

FACTORS AFFECTING ATTITUDE TOWARDS ENTREPRENEURSHIP AMONG ECONOMICS STUDENTS IN COLLEGE OF EDUCATION GINDIRI

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ABSTRACT

This study assessed the factors affecting attitudes of students of Economics in College of Education Gindiri towards entrepreneurship skills. It raises three (3) objective, three (3) questions and one Hypothesis. The study adopts a descriptive research design. Students of Economics in the College of Education Gindiri formed the population of the study. Simple random sampling technique was used to administer questionnaires to 150 students. The research question was answered using simple percentage. Hypothesis was tested using the chi-square at 5% level of significance. The findings revealed that the attitudes of students towards entrepreneurship skills is as a result of lack of capital and unstable Nigerian economy. The study recommended among others that; student should be guided towards gaining access to loans in respect to the entrepreneurial activities they engage in.

Keywords: Entrepreneurship, Education, Attitudes, Economic and Skills

Introduction

Entrepreneurship education was started in higher institutions in Nigeria in order to reduce unemployment and increase graduates' abilities to create new businesses and be self-employed after graduation. Entrepreneurship education refers to education that helps shape students' attitude favourably towards entrepreneurship. It includes how to identify and seize business opportunities; making decisions about markets and marketing strategies. It is imperative for positive contribution towards improving the entrepreneurial prowess of students after graduation. Olorundare and Kayode (2014) sees entrepreneurship education as the type of education designed to change the orientation and attitude of the recipients and the process will equip them with the skills and knowledge to enable them start and manage a business. It aims at developing the requisite entrepreneurial skills, attitudes, competencies, and disposition that will predispose the individual to be a driving force in managing a business.

Entrepreneurship refers to the concept of developing and managing a business venture in order to make gain/profit. It is the desire and willingness to start a new business. According to Hisrich (2002) cited in Adebayo & Kolawole (2013) entrepreneurship is the process of creating something new with values by devoting the necessary time and effort; assuming accompanying financial, psychic and social risks to reap the resulting rewards of monetary and

personal satisfaction and independence. Entrepreneurship is a way to bridge the gap between discovery and the market place and it is the most effective way despite the troubles encountered before getting to the market place.

Entrepreneurship development in Nigeria was not quickly given the needed attention until the last decade of the 20th century. Akiri, Onoja and Kunazang (2016) noted that right after the reinstatement of democracy in 1999, the primary focus of Obasanjo's policies centered on accelerated development through entrepreneurial education (which he made mandatory for college students of all disciplines) and the creation of condition favourable to a new business regime built on innovation and adaptability. This period ushered in economic reforms and a renewed focus on entrepreneurs' development as the only viable means of sustained growth. Nigerian leaders initiated a massive programme of disinvestment and financial deregulation aimed at boosting business development across the micro, small and medium enterprise (MSME) space.

When the Federal Government of Nigeria recognized the role, entrepreneurship plays in jumpstarting the growth and development of the economy, it decided on two things in 2009. One, that entrepreneurship education should be made a general studies course for all undergraduates of the tertiary institutions. The second was that a center for entrepreneurial development be established in each of the tertiary institutions where different skills would be taught. At the end of their programme of study, graduates of the tertiary institutions would be able to set up their own businesses with a view to contributing to the economy (National Open University of Nigeria [NOUN], 2016). Entrepreneurship education was introduced to undergraduates in both universities and polytechnics by the Federal government through the National Universities Commission as this will help contribute to the development of manpower needed for employment generation, poverty reduction, reducing educational wastage and economic growth.

On a yearly basis, thousands of graduates are added to the labour market and if these graduates are not trained entrepreneurially, they worsen the level of unemployment and turns to be wastage in education which leads to increase in social vices especially in developing countries like Nigeria. Entrepreneurial training is designed for self-employment and thereby development of the nation. It incorporates skill training into the usual learning experience given to these students before they graduate giving them the privilege to be self-employed and even employers of labour. Thus, the importance of entrepreneurship increases the responsibility of universities in providing students with adequate entrepreneurial skills and mindset, which is needed to supply the countries with valuable entrepreneurs who would establish entrepreneurial companies and start-ups, which gradually affect the economic stability of the country since entrepreneurship proved to be essential for the development and renewal of the economy through the creation of new innovative markets and the modernization of society (Najim, El-Refae, & amli; Alnaji, 2013).

The alarming rate of unemployment among the graduates of tertiary institution has become a scourge with no end in sight. This is well buttressed by the recent figures released

by the Trading Economics (2021), which revealed that the unemployment rate in Nigeria currently stands at 33.30%. This growing wave of unemployment challenges the Nigerian government to devise a means of equipping the Nigerian graduates with entrepreneurial skills. The entrepreneurial skills will groom graduates on how to be self-reliant after their graduation, be independent and become their own boss, create job opportunities for others by being an employer of labour and sustainably contribute to the economic conditions of Nigeria, by directly or indirectly participate in the Medium and Small-scale Enterprises in Nigeria.

To this extent, entrepreneurial trainings to the students has been observed that students in the Nigerian tertiary institutions have not prioritised entrepreneurship. This has affected their attention to develop interest in entrepreneurial initiatives, programmes and policies instituted by the government to make entrepreneurship attractive to them. Thus, this study is designed to assess the factors affecting Economics students' attitude towards entrepreneurship Education in college of education Gindiri

Entrepreneurship initiatives in Nigeria also include the Nigerian Industrial Development Bank (NIDB), Industrial Development Centres, Second Tier Securities Market, World Bank SME I AND II Loan Schemes, National Economic Reconstruction Fund (NERFUND), Microfinance Banks, Small and Medium Industries Equity Investment Scheme (SMIEIS), the Nigerian Agricultural and Rural Development Bank Credit Scheme and the Seed Capital for Small Business and the introduction of entrepreneurship as a general course across tertiary institutions in Nigeria

Students' attitude towards entrepreneurship was studied in several countries, each study focused on a number of variables and how they affect the attitude of students towards entrepreneurship. In UAE, Majumdar and Varadarajan (2013) studied the effect of gender on the entrepreneurial intention among students, what brought their attention to conducting this study is the gap between female students' high academic results compared to their low employment rate. The study found that gender does not affect entrepreneurial intention, however, it concluded that there are several factors, which sharply affect entrepreneurial intention. Awareness was one of the most important factors affecting students' attitude towards entrepreneurship. Anabela, Arminda, Mário, & amlí; Ricardo, (2013) have studied other factors influencing entrepreneurial intention including locus of control, need for achievement, tolerance to ambiguity, and innovativeness. They found out that these factors are not related with intentions to start a business. On the same hand, Sesen (2013) found out that the relationship between students' need for achievement, access to business information, and university's supportive environment from one side and the entrepreneurial intention from the other side is not significant. Pulka, Rikwentishe & Ibrahim (2014) with the aim to examine the cognitive, affective, and behavioural components of students' attitude and to examine the overall attitude of students towards Entrepreneurship education in five selected universities in North East Nigerian reported a strong positive attitude towards entrepreneurship education of the students generally and a strong desire to engage in entrepreneurial activities. They study also reported positive behavioural tendency, favourable cognitive and strong affective towards

entrepreneurship education. Lawan, Rudhumbu, Svotwa, Munyanyiwa and Mutsau (2016) studied the attitudes of 250 final year students towards entrepreneurship education in two selected tertiary institutions in Botswana. A 5-point Likert scale was employed for data collection. The results showed positive attitude towards entrepreneurship education. They also showed a positive attitude towards being entrepreneurs after schooling. There was a significant relationship between gender and attitude to entrepreneurship education; there was no significant relationship between main course of study and attitude to entrepreneurship education while there is significant relationship between age and attitude to entrepreneurship education. Otu, Eduwem and Umoinyang (2017) also reported a positive and significant attitude towards entrepreneurship education by students of the University of Calabar. They investigated this using a sample of 225 students. From the foregoing, studies have been carried out student attitude towards entrepreneurship, but none have been in the area of Economics and on factors affecting their attitude. Hence the knowledge, therefore the study seeks to assess the factors that affects Economics students' attitude towards entrepreneurship skills in College of Education.

Purpose of the Study

The purpose of the study is to assess the factors affecting attitudes towards entrepreneurship skills among students of Economics in College of Education. Specifically, the objectives of the study are:

1. To ascertain the attitudes towards entrepreneurship skills among students of Economics in College of Education Gindiri.
2. To determine the factors influencing the attitudes towards entrepreneurship skills among students of Economics in College of Education Gindiri.
3. To proffer possible solutions to the factors influencing the attitudes towards entrepreneurship skills among students of Economics in College of Education Gindiri.

Research Questions

1. What is the level of attitudes towards entrepreneurship skills among students of Economics in College of Education Gindiri?
2. What are the factors influencing the attitudes towards entrepreneurship skills among students of Economics in College of Education Gindiri?
3. What are the possible solutions to the factors influencing the attitudes towards entrepreneurship skills among students of Economics in College of Education Gindiri?

Hypothesis

1. There is no significant difference in the factors influencing the attitudes of students of Economics in College of Education Gindiri towards Entrepreneurship skills.

Methodology

This study adopts a descriptive research method to assess the factors affecting the attitudes of students of Economics in College of Education Gindiri towards Entrepreneurship skills. The method supported the researchers to describe and have an in-depth understanding of the students and their attitudes towards entrepreneurship in their school. The population of

the study was the students of Economics in College of Education Gindiri. 150 students were randomly selected using the simple random sampling technique to give equal opportunity to every member of the population to be selected. A questionnaire titled “*Factors affecting Attitudes of Students of Economics towards Entrepreneurship Skills (FASEES)*” was used for data collection. Out of the 150 questionnaires administered, 150 are returned, making the return rate of the questionnaire to be 100%. The data gathered was analyzed using simple percentage and frequency which was used to answer the research questions and chi-square was used to test the Hypothesis at .5% level of significance.

Results

Research Question 1: What is the level of attitudes towards entrepreneurship skills among students of Economics in College of Education Gindiri?

Table 1: Showing Entrepreneurial effect on students.

Response options	Frequency	Percentage (%)
Highly effective	55	36.7
Partially effective	60	40
Highly ineffective	20	13.3
Partially ineffective	15	10
Total	150	100%

From table one, the respondents reflected a positive attitude towards the effect of entrepreneurship on the individual 40% of the respondents believed that the entrepreneurship initiatives in their school are partially effective, followed by 36.7% highly effective, 13.3% highly ineffective, while 10% partially ineffective. It can be deduced that more than average percentage of the students believed that the entrepreneurship training, skills initiatives taught to them is effective.

Research Question 2: What are the factors influencing the attitudes towards entrepreneurship skills among students of Economics in College of Education Gindiri?

Response options	YES	(%)	NO	(%)
Lack of capital	144	96	6	4
Difficulty in getting Loans	144	96	6	4
Poor state infrastructure	130	86.7	20	13.3
Unstable Nigerian economy	144	96	6	4
Marketing Strategy challenge	130	86.7	20	13.3

Inconsistence government polices	140	93.3	10	6.7
Poor knowledge on how to run a business	130	86.7	20	13.3
Fear of Crises and Insurgencies	130	86.7	20	13.3

From table 2, it shows that 96% of the students believed that lack of capital difficulty in getting loan, and unstable Nigerian economy are the major factors influencing their attitudes towards entrepreneurship initiatives in their school, followed by inconsistent government policies (93%), poor knowledge of how to run a business, poor state of infrastructure, marketing strategy challenges and fear of crises and insurgencies is 86.7%. it can be deduced that lack of capital and unstable Nigerian economy is affecting the students' attitudes towards entrepreneurship initiatives in their school.

Research Question 3: What are the possible solutions to the factors influencing the attitudes towards entrepreneurship skills among students of Economics in College of Education Gindiri?

Table 3: Shows the possible solutions to factors influencing the attitudes of students of Economics in College of Education Gindiri towards Entrepreneurship skills

Response options	YES	(%)	NO	(%)
There should be quick and easy access to adequate capital and funding	145	96.7	5	3.3
Students should possess adequate knowledge of how to run business	140	93.3	10	6.7
Students should possess adequate knowledge of marketing strategy	140	93.3	10	6.7
Availability of infrastructure and social amenities	144	96	6	4
Stable political stability economy with peace should be ensured	145	96.7	5	3.3
Consistent policies should be made	145	96.7	5	3.3

Table 3 indicates that 96.7% of the students believed that stable economy should be ensured, consistent policies should be made and there should be quick and easy access to adequate capital and funding are the major solutions to the factors influencing their attitudes towards entrepreneurship initiatives in their schools, followed by availability of infrastructure and social amenities with (96%), students should possessed adequate knowledge of how to run business and marketing strategies (93.3%) respectively.

Hypothesis one

Table 1: H₀: There is no significant difference in the factors influencing the attitudes of students of Economics in College of Education Gindiri towards Entrepreneurship skills.

Response options	YES	NO	Total
Lack of capital	144	6	150
Difficulty in getting Loans	144	6	150
Poor state infrastructure	130	20	150
Unstable Nigerian economy	144	6	150
Marketing Strategy challenge	130	20	150
Inconsistence government polices	140	10	150
Poor knowledge on how to run a business	130	20	150
Fear of Crises and Insurgencies	130	20	150
Total	1092	108	1200

From the analysis above in table 1, it shows that the calculated value ($X^2_{cal} = 28.5$) and which is greater than the tabulated value ($X^2_{tab} = 14.0667$) at 0.05 level of significance using the degree of Freedom of **8**. Based on the decision rule, since the calculated value is greater than the tabulated value, we reject the Null Hypothesis and accept the Alternate Hypothesis that there is a significant difference on the factors influencing the attitude of students of Economics students in the study area.

Discussion

From the results on research question one, it can be deduced that more than average percentage of the students believed that the entrepreneurship training, skills initiatives taught to them is effective. Based on the interactions the researcher had with some students while administering the questionnaire, most students admitted that the training and skills they acquired through the entrepreneurship initiatives have equipped them to be self-dependent and also exposed them to the processes required to standardize a business. Which is in line with Pulka, Rikwentishe and Ibrahim (2014) with the aim to examine the cognitive, affective, and behavioural components of students' attitude and to examine the overall attitude of students towards Entrepreneurship education in five selected universities in North East Nigerian reported a strong positive attitude towards entrepreneurship education of the students generally and a strong desire to engage in entrepreneurial activities.

From the results on research question two, it can be deduced that lack of capital and unstable Nigerian economy is affecting the students' attitudes towards entrepreneurship initiatives in their school. However, further studies have revealed that poor pedagogical delivery, lecture period and venues, availability of practical training, personality of the lecturer,

etc., also plays crucial roles in influencing students' attitudes towards entrepreneurship initiatives in college of education.

From research question three, the students believed that stable economy should be ensured, consistent policies should be made and there should be quick and easy access to adequate capital and funding are the major solutions to the factors influencing their attitudes towards entrepreneurship initiatives in their schools. The obvious thing that can be deduced from the results of this table is that there are many solutions to the problems affecting students' attitudes towards entrepreneurship initiatives in College of education with most of the students' responses indicating that students strongly believed that providing the suggested solutions will go a long way in influencing their attitudes towards entrepreneurship initiatives in their school.

From the Hypothesis tested, it was found out that there was a significant difference on the factors influencing Economics students in the study area. Which in line with Majumdar and Varadarajan (2013) in their study on effect of gender on the entrepreneurial intention among students. The study concluded that there are several factors, which sharply affect entrepreneurial intention. Awareness was one of the most important factors affecting students' attitude towards entrepreneurship.

Conclusion

Based on the findings of the study therefore conclude that that more than average percentage of the students believed that the entrepreneurship training, skills initiatives taught to them is effective, lack of capital and unstable Nigerian economy is affecting the students' attitudes towards entrepreneurship initiatives in their school and the students believed that stable economy should be ensured, consistent policies should be made and there should be quick and easy access to adequate capital and funding are the major solutions to the factors influencing their attitudes towards entrepreneurship initiatives in their schools.

Recommendations

Based on the findings, the study recommends that;

1. The lectures and practical sections should be made more attractive by giving specialized training to entrepreneurship educators and resource persons.
2. Students should be assisted with a free hands-on-training in industries of their choice during holidays so they can practicalize the theories learnt in class. This will go a long way to strengthen their perceived relevance of the course.
3. The student should be guided towards gaining and how to access loans in respect to the entrepreneurial activities they engage in.

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