



**AN ASSESSMENT OF THE ENTREPRENEURIAL INCLINATION OF UNDERGRADUATE BUSINESS EDUCATION STUDENTS EXPOSED TO ENTREPRENEURSHIP EDUCATION IN TERTIARY EDUCATION INSTITUTIONS IN RIVER STATE, NIGERIA**

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**ABSTRACT:** *This study assessed the entrepreneurial inclination of undergraduate business education students exposed to entrepreneurship education in tertiary education institutions in Rivers State. Three specific purposes, three research questions and one hypothesis were formulated to guide the study. Descriptive survey research design was adopted for the study to collect data from a population of 310 undergraduate Business education students made up of 131 male and 179 female. The actual sample size used for the study is 90 undergraduate Business education students made up of 45 male and 45 female. Researchers' designed questionnaire was used for data collection. The instrument was tested for reliability using Cronbach Alpha statistics to obtain reliability indexes of 0.76 and 0.82 for the two clusters of responses and a mean reliability of 0.79. Data collected were analysed using mean and standard deviation to answer research questions and independent t-test to analyse the hypothesis. The findings of the study revealed that undergraduate Business education students were exposed to entrepreneurship education that centres on education about opportunity recognition, purchasing, risk taking and management, product development, marketing, business management and business finance in tertiary education institutions in Rivers State. The findings also revealed that both male and female students have positive inclination towards entrepreneurship activities after graduation due to the education received and there is no significant difference in the entrepreneurial inclination of both male and female undergraduate Business education students in tertiary education institutions in Rivers State, Nigeria. Based on the findings, it was recommended among others that Business educators should encourage and stimulate the learning of entrepreneurship amongst their students irrespective of their gender by exposing them to practical opportunities for risk taking and profit making.*

**KEYWORDS:** Entrepreneurial Inclination, Undergraduate Students, Business Education, Entrepreneurship Education, Nigeria

## **INTRODUCTION**

In the past one decade, Nigeria governments (Federal and States) have been in search of remedies to issues of massive youth and graduates' unemployment. One of the remedies embraced by the governments is the idea of promoting entrepreneurship culture among youths especially those exposed to formal education (Abonmaye & Mark, 2010). It is for this



reason that the Federal Government of Nigeria through her relevant tertiary institutions' supervisory agencies such as National Universities Commission (NUC), National Board for Technical Education (NABTE), and National Commission for Colleges of Education (NCCE), mandated the study of entrepreneurship education by every tertiary education student in Nigeria (Okoro, 2015). This mandate necessitated that every student of Nigerian tertiary education programmes before graduating should study entrepreneurship processes through exposure to entrepreneurship education in order to take advantage of the empowerment role of entrepreneurship education and training (Abdulkarim, 2019).

It is worth noting at this juncture that entrepreneurship education and training in virtually all tertiary institutions especially universities, is offered as a general course under supervision of Centre for Entrepreneurship Development (CED). Consequently, students irrespective of their programme of study are required to offer the course and seat for examination as well as perform its practical aspect in some cases before graduation (Abdulkarim, 2019). It is for this reason that Business education student across universities offer this course before graduation.

The studying of entrepreneurship education by Business education students is deemed very important because Business education as a programme itself is designed to equip the recipients for and about business. Supporting this, Okoye (2017) noted that business education is an entrepreneurship based programme which equips students with relevant skills, knowledge and attitude needed in the business world. Abdulkarim (2019) opined that for effective service delivery in today's highly competitive business world, every Business education student requires entrepreneurship knowledge and skills in order to see opportunity for innovation in business where others see chaos. Okoro (2015) opined that the basic objective why Business education students study entrepreneurship education while in school is to ensure that they acquire the necessary knowledge, skills and attitude that will enable them set up their own businesses and run them successfully after graduation as means of employment generation. In same vein, Nwaekete, Utebor and Chinedu (2015) noted that entrepreneurship education is aimed at helping Business education recipients to develop entrepreneurial ability as an essential input of production process which is capable of ensuring job creation.

According to Keat, Selvarajah, and Meyer (2011), many students realizing the objective of business education programmes in equipping them with the necessary entrepreneurial competencies for successful startups and to create jobs out of existing entrepreneurial opportunities are now apparently searching for a business education programme to study. This means that entrepreneurship is seen as the key ability that an individual needs in order to organize other factors of production and start up or organize a commercial enterprise, especially one involving financial risk (Ugwuoke, 2011). No little wonder Kulo and Agbogo (2017) opined that entrepreneurship is the key driver of wealth and jobs creation in any nation.

The entrepreneurial abilities developed by Business education students through exposure to entrepreneurship education and training are capable of influencing their inclination towards entrepreneurship activities after graduation. Existing literature has shown that entrepreneurial abilities are factors to be considered in determining students' future entrepreneurial behaviour. Anisa, Vasilika and Besa (2013) noted factors such as entrepreneurship knowledge and skills, family business background, entrepreneurial experiences and gender as determinate of individual attitudes towards entrepreneurship. Abdulkarim (2019) noted that Business



education students' future entrepreneurship behaviour is influenced by the knowledge and skills they have about and for entrepreneurship.

Many studies have been conducted to assess students' entrepreneurship education, gender and entrepreneurial inclination. Zain, Akram and Ghani (2010) in a survey of Malaysian Undergraduate Business Students in Universities revealed that more graduating students have a desire to go into entrepreneurship and they are influenced by entrepreneurial courses taken. Ekundayo and Babatunde (2014) on the impact of Entrepreneurship education on entrepreneurial intentions among Nigerian undergraduates discovered that exposure to entrepreneurship education influences students' intentions of becoming self-employed. Keat, Selvarajah, and Meyer (2011) conducted study to investigate inclination towards entrepreneurship among university students in the northern region of the Peninsular Malaysia. The study revealed that male students show remarkably higher inclination towards entrepreneurship compared to female students and students with previous working experiences demonstrated high interests towards entrepreneurship than those without working experience. Zeliha (2015) conducted study to investigate the inclination towards entrepreneurship among business students: an empirical study in Turkey. The findings revealed that there are meaningful differences between the male and female fourth-class students in terms of the attitudes towards entrepreneurship in motivation, determination and cooperation dimensions; and fourth-class students show a more deterministic attitude towards entrepreneurship when compared with the third-class students. Edirisinghe and Nimeshi (2016) conducted a study to investigate factors that influence entrepreneurial inclination among university students: with special reference to university of Kelaniya, Sri Lanka. The study revealed that revealed that need for achievement, locus of control, risk taking propensity, self confidence, and innovativeness positively affect students' entrepreneurial intention. However, the tolerance of ambiguity did not positively affect on entrepreneurial inclination. A cursory look at the existing empirical works show that none of the studies have investigated gender inclination towards entrepreneurial activities based on entrepreneurship education of undergraduate Business Education students in Rivers State, hence, it is this gap in existing literature that the current work intends to fill.

### **Statement of the Problem**

It is a fact that most graduates and non-graduates are handicapped in their ability to employed due few opportunities for employment across Nigeria. To correct this situation, many intervention programmes for youth empowerment have concentrated in equipping the youths, graduates inclusive with entrepreneurial skills. However, the rate of unemployment has continued to increase and many youths have taken onto criminal activities such as kidnapping, prostitution, robbery, stealing, bunkering, militancy, yahoo-yahoo boys (419), pipeline vandalisation, money rituals and cultism to make money for their survival. This situation calls for the questioning whether entrepreneurship education received by undergraduate students can actually stimulate their inclination towards entrepreneurship activities in the future irrespective of their gender.

### **Purpose of the Study**

This study sought to assess the entrepreneurial inclination of undergraduates Business education students after being exposed to entrepreneurship education in River State, Nigeria. Specifically, the study seeks:



- i. To determine the extent to which undergraduate's business education students are exposed to entrepreneurship education in River State.
- ii. To determine the entrepreneurial inclinations of undergraduate Business education male students after being exposed to entrepreneurship education in Rivers State.
- iii. To determine the entrepreneurial inclinations of undergraduate Business education female students after being exposed to entrepreneurship education in Rivers State.

### **Research Questions**

The following research questions guide the study:

- i. To what extent are undergraduate's business education students exposed to entrepreneurship education in Rivers State?
- ii. What are the entrepreneurial inclinations of undergraduate Business education male students after being exposed to entrepreneurship education in Rivers State?
- iii. What are the entrepreneurial inclinations of undergraduate Business education female students after being exposed to entrepreneurship education in Rivers State?

### **Hypothesis**

The following hypothesis was tested at 0.05 level of significance:

- i. There is no significant difference between entrepreneurial inclinations of undergraduate Business education male and female students after being exposed to entrepreneurship education in Rivers State.

## **CONCEPTUAL REVIEW**

### **Entrepreneurship and Entrepreneurship Education**

Entrepreneurship which is the focus of most developing countries today has been defined by many authors from different perspective. To arrive at a working definition, some earlier definitions from different sources were reviewed.

According to Cooney (2012), traditional entrepreneurship is associated with the creation of a business while in the modern sense entrepreneurship is being viewed as a way of thinking and behaving that is relevant to every aspects of human life and such an understanding of entrepreneurship now requires a different approach to training in order to develop knowledge and skills for responding to challenges in different context. Maigida, Saba and Namkere (2013) also opined that entrepreneurship is concerned with creative thinking and making one an effective problem solver in his life endeavour. Okoro (2015) opined that the concept of entrepreneurship from a business perspective centres on: one's ability to start a business or organize commercial enterprise, having leadership qualities of carrying on business, and having the ability to increase productivity by taking risk. Abdulkarim (2019) provided a clear distinction of the meaning of entrepreneurship from both business and non-business perspective. The author explained that entrepreneurship from business perspective centres on



the ability to exploit opportunity to promote viable businesses through risk –taking and scares resource mobilization in order to provide innovative solutions in any business activity; while entrepreneurship from the non-business perceptive centres on promoting and improving the quality of life and productivity through risk –taking in order to provide creative response to challenges collaboratively and independently. Odia and Odia (2013) opined that to be successful in entrepreneurship from whatever perspective it is viewed, individuals depend on four major factors namely: knowledge, experience, skills, and attitude (character/ integrity).

Anyadike, Emeh & Ukah, (2012) enumerated two forms of entrepreneurship based on motives namely:

- i. **Opportunity - Based Entrepreneurship:** This occurs when an entrepreneur perceives a business opportunity and chooses to pursue it, like seeing economic slowdown as the perfect time to pursue new market opportunities.
- ii. **Necessity - Based Entrepreneurship:** This occurs when an entrepreneur is left with no other viable option to earn a living. It is borne not as a choice but compulsion which makes him or her choose entrepreneurship as a career. An example is the Nigerian situation where many people are now taking to promoting self-businesses because of underemployment and lack of employment opportunity.

According to Ohaegbulem in Abdulkarim (2019), areas of entrepreneurship activities from business perspective can be categories into four which are:

1. **Basic Production:** This includes farming, poultry, fishery, forestry, animal husbandry, mining etc.
2. **Processing:** This includes manufacturing, construction, food processing, publishing and printing, etc.
3. **Distribution:** This includes wholesale and retail trading, advertising, transportation and some forms of communication businesses.
4. **Services:** This includes finance, insurance, professional services such as secretarial and other reprographic functions.

According to Olise (2012), entrepreneurship education has to do with education designed in addition to general education to stimulate the willingness and ability of the individual recipients to exploit opportunities that abound in their immediate environment. Okoro (2015) asserted that entrepreneurship education is designed to prepare and equip individuals with entrepreneurial skills that they would utilize to startup a business for wealth creation. Abdulkarim (2019) noted that entrepreneurship education and training aim at developing students' entrepreneurial competencies in order to enable them exploit opportunities within their immediate environment through creative and innovative response to challenges abound in their surroundings.

Linan (2004) in Farsi, Arabium and Moradi (2012) gave a clearer direction to the understanding of entrepreneurship education by categorizing entrepreneurship education into four categories as follows:



- i. Entrepreneurial awareness education: The main purpose of this education is to increase the awareness of entrepreneurial knowledge among the people. Thus, this educational category would not directly pursue the creation of more entrepreneurs. It would act on one or more of the elements that determine intention, but not directly on intention.
- ii. Education for start-up: This type would involve the training for preparation to be the owner of a small conventional business. These trainings consist of the concrete practical aspects related with the start-up phase: how to obtain finance; legal regulation; taxation; etc.
- iii. Education for entrepreneurial dynamism: The objective of this sort of education would not only be to raise the intention to become an entrepreneur, but also the intention to develop dynamic behaviors when the enterprise is already in operation.
- iv. Continuing education for entrepreneurs: This education is a specialized version of adult education in general, designed to allow improvement of the existing entrepreneur's abilities.

In the light of the above, Abdulkarim (2019) noted that all meanings given to entrepreneurship education in Nigeria focus on education for start-ups. Consequently, those exposed to the curriculum contents of entrepreneurship education at the university level are expected to take up opportunities around them and startup businesses as self-employed and to create jobs for others. In addition, Paul (2005) in Odia and Odia (2013) also enumerated the objectives of any entrepreneurship education as to:

- i. Offer functional education to youth to make self-employed and self-reliant.
- ii. Provide youth graduates with adequate training to make them creative and innovative in identifying novel business opportunities and establish a career in small and medium scale businesses
- iii. Reduce high rate of poverty and rural-urban migration
- iv. Create employment and serve as a catalyst for economic growth and development among others.

### **Inclination Towards Entrepreneurship**

An inclination simply means the way somebody feels about something: a feeling that pushes somebody to make a particular choice or decision. According to Zeliha (2015), a person inclination towards entrepreneurship tells us about the intellectual, behavioral and actual attitudes of the person towards starting an enterprise. Entrepreneurial inclination can therefore be referred to as a tendency, preference or predisposition to self-employment. It could also mean the personal attitudes or preference of an individual to think or act in a way, which suggests that he or she harbours the feeling of taking up entrepreneurial activities and being self employed in future (Chaudhary, 2017).

According to Ordu (2019), students' inclination towards entrepreneurial activities has to do with the innate drive to venture into business activities to in order to earn livelihood after graduation. Entrepreneurial inclination can also be seen as the attitude or philosophy about



entrepreneurship. Philosophy or attitude towards entrepreneurship according to Keat, Selvarajah and Meyer (2011) are developed through experiences and their stability factor is lesser than traits, hence can change as new experiences are gained or influenced by other factors. This implies that, entrepreneurial inclination can change over a period of time since many factors and circumstances could influence an individual's initial interest in entrepreneurial activities.

There are many factors evidence in existing literature that contribute to students' inclination towards entrepreneurial practice and these factors includes entrepreneurial knowledge and skills, family business background; experiences and gender. The Future entrepreneurs can be found amongst those who are currently acquiring entrepreneurial knowledge and skills. This is based on the assumption that entrepreneurial knowledge and skills come with learning. Dogg (2013) noted that entrepreneurial knowledge and skills can be acquired through functional entrepreneurship education to solve the problem of unemployment facing Nigeria's presently grappling problems of huge challenges in human capacity development in the economy. Ekundayo and Babatunde (2014) discovered that exposure to entrepreneurship education influences students' intentions of becoming self-employed. In developed economies, family business background has been found to offer positive role models to would-be-entrepreneurs. For instance, Chaudhary (2017) reported a positive relationship between self-employed family background and entrepreneurial intent. The findings of Anisa & Besa (2013) also revealed that having self-employed parents significantly relate to the student's positive attitudes, stronger norms, and greater self-efficacy with respect to entrepreneurship. Entrepreneurial experience refers to the previous number of years and role played by entrepreneurs in their former business ventures. This experience could be related to the success and failures of students or related to number of years spent doing business. Earlier researches have shown a strong connection between experiences and performance of entrepreneurs. For instance, Sarasvathy & Menon (2013) reported that experiences possessed by the entrepreneurs are a determinant of success or failure of the firms due to the fact that knowledge acquired by the entrepreneurs in their previous business ventures will play a significant impact in their decision to become entrepreneurs in the future and the management of their new businesses.

Gender is another key factor that has been linked to entrepreneurial inclination; however, there are variations on the reported effect of gender on students' entrepreneurial inclination. For instance, Kelley, Brush, Greene, Herrington, Ali, and Kew (2015, 11) reported that women possess a quarter of business entities worldwide, with the figure much higher in advanced economies. Farrington, Gray and Sharp (2012) discovered extensively different gender-based opinion about entrepreneurship between males and females, although for different reasons. Because of their household commitments, female respondents perceive entrepreneurship careers have given them the flexibility and independence to balance household and work responsibilities. On the other hand, male respondents attached less value to independence and flexibility. Overall, male respondents had higher entrepreneurial intention than females. Rambe and Ndofirepi (2016) discovered a marked gender imbalance among prospective entrepreneurs as more men than women exhibit an inclination towards entrepreneurship careers.



## METHODS

This study adopted descriptive survey research design to collect opinions on the entrepreneurial inclination of Business education students exposed to entrepreneurship education. Ezekiel, Oguzor, Onyeukwu, Onwuchekwa and China (2017) indicated that descriptive survey research is the most appropriate when it comes to assessing opinion of respondents on the characteristics of certain phenomena in order to draw certain conclusions. The population consisted of 310-year three undergraduate Business education students who were exposed to entrepreneurship education during the 2018/2019 session. The population is breakdown as follows:

**Table 1: Population Distribution Table Based on Age of Business Educators**

Name of Institution	Male	Female
Rivers State University	32	47
Ignatius Ajuru University of Education	56	67
Federal College of Education (Tech.), Omoku - Nsukka Programme	43	65
Total	131	179

*Source: Course representatives 2018/2019*

The sample of the study was made up of 90 year three undergraduates students made up of 45 males and 45 females selected using stratified random sampling technique across the three tertiary institutions that made up the population. Data were collected from the respondents through a structured questionnaire titled “Entrepreneurship Education Exposure and Entrepreneurial Inclinations of Undergraduate Business Education Students in River State Questionnaire (EEEEIUBERSQ)”. The instrument contains 11 items, six items to research questions 1 and five items to research question 2 and 3 respectively. The responses to the questionnaire items were structured based on four-points rating scale of very high extent/strongly agree (VHE/SA: 4 points); high extent/agreed (HE/A: 3points); low extent/disagreed (LE/D:2 points); and very low extent/strongly disagreed (VLE/SD: 1point).

The instrument was given to two experts for face validation, one from educational measurement and evaluation and the other from Business education department of Federal College of Education (Tech.), Omoku degree programme. The reliability of the instrument was determined using Cronbach alpha statistics to obtain reliability indexes of 0.76 and 0.82 for the two clusters and a mean reliability of 0.79 for the entire items.

The data collected were analysed using descriptive statistics of mean and standard deviation to answer the research questions. Independent t-test was used to test the hypotheses at 0.05 level of significant. The computations were done with the help of Statistical Package for Social Science (SPSS) version 21.0. For decision making, the following were used as guide:

- (a) Cluster mean of 3.0 above was regarded as Very High Extent (VHE)/Strongly Agreed (SA), 2.0 to 2.99 was regarded as High Extent (HE)/Agreed (A), and 1.5 to 1.99 was regarded as Low Extent (LE)/Disagreed (D) and below 1.5 was regarded as Very Low Extent (VLE)/Strongly Disagreed (SD).
- (b) In testing the null hypotheses, the decision rule of computation with SPSS was used to draw conclusion regarding the results obtained.





## RESULTS

**Research Question 1:** To what extent are undergraduate's business education students exposed to entrepreneurship education in Rivers State?

**Table 2: Summary of Mean and Standard on the Extent of Exposure of Undergraduate Business Education Students to Entrepreneurship Education in Rivers State**

Items	N	Mean	Std. Dev.	Decision
I was exposed to education on opportunity recognition	90	2.53	0.88	HE
I have undergone education on purchasing	90	2.70	0.83	HE
I have undergone education on risk taking and management	90	2.43	0.85	HE
I was exposed to education on product development	90	2.61	0.85	HE
I have undergone education on marketing	90	2.63	0.80	HE
I was exposed to education on business management	90	2.67	0.83	HE
I have undergone education on business finance.	90	2.66	0.86	HE
<b>Cluster Mean &amp; Std Deviation</b>	<b>90</b>	<b>2.60</b>	<b>0.96</b>	<b>HE</b>

Source: Field Survey, 2019

Table 2 shows that the entire undergraduate Business education students are of the opinion that they to a high extent were exposed to education on opportunity recognition, purchasing, risk taking and management, product development, marketing, business management and business finance with mean scores of 2.53, 2.70, 2.43, 2.61, 2.63, 2.67, 2.66 and standard deviation of 0.88, 0.83, 0.85, 0.80, and 0.86 respectively. In same vein when the cluster mean and standard deviation are considered, it can be concluded that the respondents are of the opinion that they are exposed to entrepreneurship education to a high extent.

**Research Question 2:** What are the entrepreneurial inclinations of undergraduate Business education male students after being exposed to entrepreneurship education in Rivers State?

**Table 3: Summary of Mean and Standard on the Entrepreneurial Inclinations of Undergraduate Business Education Male Students after being exposed to Entrepreneurship Education in Rivers State**

Items	N	Mean	Std. Dev.	Decision
I see myself taking risk to start up business before graduation	45	2.50	0.67	A
I prefer to go into business after graduation	45	2.50	0.59	A
I will own my own business someday	45	2.41	0.73	A
I prefer to be my own boss than work for someone	45	2.34	0.80	A
Am eager to invest in viable business opportunity within my environment.	45	2.30	0.74	A

Source: Field Survey, 2019



Table 3 shows that the entire male undergraduate Business education students used for the study agreed that they see themselves taking risk to start up business before graduation, prefer to go into business after graduation, will own their own business someday, prefer to be their own boss than work for others, and are eager to invest in viable business opportunity within their environment if they have the money to with mean scores of 2.5, 2.41, 2.34, 2.30 and standard deviation of 0.67, 0.59, 0.73, 0.80 and 0.74 respectively.

**Research Question 3:** What are the entrepreneurial inclinations of undergraduate Business education female students after being exposed to entrepreneurship education in Rivers State?

**Table 4: Summary of Mean and Standard on the Entrepreneurial Inclinations of Undergraduate Business Education Female Students after being exposed to Entrepreneurship Education in Rivers State**

Items	N	Mean	Std. Dev.	Decision
I see myself taking risk to start up business before graduation	45	2.56	0.89	A
I prefer to go into business after graduation	45	2.39	0.77	A
I will own my own business someday	45	2.48	0.81	A
I prefer to be my own boss than work for someone	45	2.39	0.86	A
Am eager to invest in viable business opportunity within my environment.	45	2.46	0.72	A

*Source: Field Survey, 2019*

Table 4 shows that the entire female undergraduate Business education students used as the sample of the study agreed that they see themselves taking risk to start up business before graduation, prefer to go into business after graduation, will own their own business someday, prefer to be their own boss than work for others, and are eager to invest in viable business opportunity within their environment if they have the money to with mean scores of 2.56, 2.39, 2.48, 2.39, 2.46 and standard deviation of 0.89, 0.77, 0.81, 0.86 and 0.72 respectively.

### Hypothesis 1:

H<sub>01</sub>: There is no significant difference between entrepreneurial inclinations of undergraduate Business education male and female students after being exposed to entrepreneurship education in Rivers State.



**Table 5: Summary of Independent t-test Analysis on the Difference between Entrepreneurial Inclination of Undergraduate Business Education Male and Female Students after being exposed to Entrepreneurship Education in Rivers State**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	95% Confidence Interval of the Difference	
								Lower	Upper	
Male and Female	Equal variances assumed	3.00	.09	-.54	88	.59	-.22	.41	-1.04	.59
	Equal variances not assumed			-.54	79.92	.59	-.22	.41	-1.04	.59

Table 5 shows Levene's test for equality with  $F = 3.00$ ,  $p$  value obtained greater than  $p$  value critical at 0.05, which translate to no significant difference in the equality of variance, therefore the result of equal variance assumed is used to interpret the t-test computed. Hence  $t = -0.54$ ,  $df = 88$ ,  $p > 0.05$  at 0.59 with confidence interval difference at -1.04 and 0.59 for lower and upper level respectively. Therefore, since  $p$  value calculated at 2-tailed test of 0.59 is greater than the  $p$ -value provided at 0.05, the null hypothesis is accepted. Therefore, it means that there is no significant difference between entrepreneurial inclinations of undergraduate Business education male and female students after being exposed to entrepreneurship education in Rivers State.

## DISCUSSION

The results of the study show that undergraduate Business education students are of the opinion that they are exposed to a high extent to entrepreneurship education in Rivers State. This is based on the fact that the respondents are of the opinion that to a high extent they are exposed to education on opportunity recognition, purchasing, risk taking and management, product development, marketing, business management and business finance. This finding is corroborated with the report of Okoro (2015) which noted that every tertiary education student in Nigeria is mandated to study entrepreneurship education. The finding is also corroborated with the position made by Abdulkarim (2019) that students of Nigerian tertiary education programmes (Business education inclusive) are mandated to study entrepreneurial processes through entrepreneurship education.

The results of the study also show that both undergraduate Business education male and female students agreed that they have inclination towards entrepreneurship. This is because



they agreed that they see themselves taking risk to start up business before graduation, prefer to go into business after graduation, will own their own business someday, prefer to be their own boss than work for others, and are eager to invest in viable business opportunity within their environment if they have the money. The result of test of hypothesis related to these results show that there is no significant difference in the entrepreneurial inclination of undergraduate Business education male and female students after exposure to entrepreneurship education in Rivers State. The findings of this study is supported by the discovery of Zain, Akram and Ghani (2010) when they discovered that undergraduate Business Students in Universities have a desire to go into entrepreneurship based on entrepreneurial courses taken. However, the findings are contrary to the discovery of Keat, Selvarajah, and Meyer (2011) when they revealed that male students show remarkably higher inclination towards entrepreneurship compared to female students and students with previous working experiences demonstrated high interests towards entrepreneurship than those without working experience. The findings are also contrary to the discovery of Zeliha (2015) who revealed that there are meaningful differences between the male and female fourth-class students in terms of the attitudes towards entrepreneurship.

## **CONCLUSIONS**

Based on the findings of this study, it can be concluded that the exposure of undergraduate business education students to entrepreneurship education have developed in them positive inclination towards entrepreneurship. It can also be concluded that irrespective of students' gender, exposure to entrepreneurship education has significantly boost their desire to startup business and be their own business. This is because there was no significant difference the entrepreneurial inclination of students based on their gender. However, it is worth noting that students' inclination towards entrepreneurship may not necessarily translate to starting up businesses after graduation if other factors such as cost of finance, accessibility to finance, government policy and unfriendly business atmosphere are not addressed.

### **Implication of the Findings**

The implication of the finding of this study is that government both at the Federal and State levels must continue to promote entrepreneurship education especially at the tertiary institutions level since it stimulates students' positive inclination towards entrepreneurship after graduation. In addition, institutions of higher learning in Rivers State must ensure that all undergraduate Business education students are adequately exposed to their entrepreneurship education curriculum before graduation. Entrepreneurship education curriculum implementers also need to encourage students irrespective of their gender to learn entrepreneurship before graduation.

## **RECOMMENDATIONS**

Based on the findings of this study and the conclusions drawn, the following recommendations are put forward for implementation:



- i. Tertiary education institutions in Rivers State and Nigeria as a whole should ensure that Business education students irrespective of their gender are adequately exposed to entrepreneurship education curriculum content before graduation.
- ii. Rivers State and the Federal Government of Nigeria should place funding of entrepreneurship education at the tertiary education level as first charge against intervention funds from Tertiary Education Trust Fund (TETFUND).
- iii. Business educators should encourage and stimulate the learning of entrepreneurship amongst their students irrespective of their gender through exposing them to practical opportunities for risk taking and profit making.

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