

Students' Competence and Attitude towards Entrepreneurship among Business Education Students in Federal College of Education (Technical), Akoka, Lagos

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Abstract: Entrepreneurship is the vital engine for economic, social, practical and all round development of any nation. It prepares business education graduates competency to seek for investment opportunities, establishing the right attitude in maintaining enterprise successfully. Business education embraces entrepreneurship to functions optimally in dual capacity for the advancement in reducing unemployment and establishing entrepreneurial culture. Notwithstanding, the kind of education a nation plans for its people is articulated by the curriculum as well as any planned people is articulated by the curriculum as well as any planned formal and informal experiences that learners undergo. Thus, this study examines students' competence and attitude towards entrepreneurship among business education students' in Federal College of Education (Technical), Akoka, Lagos. The population of the study covered all students offering entrepreneurship among business education students in Federal College of Education (Technical), Akoka, Lagos. The sample for this study comprises of one hundred and twenty (120) respondents. The sampling techniques that was used for this study was based on stratified and simple random sampling technique. The Business Education students were divided into four strata namely: Accounting, Office Technology and Management Education, Marketing and Entrepreneurship departments out of which each using simple random technique hat and kind method. Data was collected through the use of questionnaire. Simple percentage was used to analyze the demographic data collected from one hundred and twenty respondents. The t-test method was used to test the null hypothesis. It was concluded that government should allocate more amount on entrepreneurship workshops, seminars for the betterment reduce over reliance on white collar jobs. Also, suggested solutions, conclusions and recommendations were given.

Keywords: Attitude, Business Education, Entrepreneurship and Students' Competence.

INTRODUCTION

The inclusion of entrepreneurship education in the tertiary curriculum for the purpose of promoting entrepreneurial spirit, culture and competencies to stare off lack of employable skills and job among graduates (Adu, 2020). Despite this, there has been an increase in the number of unemployed graduates in Nigeria after the inclusion of Entrepreneurship Education in 2005 (Igweh, 2022). As a matter of fact, entrepreneurship ascertained to be the last solution to unemployment (Fragoso, 2019). The establishment of positive attitude towards entrepreneurship involves risk taking among African youths (Adebayo and Kavoos, 2016). Hisrich, Peters and Shepherd (2008) defines entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence. Many countries, including Nigeria have learnt the successful appreciation in the production of entrepreneurial active graduates as well as scrapping job seekers. Entrepreneurial activity affects daily lives of Nigerians as they work, spend, save, invest and travel. Business education has significantly affected the standard of living, attitude and competence of students among investing in the future generations (Avromichalos,

2017). Entrepreneurship is a key tool of economic growth and development (Kovitha. *et al.*, 2013). It leads to the creation of small and medium scale business, providing employment opportunities, generates income, uplifts living standard and utilizing human, financial and physical resources within a country. According to Mba and Godday, (2014), entrepreneurship is a process of opportunity identification, resources allocation and value creation through identifying unmet needs or opportunities for changes. Moreover, entrepreneurship is the heart of innovation, productivity growth, competitiveness, economic growth and job creation (Grilo and Thuirk, 2006). Also, entrepreneurship is a process of exploiting opportunities that exist in the environment or that are created through innovation in an attempt to create value. It often includes the creation and management of new business ventures by an individual or a team (Ulijn and Brown, 2014).

Business education encountering the world of business whether they work in urban and rural areas, preparing them to engage in business activities and entrepreneurship with positive attitude and competence. Young graduate's needs to understand how business functions, the role it plays in our society, opportunity creation, skills required and positive impact it can have on the

lives and society at large. Business studies draws upon facts, concepts and processes from other fields of study. For example, it links exists between marketing, communication, accounting. Mathematics, entrepreneurship and technology. Ibitoye, (2011) defined business education as an aspect of vocational education that focuses on the development of the students with the acquisition of skills needed to satisfy human wants. Business education is that aspect of vocational education that focuses on the development of students in acquiring skills to satisfy human wants, which cultivate students' attitude towards entrepreneurship by school counsellors and business teachers in all areas of the world. Aribisala, (2022) sees business education as a subset of Vocational Education transmitting certain skills, abilities, competencies, ideas, knowledge and aptitudes in a structured program of instruction for the betterment of the nation. Anyaduba, (1988) said "Business education is education for business and about business. Osuala, (1993) opined that business education curriculum is a special area of instruction that deals directly with business skills and techniques, business knowledge and facts, business understandings, economic understandings, business attitudes and business appreciation necessary to understand and adjust to that economic and social instructions called business. According to Federal Ministry of Education (NPE, 2004, 2013), business skills and techniques, business knowledge and understanding etc, which contribute to entry-level requirements for office occupations, are taught at the prevocational level in an integrated form called business studies. The acquisition of business and entrepreneurship skills is importantly more than over in recent times. This has resulted to global issues. Business education stresses learning experiences leading to mobilization of general objectives of entrepreneurship. It inculcates skills, culture, competencies and entrepreneurial culture that will enable them suit the society.

According to Business Dictionary (2015), competence is a cluster of related abilities, commitments, knowledge and skills enabling an individual or organization acting effectively in a situation. It indicates knowledge sufficiency and skill acquisition enabling to act in a wide variety of situation. Also, competence is an assessment of abilities relating skills of job and knowledge to carry out assigned tasks in a desirable way effectively or efficiently (Fareed, 2014). The essential of student competency towards

entrepreneurship is to allow critical thinking, effective communication and problem solving on business related issues to promote and develop personal growth and well-being. Also, it helps business education students' build upon all they know; their thinking and doing abilities (Alberta, 2015).

Attitude is the foundation and support of all individual does; a key tool in the process of controlling an individual destiny and achieving mastery in his personal and professional life (Crescent, 2013). A positive attitude towards entrepreneurship allows business education students have control and allow them perform their best in business, innovation at its best, dedication and commitment in any organization they find themselves learn respect and mutual understanding among co-workers and management.

Statement of the Problem

Despite the importance of entrepreneurship which led to its inclusion in tertiary education in 2005, business education also adopted entrepreneurship in its curriculum, after its introduction. Observed competency and attitude towards entrepreneurship still remains a cause for alarm. Students' activities during entrepreneurship related classes and activities may be a reason for the observed poor attitude. Students' interest in cybercrime, hookup (prostitution), and other fraudulent activities has resulted in their poor attitude reducing their competency towards entrepreneurship. Also, the incompetent lecturers taking entrepreneurship has displayed adequate practical classes and societal attitude due to the high cost involved in the practical classes, reduces the acceptance level which is affecting the human capital base and created a national disaster by making many graduates rely on white collar jobs.

Purpose of the Study

Specifically, the study aim to:

Assess the influence of learning entrepreneurship on students' competence among business education students towards business.

Ascertain if learning entrepreneurship affects students' attitude towards their daily living.

Examine the relationship between students' competence and attitude towards entrepreneurship.

Determine if competence of male and female students differ in learning entrepreneurship.

Assess the attitude of male and female students towards entrepreneurship

Research Questions

The following questions were answered:

1. To what extent does learning entrepreneurship influence competence among business education students towards business?
2. To what extent does learning entrepreneurship affect students' attitude towards their daily living?
3. What is the relationship between students' competences and attitude towards entrepreneurship?
4. To what extent is the competence of male and female students differ in learning entrepreneurship?
5. To what extent do the attitude of male and female students towards entrepreneurship?

RESEARCH HYPOTHESES

The following hypotheses were tested:

There is no significant influence of learning entrepreneurship on business education students towards business.

There is no significant influence of learning entrepreneurship on attitude among business education students towards their daily living.

There is no significant relationship between students' competence and attitude towards entrepreneurship

Male and female students do not significantly differ in their competence in learning entrepreneurship.

There is no significant differences in male and female students' attitude towards entrepreneurship.

METHODOLOGY

The study adopted a descriptive survey design of ex-post facto to responses through questionnaire from the respondents. The population of the study covers business education students offering entrepreneurship related courses in Federal College of Education (Technical), Akoka, Lagos State, Nigeria. Simple and stratified random sampling were used. The instrument used was a questionnaire titled Students' Competence and Attitude to Entrepreneurship Questionnaire (SCAEQ). The hypothesis was tested at 0.05 level of significance using t-test.

RESULTS

Hypothesis 1: There is no significant influence of learning entrepreneurship on business education competence towards business.

Table 1: T-test on learning entrepreneurship on business education Students' Competence towards business

| Variables | N | Mean | Std. Dev. | df | t-cal | Sig. |
|---------------------------|-----|------|-----------|-----|-------|-------|
| Learning entrepreneurship | 120 | 20.5 | 2.64 | 118 | 0.008 | 0.993 |
| Students' Competence | 120 | 21.4 | 3.44 | | | |

**p>0.05

A value of 0.008 ($P > 0.05$) was derived as the impact of learning entrepreneurship on business education students' competence. The T-Cal value of 0.008 is less than the tabulated value of 1.980 of given 118 degree of freedom (DF) at 0.05 level of significance. Therefore the null hypothesis was retained. This shows that there is no significant

impact of learning entrepreneurship on business education students' competence towards business.

Hypothesis 2: There is no significant influence of learning entrepreneurship on attitude among business education students.

Table 2: T-test on Learning Business Studies and Students' Attitude

| Variables | N | Mean | Std. Dev. | Df | t-cal | Sig. |
|---------------------------|-----|-------|-----------|-----|-------|-------|
| Learning entrepreneurship | 120 | 20.5 | 2.64 | 118 | 0.929 | 0.355 |
| Students' Attitude | 120 | 20.47 | 3.58 | | | |

**p>0.05

A value of 0.929 ($P > 0.05$) was derived as the impact of learning entrepreneurship on business education students' competence. The T-Cal value of 0.929 is less than the tabulated value of 1.980 of given 118 degree of freedom (DF) at 0.05 level of significance. Therefore the null hypothesis was retained. This shows that there is no significant

impact of learning business studies on students' attitude towards business.

Hypothesis 3: There is no significant relationship between students' competence and attitude towards entrepreneurship.

Table 3: T-test on Students' Competence and Students' Attitude towards entrepreneurship

| Variables | N | Mean | Std. Dev. | df | t-cal | Sig. |
|----------------------|-----|-------|-----------|-----|-------|-------|
| Students' Attitude | 120 | 20.47 | 3.58 | 118 | 0.267 | 0.789 |
| Students' Competence | 120 | 21.39 | 3.44 | | | |

A value of 0.267 ($P > 0.05$) was derived as the Impact of learning entrepreneurship on Students' Competence and attitude. The T-Cal value of 0.267287 is less than the tabulated value of 1.980 of given 118 degree of freedom (DF) at 0.05 level of significance. Therefore the null hypothesis was retained. This shows that there is no significant

relationship between Students' Competence and Students' Attitude towards entrepreneurship.

Hypothesis 4: Male and female students do not significantly differ in their Competence in learning entrepreneurship education

Table 4: T-test on male students' competence and Female students' competence in learning entrepreneurship education

| Variables | N | Mean | Std. Dev. | df | t-cal | Sig. |
|-----------------------------|-----|-------|-----------|-----|-------|------|
| Male Students' Competence | 120 | 21.25 | 3.78 | 118 | 0.635 | |
| Female Students' Competence | 120 | 21.47 | 3.17 | | | |

A value of 0.635 ($P > 0.05$) was derived to know if male students' competence differs from female students' competence in learning entrepreneurship education. The T-Cal value of 0.635 is less than the tabulated value of 1.980 of given 118 degree of freedom (DF) at 0.05 level of significance. Therefore the null hypothesis was retained. This shows that male students' competence does not

significantly differ from female students' competence in learning entrepreneurship education.

Hypothesis 5: There is no significant difference in male and female students' attitude towards entrepreneurship

Table 5: T-test on male students' attitude and Female students' attitude towards entrepreneurship

| Variables | N | Mean | Std. Dev. | df | t-cal | Sig. |
|---------------------------|-----|-------|-----------|-----|-------|------|
| Male Students' Attitude | 120 | 20.58 | 3.56 | 118 | 0.573 | |
| Female Students' Attitude | 120 | 20.38 | 3.60 | | | |

A value of 0.573 ($P > 0.05$) was derived as the differences in male and female students' attitude to entrepreneurship. The T-Cal value of 0.573 is less than the tabulated value of 1.980 of given 118 degree of freedom (DF) at 0.05 level of significance. Therefore the null hypothesis was retained. This shows that there is no significant difference between male and female students' attitude towards entrepreneurship.

attitude for development of self and nation, which take account of contemporary issues, trends in entrepreneurship and current economic issues in the society. The study further revealed that entrepreneurship has an impact on students' competence helping them to identify basic office equipment, perform as a front desk officer, operate computer application, perform effectively and efficiently etc. but has not helped them to discharge secretarial duties which was nullified and could be due to lack of confidence, interest, open mindedness (Cheery, 2012).

DISCUSSION OF FINDINGS

Research hypotheses one states that there is no significant impact of learning entrepreneurship on students' competence and attitude among business education. The outcome of this study revealed that there is no significant impact of learning entrepreneurship on students' competence. The study disagreed with the previous findings of Anao, (2017) who observed that entrepreneurship affect the daily lives of all Nigerians. It is also in line with Kate, (2007) who said that entrepreneurship aims to provide the learners with opportunities to acquire basic business knowledge and entrepreneurial knowledge, skills and positive

Research hypotheses two states that there is no significant impact of learning entrepreneurship on students' attitude among business education. The outcome of this study revealed that there is no significant impact of learning entrepreneurship on students' attitude. The study is in agreement with Loveth, (2018), who expressed his regret by saying that school systems have paid minor attention to the attitudes and emptions of learners which inevitably arise as simultaneous products of the learning process. The study also went further to

reveal the impact of learning entrepreneurship on business education student's attitude to make them have good interpersonal relationship skills, increase of interest towards the subject, and willingness to learn more. This was supported by Connely, (2007) stating that a teacher who encourages his class children with such remarks as 'I expect better work from you Daniel. "This is what I would expect from you Susan" is unconsciously encouraging them, which induces them (the learners) to develop favourable attitude towards the subjects but this was not in line with the research carried out on.

Research hypotheses three states that there is no significant relationship between students' competence and students' attitude towards entrepreneurship. The outcome of this study revealed that there is no significant relationship between students' competence and students' attitude towards entrepreneurship. The study was related to (Fareed, 2014), who defined competences as an assortment of abilities relating to one's job activities, knowledge and skills that help one to carry out an assigned tasks in a desirable way effectively or efficiently. And also went in line with (Alberta, 2015), saying that the importance of student competency towards entrepreneurship is to allow them to have critical thinking on business related issues, communicate effectively, have a skill of problem solving when they encounter any difficulties, manage information, be creative and innovative, develop personal growth and well-being. It also helps student of business education draw and build upon what they know, how they think and what they can do. Cantril, (2011), says that an attitude is a more or less permanently enduring state of readiness of mental organization which predisposes an individual to react in a characteristics way to any object or situation with which it is related. It also determines the organism's orientation towards his social and physical environment including himself. Because of a particular attitude towards specific stimulus motives are aroused and action is mobilized to approach or avoid Stimulus.

Research hypotheses four states that male and female students do not significantly differ in their competence in learning entrepreneurship education. The outcome of this study revealed that there is no significant difference between male and female students' competence in learning entrepreneurship education. The result of the findings was in support with Mondoh, (2001), who analysed that the effect of gender on student's

performance adjustive techniques classes and concluded that no statistically significant difference was found between the adjustive academic performance of male and female students. People differ in learning according to how they perceive and process reality. Males and females have their own unique cognitive styles that may affect understanding and academic performance.

Research hypotheses five states that there is no significant difference male and female students' attitude to entrepreneurship. The outcome of this study revealed that there is no significant difference between male and female students' attitude to entrepreneurship. The study agrees with Correll, (2004) who relates the differing on the assessments that males and females may make about entrepreneurship learning to the formation of different aspirations for career paths. The author found that when participants in her study believed that males and females had equal ability at a task, there was no difference in either assessments or aspirations. Previous studies have indicated that the ability to perform an accurate self-assessment is important to career success.

CONCLUSION

Every business education students have the course to be proud because business subjects have many opportunities, better acquisition of skills and self-reliance in the society therefore government, education authorities and individuals concerned should impact and contribute towards the enhancement of entrepreneurship in tertiary institutions.

Finally, it is important to note that entrepreneurship have tremendous purpose for the development of tertiary institutions and the nation at large, but much to be achieved depends on how it is handled. A good number of problem exist in the impact of learning entrepreneurship on business education students' competence and attitude and unless they are tackled, the objective of introducing entrepreneurship education may not be achieved.

RECOMMENDATIONS

Based on the findings of this study and the information obtained from the review of related literature, the following recommendations are made for the improvement of entrepreneurship in tertiary institutions;

Students should be well motivated so that their interest in entrepreneurship won't be deteriorated.

The curriculum planners should increase the numbers of periods allocated to entrepreneurship.

Business education students' should be encouraged to attend Workshops, Seminars at their spare leisure time so as to be update with vast knowledge and skills in entrepreneurship.

Government should employ more qualified lecturers of business education especially in the area of entrepreneurship to teach the course while those that are not qualified should be encourage to go for further teacher training programmes so as to increase and boost their knowledge.

A relevant instructional material should be used by lecturers to teach the subject so that it can be interesting, real and not abstract to the learners.

In other to eradicate unfavourable societal attitude towards entrepreneurship, government should map out a programme in the mass media to educate the public on how business can move the nation forward.

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