

RETHINKING ENTREPRENEURSHIP EDUCATION FOR INCREASED STUDENTS' ENTREPRENEURIAL DRIVE IN TERTIARY INSTITUTIONS IN SOUTH SOUTH ZONE OF NIGERIA: THE ATTITUDINAL DELIVERY STRATEGY

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Abstract

This study focused on rethinking entrepreneurship education for increased students' entrepreneurial drive in tertiary institutions in the South South Zone of Nigeria leveraging attitudinal delivery strategy. The study used a survey research design. The population of the study was 217 while the sample size determined through Taro Yamane sample size determination formula was 141. The questionnaire was used in obtaining data. Data analysis was done with descriptive and inferential statistical tools. It was found that all variables of attitudinal delivery strategy to entrepreneurship education were associated with improving students' entrepreneurial drive. A test of hypothesis conducted with multiple regression resulted in an adjusted $R^2 = 0.688$ (or 68.8%), which indicated that all four independent variables of attitudinal delivery strategy together explained about 68.8% of variation that exist in students' entrepreneurial drive in tertiary institutions in the South South Zone of Nigeria. It was concluded that as an approach to entrepreneurship education attitudinal delivery strategy was a reliable predictor of students' entrepreneurial drive in tertiary institutions in the South South Zone of Nigeria. It was recommended that entrepreneurship education in tertiary institutions in the South-South zone of Nigeria should be tailored to reflect the peculiar needs of the students to trigger students' interest; that entrepreneurship education lectures in tertiary institutions in the South-South Zone of Nigeria should be enriched with lessons and experiences in the areas of preference for innovation, proactive disposition, self- efficiency and achievement motivation to galvanize students into entrepreneurial actions at graduation and that given the importance of experience in supporting entrepreneurial education, lecturers and instructors who are experienced and who are practicing entrepreneurs should be engaged to assist in deepening the process of experience and knowledge transfer towards students' increased entrepreneurial

Introduction

In spite of the dwindling opportunities for graduate job placements in both developed and developing countries, entrepreneurship education is considered the most effective tool to facilitate the transition of a growing graduate population from educational institutions to gainful employment. It is therefore, not surprising that efforts have been made in recent years by government, organizations and individuals toward encouraging the embrace of entrepreneurship education as a viable option to providing job opportunities for the teeming number of graduates from different institutions.

In Nigeria, challenged by a rising and embarrassing percentage of unemployed graduates, the federal government of Nigeria made the study of Entrepreneurship Education compulsory in tertiary education institutions in the country since the 2007/2008 academic session. This policy has become an essential component of entrepreneurship education in tertiary schools in Nigeria and has assisted in creating modules in entrepreneurship, encouraged acquisition of entrepreneurial skills and attitudes among the learners (Barnardi & Herbst, 2019). Other authors posit that entrepreneurial education plays a significant role in developing in the learner's skills and attitudes to venture into entrepreneurship (Abiodun, Irefin, & Olaposi, 2015).

Regrettably, however, while there has been a sustained emphasis on entrepreneurship education and an increase in the number of such programmes across tertiary institutions in Nigeria, the impact of such programmes on graduate employability and graduate management of entrepreneurial ventures has been quite negligible judging from the worsening unemployment situation in the country. For instance, 35% of Nigerians between 15 and 34 years are unemployed, 28% of young people in the work force are officially recognised as underemployed (Federal Ministry of Youth Development, [2022](#)).

This therefore, calls for rethinking entrepreneurship education with more emphasis on working on learners' attitudes in order to develop their drive in taking to entrepreneurship. Related studies have not particularly focused on attitudinal approach to increasing learners' drive towards opening and managing entrepreneurial ventures. This is an important area of study hence should be examined. Thus, this study addresses the question, how does rethinking entrepreneurship education delivery with more emphasis on influencing learners' attitude increase learners' drive towards opening and managing businesses in the South South Zone of Nigeria? Hence, it is hypothesized that rethinking entrepreneurship education through attitudinal delivery strategy has no significant positive influence on students' entrepreneurial drive in the South South Zone of Nigeria.

Review of Literature and Theoretical Development

Entrepreneurship Education

Entrepreneurship education is a form of education whose thrust is anchored on offering the learners training on diverse ways to which business opportunities could be recognized and exploited (Obored and Nnebe, 2019). According to Yang (2014), entrepreneurship education has two features, transfer of knowledge and skills and to motivate individuals towards being successful in their pursuits in future.

Furthermore, Cho and Lee (2018) believe that successful entrepreneurs are those who possess the necessary skills to tackle entrepreneurial problems as taught. This implies that entrepreneurship education has the capacity to help learners increase their level of confidence in entrepreneurship and ultimately promotes the chances of entrepreneurial success.

Entrepreneurial Drive

Entrepreneurial drive is the perception of individuals on the desirability and feasibility to proactively go

after opportunities and also respond to changing needs, issues and tasks in an innovative manner (Florin Karri and Rossiter, 2017). Entrepreneurial drive is otherwise called internal motivation. Drive represents a behavioural diversity that influences individuals to go after opportunities, with resilience till a logical conclusion (Sunday -Nwosu, 2022). People who possess high level of entrepreneurial drive are said to be high achievers, are in possession of high self-efficacy, prefer innovative solutions and normally question the status quo. These ideas on entrepreneurial drive indicate that entrepreneurial drive is an important concept which should be addressed on entrepreneurship education delivery.

Attitudinal Delivery Strategy to Entrepreneurship Education and entrepreneurial Drive

Extent literature identifies four major attitudes that are associated with entrepreneurial activities which can be applied to students (Krueger, 2000; Ajzen, 1991). These constructs are preference for innovation, proactive disposition, self-efficacy and achievement motivation. Preference for innovation deals with innovation inclination. Preference for innovation in business is concerned with an inclination and willingness to be creative and to experiment in product delivery and service offering (Lumpkin and Dess, 2001). Entrepreneurs are supposed to be creative and innovative (Drucker, 1985; Schumpeter, 1934). The implication of this is that entrepreneurship education should influence innovative thinking as a key socially desirable behaviour. Proactive disposition is concerned with a proactive behaviour of having a set of personal predispositions such as initiative, self-efficacy and taking charge and a set of contextual factors such as situational cues, organizational culture and norms among others.

Proactive behaviour involves taking action to influence one's environment, taking initiative and challenging the status quo as well as business opportunity seeking (Lumpkin and Dess, 2001; Crant, 2000). This implies that entrepreneurship education delivery should effectively capture and prepare the learners toward an attitude that enhances practice disposition.

Self-efficacy is concerned with the belief by the individual that he can successfully complete a task or attain a goal. The construct predicts entrepreneurs' behavioural choices, persistence and effectiveness (Chen, Green and Crick, 1998). It refers to an attitude sourced from a person's self-confidence and perceived competency of the individual regarding his or her ability in business context (Rohenson et al., 1991). This means that the confidence level of students can be promoted through students' curricular and extracurricular activities.

Achievement motivation deals with delivering entrepreneurship education modules with emphasis on offering feedback and results to the learner. It is thus necessary to prepare the student's attitude toward high achievement such that which is beyond the external motivation for achieving higher grades. Therefore, giving the learners positive feedback on their entrepreneurial achievements while in school can be an effective means to boosting students' attitude towards high achievement motivation.

Related studies focused on entrepreneurship education and skills acquisition of graduates in public universities in South-East of Nigeria (Oboreh and Nnebe, 2019), effect of entrepreneurship education on graduates business Start-ups in North Central Nigeria (Jiddah, 2016) as well as influences of Personal Attributes, Family and Peer and entrepreneurship education on Students inclination towards entrepreneurship among undergraduate students in Malaysia (Mustapha and Maitilee, 2015), Also, Chinonye et al., (2015) studied impact of entrepreneurship education on alleviating poverty among graduates of covenant university.

This study is anchored on the theory of Planned Behaviour originally developed by Ajzen (1991). The theory is an offshoot of Theory of Reasoned Action (Ajzen and Fishbein, 1980). The theory holds that human social conduct is reasoned, monitored or planned in the sense that it considers the outcome and effect of the behaviour being targeted (Ajzen and Fishbein, 1980). The theory offers an effective framework for the analysis impact of entrepreneurship education might exert on the learners' behaviour. Therefore in the context of this study, the Theory of Planned Behaviour would assist in explaining how the attitudinal approach to entrepreneurship education delivery would effectively modify learners'

attitudes, hence their entrepreneurial drive to start and manage entrepreneurial ventures.

Methodology

This study was based on survey research design. The study had a population of 217 made up of Degree students offering Business Education/ Administration at the College of Education, Afaha Nsit in Akwa Ibom State(93) and University of Calabar, Cross River State(124), both tertiary institutions in the South South Zone of Nigeria. The selection of these two institutions was based on ease of accessibility. The study's sample size was 141 as determined through Taro Yamane sample size determination formula. The research instrument was administered to the research participants based on institution's proportional contribution to the population. Instrument validation and reliability were conducted with encouraging results. The research instrument was scored as follows, strongly agree(SA-4), Agree (A-3), Disagree(D-2) and Strongly Disagree(SD-1). There was no provision for respondents to withhold their opinions. The instrument achieved a 68% response rate. Descriptive and inferential analyses were used in data analysis. Descriptive analysis had a mean score of 2.5 and above as the acceptance threshold. Multiple regression analysis was used in further analysis through test of hypothesis at 0.05 level of significance.

Results and Discussion

Table 1: Descriptive Analysis of Constructs

Constructs	N	Mean	SD	Decision
Preference for Innovation				
Providing lectures on innovation in business triggers a willingness in learners towards creativity in product and service offering	96	2.62	0.36	Agree
Teaching innovativeness encourages entrepreneurial innovativeness in students	96	2.81	0.37	Agree
Appropriate delivery of entrepreneurship education should influence innovative thinking among learners resulting in entrepreneurship	96	3.01	0.31	Agree
Proactive Disposition				
Instructing students on proactive behaviour empowers them to be personally predisposed to starting entrepreneurial ventures	96	2.55	0.42	Agree
With experience, teachers can guide students on how to take charge in business	96	2.73	0.71	Agree
A key means to help students engage in business is to effectively show them how to prepare	96	2.84	0.35	Agree
Self-efficacy				
More students will embrace entrepreneurship if more confidence is built into them	96	2.62	0.54	Agree
Students with more exposure and training in entrepreneurs' behavioural choices, persistence and effectiveness should be expected to think and start a business	96	2.53	0.46	Agree
Confidence level of students when promoted by instructors influences the move to start and manage business	96	2.94	0.58	Agree

Achievement Motivation				
More emphasis should be placed on feedback and results to the learners during business lectures to encourage business start-ups	96	2.52	0.59	Agree
Business students are motivated by their entrepreneurial achievements with a positive attitude towards high achievement in their pursuits	96	2.58	0.32	Agree
More practical entrepreneurial sessions are needed to motivate high achievement attitude of business students	96	2.64	0.71	Agree

Source: Field Survey, 2024

Table 1 presents analysis of constructs in the study. It was established as a rule that the questionnaire items should be accepted once they recorded a mean of 2.5 and above. On the table, all statements recorded 2.5 and above with the least being 2.52 and highest being 3.01. The result led to acceptance that rethinking entrepreneurship education through attitudinal delivery strategy was associated with students' entrepreneurial drive in the South South Zone of Nigeria.

Test of Hypothesis

H₀: Rethinking Entrepreneurship Education through Attitudinal Delivery Strategy has no significant positive influence on Students' Entrepreneurial Drive in South South Zone of Nigeria

H₁: Rethinking Entrepreneurship Education through Attitudinal Delivery Strategy has a significant positive influence on Students' Entrepreneurial Drive in South South Zone of Nigeria.

Table 2: Results of Multiple Regression Analysis between Entrepreneurship Education through Attitudinal Delivery Strategy and Students' Entrepreneurial Drive in Tertiary Institutions in South South Zone of Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	ANOVA F-Value	Sig
1	.874 ^a	.764	.688	0.253	9.421	0.000

a. Predictors: (Constant), Preference for Innovation, Proactive Disposition, Self-efficacy, Achievement Motivation

b. Dependent Variable: Students' Entrepreneurial Drive

Table 2 shows results of regressing the four variables of entrepreneurship education through attitudinal delivery strategy and students' entrepreneurial drive in tertiary institutions in South South Zone of Nigeria. The R^2 of 0.764 shows the relationship between attitudinal delivery strategy and students' entrepreneurial drive in South South Zone of Nigeria. The adjusted $R^2 = 0.688$ (or 68.8%), indicates that all four independent variables of attitudinal delivery strategy together explained about 68.8% of variation that exist in students' entrepreneurial drive in tertiary institutions in the South South Zone of Nigeria. The remaining 31.2% could be attributed to exogenous variables that are not included in the model. The F value (9.421) is significant at 0.05 level with its P value = 0.000. This indicates a good predictive power.

Table 3: Coefficient of Multiple Regression Model for Attitudinal Instructional Strategy

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	117.393	18.706		6.462	.000
	Preference for Innovation	.117	.047	.114	2.4893	.000
	Proactive Disposition	.231	.107	.503	2.1589	.002
	Self efficacy	.411	.136	.293	3.0221	.000
	Achievement Motivation	.316	.151	.321	2.0927	.001

a. Dependent Variable: Students' Entrepreneurial Drive

b. Independent Variable: Attitudinal Delivery Strategy

From Table 3, it can be observed that Preference for Innovation (Beta = 0.117, $t = 2.4893$, $P < 0.05$), Proactive Disposition (Beta = 0.231, $t = 2.1589$, $P < 0.05$), Self-efficacy (Beta = 0.411, $t = 3.0221$, $P < 0.05$) and achievement motivation (Beta = 0.316, $t = 2.0927$, $P < 0.05$), have significant influence on Students' Entrepreneurial Drive. Thus, the hypothesis that rethinking entrepreneurship education through attitudinal delivery strategy has no significant positive influence on students' entrepreneurial drive in tertiary institutions in the South South Zone of Nigeria is rejected.

The results of this study give credence to positions in the literature. For instance, Cho and Lee (2018) believe that successful entrepreneurs are those who possess the necessary skills to tackle entrepreneurial problems as taught, implying that entrepreneurship education has the capacity to help learners increase their level of confidence in entrepreneurship and ultimately promotes the chances of entrepreneurial success if this is offered to the learners. Also, it has been observed that drive represents a behavioural diversity that influences individuals to go after opportunities, with resilience till a logical conclusion (Sunday-Nwosu, 2022). This means that when business students are made to acquire high level of entrepreneurial drive, leveraging attitudinal delivery strategy, they are being empowered to be high achievers and equipped with the capacity to question the status quo. Furthermore, buttressing the influence of attitudinal delivery strategy on learners' entrepreneurial drive, four major attitudes identified are preference for innovation, proactive disposition, self-efficacy and achievement motivation (Krueger, 2000; Ajzen, 1991). Each of these attitudes has a role to play in influencing learners' entrepreneurial drive

For instance, preference for innovation deals with innovation inclination (Lumpkin and Dess, 2001). Proactive disposition is concerned with a proactive behaviour of having a set of personal predisposition which leads to business opportunity seeking (Lumpkin and Dess, 2001; Crant, 2000). Again, self-efficacy is concerned with confidence with which to successfully complete a task or attain a goal which could be business-related (Rohenson et al., 1991). In the same vein, achievement motivation deals with delivering entrepreneurship education modules with emphasis on offering feedback and results to the learner.

Conclusion

This paper examined rethinking entrepreneurship education through attitudinal delivery strategy to boost learners' entrepreneurial drive, hence influence the learners' perceived feasibility and desirability felt by them in their willingness to transform attitude to behaviour. Based on the test of hypotheses in the study, it was found that preference for innovation, proactive disposition, self-efficacy and achievement motivation respectively significantly and positively influenced entrepreneurial drive in students. Therefore, it can be concluded that an approach to entrepreneurship education which emphasizes more on influencing the attitudes of learners can be a reliable predictor of students'

entrepreneurial drive in Nigeria toward increase business start-ups and a positive step in addressing worsening unemployment situation in Nigeria. The result is in line with the study's theory, the Theory of Planned Behaviour.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. It is recommended that the delivery of entrepreneurship education modules in tertiary institutions in the South-South zone of Nigeria should be tailored to reflect peculiar needs of the students to trigger students' interest.
2. It is recommended that entrepreneurship education lectures in tertiary institutions in the South-South Zone of Nigeria should be enriched with lessons and experiences in the areas of preference for innovation, proactive disposition, self- efficiency and achievement motivation to galvanize students into entrepreneurial actions at graduation.
3. Given the importance of experience in supporting entrepreneurial education delivery, it is recommended that lecturers and instructors who are experienced and who are practicing entrepreneurs should be engaged to assist in deepening the process of experience and knowledge transfer towards students' increased entrepreneurial engagement and resulting increased in entrepreneurial start-ups.

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