

ENTREPRENEURSHIP EDUCATORS' PERCEPTION OF ENTREPRENEURSHIP EDUCATION AS PANACEA FOR GRADUATE UNEMPLOYMENT IN OYO STATE

ARAOYE, Adeola

Department of Business and Entrepreneurship Education,
Faculty of Vocational Innovation Engineering Education,
Emmanuel Alayande University of Education, Oyo State.

adeoladotaraoye@gmail.com

08035841822

Abstract

The study examined entrepreneurship educators' perception of Entrepreneurship Education as panacea for graduate unemployment in Oyo State. The study adopted descriptive survey design. The population of the study comprised 50 Entrepreneurship Education lecturers in four colleges of education in Oyo State. Two research questions were raised for the study and two hypotheses were tested at 0.05 level of significance. A structured questionnaire was used to seek the opinion of Entrepreneurship Education lecturers on the subject matter. The internal consistency of the instrument was established using Cronbach Alpha and co-efficient of 0.83 was obtained. Research questions were analyzed using mean and standard deviation while t-test was used to test the hypotheses. Consequently, the findings showed that Entrepreneurship education skills serve as a panacea for graduates unemployment in Oyo State, as may be perceived by Entrepreneurship Educators and that entrepreneurial education skills serve as a panacea for graduates white-collar unemployment issues in Oyo State, as may be perceived by Entrepreneurship Educators. It was therefore, recommended among others that there should be adequate sensitization and mobilization of support for entrepreneurial skill acquisition programme in Nigeria in order to achieve the goals and policy thrusts of the Federal Government of Nigeria on entrepreneurial development.

Keywords: Unemployment and Entrepreneurship Education.

Introduction

The main macro-economic objective of a society are economic stability, creation of employment opportunities and improvement in standard of living among others. One way of achieving these objectives, is through entrepreneurship development. Entrepreneurship focuses on recognizing a business opportunity, starting a business based on recognized opportunity, and operating and maintaining that business. In the context of this study the researcher refers to Entrepreneurship Education indicators as the Entrepreneurship Education saleable skills acquired from structured learning process. They are practicable skills that may perhaps be considered by the business educators in the course of the study that can be of value for self engagement, wants satisfaction and pecuniary reward. Entrepreneurship Education is an academic programme intended to inculcate in the student: understanding, values, knowledge, business skill, and technical skill required in the world of work and for teaching other Entrepreneurship students (Umoru, 2015). It is seen as education for and about business. Education for business is that aspect of vocational education which provides instructions and preparation for office occupation as secretary, shorthand typist and accountant. On the other hand, education about business provides knowledge and understanding of the economy, financial, marketing, accounting and management system.

However, Obi and Otamiri (2010) summarize the actual and operatives goals of Business Education as enunciated in the handbook of various Department of Business Education to include: To produce efficient and effective management, secretarial, accounting and marketing managers, to produce lecturers who will handle business and related courses in our universities and colleges, to propagates the development of the business thought and philosophy in business and management, to prepare people for self-employment in situations where there is no available paid employment, to develop in the student's requisite skills and expertise in managements of both private and public enterprise and arm them with the analytical ability needed to meet the growing challenges of present and future Nigerian and international

environment and to prepare and equip those who pass through the program to be able to establish and run their own private business ventures as self-employed citizens of the society.

Business Education curriculum offers knowledge in subject areas such as Accounting, Management, Marketing, Secretarial Studies, Human Resources Management and Entrepreneurship Education. All these areas enable the recipient to seek career in business. The researchers want to contend that each of these areas have saleable skills that can be of value for self employability, sustenance and self dependent without having to depend on someone else for a living.

Office education skills equip students with the ability to operate business centers, ability to engage in reprography. It entails the acquisition of practical skills, attitude, understanding and knowledge relating to occupations in various sectors of economic and social life (Baba and Akarahu, 2012).

Marketing option equip individual with the ability to capture and retain attention of customers, ability to promote and sell the organization product, ability to analyze demand and supply situation, ability to distribute goods to satisfy customers' needs, ability to acquire effective sales habit, ability to acquire good sales techniques and ability to carry out effective marketing and information research.

Entrepreneurship education is an education on how to be self-reliant. Entrepreneurship education equip individual with the ability to own and manage a business both material and human resources, ability to operate business activities including employee and employer's work relationship and ability to produce and distribute goods and services to the populace. Skills and knowledge acquired in entrepreneurship education enables the students in establishing a new business, planning, organizing, supervising, directing, controlling and coordinating the business enterprises.

Unemployment, to a lay man simply means lack of employment or without job although able to work. It can also refer to one that has lost his/her job; equally there are some that lack skills or qualities needed to get a job (Mogbeyiteren, 2013). Omotor and Gbosi (2006) defined unemployment as a situation in which people are willing to work at the prevailing wage rate and unable to find jobs. This implies that not just anyone who is to be counted as part of unemployed labour force is unemployable. International Labour Organization (2012) defines unemployment as a members of the economically active population who are without work but available for and seeking for work, including people who have lost their jobs and those who have voluntarily left work. The application of this definition across countries has been faulted, especially for the purpose of comparison and policy formation, as countries' characteristics are not the same in their commitment to resolving unemployment challenges (John and Bright, 2012).

According to Ashimuneze (2011) about 20% of Nigeria unemployed are very poor, but are well educated and skilled, even by European and American standard. Graduates unemployment includes graduates of Universities, Polytechnics and Colleges of education who are capable and willing to work but could not find a job or are discriminated for lack of experience. Some have never worked, lost their jobs and seeking re-entry into the work force, under-employed or under-disguised unemployment.

However, the epidemic of graduate unemployment is gradually escalating throughout Nigeria on a daily basis. Even as thousands wander the length and breath of the country in search of elusive white collar jobs, the universities continue to churn out millions of graduates annually, albeit with little hope of productive career engagement. Little wonder, that news report consistently indicate that the ranks of militants, kidnappers, and internet fraudsters are filled with hordes of intelligent graduates unable to find rewarding legitimate employment.

It was on this premises that the National Universities Commission (NUC), on the instruction of the National Council on Education, directed Universities in the country to run Business Education programmes for all students to reduce unemployment and boost the nation's economy.

Statement of the Problem

The prevailing decline in the price of crude oil, which serves as Nigeria's primary revenue stream, has significantly impacted the nation's economy to the extent that individuals have expressed dissatisfaction with its state. It is disheartening that a country whose economy once flourished through the cultivation of several agricultural commodities, including cocoa, groundnut, hides, and skin, has abruptly become heavily reliant on crude oil as its primary revenue stream. Hence, it is imperative to initiate a comprehensive entrepreneurship education inside our educational system in order to address the declining state of the nation's economy. According to Olaniyi (2016), there is a growing necessity for the inclusion of

entrepreneurship education inside tertiary schools due to the decreasing proportion of "white collar jobs" in relation to the increasing number of individuals graduating from higher education institutions annually. The introduction of entrepreneurship education (EE) by the National Universities Commission (NUC) is rooted in the objective of preparing students with the necessary entrepreneurial skills, attitudes, and knowledge. Therefore, this study explored Entrepreneurship Educators' perception of Business Education indicators as panacea for graduate unemployment in Oyo State

Purpose of the Study

The main purpose of this study was to determine the extent to which Entrepreneurship Educators' perception of Business Education indicators as panacea for graduate unemployment in Oyo State.

Specifically, the study sought to determine the extent to which:

1. office education skills can be a panacea for graduates unemployment in Oyo State, as may be perceived by the Business Educators,
2. entrepreneurial education skills can be a panacea for graduates unemployment in Oyo State, as may be perceived by the Business Educators.

Research Questions

To what extent can:

1. office education skills be a panacea for graduates unemployment in Oyo State, as may be perceived by the Business Educators,
2. entrepreneurial education skills be a panacea for graduates unemployment in Oyo State, as may be perceived by the Business Education.

Research Hypotheses:

1. There is no significant difference between the mean responses of Business Educators of private and public colleges of education on office education skills as panacea for graduates unemployment in Oyo State, as a result of ownership,
2. There is no significant difference between the mean responses of male and female Business Educators on entrepreneurial education skills as panacea for graduates unemployment in Oyo State, as a result of gender.

Methodology

The study adopted a descriptive research method. The population for the study comprised 50 Business Education lecturers in all the four colleges of education in Oyo State namely: Emmanuel Alayande College of Education Oyo, Federal College of Education (Special) Oyo, College of Education, Lanlate and MuftuaLanihun College of Education, Ibadan offering Business Education Programme. Due to the small number of the population all were used meaning that there was no sample. The instrument for data collection was a 4-point likert scale questionnaire which denotes the following point, Very high extent (VHE = 4), High extent (HE = 3), Moderate extent (ME = 2) and Low extent (LE = 1). The instrument was face validated by three experts in Business Education departments, Emmanuel Alayande College of Education, Oyo. The internal reliability of the instrument was measured using Crombach Alpha which yielded a correlation coefficient of 0.83. Mean and standard deviation was used to analyze the 20 questionnaire items. Any item whose mean score was equal or above 2.50 was considered high extent while items below 2.50 were considered low extent. On the other hand Null hypothesis was rejected where p-value was less than or equal to alpha level of 0.05 and null hypothesis was accepted where p-value obtained was greater than alpha level of 0.05.

Results

The results of the study are contained in the following tables in accordance with the research questions and hypotheses.

Research Question 1: To what extent can office education skills be a panacea for graduates unemployment in Oyo State, as may be perceived by the Business Educators.

Table 1: Mean rating of respondents on office education skills as a panacea for graduates unemployment in Oyo State, as may be perceived by the Business Educators

S/N	Office education skills include:	\bar{X}	SD	Remark
1.	Ability to type with speed and accuracy	3.73	0.53	HE
2.	Ability to keep official secrets (as keeper of secrets)	3.39	0.77	HE
3.	Business communication skills ability	3.34	0.81	HE
4.	Ability to eschew gossiping and grumbling	3.19	0.83	HE
5.	Record keeping and numeric ability	3.30	0.81	HE
6.	Ability to work under pressure	3.16	0.81	HE
7.	Competency in shorthand	3.08	0.92	HE
8.	Ability to work with computer	3.10	0.89	HE
9.	Adequate knowledge of office equipment/ machines, their functions, how they operate and when to use them	3.43	0.77	HE
10.	Ability for thoroughness and orderliness	3.29	0.81	HE
	Grand Mean	3.30		HE

Result in Table 1 indicated that there was high extent on office education skills as a panacea for graduates' unemployment in Oyo state, as may be perceived by Business Educators with mean score ranging from 3.08 to 3.73. Items 2, 3, 5, 9 and 10 were closely related with mean ranging from 3.29 to 3.43, while items 4, 6, 7 and 8 were also related with mean ranging from 3.08 to 3.19, only item 1 had the highest mean score of 3.73 and the grand mean of 3.30. Items 2, 4, 5, 6, 7, 8 and 10 had standard deviation ranging from 0.80 to 0.89 while items 1, 3 and 9 had standard deviation of 0.53, 0.77 and 0.77 respectively indicating closeness and high extent.

Research Question 2: To what extent can entrepreneurial education skills can be a panacea for graduates unemployment in Oyo State, as may be perceived by the Business Educators.

Table 2: Mean rating of respondents on entrepreneurial education skills as a panacea for graduates unemployment in Oyo State, as may be perceived by the Business Educators

S/N	Entrepreneurial Education Skills Ability to:	\bar{X}	SD	Remark
11.	Set the right price for a product	3.00	0.96	HE
12.	Interpret factors which affects the strength of business enterprises	3.19	0.99	HE
13.	Identify the right channel of product distribution	3.09	0.78	HE
14.	Identify the target market	3.08	0.89	HE
15.	Direct selling strategy in marketing a product	3.21	0.86	HE
16.	Take appropriate decisions when necessary	3.11	0.81	HE
17.	Direct the business activities	3.01	0.88	HE
18.	Evaluate business activities	3.04	0.90	HE
19.	Determine the extent to which products will be sell/produce	2.83	0.85	HE
20.	Budget and forecast sales/produce	2.89	0.99	HE
	Grand Mean	3.05		HE

Result in table 2 showed that entrepreneurial education skills serve as a panacea for graduates unemployment in Oyo State, as may be perceived by Business Educators with a mean score ranged from 2.83 to 3.21 and grand mean of 3.05. The respondents however in table 2 indicated that all the items are closely related and based on the findings, the standard deviation of all items were ranged from 0.78 to 0.99 meaning High Extent.

Testing of Hypotheses

H₀₁: There is no significant difference between the mean responses of Entrepreneurship Educators of private and public colleges of education on office education skills as panacea for graduates unemployment in Oyo State, as a result of ownership,

Table 3: Testing for Significant difference between the Mean Response of Entrepreneurship Educators of Private and Public Colleges of Education on Office Education Skills as Panacea for Graduates Unemployment

Groups	N	Mean	SD	Df	P-value	Alpha	Remark
Private	12	2.54	0.53	48	0.01	0.05	Rejected
Public	38	2.89	0.59				

The result in table 3 showed that p-value was less than alpha level and the null hypothesis of no was significant deference between the mean responses of Business Educator of private and public colleges of education on office education skills as a panacea for graduates unemployment was rejected. With this result, the null hypothesis (H₀₁) of no significant difference was upheld. This result attests to the fact that the respondents' opinion on office education skills differ base on the type of institution.

H₀₂: There is no significant difference between the mean responses of male and female Business Educators onentrepreneurial education skills as panacea for graduates' unemployment in Oyo State, as a result of gender.

Table 4: Testing for Significant Difference in the Mean Responses of Male and Female Business Educators on Entrepreneurial Education Skills as Panacea for Graduates Unemployment

Groups	N	Mean	SD	Df	P-value	Alpha	Decision
Male	21	2.59	0.41	48	0.08	0.05	Accepted
Female	29	2.54	0.53				

The result in table 4 revealed that the calculated p-value was greater than the alpha level, and the null hypothesis which states that there is no significant difference in the mean responses of male and female Business Educators onentrepreneurial education skills as panacea for graduates' unemployment based on gender was accepted. This implies that there was no significant difference between the mean responses of male and female Business Educators onentrepreneurial education skills as panacea for graduates' white-collar unemployment challenges.

Discussion of Findings

Result in Table 1 indicated that office education skills serve as a panacea for graduates white-collar unemployment challenges in Oyo state, as may be perceived by Business Educators.This was in conjunction with Baba and Akarahu (2012) that Office education skills equip students with the ability to operate business centers, ability to engage in reprography.It entails the acquisition of practical skills, attitude, understanding and knowledge relating to occupations in various sectors of economic and social life.

Result in table 2 showed that entrepreneurial education skills serve as a panacea for graduates unemployment in Oyo State, as may be perceived by Business Educators this was in collaborated with

Olaniyi (2016) who asserted that entrepreneurial education is a specialized training given to students of vocational and technical education to acquire the skills, ideas and managerial abilities and capabilities for self-employment rather than being employed for pay.

A test of significance was used to test the first hypothesis on to what extent to which Business Educators of private and public colleges of education perceived office education skills as panacea for graduates' unemployment in Oyo State, as a result of ownership. Table 3 revealed that there was significance difference among the responses of Business Educators in private and public college of education. The result in table 4 revealed that there was no significant difference between the mean responses of male and female Business Educators on entrepreneurial education skills as panacea for graduates' unemployment.

Conclusion

Based on the findings of the study, it was concluded that office education skills and entrepreneurial skills serve as a panacea for graduates unemployment in Oyo State, as may be perceived by Entrepreneurship Educators.

Recommendations

Based on the findings of this study, the following recommendations were put forward:

1. Entrepreneurship syllabus in higher institutions should be designed to be more practicable than theoretical, that is, it should allocate more time for skill acquisition.
2. There should be adequate sensitization and mobilization of support for entrepreneurial skill acquisition programme in Nigeria in order to achieve the goals and policy thrusts of the Federal Government of Nigeria on entrepreneurial development.

References

- Akarahu, C. U. (2011). Competencies required by teachers of business education for effective teaching of entrepreneurship. *Business Education Journal*, 8(1), 192-205.
- Ashimuneze, H. (2011). Developmental Retardation and Graduate Unemployment in Nigeria. www.utexas.edu/conference/africa/870.html. Accessed April, 2019.
- Baba, E.I & Akarahu, C. U (2012). Adequacy of educational resources for office technology and management programme in polytechnics in Kogi State. *Business Education Journal*. 8(2), 198 – 208.
- John, O. A. & Bright, O. O (2012). Poverty and youth unemployment in Nigeria, 1987 – 2011. *International Journal of Business and Social Science*. 2(20), 269 – 274.
- International Labour Organization (2012). Vocational education and global workers. Retrieved October 9, 2017 from <http://www.ilo.org/global/standard/subject-covered-by-international-labour-standard/migrate-workers/lang/en/index.htm>.
- Mogbeyiteran, O. L. (2013). Roles of Entrepreneurial Education in Reducing the Rate of Unemployment. *Journal of Emmanuel Alayande College of Education, Oyo*, 18(1), 128-135
- Obi, E. C. & Otamiri, S. (2010). Information and communication technology in business education: *Journal of Management and Enterprise Development*. 7(4), 75.
- Olaniyi, O. N. (2016). Small and medium enterprises managers' rating of skills needed by business education graduates for entrepreneurial success in Ondo and Ekiti States. Unpublished Ph.D Thesis, Department of Vocational Education, NnamdiAzikiwe University, Awka.
- Omotor, D. G & Gbosi, A. N. (2006). The Dynamic of Productivity and Unemployment Nexus: Implication for Employment Generation in Nigeria. NES 2006, Annual conference, Ibadan, Nigeria. 177 – 197.
- Umoru, T. A. (2015). Challenges and opportunities of utilization of social media by business education students in Nigerian universities. *International Journal of Social, Behavioural, Educational, Economic, Business, and industrial Engineering*. 9(11), 92.