INFLUENCE OF EFFECTIVE MANAGEMENT ON ENTREPRENEURSHIP EDUCATION IN NIGERIA IN THE 21ST CENTURY

By

DR. (MRS) OGBONNAYA. COMFORT N.
Alvan Ikoku University Of Education Owerri

&

DR. LEVY NWOKEOCHA
Abia State University, Uturu

Abstract

The study investigated the influence of effective management on Entrepreneurship Education in Nigeria in the 21st century for sustainable development. The purpose of the study was to find out the effect of effective management of entrepreneurship education on new business creations by students. A sample of three hundred and twenty-eight (328) respondents (principals) randomly drawn from the population of the study. Three research questions and three null hypotheses were formulated for the study. The design was a survey and the chi-square (x²) values for the variables were 68.7, 46.4, 58.6 respectively compared to the critical value of 7.84. Results were found to be statistically significant. Therefore, it was revealed that effective management serves a major component of change to a better national development in the country. It was therefore, recommended that Nigerians should work in partnership in contributing their quota and devise quick measures that are properly implemented in order to bring about national development; and the managers should be very active in their leadership roles to influence the activities and programmes in the entrepreneurship education.

Key words: Entrepreneurship Education, Leadership, Business, Influence and Effective management.
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Introduction

The entrepreneur, according to Webster's Encyclopedic Dictionary, is one who undertakes to start and conduct an enterprise or business, assuming full control and risk. Entrepreneurship education can be referred to as that education which the individual receives in whatever field that makes him self-employed or self-reliant. Stoner, Freeman and Gilbert (2007) define entrepreneurship as the ability to take the factors of production and use them to produce new goods or services. Entrepreneurs also defined by Ikwuegbu & Ogbonnaya as “a person who organizes, operates and assumes the risk for a business venture”. An entrepreneur perceives opportunities which other business executives do not see or do not care about. According to Obhakhan( 2005:21): Entrepreneurship has been defined as the “willingness and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully”.

Over the years, most Nigerian youths have graduated from the tertiary institutions wondering what to do next. This is largely because the jobs for which they have spent the better part of their lives, acquiring knowledge and skills are virtually non-existent. Although, the 1990s saw the growth of entrepreneurship as a profession within business, and in that professional approach lies the secret benefit of entrepreneurship education. It helps decrease the chances of failure by stressing a consistent and proven set of practices.

Entrepreneurship or members of the entrepreneurship education have been working with schools which are the formal educational institutions and they have been producing thousands of prepared, motivated and connected student entrepreneurs each year. According to Eimulai (2009), there are also non-profit organizations and government programmes such as Small Business Administration. A recent approach involves creating charitable organizations which are designed to be self-supporting in addition to doing their good works. According to Wikipedia (2009): this is usually called social entrepreneurship or social venturing. Even a version of public sector entrepreneurship has come into being in governments with an increased focus on innovation and customers' service. This approach got its start in the policies of the United Kingdom's Margaret Thatcher and the United States' Ronald Regan. With entrepreneurship education, recipients such as bankers, investors, corporate customers, firms, student entrepreneurs and national economy, learn better by taking time to learn how to do things right. Entrepreneur in this paper means someone who owns a business. Entrepreneurs monitor the success of the business to ensure that there is good return on the capital invested. Obhakhan (2005) opines that starting a new business follows an entrepreneurial process. The process has four phases, namely:

(i) Identification and evaluation of opportunity,
(ii) The development of business plan,
(iii) Determining the resources required, and
(iv) Managing the venture.
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An entrepreneur may also be defined as “a person who organizes, operates and assumes the risk for a business evaluate resources, to take advantage of them, and to initiate appropriate action to ensure success. Obhakhan (2005) also states that the activities of an entrepreneur include the following:

- Identification of investment opportunities,
- Decision-making regarding the investment opportunity to pursue,
- The establishment and the promotion of the business entity,
- The organization of the scarce human and other resources needed for the attainment of organizational objectives and creativity.

An entrepreneur faces the risk of the competitive market pace to implement his ideas and realize the reward from the efforts. From the following, it is obvious that for an entrepreneur to succeed, he/she must be prepared and able to identify and evaluate opportunities. An entrepreneur should set specific and measurable goals (such as market share, units sold, etc) and must make a total commitment to the business so as to meet the market demand.

The adequate performance of the above stated activities helps in the establishment and running of successful business enterprise; which in turn, leads to the growth and development of any economy (Obhakhan, 2005). Entrepreneurship education is the process of teaching, training and learning to have enough ability, experience and knowledge for improvement of knowledge and development of skills to be able to do well in schools, either formally or non-formally. Allahwerdi (2008) asserted that entrepreneurship framework supports all citizens in everyday life, at home, in society and helps employees gain awareness of the wider context of their work and capitalize on opportunities that arise. It provides the foundation for special skills and knowledge that entrepreneurs need when starting a social or commercial enterprise.

Entrepreneurs are agents of change and they are also innovators. To innovate, however, one must be alert to new opportunities for innovative actions. Whether starting a new business, solving a problem or deciding what route to take, individuals are always on the alert to the possibility of changes that may improve their life, even if in new and better ways to do things (Minniti, 2007). The management of any entrepreneurship should influence it either positively or negatively.

The General Concept of Entrepreneurship Education

Alberti, Sciascia and Peli (2004) defined entrepreneurship education as the structured formal conveyance of entrepreneurial competencies, which in turn refer to the concept, skills and mental awareness used by individuals during the process of starting and developing their growth-oriented ventures. They made a distinction between traditional business education and entrepreneurship education. While the
former concerns itself with the provision of skills needed to understand the functioning of an already existing business, the main objective of the latter is to generate more quickly a greater variety of different ideas in order to exploit a business opportunity.

In Niyoakuru's study on entrepreneurship education in tertiary institutions in Rwanda, Niyonkuru (2005) referred to the European Commission (2004:14), which views "education as an important means to create a more entrepreneurship mindset among young people" and that promoting entrepreneurial skills and attitudes provides benefits to society even beyond their application to new business ventures.

Benefits of Entrepreneurship Education

- According to Gibb (2005), the entrepreneurship education is on the research and developments of processes of learning.
- Students learn from real experiences (opportunities to be creative and innovative).
- Institutions benefit from improved curricula (Business case development, provision of new pedagogical methods and theoretical bases).
- Lecturers gain experience in consulting.
- Employment: students gain experience, which makes it easier to find employment.
- New business creation: students are encouraged to start new business.
- A bridge to global business realities and active entrepreneurs.
- Help to capture skill needed in real multicultural business environment (Gibb, 2005).
- Enterprise establishes new linkages with universities and other agencies and institutions through workshop, etc. Other activities are student field trip and survey and future strategy for expansion.

Opportunities can be realized in several ways. The most popular one is through opening a new organization (e.g. starting a new business). Another approach is to promote innovation or introduce new products or services or markets in existing firms. This approach is called co-operate entrepreneurship or intrapreneurship. For instance, Beta Malt International Breweries, Onii Asoro Ilesa, Osun State involves the following: the availability of:

- Water, barley malt, etc.
- Marketing consumer taste testing for tourist market,
- Contact restaurants and hotels to promote product,
- Product development; chemical testing,
- New product recommendation e.g. Beta Malt.

In practice, entrepreneurship education and training can succeed if its
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curriculum corresponds to the need of local entrepreneurs and the learning environment extends from the classroom to any part of the world (Carrier, 2006).

The actors in this programme are the entrepreneurs, students and instructors. The programme offers a platform for dialogue and interaction to put competence and experience to use as mentors. All the members in each group are equally responsible for planning, conducting, and evaluating the process taking place during the programme. Gibb (2005) asserted that the traditional teachers role is going to change into the role of active communication and cooperation with the world of work. The strong signals come from the enterprises. This will reflect on the study programs of students more than ever. The job-learning and work training are going to have a central position in their studies, practical assignments, strengthen their abilities, skills and attitudes. The students in the partner institutes function as business assistants conducting business surveys, marketing research and preparing proposals for international cooperation based on the requests and wishes of participating business entrepreneurs. Skill, qualification, ability, capacity, effectiveness and proficiency are integral elements of the concept of competence, which is an amalgam of knowledge, behaviour, attitudes, values and refers to mastery of a certain skill such as learning or reaching goals.

Competence is linked to creativity, innovativeness, flexibility, endurance, accuracy and precision. Evaluation of the effectiveness of education has focused on qualification, understanding or ability. The evaluation emphasizes the occupational competencies and attitudes of the entrepreneurs, which are results based on the previous study. In future, the question is whether the difference between successful performance in school and successful performance in business life can be discerned in time. Ikweegbu and Ogbonnaya (2009) emphasized that creativity is more meaningful than competencies. They believed that education and training are going to meet new challenges, which are more than planned competencies. Insight is an integral element of competence, bringing into play such characteristics as willpower, intuitive thinking, spirit and communication skills that impact on ability to manage practical problem solving situations. In their own study, Munch and Jakobson (2005) asserted that the ability to learn from experience is valued and taken as part of the broader learning process. The focus in evaluating learning results in future will be on individuality and fragmentation, the vision being an unlimited range of patchwork profiles that discard the holistic competence concept. The primary concern in the world of work will be on broad-based education linked to a personality that exhibits strength, individual initiative, independence and the ability to reach analytical justified decisions. A unifying factor between strategic management and entrepreneurship is also found in the fact that researchers in both fields use firm performance as a primary dependent variable. Lassan (2009); Dess (1996); and Ginsberg (1990) noted that organizational level entrepreneurship can be used to improve competitive positioning, transform organizations, their markets and industries as opportunities for value, creating innovation between strategic management and entrepreneurship theory; Lassan (2009); Dess (1996); and
Ginsberg (1990) have become increasingly transparent and a need to address the overlaps in thoughts has become apparent. Also, the empirical study on the entrepreneurship and innovation linkage shows that entrepreneurial value coupled with market-oriented culture will make a significant contribution to successful innovation (Slater, 1997). Furthermore, the results of Barret and Weinstein (1998) on mediating role of integrated market orientation innovation study indicate a positive entrepreneurship market orientation and business performance.

MANAGEMENT OF ENTREPRENEURSHIP

Management is the central activity in any group, more so in the educational industry. Management has been defined by many scholars in various ways. Nwagwu (2004) sees management in education as a variety of sequential and related activities which are designed and carried out so that the goals of teaching and learning can be effectively and efficiently met in relation to the dynamic needs of society. Furthermore, management has been defined by Nosiri (2007) as the process of allocating an organization input (human and economic resources) desired by its customers so that organization objectives are accomplished. In the process, work is performed with and through organization personnel in our ever-changing business environment. From the above definitions, the managerial function of any institution revolves around the acquisition of resources as well as the effective and efficient utilization of the resources to attain the desired objectives. In the educational industry therefore, managerial functions focus on the effective and efficient utilization of human, material, financial and time resources to attain educational objectives. Leadership is an important organizational concept with far reaching implications for organizational effectiveness. The success or failure of any organization depends on the leader who is accountable for his activities to many constituencies (Ijeoma, 2004).

Education encompasses the full range of managerial responsibilities including planning, decision-making, communicating, controlling and conflict management, etc. History is often explained in terms of the action of leaders. For instance, often problems of low student achievement, lack of public rapport, inadequate funding, and inability to negotiate good conditions of service for teachers/trainers are attributed to poor leadership.

In short, there is a general belief that leadership can make a difference, therefore, scholars and researchers try to unravel the mystery of leadership so that they can explain it to the understanding of all concerned parties. Some of the concepts which the researcher engage their attention include issues of definition, process and right application and what distinguishes effective from ineffective leaders. The leaders themselves are also interested in these issues so that they can perform better on their job from the vantage of knowledge (Ijeoma, 2004).

An effective manager is that leader/manager who can meet the criteria of success. Such criteria should include the ability to achieve the goals and specific objectives of the organization; while maintaining a cohesive work group where the
employees are satisfied because their needs are met. The hallmarks of effective management are innovation, initiative, dynamism and creativity. What makes entrepreneurship education distinctive is its focus on realization of opportunities, where management education is focused on the best way to operate existing hierarchies. Both approaches share an interest in achieving “profit.” variations of entrepreneurship education are offered at all levels of schooling from primary through Graduate University Programs (Wikipedia, 2009). But it is found out that people still lack knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings as a result of ineffective management. Although, people with various skills are not able to identify business and to seek job opportunities; hence they do not have jobs. To this end, in order to examine the influence of effective management on entrepreneurship education in relation to economic growth and national development, this paper therefore sought to address the following variables, which include:

(i) Need for effective management,
(ii) New business creation gained by recipients/students,
(iii) Improvement of overall operations by students working with existing organizations.

Research Questions:
1) How do effective management influence entrepreneurship education?
2) To what extent do new business creation gained by recipients/students influence entrepreneurship education?
3) How can the improvement of overall operations by students working with existing organizations influence the entrepreneurship education?

Hypothesis
The following hypotheses were tested at 05 alpha levels:
(1) The emphasis on effective management will have significant influence on entrepreneurship education.
(2) New business creation gained by recipients/students will not have significant influence on entrepreneurship education.
(3) Improvement of overall operations by students working with existing organizations will not have significant influence on entrepreneurship education.

METHODS
Research Design
The descriptive design was used in the study. This design was chosen because it provides appropriate methodology for perception and opinion.
Population
The population of this study consists of the four hundred and seventy-seven (477) secondary school principals in Imo State.

Sampling and Sample Technique
A sample of three hundred and twenty-eight (328) was randomly selected. The simple random sampling technique by balloting was used in this study. This method was used because it gives an equal chance to every member of the population to be selected for the study.

Instrument
A twelve-item questionnaire titled Principals' Opinion of the Influence of Effective Management on entrepreneurship Education in Imo State, Nigeria (POIEMEE) was used to measure entrepreneurship education in relation to effective management. A 4-point likert-type scale instrument was used in eliciting information from the respondents and the questionnaire was weighted, Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with the ratings of 4, 3, 2 and 1 point(s) respectively. It was used in evaluating the principals' perceptions on effective management in relation to entrepreneurship education. The instrument went through all the pre-test required and was found to have reasonable face and content validity. Reliability co-efficient was computed to be 0.71 using the split-half model. The index of 0.71 was arrived at after it was corrected by the use of Spearman Brown formula. Thus entrepreneurship education characteristics include: need for effective management on entrepreneurship education, new business creation gained by recipients/students and improvement of overall operations by students working with existing organizations.

Administration of the Instrument
The researchers administered the instrument with the help of some research assistants.

Method of Data Analysis
The data collected were analyzed using chi-square ($\chi^2$) statistic to test the hypotheses. Chi-square was chosen because it permits addressing research problems involving frequencies where the variables have been classified into two or more mutually exclusive categories.

RESULTS
The results of the study are presented on table 1-3.

Research Hypothesis
The emphasis on effective management will not have significant influence on entrepreneurship education.
Table 1: Chi-square ($\chi^2$) showing influence of effective management on entrepreneurship education

<table>
<thead>
<tr>
<th>Source of Variable</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>Cal $\chi^2$</th>
<th>Tab $\chi^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurship significant education.</td>
<td>348</td>
<td>6.3</td>
<td>1.6</td>
<td>68.7</td>
<td>7.84</td>
</tr>
<tr>
<td>Effective management.</td>
<td>384</td>
<td>7.1</td>
<td>1.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant: df = 3; $P < 0.05$

In table 1, chi-square ($\chi^2$) was used to determine the significant influence of effective management on entrepreneurship education. The $\chi^2$ value of 60.0 was found to be statistically significant as it is greater than the table value 7.84 at 0.05 level of effective management by entrepreneur managers will not have any significant in Imo State Nigeria, was rejected.

Hypothesis 2
New business creation gained by recipients/students will not have significant influence on entrepreneurship education.

Table 2: Chi-square ($\chi^2$) analysis of influence of new business creation gained by recipients/students on entrepreneurship education.

<table>
<thead>
<tr>
<th>Source of Variable</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>Cal $\chi^2$</th>
<th>Tab $\chi^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurship significant education.</td>
<td>348</td>
<td>7.3</td>
<td>1.2</td>
<td>46.4</td>
<td>7.84</td>
</tr>
<tr>
<td>New business creation gained by recipients.</td>
<td>384</td>
<td>6.1</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant: df = 3; $P < 0.05$

As the computed $\chi^2$ value is greater than the tabulated $\chi^2$ value (46.4 > 7.84) at 0.05 level of significance with 3 as the degree of freedom, the null hypothesis which states that new business creation gained by recipients/students will not have any significant influence on entrepreneurship education was rejected.

Hypothesis 3
Improvement of overall operations by students working with existing organizations will not have significant influence on entrepreneurship education.

Table 3: Chi-square ($\chi^2$) showing the improvement of overall operations by students working with existing organizations on entrepreneurship education.

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>Cal $\chi^2$</th>
<th>Tab $\chi^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurship significant education.</td>
<td>348</td>
<td>6.2</td>
<td>1.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improvement of overall operation.</td>
<td>384</td>
<td>5.1</td>
<td>1.1</td>
<td>58.6</td>
<td>7.84</td>
</tr>
</tbody>
</table>

Significant: Df = 3; $P > 0.05$

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On Table 3, the chi-square ($x^2$) statistic was used to analyses the significant influence of improvement of overall operations on entrepreneurship education. The $x^2$ value of 58.6 was found to be statistically significant, as it is greater than the table-value of 7.84 at 0.05 level of significance, with three (3) as the degree of freedom. Thus, the hypothesis that improvement of over all operations by student working with existing organizations will not have any significant influence on entrepreneurship education in Imo state, Nigeria was rejected. Therefore, the results revealed that effective management had significant influence on entrepreneurship education in Nigeria.

FINDINGS
It was found out that if entrepreneurship education is well managed, there will be far reaching implication of organizational success, accomplishment of goals and objective, dynamic and creativity.

DISCUSSION
From the findings, it is clear that effective management is a prerequisite for a successful entrepreneurship venture. The results of the study are in confirmation with Gibb (2002) which states that the traditional, teacher-oriented practices in entrepreneurship education seem to offer opportunities to be creative and innovative in Imo state. The study also agrees with the submission of Barret and Weinstein (1998) on meditating role on integrated market orientation and innovation study; that a positive relationship exist between corporate entrepreneurship market orientation and business performance and on the encouragement of technical education and others in Imo State. FRN (2013) Section 6:44 of National Policy of Education, which is concerned with the acquisition of practical and applied skills as well as basic scientific knowledge. This is also aimed to give training and impacts the necessary skills leading to the production of craft men, technicians and other skills personnel who will be enterprising and Self-reliant. And also to provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development aimed at encouraging lack of employment as well as discouraging lack of meaningful entrepreneurship education everywhere.

CONCLUSION
Education is a service industry that is crucial for the survival of any nation; bearing in mind that the manager is recognized as a vital administrative head in organizations the result of the study revealed that the hypothesis relating to need for effective management on entrepreneurship education, new business creation gained by recipients/students and improvement of over all operation by student working with existing organizations; were statistically significant. These depict the influence of these three variables on entrepreneurship education. Hence, serious attention is required to ensure that preparation Programmes can adequately equip
these administrators to meet the challenges of today's education.

**RECOMMENDATIONS**

Based on the findings and the conclusion the following recommendations were made:

1. For maximum opportunities to be realized, well-qualified managers should be recruited in organizations.
2. All group members in organizations should be in a position to create and implement new ideas and ways of doing things.
3. Nigerians should work in partnership in contributing their quota.
4. Nigerians should also device quick measures that are properly implemented in order to bring about national development and reforms.
5. The managers should be very active in their leadership to influence the activities and programmes in the entrepreneurship education.

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