

## **Effect of Entrepreneurship Education on Entrepreneurial Skills Development among Undergraduate Students in Rivers State, Nigeria**

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### **Abstract**

*The study examined the effect of entrepreneurship education on undergraduates' entrepreneurship skills development in Rivers State, Nigeria. The study was guided by three research questions and three corresponding null hypotheses. Pretest-Posttest quasi-experimental research design was adopted for the study using a sample of 432 second-year educational psychology students drawn from two universities via a two-stage sampling method. The sample of students from the two universities made up two groups (one experimental and one control groups) used for the study. The experimental group was taught entrepreneurship education while the control group was not taught entrepreneurship education. To collect data for analyses, a 20-item adopted instrument from Vaidya (2014) tagged Undergraduates' Entrepreneurial Skills Assessment Scale (UESAS) was used. A reliability coefficient of 0.88 was obtained using Cronbach Alpha method for the instrument. Data collected were analyzed using mean, standard deviation, paired sample t-test and one-way Analysis of Covariance (ANCOVA). The result revealed that exposure to entrepreneurship education positively affects the development of entrepreneurial skills of undergraduate students. On the basis of the results, it was recommended among others that entrepreneurship education should be a continuous venture at the university level and should also be extended to other levels of education in Nigeria.*

**Keywords:** Entrepreneurship, Entrepreneurial Education, Entrepreneurial Skills

## INTRODUCTION

In the past, the acquisition of the three Rs (reading, writing and arithmetic) had been the basic requirements for individuals to function optimally in the society both in the school and outside school (workplace). However, the 21<sup>st</sup> century era, marked with globalization and rapid development in technological innovations, the nature of work has changed to the extent that it is no longer enough to train students for a career but also to prepare them to work in a dynamic, rapidly changing entrepreneurial and global environment (Wilson, 2008). Again, the 21<sup>st</sup> century is a period characterized by over-population, global warming increase scarcity of fossil fuels, diseases, terrorism, low standard of living, high technological-mindedness, unemployment and unprecedented economic crisis. Unemployment is without border, affecting both graduates and non-graduates in both developed and developing countries of the world.

The unemployment crisis among graduates can be traced to the high number of job seekers than job creators as many students before graduating had concluded that they will be employed in one sector or the other after graduating (Mahendra, Djatmika & Hermawan, 2017). Osborne (2015) asserted that entrepreneurship teaches the youth a set of cognitive and non-cognitive skills such as the ability to identify an opportunity, take calculated and safe risks and persist through failure. This is possible through the acquisition of an entrepreneurial mindset that enables them to create new jobs as well as filling up jobs that already exist. Thus, entrepreneurship is a sure approach to overcoming this problem of unemployment, so society is charged to encourage the production of entrepreneurs. These further require a change in the societal demands of the graduates. □

One of the demands is that graduates of the 21<sup>st</sup> century should no longer be absorbers of knowledge but appliers, doers, makers and cutting-edge thinkers. To support this, Probert and Alexander (2015) asserted that graduates should no longer be

prepared for jobs that might be offered but be prepared in such a way that they might be stimulated to embrace innovation and creation of their own jobs. In other words, graduates should be prepared to strive to livelihood for the support of self, family and society at large through creating their own jobs rather than seeking for a job. □

Obviously, today's world is deeper learning-driven and as such learning is more than the three Rs. It is, in addition, the demonstration of the four Cs (creativity, communication, critical thinking and collaboration). So survival in the 21<sup>st</sup> century requires a shift from the traditional academic skills that are primarily content knowledge-based to deeper learning that is project-based, geared towards the acquisition of a broad set of knowledge, skills, work habit and character-traits. In all, it means that the era demands that graduates need to acquire both the functional skills as well as the transferable skills that will enable them to adequately adapt enterprise and be employable.

Furthermore, in recognition of the fact that graduates come from tertiary institutions including universities, the Nigerian Federal Ministry of Education and National University Commission (NUC) made it compulsory for all students in the universities across the country to offer entrepreneurship education. In support of this, West (2016) opined that universities need to equip their graduates with the appropriate skills and mindset that will spur them to participate in the economic growth and productivity of society. In line to this, many universities across the globe joined the pace set by the US institution to include entrepreneurship education in their curricula of which universities in Rivers State are not left out.

## **CONCEPTUAL REVIEW OF LITERATURE**

The word entrepreneur is derived from the French word “entreprenedre” meaning to be responsible for a piece of work (undertake). Owing to this, an entrepreneur is regarded as one who creates and take responsibility for a business. To Kuratko and Hodgetts (2001), an entrepreneur is an innovator or developer who identifies and uses the opportunities and transforms these opportunities into commercial ideas that add value to the self and society. Oghojafor, Kuye, Sulaimon and Okonji (2009), viewed

entrepreneurs as individuals who make things happen in significantly different ways. In addition, they are inventors, creative, innovative and individuals who spot and exploit opportunities that others might look down on. They are also good managers of risk and controller of businesses.

Sequel to this, entrepreneurship is a process of transforming innovative ideas into an enterprise, which later turns to the creation of value (Kauffman Foundation, 2007). It is a means that help people to be engaged in business or other means of earning other than white collar jobs. To Kritikos (2014), entrepreneurship is an important means of economic growth through innovation and the creation of new jobs. So, it is the process of establishing a firm or business organization that leads to the production of goods and services, creation of job opportunities for individuals and also contributes to the socio-economic development of self and society. Entrepreneurship is the ability to transform ideas into action which include creativity, innovation and risk-taking as well as the ability to plan and manage projects so as to achieve economically viable objectives. One of the ways entrepreneurship is fostered is through university education and training. It is a part of the curricula in higher education that was first offered at Harvard University in 1948 by Professor Miles Mace (Katz, 2003). Entrepreneurship is an effective strategy for improved innovations (Linan, 2004).

Indeed, the role of entrepreneurship to the development of self and society cannot be overemphasized. Entrepreneurship helps for economic development, create opportunities for employment, improves people's standard of living, reduced rural-urban drifts, enhanced development of local technological-based as well as conserved foreign exchange through the reduction of importation of machine and equipment, raw materials and payment of foreign experts.

All these necessitate the inclusion of entrepreneurship in the school as entrepreneurship education. Entrepreneurship education is a process of instilling in students the preparedness of the mindset to be entrepreneurs through training and teaching (Rapose & do Paco, 2011). To Gouws (2002), entrepreneurship education is an intervention programme initiated in the life of the students in order to instill entrepreneurial skills that will aid their survival beyond the school environment: Owuala in Oghojafar et al (2009) viewed

entrepreneurship education as a programme that prepares individuals and stimulates them to acquire skills that will enable them to own a business enterprise. For Oghojafar et al (2009), entrepreneurship education as a planned and systematic programme for inculcating and nurturing the entrepreneurial minded people in the society. To this end, the researchers viewed entrepreneurship education as the formal intervention for instilling in the life of the students the necessary skills and insights needed for the creation and management of business or jobs for the development of selves and the society.

From these, it is obvious that entrepreneurship education plays significant roles to the individual and the society. For instance, Linan (2004) opined that entrepreneurship education is a very effective strategy that promotes innovation. Entrepreneurship education helps to promote entrepreneurial and innovative culture through the inculcating of positive mindset and enhancement of appropriate skills among individuals. In other words, entrepreneurship education spurs positive mindset and encourage towards self-employment through the acquisition of the right skills including transferability, creative, inventive and innovative skills that enhance the ability to create jobs.

Rodov and Truong (2015) asserted that entrepreneurship education helps individual to develop some of the psychomotor skills that are ignored at the classroom levels. This is because entrepreneurship education welcomes and embraces some talents and skills that teachers may ordinarily discourage. For instance, Rodov and Truony (2015) asserted that some entrepreneurs are “anomalies” who do not fit in cognitively because they are not “book smart” but possess the spirit of self-reliance and risk-taking skills in any given opportunity created.

Entrepreneurship education promotes life-long learning (LLL) because it starts as early as lower basic school and progresses throughout one's lifetime. It promotes the propensity to have a greater sense of control over the management of small scale and even multinationals.

Entrepreneurship education organized within the school setting like in the university identifies the diversities among the youths. It is also a programme that supports the school-to-work

movement because it exposes the students to different paths for future career choice. Entrepreneurship education helps to instil in the students the right and positive attitude towards entrepreneurship.

Generally, entrepreneurship education is geared towards instilling in the students the willpower to be an entrepreneur. Considering the importance of entrepreneurship education, it is not surprising that entrepreneurship education is structured among others to achieve the following objectives as stated by Paul (2005):

1. To offer functional education that will enable the youth to become self-employed and self-reliant. □
2. Provide young graduates with the needed training that will enhance the development of creative and innovative ideas. □
3. To act as a speed mechanism for the growth and development of the socio-economic aspect of life. □
4. To help graduates acquire adequate risk-management skills.
5. To reduce the high rate of economic crisis □
6. To promote employment generation
7. To inculcate in the youth the spirit of perseverance
8. To create smooth movement from traditional to a modern industrial economy □

In support of this goal, Karanja, (2017) admitted that the objectives of entrepreneurship education include; people's empowerment, diversified opportunities for financial gain, creation of employment impartation of qualities such as self-motivation, self-reliance and financial responsibility. It is obvious that among other things entrepreneurship education is embraced mainly to develop and enhance the entrepreneurial skills among students. Entrepreneurial skills are the skills needed to be successful in entrepreneurial ventures (Adeyemo, 2009). These include personal characteristics such as interpersonal skills, critical and creative thinking skills and practical skills.

This indicates that to be a successful entrepreneur, personal characteristics such as optimism, vision, initiative, desire for control, drive and persistence, risk tolerance and resilience are needed. Secondly, a successful entrepreneur works with other people hence the acquisition of interpersonal skills is not indispensable. However there are many interpersonal skills needed, among them are

leadership and motivation, communication skills, active and empathetic listening, emotional intelligence, a good negotiator and high ethical mindedness. Thirdly, it is mandatory for a good entrepreneur to always come up with novel ideas and decisions. That means a successful entrepreneur needs critical and creative thinking skills as well as problem-solving skills. Finally, a good and successful entrepreneur needs practical skills as well as knowledge. The practical skills include and not limited to goal setting, planning and organizing, and decision making while the knowledge required by entrepreneurs include business, entrepreneurial and venture-specific knowledge.

The European Commission (2014) asserted that entrepreneurial skills are a combination of technical, management and personal skills. Entrepreneurship skills are not related to a specific career like other economic skills. They are key competencies for life and the rethinking of education for promoting the creation of new firms and the growth of a business through innovation and competitiveness. The importance of entrepreneurial skill is to recognize that greater emphasis is placed on entrepreneurship education and the development of entrepreneurial skills. To this effect, the European Commission (2014) reported that school-based university education helped to better understand the role of entrepreneurs in society.

Previous studies have investigated on the effect of entrepreneurship education on entrepreneurial skill development. For instance, Pulka, Aminu and Rikwentishe (2015) carried out a study on the effect of entrepreneurship education on university students' attitude and entrepreneurial intention. They found a positive relationship between offering entrepreneurship education and their intention to become entrepreneurs. Dogon (2015) also reported a positive relationship between students' success levels in the entrepreneurship class and their entrepreneurial intention.

Tanko and Andow (2011) investigated the impact of entrepreneurial skill development programmes on the performance of women entrepreneurs in Kaduna State, Nigeria. They reported a significant impact of the entrepreneurial skill development programme on the women's turnover level, the number of employees, market availability and profit before tax. Vaziri, Hosseni and Jaferi

(2014) examined the impact of entrepreneurship education on entrepreneurial skills of university graduates of Payame Noor University of Torbat-E-Heydenege. They found that 50% of 500 applicants improved their skills after receiving entrepreneurship education. Osterbeek, Praag and Ijsselstein (2010) analysed the impact of entrepreneurship education on entrepreneurship skills and motivation of college students. They found an insignificant effect of entrepreneurship education on the development of entrepreneurship skills and a negative effect on the students' intention to become an entrepreneur.

Mahendra, et al (2017) investigated the effect of entrepreneurship education on entrepreneurial intention among college students who enrolled in the Department of Management Maleng, using descriptive-correlational design. They found that entrepreneurial intention is indirectly affected by entrepreneurial education. Patricia and Silangen (2016) carried out a study on the relationship between entrepreneurship education and entrepreneurial intention of university students. It was found that entrepreneurial intention is not shaped by entrepreneurial education. Furthermore, it was shown that there was a significant difference in the perspective of male and female students towards entrepreneurship education.

A study was carried out by Kalyoncoglu, Aydinten and Goksei (2017) on the effect of entrepreneurship education on entrepreneurial intentions of undergraduate business students. The researchers adopted the pre-test post-test quasi-experimental design using one experimental and one control group each with a sample of 338 students. They found a statistically significant difference between the entrepreneurial intentions of the group exposed to entrepreneurial education and those that were not exposed to entrepreneurial education.

In all, there were studies that reported that entrepreneurship education has a positive effect on entrepreneurial skill, intentions and motivation while there were also some others that reported a negative effect of entrepreneurship education on the entrepreneurial skills, intention and motivation of individuals. Owing to this, contradictory findings and the socio-economic importance of entrepreneurship education the researchers were further motivated to conduct a study of this nature.



## **SIGNIFICANCE OF THE STUDY**

It is believed and hoped that from the finding of this study Nigerian universities will be producing all-around developed graduates with the right attitudes, skills, and knowledge needed to achieve a fulfilled life in this 21<sup>st</sup> century. It is also hoped that through the findings from this study some of the challenges of the present time will be overcome to a reasonable extent. For instance, the rate of unemployment will be reduced through self-employment and the establishment of business enterprises where other people could be employed. Again, the level of poverty and socio-economic crises will also be reduced. To support this, Roxas, Cayoca-Panizales and Jesus (2008), asserted that training of students on entrepreneurship education will help for their acquisition of necessary knowledge and skills for setting up their own businesses.

Again, findings from this study will enhance self-reliance among university graduates. This is because Carter and Wilton (2006:65) stated that development of entrepreneurship in a nation is a source of wealth through the generation of revenue for the nation, reduced rate of unemployment and reduced rate of dependence on welfare. Finally, Kalyoncuoglu, Aydinten, & Goksel (2017) opined that entrepreneurial skills development is regarded as one of the main approaches that provide solutions to the socio-economic problems of the nation. □

In another dimension, undergraduates of universities were chosen because the university offers a place where the necessary skills and competencies for survival in the world of work are acquired by the individuals. To Veugelers (2016), the university is the engine of knowledge generation and socio-economic development because it is a system for societal innovations where potentials and talents are developed. To Kalyoncuoglu et al (2017), it is the entrepreneurial hubs and the meeting-points for students, researchers, stakeholders, entrepreneurs and business enterprises.

Succinctly, educational psychology students were chosen for this study because the researchers wanted students who are believed to have no prior exposure on how to contribute intellectually to the economy as entrepreneurs, business enterprises and managers. The choice of level 200 was based on the fact that it is at the second

semester of level 200 that entrepreneurship education is taught as a general course in Ignatius Ajuru University of Education (experimental group) while it is taught in level 300 in University of Port Harcourt (control group). So at the beginning of the semester before the commencement of lectures, the pretest was administered on them while the posttest was given at the end of the semester. This helped the researchers to determine the impact exposure to entrepreneurship education had on undergraduates' entrepreneurial skills development. Again it also helps the researchers to determine if entrepreneurs are born or made or both.

## **AIM AND OBJECTIVES OF THE STUDY**

The study is aimed at determining the effects of entrepreneurship education on entrepreneurial skills development among undergraduate students in Rivers State, Nigeria. Specifically, the study sought the following objectives:

- 1) To determine the mean difference in the entrepreneurial skills development of the experimental group in the pre-test and post-test.
- 2) The mean gained of the control group in the entrepreneurial skills development from the pre-test to the post-test.
- 3) How the mean gained of the experimental and control groups in the entrepreneurial skills developed differ.

## **Research Questions**

The research questions posed in this study are:

1. What is the mean difference between the entrepreneurial skills development of the experimental group at the beginning of the semester (pretest) and at the end of the semester (posttest)? □
2. What is the mean difference between the entrepreneurial skills development of the control group at the beginning of the semester and at the end of the semester (post-test)? □
3. How do the gained mean scores on entrepreneurial skills development of the experimental and control groups differ? □

**Method**

The study adopted the pre-test post-test, control group quasi-experimental design involving two groups (one experimental and one control groups). The study made use of 200 level educational psychology undergraduate students of two public-owned universities in Rivers State. These universities were Ignatius Ajuru University of Education (UOE) Rumuolumeni, Port Harcourt and University of Port Harcourt (Uniport), Port Harcourt. The former was used as the experimental group while the later was used as the control group. This is because in UOE entrepreneurship education is offered in 200 level while it is offered in Uniport in level 300. The experimental procedure involved teaching the course titled “entrepreneurship education” to only the experimental group (UOE) level 200 educational psychology students. The objective of the course is to develop an entrepreneurial mindset among students, prepare them towards self-employment, creation of new businesses through the acquisition of the entrepreneurial skills. □

Before the treatment commenced, a pretest was administered to both groups at the beginning of the semester, thereafter the treatment was given to only the experimental group (UOE students) in the form of a lecture on the course "entrepreneurship education." Then at the end of the semester, a posttest was given to both groups. The design of the study is presented in Table 1.

Group	Beginning of semester	Procedure	End of semester
Experimental group (UOE students)	Pre-test	Lecture on entrepreneurship education	Post-test
Control group (Uniport students)	Pre-test	no Lecture on entrepreneurship Education.	Post-test

**Sample:** To execute the study, a sample of 432 second-year undergraduate students in the two universities (216 from UOE and 216 from Uniport) was used for the study. The sample was obtained using a 2-stage sampling method via purposive and non-proportionate stratified random sampling by the accidental/convenient method. At stage one, the researchers purposively selected two universities out of three universities in the state. This enabled one of the universities

served as an experimental group while the university that offers it at 300 level served as the control group. To this end, UOE and UNIPORT were chosen because UOE offers it at level 200 while UNIPORT offers it at level 300.

Then at stage two non-proportionate stratified random sampling based on universities (UOE and UNIPORT) was employed and two strata were formed. Convenience sampling technique was used to draw a sample of 216 level 200 students from each stratum (university) irrespective of the number of level 200 undergraduate students in each stratum. In selecting the 216 students from each university, accidental/conveniences technique was used to administer the copies of the instruments to all those available until the required number was obtained.

**Instrument:** The instrument used for data collection is tagged Undergraduates Entrepreneurial Skill Assessment Scale (UESAS). UESAS is an adopted instrument from Vaidya (2014) work. It was made up of 2 sections: A and B. Section A elicited information on personal data while section B contains 20 items that were responded using Strongly Agree (SA), Agree (A) Disagree (D) and Strongly Disagree (SD). The responses were weighted 4, 3 2 and 1 point(s) respectively for positively-keyed items while the reverse was the case for negatively-keyed items. On the whole, a maximum score of 80 marks and a minimum of 20 marks were provided from the scale. The face validity of the instrument was determined by subjecting the items of the scale to the scrutiny of three experts in measurement and evaluation. These resources personnel vetted and made some suggestions which were integrated into the final version of the scale. An alpha coefficient of 0.88 was obtained via Cronbach alpha method. The UESAS was administered on both the experimental (UOE) and the control groups at the pretest and posttest stages. At the end of the post-test, the copies of the instrument were retrieved, scored and collated for data analysis, using mean, standard deviation, paired t-test and one-way analysis of covariate (ANCOVA) where applicable.

## RESULTS

The results obtained for research questions 1, 2 and 3 and their corresponding null hypotheses are presented in tables 1, 2, 3 and 4 respectively.

**Table 1: Results of paired t-test on the comparison of experimental group mean scores in the pretest and posttest on the development of entrepreneurial skills.**

Period of testing	N	Mean	SD	Mean gained	df	t-value	P-value
Post-test	216	31.02	5.12	4.18	215	6.26	0.0005
Pre-test	216	26.85	8.38				

Results in Table 1 shows that the undergraduate students that were exposed to entrepreneurship education had the mean scores of 26.85 and 31.02 in their pre-and post-test stages respectively. This gave rise to a gained mean score of 4.18 from the period of pretest to that of the post-test. When this observed mean difference was subjected to paired t-test statistics, a calculated t-value of 6.26 was obtained at df of 215 at 0.0005 level of significance ( $p < 0.05$ ). Thus, exposure to entrepreneurship education significantly helps in the development of entrepreneurial skills among undergraduate students.

**Table 2: Results of paired t-test on the comparison of the control group's mean scores in the pre and post test on entrepreneurial skills development.**

Period of testing	N	Mean	SD	Mean gained	df	t-value	P-value
Post-test	216	28.03	7.23	0.088	215	0.545	0.587
Pre-test	216	27.94	7.42				

Results in table 2 show that the undergraduate students that were not exposed to entrepreneurship education had the mean scores of 27.94 (SD=7.42) and 28.02 (SD=7.23) respectively for their pretest and post-test on the entrepreneurial skills development scale. This means that from the pretest period to the post-test, undergraduates gained a mean score of 0.088. Furthermore, when this observed mean difference was subjected to paired t-test, a calculated t-value of 0.845 was obtained at df of 215 at 0.585 level of significance ( $p > 0.05$ ). Thus,

non-exposure to entrepreneurship education did not enhance the development of entrepreneurial skill significantly. □

**Table 3: Comparison of the means scores of experimental and control groups on post-test entrepreneurial skills development □**

Condition of receiving E.E	N	Post-test		Pre-test		Gained mean
		Mean	DS	Mean	DS	
Experimental	216	31.02	5.12	26.85	8.38	4.18
Control	216	28.03	7.22	27.94	7.42	0.088

E.E = Entrepreneurship education

In Table 3, it was shown that students who received entrepreneurship education (experimental group) had the mean scores of 31.02 (SD = 5.12) and 26.85 (SD = 8.38) respectively for their pre-test and post-test on entrepreneurial skill development. It is also shown that students in the control group who did not receive entrepreneurship education had the mean scores of 27.94 (SD = 7.42) and 28.03 (SD = 7.22) respectively for their pre- and post-test on entrepreneurial skill development. Hence they gained a mean score of 0.088 from the pre to the post-test. Comparatively, it is clear that students who received the entrepreneurship education course gained a higher mean score than their counterpart who did not receive a lecture on entrepreneurship education. The significance of the mean difference was tested using one-way analysis of covariate. □

**Table 4: Summary of analysis of covariate on the effect of entrepreneurship education on entrepreneurial skill**

Source of variation	Sum of squares	df	Mean square	F	P-value	Partial eta squared
Pretest ESD	4459.04	1	4459.04	154.24	0.0005	0.264
Group	1269.66	1	1269.66	43.92	0.0005	0.093
Error	12402.61	429	28.91			
Total	17827.67	431				

In Table 4 it is shown that the calculated F-value of 43.92 was obtained for the group at df of 1 and 429 at 0.0005 level of significance ( $p < 0.05$ ). Therefore entrepreneurship education had a significant effect on the development of entrepreneurial skills. It is also shown in Table 4 that the partial eta squared value of 0.093 was obtained for

the group. This indicated that entrepreneurship education had a small effect size on the development of entrepreneurial skill among undergraduate students.

## **DISCUSSION OF FINDINGS**

One of the findings of this study suggested that entrepreneurship education promotes the development of entrepreneurial skills among undergraduates. This finding supports that of Tanko and Andow (2011), Vaziri et al (2014) and Kalyoncoglu et al (2017). However, the finding did not support that of Mahendra et al (2017), Osterbeek et al (2010) and Patricia and Silengen (2016). This finding of the present study indicated that without awareness, knowledge, which is said to be power cannot be acquired. That means knowledge is a major source of empowerment and development among individuals. Educating undergraduates on entrepreneurship helps to clarify some misconceptions that would serve as a hindrance to them from acquiring the skill that will help them to have the intention of becoming entrepreneurs.

Furthermore, the findings from this study are proof that both nature and nurture play roles in the development of entrepreneurship ability because some entrepreneurs are born while some others are made. So many business enterprises emerge from non-business disciplines due to awareness through teaching and training. More so, in recent times many entrepreneurs are springing up as there is a lot of training, both formal and informal, on how to be self-employed. In other words, findings of the positive effect of entrepreneurship education on entrepreneurial skill development indicated that general education that does not majorly hinge on entrepreneur may be a barrier to entrepreneurship.

In another dimension, this finding of a positive effect of entrepreneurship education on the development of entrepreneurship skills suggested that the Federal Ministry of Education and the National Universities Commission (NUC) moved in the right direction by introducing entrepreneurship education as one of the mandatory courses for all university students. This is because if rightly done, it will instil in the undergraduates the spirit of self-reliance which will, in turn, lead to self-employment and national development.

Although entrepreneurship education positively impacts the students' entrepreneurial skills, its effect size was small, suggesting that the level to which they acquire the entrepreneurial skills was low. The researchers believed that the level of its acquisition is still not encouraging. This is because the mean score (31.02) obtained by the experimental group at post-test is below 50% of the maximum mark (40/80). This low acquisition level suggests that entrepreneurial skills cannot be adequately acquired through theoretical exposition where the teachers serve as the "sage in the stage". However, it may be adequately acquired through a pragmatic approach where the teacher will serve as co-problem solvers with the students. □

More so, the low acquisition level may be attributed to exposure to a limited scope of entrepreneurship education. This means that the short period of exposure limits their wider exposure as well as their level of acquisition. It could also be that the course only covered the conceptual approach at the neglect of the project-based approach that may have trigger creative mind and entrepreneurial mindset.

## **RECOMMENDATIONS**

On the basis of the findings, it is recommended that:

1. Entrepreneurship education should be a continuous venture and should be extended to the post-primary education level. This is because Vaidya (2014) asserted that for the development of an individual with inquiring minds that can think entrepreneurially at their youthful age, suitable entrepreneurship education should start at 7 years or 11 years and not at 17 years. □
2. An instructional strategy that will trigger creativity and innovation should be encouraged when teaching entrepreneurship education. This is because creativity and innovative skills are the major skills of entrepreneurs.
3. Entrepreneurship education should not be done for only a level but should be extended to at least two levels or possibly throughout the undergraduate period of study. This will encourage exposure to wider scope that will in turn influence the high acquisition of entrepreneurial skills through



exposure to both theoretical and practical aspects of the course. □

## CONCLUSION

The study revealed that entrepreneurship education promotes the development of entrepreneurial skill among undergraduates. On this basis, it is clear that entrepreneurial skill is both inborn and learned. Entrepreneurial skills can be acquired through experience and discovery. Furthermore, the fact that entrepreneurial skills are among the 21<sup>st</sup>-century skills that are applicable to school and non-school setting, intensive teaching and training on it should be encouraged in formal and informal settings. □

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