



Entrepreneurship Training: Perception Satisfaction of Higher Education Students in Nigeria

Hassan Haruna, Olasunkanmi Basiru Aremu, Esan Martins Taiwo, Zubair Abdul Sunday

Federal Polytechnic, Ede, Osun State, Nigeria

Abstract The paper investigated the perception satisfaction of higher education students with a view to foster quality entrepreneurship training in salvaging the challenge of unemployment in Nigeria. The study identified the concepts of entrepreneurship skills training; assess the satisfaction of students on the concepts of entrepreneurship skills training and the strategies to foster quality entrepreneurship skills training in higher education institutions. Information was gathered through the analysis of data obtained from administered questionnaires received from students in some selected polytechnics in the South West Region. Relative importance index (RII) was used as evaluation tool to rank the outcome. The study reveals that acquisition of skills and ideas for the sake of creating employment for one-self and for others; entrepreneurship skills training has offer satisfactory ideas for creating employment for one-self and for others; entrepreneurship training centers should be provided with the adequate materials, tools and equipment as well as human capacity were ranked highest. The study however, recommends that successful entrepreneurs should be invited to share their experience to the students about entrepreneurship; the entrepreneurship training should be properly oriented to the field of studies of the students.

Keywords satisfaction, perception, salvage, entrepreneurship training

Introduction

Higher educational institutions are expected to play a vital role in a process of achieving the primary goal of entrepreneurship training. To ensure continuous development of a nation, a secure platform for employment, economic growth and improved welfare should be preserved [1]. Entrepreneurship development according to Gerba [2] has become a focused of highest precedence in public policies. This is because of the kind of education it provides in order to develop an opportunity-oriented entrepreneurial mind set among tertiary education students [3].

Ismail *et al.*, [4] viewed entrepreneurial education at tertiary level as essential component designed to give a great importance to save unemployment of youths, retrenchment under unemployment, poverty to name a few has being not encouraged. Entrepreneurship training at all level of education in Nigeria has inadequately induced the philosophy of the programme [5]. Similarly, Arogundade [6] viewed the programme as process that seeks the discovery of how best graduates can convert their education to productive venture, problem solving, transferring and transforming ideology of previous skills and knowledge into the new situation. In most Nigeria tertiary institutions, entrepreneurship training end up in general business or management education which has less or no conformity to the philosophy of the programme (self-employment) after graduation [7].

As per Nwangwu [8] as cited in [6] pronounced that the disappointment of tertiary education to train the philosophy of entrepreneurship in students has led to wastages in terms of both natural resources and human capital. For the reason that the youth and graduate from tertiary institutions are not equipped with the right skills



required with which to exploit the natural resources that are abundant in Nigeria. All of these factors have rendered the pursuit of self-reliance among our graduates challenging to gain self-employed. Some of the principal factors hindering entrepreneurship training as identified by Ayodele [9] are inadequate capital, irrelevant education that is bookish, theoretic and “white-collar job” oriented. Others are Nigeria’s macro-economic environment which is unhealthy and unstable for a virile entrepreneurship development, fear of disappointment by the people to take risk on entrepreneurial activities, while an unsteady and conducive political environment drives away investors that are planning to embark on entrepreneurial activities. More so, the level of infrastructural development provided by the Nigeria government in the institution is still very low and this has been another factor affecting the high level of productivity and entrepreneurial activities in the country. It is on this background that the paper is set to look at the entrepreneurship training perception satisfaction of higher education students in Nigeria.

Aim and Objectives

The aim of the study is to investigate the perception satisfaction of higher education students with a view to foster quality entrepreneurship training in salvaging the challenge of unemployment. The objectives are

1. To identify the concepts of entrepreneurship skills training
2. To assess the satisfaction of students on the concepts of entrepreneurship skills training
3. To identify strategies for fostering quality entrepreneurship skills training in higher education institution.

Research Questions

1. What are the concepts of entrepreneurship skills training?
2. What is the satisfaction perception of students about entrepreneurship skills training?
3. What are the strategies for fostering quality entrepreneurship skills training?

Research Methodology

Open ended questionnaires were administered to gather information on Entrepreneurship Training: Perception satisfaction of higher education students in Nigeria. Data were specifically collected from target audience (students) in Federal Polytechnic Ede, Federal Polytechnic Ekiti and Federal Polytechnic Ibadan all in the South West of Nigeria. A total of 150 respondents were used, sample of 50 students each randomly selected from the above Polytechnic Institutions. Out of 150 total questionnaires administered to the respondents, 138 were retrieved which represent 92%. Respondents were requested to rate their perceptions regarding the level of satisfaction based on the four point Likert ordinal scale where, 4 = highly satisfied, 3 = satisfied, 2 = moderately satisfied, 1 =dissatisfied.

Data obtained from the survey were analysed using Relative importance Index (RII) method. The Relative importance index (RII) was calculated using the formula:

$$RII = \frac{\sum W}{A \times N}$$

Result and Interpretation

Table 1: Concepts of entrepreneurship skills training

S/N	Entrepreneurship concept	4	3	2	1	RII	RANK
1	Acquisition of skills and ideas for the sake of creating employment for one-self and for others.	125	10	03	-	0.97	1 st
2	Skills training that are developed based on creativity.	85	28	20	05	0.85	5 th
3	Training that provides practical application for students.	101	29	08	-	0.92	3 rd
4	Training with the aim of reducing poverty rate with visible increase growth of employment rate among the graduates.	118	15	03	02	0.95	2 nd
5	Training leading to the development of small scale and large scale business based on student’s area of	78	23	25	12	0.80	6 th



	specialization.						
6	Training that equipped students with right skills required to exploit the natural resources.	72	27	28	11	0.79	7 th
7	Training that provide an opportunity-oriented entrepreneurial mind set of graduates.	98	24	16	-	0.90	4 th

Source field survey, 2016

The table above represents the respondents ranking index on the concept of entrepreneurship skills training. The table shows that acquisition of skills and ideas for the sake of creating employment for one-self and for others was ranked first with the value of 0.97, training with the aim of reducing poverty rate with visible increase growth of employment rate among the graduates was ranked second with the value of 0.95, training that provides practical application for students was ranked third with value of 0.92, while training that equipped students with right skills required to exploit the natural resources was ranked the least with value 0.79 respectively. The ranked concept shows the level of entrepreneurship skills training required.

Table 2: Perception satisfaction of students about entrepreneurship skills training

S/N	Students perception satisfaction	4	3	2	1	RII	RANK
1	Entrepreneurship skills training has offer satisfactory ideas for creating employment for one-self and for others.	133	03	02	-	0.99	1 st
2	The training has provided satisfactory opportunity-oriented to the field of learning.	126	09	03	-	0.97	2 nd
3	The training has satisfactorily equipped students with skills required to exploit the natural resources.	76	28	21	13	0.80	10 th
4	Entrepreneurship skills training has lead students to the development of small scale and large scale business based on the area of specialization.	98	20	20	-	0.89	5 th
5	The training has satisfactorily prepared graduates with the aim of reducing poverty rate and visible increase growth of employment.	112	18	05	03	0.93	3 rd
6	The entrepreneurship skills training has satisfactorily provided graduates with practical application in respective area of specialization.	123	11	04	-	0.97	2 nd
7	Entrepreneurship skills training has enable graduates to be self-employed and self-reliant in their respective fields.	104	17	15	02	0.90	4 th
8	The training has offer graduates with adequate training in risk management to make certain bearing feasible	98	20	20	-	0.89	5 th
9	Entrepreneurship skills training has adequately create smooth transition from traditional to a modern industrial economy	72	34	23	09	0.81	9 th
10	Entrepreneurship training has provides irrelevant skills that is theoretic	74	35	22	07	0.82	8 th
11	The training is oriented to white-collar job	72	34	23	09	0.81	9 th
12	The training environment are unsuitable and un-conducive	96	19	22	01	0.88	6 th
13	The entrepreneurship training centers are inadequate for the skills acquisition activities.	70	33	27	08	0.80	10 th
14	The skills provided are theoretical in nature	90	20	15	13	0.84	7 th

Source field survey, 2016



Table 2 represents the respondents ranking index of the satisfaction perception of students about entrepreneurship skills training. The table shows that entrepreneurship skills training has offer satisfactory ideas for creating employment for one-self and for others was ranked first with value of 0.99, the training has provided satisfactory opportunity-oriented to the field of learning was ranked second with value of 0.97, the entrepreneurship skills training has satisfactorily provided graduates with practical application in respective area of specialization was ranked third with value of 0.93; while entrepreneurship skills training has adequately create smooth transition from traditional to a modern industrial economy and the entrepreneurship training centers are inadequate for the skills acquisition activities were ranked the least with values 0.80 and 0.80 respectively. The ranked factor shows the satisfaction perception of students about entrepreneurship skills training.

Table 3: Strategies for fostering quality entrepreneurship skills training in higher education institution

S/N	Fostering quality entrepreneurship training	4	3	2	1	RII	RANK
1	Entrepreneurship training should provide an opportunity-oriented to the field of learning.	128	06	04	-	0.97	2 nd
2	Entrepreneurship skills training should lead to the development of small scale and large scale business based on the area of specialization.	118	10	08	02	0.94	4 th
3	Entrepreneurship training should prepare graduates with the aim of reducing poverty as well as visible increase in growth of employment.	128	06	04	-	0.97	2 nd
4	Entrepreneurship skills training should offer ideas for creating employment for one-self and for others.	114	14	06	04	0.93	5 th
5	The training should be equipped with right skills required to exploit the natural resources.	125	08	05	-	0.97	2 nd
6	The training environment should be suitable and conducive for the training activities.	118	10	08	02	0.94	4 th
7	The entrepreneurship training centers should be provided with the adequate materials, tools and equipment as well as human capacity.	131	05	02	-	0.98	1 st
8	The training should provide relevant practical skills	122	10	06	-	0.96	3 rd

Source: field survey, 2016

The above table shows that entrepreneurship training centers should be provided with the adequate materials, tools and equipment as well as human capacity was ranked first with value of 0.98; entrepreneurship training should provide an opportunity-oriented to the field of learning with value 0.97; entrepreneurship training should prepare graduates with the aim of reducing poverty as well as visible increase in growth of employment with value 0.97; the training should be equipped with right skills required to exploit the natural resources 0.97 were ranked second respectively. While entrepreneurship skills training should offer ideas for creating employment for one-self and for others was ranked the least with value 0.93. However, the ranked factor shows that strategies for fostering quality entrepreneurship skills training in higher education institutions are highly required.

Conclusion and Recommendations

In conclusion, students of higher learning in polytechnic institutions have satisfactory ideas for creating employment for one-self and for others with practical application in respective area of specialization through entrepreneurship skill training, thereby salvaging the challenge of unemployment in Nigeria. This can be more effective when entrepreneurship training centers are provided with the adequate materials, tools and equipment as well as human capacity. However, based on the results of the study, the following recommendations were made:



- Successful entrepreneurs should be invited to share their experience to the students about entrepreneurship.
- The entrepreneurship training should be properly oriented to the field of studies of the students.

References

- [1]. Blenker, Per, Dreisler, Poul, Kjeldsen, John (2006). Entrepreneurship education: the new challenges facing the Universities. Retrieved on 2nd June, 2014 from http://pure.au.dk/portal/files/32345606/2006-02_ENG.pdf
- [2]. Gerba, D. T. (2012). Impact of entrepreneurship education on entrepreneurial intentions of business and engineering students in Ethiopia. *African Journal of Economic and Management studies*, 3 (2): 258-277
- [3]. Sardeshmukh, S. R., & Smith-Nelson, R. (2011). Education for entrepreneur career: developing opportunity recognition ability. *Australian Journal of Career Development*, 20(3): 47-55
- [4]. Ismail, M., Khalid, S. A., Othman, M., Jusoff, K., Abdul Rahman, N., Mohammed, K. M. & Shekh, R. Z. (2009). Entrepreneurial intention among Malaysian undergraduates. *International Journal of Business and Management*, 4 (10):54-60.
- [5]. Adamu, A. A. (2012). Entrepreneurship education in furniture craft skills training for self reliance in a democratic Nigeria. A paper presented at the 9th annual national conference of national association for the promotion of students in religious, education, languages and general studies (NAPSRELGS).
- [6]. Arogundade, B. B. (2011). Entrepreneurship education: an imperative for sustainable development in Nigeria. *Journal of emerging trends in education research and policy studies (JEFE-RAPS)* 2, 1, 26-33
- [7]. Jimbo, B. O. (2009). Self-reliance an impetus for eradicating poverty in Nigeria. *Journal of humanities, science and technology, Niger State Polytechnic*, Zungeru, P. 124 – 130.
- [8]. Nwangwu, I. O. (2007). *Higher education for self-reliance: an imperative for the Nigeria education economy*. NEAP Publication P. 1-8.
- [9]. Ayodele, J.B. (2006). Obstacles to Entrepreneurship Development in Nigeria, in F. Omotosho, T.K.O. Aluko, O.I. Wale-Awe & G. Adaramola (Eds): *Introduction to entrepreneurship development in Nigeria*. Ado-Ekiti, UNAD Press.

