The Effect of Entrepreneurship Education on Students' Entrepreneurial Career Intentions: A Study of Tertiary Institutions in Bayelsa State

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Abstract
The subject of entrepreneurship education and entrepreneurship intention has received extensive investigation by researchers in diverse fields and from different perspectives. The aim of this research is to investigate how entrepreneurship is being taught in Nigeria and the effectiveness of the teaching methods used in delivering the programmes; evaluate the impact of EE teaching approaches on students' entrepreneurship career intentions; and ascertain as well as evaluate key performance indicators/success measurement criteria. The research design is descriptive survey, population of the study which comprises all tertiary institution in Bayelsa State amounted to 33139 and the sample size was 395. The questionnaires were distributed electronically and responses were received accordingly. Descriptive statistics was used for data analyses (mean and standard deviation), while the hypotheses testing was inferential statistics (Pearson correlation). The results of the study shown that 87% of the respondents have impressive opinion about the entrepreneurship education delivered in Nigerian tertiary institutions. A high percentage of the student respondents rated the content of entrepreneurship lectures of strongly agreed and agreed (84%). This is a positive response with an important implication knowing that entrepreneurship is more than the mere creation of business. The characteristics of seeking opportunities, taking risks beyond security, and having the tenacity to push an idea through to reality combine into a special perspective that permeates entrepreneurs. Hence, the work recommends that entrepreneurship education should be made compulsory in all faculties in our tertiary institutions, funding should be made available by government to sponsor entrepreneurship training, mind-set training, business proposal after lectures, government should collaborate with tertiary institutions in

updating curriculum on entrepreneurship education regularly as the need be and train manpower for effective delivery.

Key words: *Entrepreneurship Education, Entrepreneurship, Career Intentions, Tertiary Institutions, Bayelsa State, Nigeria.*

1.0 Introduction

The question of what influence graduate's entrepreneurial pursuits as a career path is a fascinating subject and investigating the role entrepreneurship education (EE) plays in graduate entrepreneurial intentions, behaviour and engagement is attracting increased interest amongst academics, policy makers and even industry professionals. The subject of EE and entrepreneurship intention (EI: refers to the extent at which an individual is interested to become an entrepreneur under differing conditions) has received extensive investigation by researchers in diverse fields and from different perspectives. These different perspectives include self-efficacy, personality traits, culture, age, family status, education and training, creative potential etc. (Barakat 2010; Frank et al. 2005; Hamidi, Wennberg & Berglund 2008), due to its perceived importance to economic growth and development by way of wealth creation, value addition and employment generation. Academics have focused on the study of EE as the major influencer of EI because it is construed as an effective strategy in providing individuals with the ability to recognize commercial opportunities and the knowledge, skill sets and attitudes to engage in entrepreneurial activities. Intention as is studied by psychologists and other professionals has been proven to be the best predictor of future behaviour using the theory of planned behaviour (Azjen 1991; Krueger, Reilly and Casrud 2000; Krueger 2005). Attention however, has not been given to the teaching techniques applied in delivering EE and its impact on students' EI in Nigerian tertiary institutions. According to Volkman, "*teaching approaches"* will be decisive factors of successful entrepreneurship education programmes (EEPs) in the 21st century (2004). In the same vein, Hytti & O'Gorman (2004) concluded that certain techniques and approaches to teaching entrepreneurship are more successful than others at preparing students for entrepreneurial career and instil in them an entrepreneurial culture and mind set.

Notwithstanding, little attention has been given to the study of the effectiveness of entrepreneurship education teaching techniques as well as the assessment criteria and key performance indicators used in the measurement of success of EE in influencing students' EI (Mwasalwiba 2010; Fayolle, Gailly & Lassas-Clerc 2006; Samuel, Ernest & Awuah 2013). Instead, researchers have continued to prove, through their research findings that there is a positive relationship between EE and students' EI. However, most of the researches have focused on developed economies and less on underdeveloped, especially Nigeria: which is an emerging economy and in dire need of entrepreneurs to accelerate her economic growth for inclusion in the league of top 20 developed nations for the achievement of her national vision: Vision 202020. Vision 2020 as it is commonly referred to is an all-encompassing framework devised by the federal government to spur economic growth and development in Nigeria. The framework offers a pattern for the sustainable development of the country both politically, socially and economically. As a national vision, one of its main goals is for Nigeria to be among the top 20 largest economies of the world by the year 2020 (Samuel, Ernest and Awuah 2013; Emmanuel et al. 2012).

Again, in the literature on EE reviewed, it was discovered that there is scarce research on the effectiveness of entrepreneurship education teaching techniques and how it affects students' EI. Also, literature revealed that there are no clear indicators or measurement criteria to assess the effectiveness of these teaching techniques and the evaluation of the success of the EE in Africa (Kabongo & Okpara 2010), particularly in Nigeria. The uniqueness and originality of this research is that no studies of this nature have been carried out in the context of Nigeria. Therefore, this research is timely, vital, relevant and significant.

1.1 Statement of Research Problem

In 2004, the government of Nigeria through its Federal Ministry of Education introduced '*Entrepreneurship Development'* as a course to be integrated into undergraduate programmes and undertaken by every student in the country's higher institutions. The ultimate aim of the programme is to spur graduate entrepreneurship for economic growth and development to accomplish the countries goal of becoming one of the top 20 economies of the world by the year 2020. Other objectives include to:

- Reduce poverty and unemployment amongst youths.
- Instil entrepreneurial mind-set/culture amongst undergraduates for engagement in entrepreneurial activities and initiatives after graduation.
- Develop and improve the entrepreneurial culture, skills and mind-sets, competencies and capabilities of students while preparing them for engagement in industries and the business world.

Then in 2007, the government took a step further to implement the policy to make "*Entrepreneurship Education*" compulsory for every student across all degree awarding institutions in the country irrespective of their course of study. After 17 years of entrepreneurship education however, the objectives of the programme are far from being reached or seem to be yielding no positive results as over 80% of graduates in the country still grapple with unemployment long after graduation instead of creating jobs for themselves and employing others. The irrefutable prevalence of high unemployment rate in Nigeria is continually spiralling into the growth of violence, extreme poverty and segregation amongst the citizenry (the rich & poor), as the educational system and EE programmes undertaken is failing to empower those that pass through it with the desired entrepreneurial skills, mind sets and competencies for entrepreneurial engagements.

Again, there are no performance indicators to measure the success of EE and no criteria for evaluation of the effectiveness of the teaching methodology used in delivering the programmes, as the success/failure of a programme cannot be ascertained without being able to monitor and evaluate the effectiveness and robustness of the programmes and modes of delivery of such programmes (Akpan et al. 2012). This is crucial as it will enable policy makers, industry professionals, funders and educators evaluate and review programme content, teaching approaches and students' learning experience/process, which could inform the redesign of future curriculum and Entrepreneurship Education Programmes (EEPs) restructuring to accommodate and cater to the dynamic nature of the entrepreneurial world. As a result, it is both logical and empirical to find answers to questions like: why the seeming failure of the EE? Is EE a formidable strategy for student empowerment and economic development? Why is the programme not stimulating student entrepreneurial intentions and producing graduate entrepreneurs? Why are Nigerian graduates still considered '*unemployable*' when the EEPs are supposed to develop their entrepreneurial skills, mind sets

and competencies? How are the EEPs taught, and what is the impact of the pedagogic methodology on students' entrepreneurial intentions? How robust is the EEP content, does it include issues relevant to this contemporary business environment? How is student's attitude to and perception of EE? Does it impact their learning process and influence their choice of career options? Are there peculiar challenges faced by academics and students in the school environment that stifle the teaching/learning processes?

1.2 Aim and Objectives

The aim of this research is to investigate how entrepreneurship is being taught in in Nigeria and the effectiveness of the teaching methods used in delivering the programmes; evaluate the impact of EE teaching approaches on students' entrepreneurship career intentions; and ascertain as well as evaluate key performance indicators/success measurement criteria. The 3 underpinning objectives of this proposed research are to;

1. explore and evaluate the impact of entrepreneurship education on students' entrepreneurship intentions in Nigerian tertiary institutions in Bayelsa state.
2. ascertain the effectiveness of EE teaching methodology and its impact on students' entrepreneurship career intentions in Nigerian tertiary institutions in Bayelsa state and;
3. examine and analyse the key performance indicators (KPIs) in the measurement of the effectiveness of EE teaching approaches and the success of EE in Nigerian tertiary institutions in Bayelsa state; and propose an improved, suitable framework of criteria/KPIs to be used in the assessment and evaluation of both EE and the effectiveness of EE teaching techniques.

1.3 Significance/Importance of the Study

Because of the focus of this study, it is expected that the findings will:

- Inform what is been delivered as Entrepreneurship Education; how it is been delivered; what effect the delivery style/approaches have on students and highlight what can be done to improve what and how Entrepreneurship Education is delivered in Nigeria.
- Definitely inform the redesign and restructuring of our future curricula.
- Inform where Entrepreneurship Education is in Nigeria; where it is going; and how to harness the potentials in Entrepreneurship Education in meeting the objectives of its introduction in Nigeria.
- Unravel the learning process of students and their perception of the teaching methods/models and the robustness of the Entrepreneurship Education programmes to achieve its objectives.
- Also bring to the fore the challenges teachers are experiencing in trying to help students develop the entrepreneurial skills and mind sets, competencies and capabilities as well as stimulate their interest in choosing entrepreneurship as a career path.
- Develop a framework that will help measure and assess to effectiveness and success of Entrepreneurship Education in Nigeria.

Government agencies, academics, political policy/decision makers, industry professionals and funders of EEPs are the targeted end users of the findings of this proposed research study. I am certain that the findings will enable them make better, quality and more productive educational policies that will engender human capacity development and consequently, economic growth and development.

2.0 Literature Review

2.1 Entrepreneurship Education and Entrepreneurial Intentions

Entrepreneurship education has become of strategic importance to academics, political policy makers and industry professionals around the world, even in Nigeria, as it is seen as a sustainable approach to training and equipping students with skills sets, knowledge and competencies needed for entrepreneurial engagement to bolster economic growth and development. Entrepreneurship on the other hand is increasingly gaining attention as it is regarded as the engine that drives economic growth and development; and as a sustained of the country's competitiveness in facing the increasing trends of globalization (Gorman et al. 1997; Emmanuel et al., 2012). Entrepreneurship is also viewed as a key instrument for the promotion of entrepreneurial activities for sustainable economic growth and development (Nabi and Linan 2011); and as a *"force that mobilizes other resources to the unmet market demand"* (Nwazor, 2012, pp. 51).

Entrepreneurship education is considered globally as a crucial strategy for the "*creation of an entrepreneurial and innovative culture of social and economic change"* (Marques & Albuquerque 2012); hence, it is believed that entrepreneurship education can stimulate entrepreneurial intention amongst students for future engagement in entrepreneurial activities (Otuya et al., 2013). In the recent past years, intentions have been viewed from both psychological and entrepreneurial viewpoint as a key influencer of the decision to become an entrepreneur (Karimi et al. 2012; Armitage & Conner 2001). Hence, using his theory of planned behaviour (TPB): a renowned model used in the prediction of future behaviour, Azjen concludes that "*a person's beliefs and attitudes regarding a particular behaviour inform their intention to perform that behaviour"* (1991, p. 34) in the future. This is because, every entrepreneur first had the intention to start and own a business before they eventually started, and intentions have motivating factors. As a result, numerous research has focused on EE as a motivating factor in influencing students' EI (Krueger 2005**;** Byabashaija, Katono & Isabalija, 2010; Nabi & Linan, 2011**;** Fini et al., 2009; Askun & Yildirim 2011; Basu & Virick 2008; Karimi et al. 2012; Ekpoh & Edet 2011; Emmanuel et al., 2012; Samuel, Ernest & Uwah, 2013; Matlay, 2008). This is so because it has been proven to help students develop entrepreneurial skills and build their self-efficacy, thereby altering their perception and attitude towards entrepreneurship and position them for entrepreneurial engagement. Notwithstanding, Omuvwie (2013) concludes from his research findings that, EE has no significant impact on undergraduate EI in Nigerian universities, and that the teacher's/teaching techniques lack the propensity and thrust to stimulate their interest. On the contrary, Ekpoh & Edet (2011); Otuya et al. (2013) and Nwafor (2012) suggest that there is a strong positive impact EE has on students EI in Nigerian institutions of higher learning (IHL). Other factors such as personality traits, culture, age, family status, education and training, motivation, gender and religion have also been studied as positive influencers of EI (Carr and Sequeira, 2007; Hattab 2014; Kautonen *et al*., 2010; Schwarz *et al*. 2009). This leads to the first hypothesis:

H_{01} – Entrepreneurship education does not have a positive impact on students' entrepreneurial intentions in Nigerian tertiary institutions in Bayelsa state.

All the papers reviewed in the writing-up of this study on EE teaching methodology as an influencer of EI, just a fragmented portion was conducted in the context of any African country (Mwasalwiba 2010; Sherman, Sebora & Digman 2008; Fayolle, Gailly & Lassas-Clerc 2006; Lourenco & Jones 2006; Pfeifer et al. 2013). One study carried out recently

focused on the ineffectiveness of the implementation of EE programmes and teaching methodology in Kenyan universities (Mkala & Wanjau 2013). In this research, it was concluded that EE programme contents, teaching and assessment methods were too "*insensitive to entrepreneurship learning, and the training resources provided by the institutions are insufficient"* to stimulate EI and produce entrepreneurs (p. 1). Some others addressed the assessment criteria used in measuring the effectiveness of EE programmes and teaching methods in Europe and America (Hytti & O'Gorman 2004; Pfeifer et al. 2013; de los Monteros & van Dorp 2010; Moylan, McGreevy & Heagney 2006; O'Neil, Hays & Bagwell 2013; Sidhu et al. 2014). However, in the context of EE and its impact on student's career intentions amongst Nigerian higher institution's students and other African countries' university students, quite a few studies have been made (Ekpoh & Edet 2011; Emmanuel et al. 2012; Samuel, Ernest and Uwah, 2013; Otuya et al. 2013; Gerba 2012; Fatoki 2014; Hattab 2014;).

The conclusions from these studies are that EE has a positive impact on university students' EI. However, no studies have been conducted in respect of the effect of the teaching methods used in delivering the EEPs and how these teaching techniques could impact positively or negatively on students' EI especially, students of Nigerian tertiary institutions. The debate however is no longer whether entrepreneurship can or should be taught in schools but rather, what and how it should be taught (Henry et al. 2005; Lourenco & Jones 2006). Gendron in a similar remark concludes that the debate has shifted from whether or not entrepreneurship can be taught to "*how to continuously improve its content and delivery to meet the needs of our current students*" (2004). Even though the teaching approaches to EE in developed economies have been proven as a decisive factor to its success in this 21st century and is gaining more interest amongst academics, little is known about the nature of EE and the impact of its teaching methods in Africa with the exception of some fragmented researches (Kabongo & Okpara 2010, Brijlal 2008; Mkala & Wanjau 2013). In the same vein, Dits and Fowler (cited in Hytti & O'Gorman 2004) concluded that certain techniques and approaches to teaching EE are more successful than others at preparing students for entrepreneurial career and instil in them an entrepreneurial culture and mind set. Therefore, the effectiveness of EE teaching methodology and its impact on students' entrepreneurship career intentions cannot be overemphasized, thus, the second hypothesis:

H_{02} – The effectiveness of entrepreneurship education pedagogical approaches has a positive impact on students' entrepreneurial career intentions in Bayelsa state.

2.2 Assessing EE Programmes' Teaching Approaches

The success of any educational programme lies in its programme content and delivery approach as not all teaching methods will produce the same results, and so it is with EE (Dits & Fowler 1999). Despite the unanimity upon the teach ability of entrepreneurship as established in EE literature, models of successful EE programmes and effective teaching approaches are rather indefinable. Programme contents and teaching approaches differ from institutions in different countries, even those within the same country (Hytti & O'Gorman 2004). However, the speedy growth of both demand and supply of EE beckons for scrutiny of EEP design, delivery and modes of assessment. Researches investigating the US and EU experiences in EE have been well established in the literature. Hytti & O'Gorman (2004) identified 8 teaching methods adopted in Europe, these include the traditional (teacher centric) teaching technique, 'learning by action', 'immersion in real life situation', 'counselling/mentoring by entrepreneurs', 'case studies', 'business simulation', 'games and

competition', study visits and workshops. In their study of Babson College's (The world's top entrepreneurship school) pedagogical approaches to EE, Lourenco & Jones (2006) recognized 30 different pedagogical approaches including 10 traditional which are articulation of concepts through theoretical frameworks, lectures, question and answer sessions, and advice and feedback sessions; and 20 alternative approaches which include individual activities, group presentations and role-play activities used simultaneously. The mixture of methods as used by Babson College is said to be one of the most effective in producing entrepreneurs via EE. Pittaway & Cope (2006, p. 4) express their opinion on EE pedagogic approaches that:

"Entrepreneurs learn primarily through learning-by-doing and reflection: which includes 'learning by copying and opportunity taking; and learning from making mistakes'. And that, learning how to be entrepreneurial can only be acquired through learning by doing or by direct observation."

Despite the success of these teaching approaches, the debate is still on which method(s) best stimulates students' interest in pursuing entrepreneurship as a career? McKeown et al. suggest that a triangulation of methods is the best teaching approach to produce skilled, knowledgeable and daring graduate entrepreneurs (cited in Lourenco & Jones 2006). Besides, how do we measure the effectiveness of certain teaching techniques? There is no consensus on a standard framework for the design, delivery and assessment of EE yet, even though some sort of framework for distinguishing effective from non-effective EEP and delivery approaches are in use in UK and USA, they are inapplicable in the Nigeria context (Pfeifer et al. 2013). According to Gibbs, the difficulty in designing a framework of criteria for EE delivery assessment is that, different institutions have different objectives, target audience and motivation for introducing EE and so, assessment criteria should be measured against the goals, objectives, target audience and motivation for the programmes (2006). In their study, Westhead et al. (cited in Hytti O'Gorman 2004) identified four important limitations to measurement of effective teaching approach adopted in EE – the difficulty in establishing relationship between teaching approaches and impacts due to the significant time lag between the educational input and subsequent output; unclear how to measure output of teaching approaches- should it be measured against starting a new business, entrepreneurial activity during one's career or venture performance etc. Notwithstanding, Hytti & O'Gorman are of the opinion that certain items can be measured to determine the effectiveness of EE pedagogical approaches, like voluntary attendance rate, student participation and motivation, students' awareness, interest and intentions; venture creation by students and alumni; resulting innovations; impact on the community and publications by teachers etc. Hence, the third research hypothesis:

H_{03} – The assessment and evaluation of pedagogical approaches to entrepreneurship education is critical to the success of EE in Nigerian tertiary institutions in Bayelsa state.

3.0 Methodology

The descriptive survey strategy was adopted as it is most suitable and frequently used in an exploratory/descriptive research like this study, to answer such questions as 'what', 'where', 'how' etc. (Saunders et al. 2012). Using this strategy will give the researcher more control over the research process and enable him generate findings that are representative of a whole population at a lower cost. The survey strategy allows for data triangulation, that is, the use of different data collection techniques within one research study in order to ensure that the data are telling the researcher what he thinks the data are telling him (Bryman and Bell 2011; Yin

2003). For instance, data collected qualitatively using a semi-structured group interviews can be a valuable means of triangulating or testing the validity of quantitative data collected using questionnaire. The research is longitudinal in nature as it will be continued yearly within the next 6 years across all 6 geopolitical zones of the federation.

***Note*:** *Student's email addresses will be collected during the primary data collection period so that they will be monitored yearly and questioned to find out what they are doing per time to be able to judge the impact of the Nigerian Entrepreneurship Education teaching methods and its impact on students' entrepreneurship career intentions.*

3.1 Population of the Study

The target population is all undergraduate students of the tertiary institutions in Nigeria. Tertiary institutions in Nigeria include Polytechnics, Colleges and universities under the supervision of the National Board for Technical Education (NBTE), National Commission for Colleges of Education (NCCE) and National Universities Commission (NUC) respectively. However, the focus of this research proposal is to conduct the study within the Higher Education Institutions in Bayelsa viz: Federal Polytechnic Ekowe, Isaac Jasper Boro College of Education, Bayelsa State College of Health Technology, Bayelsa State School of Nursing and Midwifery, Bayelsa State Polytechnic, Federal University Otuoke, Niger Delta University, and University of Africa. To collect data, a stratified random sampling technique will be used to draw a substantially representative number from the selected institutions to ensure validity and generalizability of research findings.

S/N	Institutions	Population
1	Federal University Otuoke	11780
2	Niger Delta University	13560
3	University of Africa	2350
4	Federal Polytechnic Ekowe	2830
5	Bayelsa State Polytechnic	372
6	Isaac Jasper Boro College of Education	328
7	Bayelsa State School of Nursing and Midwifery	614
8	Bayelsa State College of Health Technology	1305
	Total	**33139**

3.2 Sample and Sampling Procedure

Sample is the set of people or items which constitute part of a given population sampling. Due to large size of the target population, the researcher used the Taro Yamane formula to arrive at the sample size of the study.

$$S = \frac{N}{1+N(e)^2}$$

Where

S = corrected sample size or sample size sought

N = population size

e = margin of error, e = 0.05 base on the research condition

$$S = \frac{N}{1+N(e)^2} \qquad S = \frac{33139}{1 + 33139\ (0.05)^2}$$

$$S = \frac{33139}{1 + 33139(0.0025)} \qquad S = \frac{33139}{1 + 82.8475}$$

$$S = \frac{33139}{83.8475} \qquad S = 395.229 = 395$$

S/N	Institutions	Population	Sample size
1	Federal University Otuoke	11780	140
2	Niger Delta University	13560	162
3	University of Africa	2350	28
4	Federal Polytechnic Ekowe	2830	34
5	Bayelsa State Polytechnic	372	4
6	Isaac Jasper Boro College of Education	328	4
7	Bayelsa State School of Nursing and Midwifery	614	7
8	Bayelsa State College of Health Technology	1305	16
	Total	**33139**	**395**

3.2 Data Collection & Analysis Techniques

Both qualitative and quantitative methods will be use in this study. Questionnaires will be used to conduct a wide survey of students across all tertiary institutions in Bayelsa state. The theory of planned behaviour questionnaire adopted by Karimi et al. (2012) will be modified and adopted: adding questions revealed from gaps in the literature. The interview questions will be formulated from both gaps in the literature and students' responses. Classroom participant observation will also be adopted so that the researcher can get first-hand experience of the effectiveness of teaching methods, students' learning experience as well as challenges in the teaching/learning processes. Mixed method data collection is considered relevant and imperative to aid data triangulation (Yin 1994 & 2003; Saunders et al. 2012).

Objectives 1 and 2 would be achieved employing a type of descriptive statistics in the form of mean and standard deviation. To achieve objective 1, students' entrepreneurship intentions would be the dependent variable, while entrepreneurship education and other variables would be the independent variables. For objective 2, students' entrepreneurship career intentions would be the dependent variable, while EE teaching methodologies would be the independent variables. Objective 3 would be achieved by deploying descriptive statistics such as percentages, frequencies, means, and standard deviation as well as a 6 -point Likert Scale rating.

The validity or strength of the Pearson correlation analysis used would be based on the assumptions in which the dependent and independent variables are expected to be linearly correlated, with the estimators being the best linear unbiased estimates (BLUE) with an expected value of zero, i.e. E ($\varepsilon_i = 0$), which implies that, on average the errors will cancel each other out.

The model would be specified in the functional form:

$$Y = f(X) \qquad (1)$$

And linearly as:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \ldots + \beta_n X_n + \varepsilon \qquad (2)$$

Where:

Y = Dependent variable

$X_1, X_2, \ldots X_n$ = Independent variables
B_0 = Intercept
$\beta_1, \beta_2, \ldots \beta_n$ = Estimation coefficients
ε = Stochastic error term

3.3 Test of Hypotheses

The null hypotheses would be tested using the Pearson correlation coefficient at the 5% (0.05) level of significance. In drawing the conclusion for this study, the Pearson correlation coefficient would be compared to the 5% (0.05) level of significance. If the Pearson correlation coefficient is greater than the 5% (0.05) level of significance, we would reject the null hypotheses, if otherwise, then we would accept it.

4.0 Discussion of Result and Analysis

The focus on this section is to analyse and interpret the results obtained in the course of this research work. Owing to the fact that this research makes use of primary data in analysing the results, questionnaires were distributed to three hundred and ninety-five (395) respondents, basically students from the higher institutions in Bayelsa State. The data will be analysed using mean and standard deviation values.

Therefore, this section concerns itself with the following:

i) Analysing the descriptive data of the respondents
ii) Analysing the inferences of the study
iii) Discussion of the results obtained and
iv) Testing of Hypotheses

4.1 Descriptive Analysis

The descriptive analysis provides an analysis of the personal data profile of the respondents. In this section, the sex, age, educational background and marital status shall be put into a simple proportional analysis.

4.1.1 Name of Institutions

Table 4.1 Institutions distribution of Respondents

Institutions	Respondents	Percentage
NDU	162	41.0%
FUO	140	35.4%
UAT	28	7.1%
FPE	34	8.6%
BSP	4	1.0%
IJBCE	4	1.0%
SNMT	7	1.8%
CHT	16	4.1%
Total	**395**	**100**

Source: Authors own computation using SPSS Version 23.0

From the above results, Niger Delta University (NDU) has the highest level of respondent with 162 respondents representing 41 percent. While Bayelsa State Polytechnic (BSP) and School of Nursing and Midwife Tombia (SNMT) have the least level of respondents with 4 respondents each representing 1 percent each. The rest results are presented below in table 4.1 above.

4.1.2 Sex Analysis

Table 4.2 Gender distribution of Respondents

Sex	Respondents	Percentage
Female	151	38.2%
Male	244	61.8%
Total	**395**	**100.0%**

Source: Authors own computation using SPSS Version 23.0

Table 4.2 above shows the sex analysis of the respondents. In all the 395 respondents, a total of 151 respondents were recorded to be female which amounts to 38.2% of the total number of respondents. While a total of 244 respondents were recorded to be males which represent 61.8% of the total number of the respondents. In conclusion, more of the respondents are male students in the various universities.

4.1.3 Age distribution of Respondent

Table 4.3 Age Distribution of Respondents

Number of Years	Respondents	Percentage
20-29	261	66.1%
30-39	95	24.1%
40-49	38	9.6%
50 years and above	1	.3%
Total	**395**	**100.0%**

Source: Authors own computation using SPSS Version 23.0

Table 4.3 above analyses the age distribution of the respondents. The result obtained above shows that out of the 395 respondents, 261 students from the various higher institutions representing 66.1% are between the ages of 20-29 years, 95 students representing 24.1% are between the ages of 30-39years, 38 students representing 9.6% are between the ages of 40-49 years. Finally, 1 student representing 3.0% is between the age of 50 years and above. In conclusion, the sample size revealed that most of the students in these institutions are between the ages of 20-29 years followed by students of 30-39 years representing 95 respondents

4.1.4 Level of Students

Table 4.4 Level of students of the Respondents

Level of Students	Respondents	Percentage
100 level	181	45.8%
200 level	94	23.8%
300 level	74	18.7%
400 level	46	11.6%
Total	**395**	**100.0%**

Source: Authors own computation using SPSS Version 23.0

Table 4.4 shows an analytical representation of the level of students of the various higher institutions alongside the corresponding percentage of the total number of respondents. From the table, it can be observed that 181, 94, 74 and 46 of the correspondents from year 1, 2, 3, and final year of their study. However, the corresponding percentage of the responses respectively was 45.8%, 23.8%, 18.7%, and 11.6% respectively.

4.1.5 Marital Status Analysis

Table 4.5 Marital status of Respondents

Marital Status	Respondents	Percentage
Single	304	77.0%
Married	83	21.0%
Widowed	5	1.3%
Divorced	3	.8%
Total	**395**	**100%**

Source: Authors own computation using SPSS Version 23.0

Table 4.5 shows the marital status analysis of the respondents who are students in various higher institutions in Bayelsa State. Out of the 395 respondents, 304 students are single which represents 77% of the total respondents, 83 respondents representing 21% are married, 5 of the respondents representing 1.3% are either widow or widower, while 3 of the of the respondents are divorced. That means most of the students in the higher institutions are single and are yet to get married.

4.2 Descriptive Analysis on Research Questions

This section provides an analytical description of the inferences which will be used for testing the hypothesis. From the questionnaire distributed, section B is designed to get information about the participation of students who have taken entrepreneurship courses as a field of study in Bayelsa State higher institutions. Therefore, it would be used as inference for testing the hypothesis as it only provides information as to the interest of students in the area.

Section B of the questionnaire was designed to elicit a Strongly Agreed (SA), Agreed (A), Undecided (U), Disagreed (D) and Strongly Disagreed (SD) response from the respondents. Each questions carries six (6) related items.

Research Objective 1: Entrepreneurship Education on student's entrepreneurship intentions in Nigerian tertiary institutions in Bayelsa State.

Table 4.6: Mean and Standard Deviation rating of Entrepreneurship Education on student's entrepreneurship intentions in Nigerian tertiary institutions in Bayelsa State.

S/N.	Item Statement	Total	Mean	Std. Dev.	Decision
1	Entrepreneurship education should be made compulsory in all faculties in our tertiary institutions	395	4.3063	1.01753	Reject
2	Entrepreneurship education will impact on students' entrepreneurship intention in Nigeria?	395	4.0759	1.01477	Reject
3	Funding are made available by government to sponsors entrepreneurship trainings after lectures	395	2.4937	1.32214	Accept
4	Entrepreneurship lectures and training in our tertiary institutions will reduce the unemployment rate after graduation	395	4.4633	. 0.80955	Reject
5	Students with entrepreneurship skill and training are performing better than those without the skills	395	4.3038	0.82404	Reject

Source: Authors own computation using SPSS Version 23.0

Table 4.6 above revealed Entrepreneurship Education (EE) on student's entrepreneurship intentions in Nigerian tertiary institutions in Bayelsa State was rated. The items of instrument showed strongly agreed and agreed. This is because their mean ratings were above mean point of 3.0 except question 3 which is below benchmark set for the study. This means that the outcome of entrepreneurship education should be made compulsory in all faculties in our tertiary institutions; Furthermore, entrepreneurship education will impact on students' entrepreneurship intention in Nigeria. Question 3 revealed that funding is not made available by government to sponsors entrepreneurship trainings after lectures. Questions 4 revealed that entrepreneurship lectures and training in our tertiary institutions will reduce the unemployment rate after graduation. Finally, Students with entrepreneurship skill and training are performing better than those without the skills.

Research Objective 2: Entrepreneurship Education teaching Methodology and it impact on student's entrepreneurship career intention in Nigerian tertiary institutions in Bayelsa State

Table 4.7: Mean and Standard Deviation rating of Entrepreneurship Education teaching Methodology and it impact on entrepreneurship career intention in tertiary institutions in Bayelsa State.

S/N.	Item Statement	Total	Mean	Std. Dev.	Decision
1	Most of works and curriculum on entrepreneurships education thought in our higher institutions are outdated	395	3.2810	1.36286	Reject
2	There is lack of workshops training after teaching the methodology of entrepreneurship education in our higher institutions	395	3.9975	1.14328	Reject
3	Lecturers have poor knowledge of the curriculum content and are not effective in teaching the course	395	2.7519	1.24396	Accept
4	There is a link between entrepreneurships education and student entrepreneurship career intentions in our society	395	3.8051	1.14439	Reject
5	Nigeria has the market for any business to operate if the student is taught with different skills and methodology in entrepreneurships education	395	4.0025	1.23506	Reject

Source: Authors own computation using SPSS Version 23.0

Table 4.7 above revealed the students rating about the items of the instruments. From the results the items of instruments were rated at strongly agreed and agreed. This is because their mean ratings were above 3.0 mean benchmark set for the study except item 3 which is rated below the 3.0 bench mark of rejecting the null hypothesis. This means that most of works and curriculum on entrepreneurships education thought in our higher institutions are outdated. There is lack of workshops training after teaching the methodology of entrepreneurship education in our higher institutions. Lecturers does not have poor knowledge of the curriculum content and are not effective in teaching the course; There is a link between entrepreneurships education and student entrepreneurship career intentions in

our society. Finally, Nigeria has the market for any business to operate if the student is taught with different skills and methodology in entrepreneurships education.

Research Objective 3: Key performance indicator in the measurement of effectiveness of EE teaching approach and success of EE in Nigerian tertiary institutions in Bayelsa State.

Table 4.8: Mean and Standard Deviation rating of Key performance indicator in the measurement of effectiveness of EE teaching approach and success of EE in Nigerian tertiary institutions in Bayelsa State.

S/N.	Item Statement	Total	Mean	Std. Dev.	Decision
1	There is a relationship between teaching approach and success of EE in Nigerian tertiary institutions.	395	3.8051	1.33480	Reject
2	Entrepreneurship education is a key performance indicator that will boost the career and success of students in our higher institutions	395	4.3038	. 80850	Reject
3	Lecturers are not provided with the current teaching materials and curriculum of entrepreneurship in our higher institutions.	395	3.9089	1.06956	Accept
4	Government has not created enabling environment for entrepreneurship training centres in Bayelsa State.	395	4.0658	.98245	Reject
5	Incentives are not made available by government to students after entrepreneurship lectures and training programmes.	395	4.1038	.94620	Reject

Source: Authors own computation using SPSS Version 23.0

Table 4.8 above revealed key performance indicator in the measurement of effectiveness of EE teaching approach and success of EE in Nigerian tertiary institutions in Bayelsa State**.** The research instrument revealed that all the items are strongly agreed and agreed. This is because their mean ratings were above 3.0 mean benchmark set for the study. This means that there is a relationship between teaching approach and success of EE in Nigerian tertiary institutions. Entrepreneurship education is a key performance indicator that will boost the career and success of students in our higher institutions. Lecturers are not provided with the current teaching materials and curriculum of entrepreneurship in our higher institutions. Government has not created enabling environment for entrepreneurship training centres in Bayelsa State. Finally, Incentives are not made available by government to students after entrepreneurship lectures and training programmes.

Hypothesis 1: Entrepreneurship Education does not significantly impact on student's entrepreneurship intentions in Nigerian tertiary institutions in Bayelsa State.

Table 4.9: Correlation test of significant difference between entrepreneurship Education and it impact on student's entrepreneurship intentions in Nigerian tertiary institutions in Bayelsa State.

	Entrepreneurship	impact on students

		education	
Entrepreneurship education	Pearson Correlation	1.000	.206**
	Sig. (2-tailed)		0.000
	N	395	395
impact on students	Pearson Correlation	.206**	1.000
	Sig. (2-tailed)	0.000	
	N	395	395

** Correlation is significant at the 0.01 level (2-tailed)
Source: Survey Data, 2022.

Table 4.9 above shows the correlation coefficient of 0.206 being less than 0.50 bench mark of accepting the null hypothesis. Therefore, the null hypothesis was accepted. The result is statistical significant showing a value of 0.0000 which is less than 0.05. Hence, there is no significant difference between Entrepreneurship Education and student's entrepreneurship intentions in Nigerian tertiary institutions in Bayelsa State.

Hypothesis 2: **Entrepreneurship Education teaching Methodology does not impact on student's entrepreneurship career intention in Nigerian tertiary institutions in Bayelsa State.**

Table 4.10: Correlation test of significant difference between Entrepreneurship Education teaching Methodology and it impact on student's entrepreneurship career intention in Nigerian tertiary institutions in Bayelsa State

		Outdated curriculum on entrepreneurships	entrepreneurships education
Outdated curriculum on entrepreneurships	Pearson Correlation	1.000	-.385**
	Sig. (2-tailed)		0.000
	N	395	395
entrepreneurships education	Pearson Correlation	-.385**	1.000
	Sig. (2-tailed)	0.000	
	N	395	395

** Correlation is significant at the 0.01 level (2-tailed)
Source: Survey Data, 2022.

Table 4.10 above the correlation coefficient of -.385 being less than 0.50 bench mark of accepting the null hypothesis. Therefore, the null hypothesis was accepted. The result is statistical significant showing a value of 0.0000 which is less than 0.05 Hence we conclude that Entrepreneurship Education teaching Methodology does not impact on student's entrepreneurship career intention in Nigerian tertiary institutions in Bayelsa State

Hypothesis 3: **Key performance indicator in the measurement of effectiveness of EE teaching approach is not significantly related success of EE in Nigerian tertiary institutions in Bayelsa State.**

Table 4.11: Correlation test of key performance indicator in the measurement of effectiveness of EE teaching approach and success of EE in Nigerian tertiary institutions in Bayelsa State

		Entrepreneurship	Productivity

		skills	
Entrepreneurship skills	Pearson Correlation	1.000	242**
	Sig. (2-tailed)		0.000
	N	395	395
Productivity	Pearson Correlation	242**	1.000
	Sig. (2-tailed)	0.000	
	N	395	395

** Correlation is significant at the 0.01 level (2-tailed)
Source: Survey Data, 2022.

Table 4.11 above the correlation coefficient of 242 being less than 0.50 bench mark of accepting the null hypothesis. Therefore, the null hypothesis was accepted. The result is statistical significant showing a value of 0.0000 which is less than 0.05. Hence, we conclude that Key performance indicator in the measurement of effectiveness of EE teaching approach is not significantly related success of EE in Nigerian tertiary institutions in Bayelsa State.

4.3 Discussion of Findings

This study set out to evaluate the effectiveness of teaching methods in entrepreneurship and it impact on our tertiary institutions in Bayelsa State". The results of the study have shown that the respondents have impressive opinion about the entrepreneurship education delivered in Nigerian tertiary institutions. For instance, a high percentage of the student respondents rated the content of entrepreneurship lectures of strongly agreed and agreed. This is a positive response with an important implication knowing that entrepreneurship is more than the mere creation of business. The characteristics of seeking opportunities, taking risks beyond security, and having the tenacity to push an idea through to reality combine into a special perspective that permeates entrepreneurs.

An entrepreneurial perspective can be developed in individuals" he argued. In the light of this, an insight that could be gleaned from this study is that the students that received entrepreneurship education from Nigerian tertiary institutions, if they could not start new ventures of their own, they would be able to exhibit the entrepreneurial perspective wherever they find themselves; whether in for-profit or in not-for profit enterprises, and in business or non-business activities for the purpose of bringing forth creative ideas. This assertion was supported by Morris, Kuratko and Kevin, (2008). They submitted that entrepreneurship is a phenomenon that can happen in a variety of organizational contexts. They gave the terms corporate entrepreneurship, organizational entrepreneurship, Entrepreneurship and corporate venturing as terms that describe entrepreneurial behaviour inside established organizations.

To the current study, these submissions provide insight that those graduates that received entrepreneurship education from the universities and instead of starting a new venture got appointment in an established organization, might still be able to put their theoretical knowledge into practice by carrying out formal or informal activities aimed at creating new businesses in the organizations where they were employed. This may be through product and process innovations or market developments.

5. Conclusion and Recommendations

In light of the above findings, we conclude that entrepreneurship lectures and training in our tertiary institutions go a long way of resolving issues of unemployment, since students with entrepreneurship sill and training are performing better than those without the sills.

There is a link between entrepreneurships education and student entrepreneurship career intention in our society and Nigerian society has the market for any business to operate, if the students are taught with different skills and methodology in entrepreneurships education. Entrepreneurship education is the key performance indicator that will boost the career and success of students in our higher institutions. In line with the result, we recommended that; entrepreneurship education should be made compulsory in all faculties in our tertiary institutions, funding should be made available by government to sponsor entrepreneurship training after lectures, government should be updating curriculum on entrepreneurship education regularly as the need be and training manpower for effective delivery, government and private organizations should organize workshops training after teaching the methodology of entrepreneurship education in our higher institutions, government should also create enabling environment for entrepreneurship centres and also provide incentives after entrepreneurship programmes in Bayelsa State.

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APPENDIX
DATA ANALYSIS

Descriptive Statistics
Frequency Table

Name of institutions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NDU	162	41.0	41.0	41.0
	FUO	140	35.4	35.4	76.5
	UAT	28	7.1	7.1	83.5
	FPE	34	8.6	8.6	92.2
	BSP	4	1.0	1.0	93.2
	IJBCE	4	1.0	1.0	94.2
	SNMT	7	1.8	1.8	95.9
	CHT	16	4.1	4.1	100.0
	Total	395	100.0	100.0	

Sex of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	151	38.2	38.2	38.2
	Female	244	61.8	61.8	100.0
	Total	395	100.0	100.0	

Age of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-29 years	261	66.1	66.1	66.1
	30-39 years	95	24.1	24.1	90.1
	40-49 years	38	9.6	9.6	99.7
	50 Years and above	1	.3	.3	100.0
	Total	395	100.0	100.0	

level of Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	100 level	181	45.8	45.8	45.8
	200 level	94	23.8	23.8	69.6

	300 level	74	18.7	18.7	88.4
	400 level	46	11.6	11.6	100.0
	Total	395	100.0	100.0	

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	304	77.0	77.0	77.0
	Married	83	21.0	21.0	98.0
	Widowed	5	1.3	1.3	99.2
	Divorced	3	.8	.8	100.0
	Total	395	100.0	100.0	

Descriptive Statistics
Research Objective one

Descriptive Statistics

	N	Mean	Std. Deviation
Entrepreneurship education be made compulsory	395	4.3063	1.01753
Entrepreneurship education will impact on students	395	4.0759	1.01477
Findings are made available by government	395	2.4937	1.32214
Entrepreneurship lectures reduce the unemployment rate	395	4.4633	.80955
Students with entrepreneurship skill perform better	395	4.3038	.82404
Valid N (listwise)	395		

Research Objective two

Descriptive Statistics

	N	Mean	Std. Deviation
Outdated curriculum on entrepreneurships education	395	3.2810	1.36286

lack of workshops training	395	3.9975	1.14328
Lecturers have poor knowledge	395	2.7519	1.24396
link between entrepreneurships education and student entrepreneurship	395	3.8051	1.14439
student is taught with different skills	395	4.0025	1.23506
Valid N (listwise)	395		

Research Objective three

Descriptive Statistics

	N	Mean	Std. Deviation
relationship between teaching approach and success of EE	395	3.8051	1.33480
Entrepreneurship education is a key performance indicator	395	4.3038	.80850
Lecturers are not provided with the current teaching materials	395	3.9089	1.06956
Government has not created enabling environment	395	4.0658	.98245
Incentives are not made available by government	395	4.1038	.94620
Valid N (listwise)	395		

Correlation for hypothesis one

Correlations

		Entrepreneurship education be made compulsory	Entrepreneurship education will impact on students
Entrepreneurship education be made compulsory	Pearson Correlation	1	.206**
	Sig. (2-tailed)		.000
	N	395	395

Entrepreneurship education will impact on students	Pearson Correlation	.206**	1
	Sig. (2-tailed)	.000	
	N	395	395

**. Correlation is significant at the 0.01 level (2-tailed).

Correlation for hypothesis two

Correlations

		Outdated curriculum on entrepreneurships education	link between entrepreneurships education and student entrepreneurship
Outdated curriculum on entrepreneurships education	Pearson Correlation	1	-.385**
	Sig. (2-tailed)		.000
	N	395	395
link between entrepreneurships education and student entrepreneurship	Pearson Correlation	-.385**	1
	Sig. (2-tailed)	.000	
	N	395	395

**. Correlation is significant at the 0.01 level (2-tailed).

Correlation for hypothesis three

Correlations

		relationship between teaching approach and success of EE	Government has not created enabling environment
relationship between teaching approach and success of EE	Pearson Correlation	1	.242**
	Sig. (2-tailed)		.000
	N	395	395
Government has not created enabling environment	Pearson Correlation	.242**	1
	Sig. (2-tailed)	.000	
	N	395	395

**. Correlation is significant at the 0.01 level (2-tailed).