion**: The Nigerian Universities Commission (NUC) should integrate practical vocational training and essential entrepreneurial skills into entrepreneurship education curricula, ensuring early exposure for students.
2. **Establishment of Entrepreneurship Centers**: Tertiary institutions in Taraba State should create well-funded entrepreneurship centers that focus on developing practical skills and providing hands-on experiences for students.
3. **Resource Allocation and Funding Guidance**: Institutions must allocate adequate resources and support faculty to enhance skill development, while collaborating with the Centre for Entrepreneurship Development to educate students about funding sources for new ventures.

Limitations of the Study

- Sample Size: The limited sample size may affect the robustness of the results.
- Variable Scope: The study's reliance on only five variables restricts generalizability; including more variables could provide broader insights.
- Regional Relevance: Findings may not be applicable to all Nigerian states due to regional differences.
- Gender Focus: The emphasis on female students may limit the applicability of results to the broader population.

Recommendations for Future Research

1. **Conduct Comprehensive Studies**: Implement qualitative and experimental studies over extended periods to gain deeper insights into entrepreneurial

competencies and self-sustainability among business education students in Taraba State.

2. **Broaden Research Scope**: Replicate the study in other Nigerian states to compare findings and examine regional differences in entrepreneurial skills necessary for employability between federal and state institutions.
4. **Explore Entrepreneurial Intentions**: Investigate the correlation between the entrepreneurial intentions of undergraduate students in Colleges of Education in Taraba State and the wider entrepreneurial landscape to understand how aspirations align with opportunities.

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