
Impact of Entrepreneurship Studies on Graduates: Case of Federal Polytechnic Oko Graduates

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Abstract: *Entrepreneurship Studies/ Education was integrated in the curriculum of Polytechnic and that of other higher institutions in Nigeria to provide knowledge and entrepreneurial skills needed by students to become successful in business, self-reliant and job-creators. The actual impact of Entrepreneurship Studies on Nigerian Polytechnic graduate has not been determined. This paper presents a study conducted between October 2021 and February 2022 on impact of Entrepreneurship Studies on Nigerian Polytechnic graduate with reference to Federal Polytechnic Oko graduates. The objective of the study was to determine impact of Entrepreneurship Studies on Nigerian Polytechnic graduates. Qualitative research method was used for this study. Convenience approach was used for selecting 402 graduates of Federal Polytechnic Oko who are entrepreneurs and reside in Anambra State. Data for the study were collected through self-administered questionnaire. The results of the study have shown that Entrepreneurship Studies has made graduates to become successful in business, self-reliant and job-creators for the corresponding percentages of 61.12%, 78.36% and 53.23%. The authors recommended that Polytechnic students should participate fully in Entrepreneurship Studies in order to acquire knowledge and skills that will enable them to become successful in business, self-reliant and job-creators after graduation.*

Keywords: *Entrepreneurship Studies, Polytechnic Graduates, Entrepreneurial Skills, Self-Reliant, Job-Creators.*

1.1 Introduction

Entrepreneurship education or Entrepreneurship studies as a form of education is a process of adjustment. Entrepreneurship studies involves the development of the social and economic efficiency of individuals by progressively upgrading their thought pattern and eventually, their way of life. The aim of establishing Entrepreneurship Studies in Nigerian institutions of higher learning is to provide students with the knowledge, skills and motivation to encourage entrepreneurial success (Osuala, 2010). So students are expected to be self-reliant and become job-creators and not job-seekers on graduation.

Furthermore, majority of Nigerian graduates are unemployed, and they continuously seek for jobs (Ezetoha and Ohaneme, 2020). The unemployment of majority of Nigerian graduates has made it difficult to understand the impact of skills acquired from Entrepreneurship studies on graduates. It was envisaged at conception, that entrepreneurship studies will not only equip graduates with the skills and motivation for successful entrepreneurship, it was also aimed at reducing unemployment among school leavers (Okojie, 2009). So, Entrepreneurship studies has the potential of reducing rate of unemployment of graduates in Nigeria. According

to Oduwaiye (2009), Entrepreneurship studies focuses on assisting trainee students on how to develop positive attitudes, innovation, and skills for self-reliance rather than depending on the government for employment.

Research on the effect of Entrepreneurship studies on students and graduates in Nigeria is in its early stage. To contribute to research, the present study is aimed at determining the impact of Entrepreneurship studies on graduates of Federal Polytechnic Oko, Anambra State of Nigerian.

2.0 Conceptual Reviews

The introduction of Entrepreneurship Education/Studies in the University curriculum as a compulsory course for students irrespective of discipline was announced by the Nigerian government (Okojie, 2009) and the implementation started in the 2007/2008 academic session. Most universities established a coordinating center for Entrepreneurship Studies to support students' training in pursuance of the full implementation of Entrepreneurship Education. The Nigerian University Commission (NUC) was directed by the Ministry of Education to supervise and coordinate the programme of introducing Entrepreneurship Education in Nigerian institutions of high learning. It was envisaged at conception, that Entrepreneurship Education will not only equip graduates with the skills and motivation for successful entrepreneurship, it was also aimed at reducing unemployment among school leavers. So, at inception, Entrepreneurship Studies were seen as solution for youth unemployment and a catalyst for sustained private sector-led growth.

In order to provide effective method for Entrepreneurship Education, the NUC initially prescribed the following ten areas in the Benchmark Minimum Academic Standard (BEMAS) guide for teaching in Nigerian Universities: (1) Introduction to entrepreneurship (2) Entrepreneurship in theory and practice (3) Types of business, staffing and marketing (4) Capital requirement and raising capital (5) Financial planning and management (6) Feasibility studies and reports (7) Innovations (8) Legal issues in business (9) Insurance and environmental consideration, and (10) Possible business opportunities in Nigeria (The Consortium for Entrepreneurship Education, 2012).

However, Entrepreneurship Studies has been integrated in all institutions of higher learning in Nigeria and different kinds are offered at all levels of schooling without suitable curricula (The Consortium for Entrepreneurship Education, 2012), The courses designed for Entrepreneurship Education in Nigerian tertiary institutions are of different variation and more courses are integrate occasionally.

2.1 Method of Implementing Entrepreneurship Studies

Entrepreneurship Studies is implemented via instruction delivery, project, and assessment. Instructions are delivered by lecturers/teachers as in the traditional learning method referred to as teacher-centered method or face-to-face method. This method allows the teacher/lecturer/instructors to impart knowledge on students via lecture. This method is a lecture-based instructive approach which relies on the development of a set of instructional sequences with predetermined outcomes based on a 'one-size fits-all' approach (Ezetoha and Okechukwu, 2016). Project is integrated in Entrepreneurship Studies every semester and it is based on the nature of the course for the semester.

The assessment may comprise of examination project scores, quizzes, and home assignment. Currently, assessment is mainly made up of examination and project scores in polytechnics (Ezetoha and Ohaneme, 2020).

Examination which is of the traditional essay type or multiple-choice test or both, is assigned between 50% and 70% depending on the institution and level of study.

2.2 Problems of Entrepreneurship Studies in Nigeria

Entrepreneurship Studies in Nigeria is being challenged by use of unsuitable teaching/learning method, lack of learning facilities (Offorma, Egbe and Eze, 2012), shortage of academic staffs (Mmuo, 2016) and over population of students in classrooms (Njoku, 2010). The teacher-centered method used for delivering instruction does not support learner-centered learning (Ezetoha and Okechukwu, 2016). According to Ezetoha and Ohaneme (2020), these challenges notwithstanding do not prevent students from acquiring the entrepreneurial skills from Entrepreneurship Studies needed to be successful in business, become self-reliant and job creator or employer of labour.

3.0 Methodology

This study adopted survey approach for investigating the research problem. The study was conducted between October 2021 and February 2022 to assess the impact of Entrepreneurship Studies on graduates.

Questionnaire was used as an instrument for the study. The questionnaires were administered by the researchers physically (self-administered).

3.1 Sample

The investigation was limited to graduates of Federal Polytechnic Oko who are entrepreneurs and reside in Anambra State. The respondents were selected from all 21 local government areas of Anambra State of Nigerian federation.

A total of 402 respondents were involved in the study. The sampling frame used was purposive sampling technique because it has the advantages of selecting the sample according to specific characteristics and situations. Simple random sampling technique was used to choose the sample from the purposive sampling frame. The original sample size for this study was 500 but only 402 out of the expected favourable responses were obtained.

3.2 Data collection and analysis

Pre-designed self-administered questionnaire was used for data collection. In the questionnaire, demographic information about course of study/area of specialization and post-graduation years of experience of were requested. The respondents were also asked questions on whether they are successful in business, self-reliant and job-creators.

The research data was analysed using SPSS software version 17.

4.0 Data Presentation, Analysis, and Findings

4.1 Demographic Information of Sample

The study involved a total of 402 respondents. The target was to reach 500 that were qualified to take part in the investigation. Thus, the response rate was 80.4%. However, it was not possible to reach 100% coverage of the

targeted sample because some of the respondents were unable to fill and submit the questionnaires to the researchers.

The demographic information of the respondents shows that out of 402, 74(18.41%) graduated from School of Business Management, 55(13.68%) graduated from School of Financial Studies, 71(17.66) graduated from School of Engineering and 42(10.45%) graduated from School of Environmental Design.

Result on years of business experience of respondents showed that 135(33.58%) had between 1- and 4-years' experience, 147(36.57%) had between 5 and 8 years' experience and 120(29.85%) had between 9 and 12 years' experience. Table 1 shows frequency and percentage number of respondents who graduated from various Schools and their years of business experience.

Table 1: Demographic information of sample

Item	No of respondents	Percentage No of respondents (%)
Area of study		
Business Management	74	18.41
Financial Studies	55	13.68
Info. Science/Technology	48	11.94
Applied Science	52	12.93
Engineering	71	17.66
Arts and Design	60	14.93
Environmental Design	42	10.45
Years of experience		
1 to 4years	135	33.58
5 to 8years	147	36.57
9years to 12years	120	29.85

4.2 Impact of Entrepreneurship Studies on Graduates

The result showed that 246(61.20%) of the respondents agreed that skills acquired from Entrepreneurship Studies makes graduates to be successful in business, 315(78.36%) respondents agreed that it makes graduates to be self-reliant and 214(53.23%) of the respondents agreed that it makes graduates to be job-creators. The summary of the result on impact of Entrepreneurship Studies on graduates is shown table 2.

Table 2: Impact of Entrepreneurship Studies on graduates

Variable	No of respondents	Percentage No of respondents (%)
Successful in business	246	61.20
Self-reliant	315	78.36
Job-creators	214	53.23

4.3 Discussion of findings

The study reached 80.4% of the targeted 500 respondents. This can be taken as good return rate for any study sample to provide meaningful results reflecting the target environment. Graduates of Federal Polytechnic Oko who are entrepreneurs and reside in Anambra State were involved in the study because they are the most qualified to give out information on the research topic.

The respondents graduated from various Schools including Business Management, Financial Studies, Engineering, Information Technology, Applied Science, Arts and Design and Environmental Design. The choice of graduates from various Schools enable the researchers to access the true impact of Entrepreneurship Studies on graduates.

The study tried to identify the Impact of Entrepreneurship Studies on graduates via survey approach. The results confirmed that majority of the respondents (61.2%) agreed that skills acquired from Entrepreneurship Studies makes graduates to be successful in business. Entrepreneurship studies as a form of education is a process of adjustment. It involves the development of the social and economic efficiency of individuals by progressively upgrading their thought pattern and eventually, their way of life. Entrepreneurship studies provide individuals with the ability to recognize commercial opportunities and the knowledge, skills and attitudes to act on them. According to Osuala (2010), Entrepreneurship studies provide students in tertiary institutions with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of ventures. So, it helps graduates who acquired these skills while in tertiary institutions to be successful in business.

The results further confirmed that majority of the respondents (78.36%) agreed that skills acquired from Entrepreneurship Studies makes graduates to be self-reliant. This result is true as Ezetoha and Ohaneme (2020) reported that Entrepreneurship studies focuses on assisting trainee students on how to develop positive attitudes, innovation and skills for self-reliance rather than depending on the government for employment. So, Entrepreneurship studies equip graduates with the skills and motivation for successful entrepreneurship and make them to be self-reliant thereby reducing unemployment among school leavers.

The results also confirmed that majority of the respondents (53.23%) agreed that skills acquired from Entrepreneurship Studies makes graduates to be job-creators. This result is true as Entrepreneurship studies inculcate new ideas to life through investments, creativity and value adding innovations (Okah and Odelola, 2009) that enables one to expand his business and employ more workers. According to Oduwaiye (2009),

Entrepreneurship studies seek to empower students with new skills to be able to harness opportunities, be self-reliant and become job-creators and not jobseekers on graduation.

5.1 Conclusion

The study has identified the impact of Entrepreneurship Studies on graduates via survey approach. The study has established that Entrepreneurship Studies makes graduates to become successful in business, self-reliant and job-creators.

The study initially revealed that Entrepreneurship Studies is undertaken by all students of tertiary institutions in Nigeria.

The study finally revealed that research on the effect of Entrepreneurship Studies on students and graduates in Nigeria is in its early stage.

5.2 Recommendations

- i. It is recommended that Polytechnic students and students of other tertiary institutions should participate fully in Entrepreneurship Studies in order to acquire knowledge and skills that will enable them to become successful in business, self-reliant and job-creators after graduation.
- ii. It also recommended that Nigeria government should provide adequate fund to graduates in order to encourage them to be successful in business, self-reliant and job-creators.

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