

**EFFECT OF SUSTAINABLE ENTREPRENEURSHIP EDUCATION ON CAREER AND ASPIRATIONS OF STUDENTS OF SELECTED TERTIARY INSTITUTIONS IN ANAMBRA STATE, NIGERIA 2014-2019**

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**ABSTRACT**

Within the framework of human capital and experiential learning theories; an eclectic approach, this study examined the effect of sustainable entrepreneurship education on the career and aspirations of students of selected tertiary institutions in Anambra State 2014-2019. The population for the study was 4,313, which comprised undergraduate and post-graduate students of the of Public Administration as well as the Business Administration of four major tertiary institutions in the state. Out of this population, a sample of 353 was drawn using Cochran's Finite Population Correction Factor (FPCF) technique. Frequencies and percentages were used to analyse the data collected. Multiple Regression Analysis was used to test the hypotheses of the study. The result shows that curriculum contents had significant effect on the number of business ideas generated while teaching pedagogy had significant effect on the number of business opportunities identified. It was also discovered that educator's competence level had significant effect on the number of business plans developed; while teaching methods had significant effect on the number of business start-ups established by students. This study concludes that, the curriculum of sustainable entrepreneurship education has enough content on critical thinking and brainstorming practical sessions that can motivate business idea generation. It therefore recommends among others that, there should be paradigm shifts in the teaching pedagogy and teaching methods used in sustainable entrepreneurship education to emphasize experiential and practical approaches; invitation of guest speakers, simulations, and group projects, to ensure that they provide the needed motivational incentives such as regular training, formal education, workshops, seminars and conferences, compensation and remuneration which are regularly given to workers.

**Keywords:** Content, Development, Education, Sustainability, Small Business

## INTRODUCTION

Since the time of Plato, education is important for two basic purposes, i.e. to produce new knowledge and to transfer knowledge. However, in the new economy, which is also a knowledge-based economy, education institutions, particularly higher education institutions, are entrusted with a new additional task, which is to contribute to the development of sustainable entrepreneurial talent among young graduates. The dynamism of the new economy creates enormous business opportunities that necessitate people to engage in innovative enterprising activity to grasp the opportunities at the right time and using the right way (Igbokwe-Ibeto, Agbodike & Osakede, 2018).

As a consequence of the global economic meltdown and financial crises of the mid 2010s which almost brought her economy to its knees, Nigeria was compelled to adopt a policy that aimed at using Small and Medium Scale Enterprises (SMEs) as a tool for economic recovery and national transformation as was the case with the Newly Industrializing Economies (NIEs) or the Asian Tigers (Nwekeaku, 2013). No sooner than that policy was adopted by the t Yar'Adua's administration, the government discovered that the country lacked persons with the right sustainable entrepreneurship skills and capabilities with which to realize the very objective of the new SME policy despite the existence of a large army of unemployed youths most of who were graduates of higher institutions of learning. Regrettably, the said large army of unemployed young graduates do not possess the requisite vocational skill, technical know-how, capabilities and experience needed for any successful entrepreneurship (Igbokwe-Ibeto et al., 2018; Olokundun, 2017; Okojie, 2009). What led to this faux pas?

The foregoing, savoury and unsettling as it was, compelled Yar'Adua's administration which, of course, had wealth creation as a cardinal item in its Seven-Point Agenda to adopt entrepreneurship and Entrepreneurship Education (EE) as a potent panacea. Pursuant to the above directive, the Federal Government in 2006 set up a Presidential Committee on the implementation of entrepreneurship education with a broad-based membership drawn from National Universities Commission (NUC), National Board for Technical Education (NBTE), Education Trust Fund (ETF), ILO, UNESCO and the Hamiltle Consult, a consulting firm on entrepreneurship education in the country with the NUC as a coordinating agency (FRN, 2006).

Related to the above is the directive of the Federal Government to all higher education institutions in the country to run entrepreneurship studies programme as a compulsory course for all students irrespective of their disciplines with effect from 2007/2008 academic session and the NUC to coordinate and ensure compliance (Okojie, 2009). The second was that a centre for entrepreneurial development be established in each of the tertiary institutions where different skills would be taught. At the end of their programme of study, graduates of the tertiary institutions would be able to set up their own business with a view to being self-employed and contributing to the economy.

In fact, investigations show that the inclusion of sustainable entrepreneurship education into the curriculum of tertiary education institutions started in the United States of America as far back as 1947, unlike Nigeria's case where it is a recent development that just began as a government policy in 2006 (Tahja, 2011 in Wordu & Adeeyo, 2019). It was the government of former President Umaru Musa Yar'Adua that in 2007 mandated all students in Nigeria, regardless of their majors, to study entrepreneurship (Ayatse, 2013). By and large, the expectation is that after receiving higher education, students should be masters in their different areas or fields of study with enough technical knowledge and vocational skill

acquired while in the school. This is one reason the Nigerian federal government in 2006 had to introduce entrepreneurship education into the curriculum of tertiary educational institutions to equip students and to make them self-relevant on graduation which is in line with the objectives of technical education.

According to Jegede (2017), the foregoing should, therefore, serve as food for thought to any tertiary institution of learning, particularly in Nigeria and other developing countries seeking to attain national development and greatness. In view of the positive social and economic effects of sustainable entrepreneurship education, many educational institutions in Nigeria especially at the tertiary level, should have by now gone far in the implementation of entrepreneurship education to develop students' awareness of the relevance of entrepreneurship training (Wordu and Adeeyo, 2019). Investigations also reveal that the implementation has been dogged by several challenges. One major challenge faced in the institutions today is that the extent of entrepreneurial activities available in tertiary institutions is nothing to write home about. Sustainable entrepreneurial activities are treated with levity probably because it is offered in the institutions as electives or one of General Study (GS) courses. In some tertiary institutions, entrepreneurship education is seen as an addendum amongst catalogue of courses offered in the school and as such, it is not given the required time and program activity. Students see it as not much important in their lives and lecturers don't give it the required attention. Even the method of teaching the learner is also a big problem. Igbokwe-Ibeto et al. (2018); Eribe in (Akubuilu, 2012) argued that the methodology used in teaching technical education in Nigeria is largely non-experiential and expository, thus encouraging rote memory which does not necessarily aid understanding, resulting in learners perceiving study in this area as boring, too academic and demanding.

Several expert opinions and results of successive studies also attribute the persistently rising rate of unemployment among youths, particularly graduates of universities and other higher educational institutions in Nigeria to lack of entrepreneurial skills (Igbokwe-Ibeto et al., 2018). As investigations have also revealed, the rising incidence of youth and graduate unemployment in Nigeria is undoubtedly a logical by-product of the type of educational systems that were operated during the colonial and post-independence eras in the country which placed emphasis on liberal education rather than the acquisition of vocational skills which prepares school leavers and graduates with vocational skills for better employment opportunities (Igbokwe-Ibeto, 2019a). Suffice to say that, the system focused on and produced school leavers and graduates whose numbers are always on the rise year after year without commensurate provision of employment opportunities.

In the effort to keep pace with the ever-changing trend in the development arena, and as a response to the fast decreasing number of entrepreneurs and the rising incidence of unemployment among youths and graduates, the government in 1982 turned to the education system for solution. Thus, in that year, series of reforms began in the nation's education system to the extent that by 2004, about three far-reaching reforms had been effected in the education system in that regards. As part of the latest in the said series of reforms, the Federal Government in 2006 introduced compulsory sustainable entrepreneurship education in the nation's various tertiary institutions of learning.

Latest investigations reveal that since over thirteen years, tertiary institutions of learning in Nigeria commenced implementation of the directive on entrepreneurship education curriculum, their efforts have been dogged by a number of daunting challenges. According to Igbokwe-Ibeto et al. (2018), prominent among such bottlenecks include lack of the required infrastructural facilities, equipment and quality teachers, inappropriate or deficient teaching methodologies, lack

of serious attention on the part of teachers of EE as well as the management of tertiary institutions of learning themselves, and lack of commitment on the part of students as well. Entrepreneurship education in tertiary institutions of learning is aimed at inculcating entrepreneurial skills and attitudes in students to motivate entrepreneurial intentions or considerations of entrepreneurship as a career by undergraduates of Nigerian higher educational institutions. Despite the introduction of entrepreneurship education as a compulsory course in Nigerian tertiary institutions of learning, aspirations and demand for white-collar jobs and graduate unemployment have persistently been on the increase. All these prompted the researchers to seek to evaluate the effect of entrepreneurship education on career and aspirations of students of selected tertiary institutions in Anambra State, Nigeria 2014-2019.

The objectives of this study include: (1). To examine the effect of the curriculum contents of sustainable entrepreneurship education programme on the number of business ideas generated by students of tertiary education institutions in Anambra state, (2). To analyse the effect of the level of competence of educators/lecturers of sustainable entrepreneurship education programme on the number of business plans developed by students of tertiary education institutions in Anambra state, and (3). To investigate the effect of teaching methods adopted in sustainable entrepreneurship education programme on the number of business start-ups established by students of tertiary education institutions in Anambra state.

### **RESEARCH HYPOTHESES**

To determine the effect of sustainable entrepreneurship education on the career and aspirations of students of tertiary institutions in Anambra State, Nigeria 2014-2019, the following three research hypotheses will be tested for the purpose of this research.

1. The curriculum contents of sustainable entrepreneurship education programme has no significant effect on the number of business ideas generated by students of tertiary education institutions in Anambra State 2014-2019.
2. The level of competence of educators/lecturers of sustainable entrepreneurship education programme has no significant effect on the number of business plans developed by students of tertiary education institutions in Anambra State 2014-2019.
3. The teaching methods adopted in sustainable entrepreneurship education programme has no significant effect on the number of business start-ups established by students of tertiary education institutions in Anambra State 2014-2019.

### **CONCEPTUAL AND THEORETICAL ANALYSIS**

It is customary to begin an academic investigation by examining the conceptual and theoretical contours of the subject matter of analysis. Though, consensus may not be achieved on the validity or otherwise of such enterprise. Nonetheless, it is an exercise worth pursuing if only to sketch the parameters of the subject matter (Igbokwe-Ibeto, 2019b). The concept 'entrepreneur' originated from the French word, '*entreprede*' which means "to undertake" (Akanni, 2018). In business context, it means to start a business, identify a business opportunity, organize resources, manage and assume the risk of a business or an enterprise. Drucker in (Jimngang, 2018), defines an entrepreneur as someone who shifts economic resources out of an area of lower and into an area of higher productivity and greater yield. An entrepreneur "identifies an innovation to seize an opportunity, mobilizes money and management skills and takes calculated risks to open markets for new products, processes and services" (Owusu-Ansah, 2019). Entrepreneurs see "problems" as "opportunities" and then take

action to identify the solutions to those problems and the customers who will pay to have those problems solved. Entrepreneurial success is simply a function of the ability of an entrepreneur to see opportunities in the marketplace, initiate change and create value through solutions. Hisrich and Peters (2016) argue that sustainable entrepreneurship is a form of continuing education because it involves the process of creating something different that has value to the users.

Fayolle and Gailly (2004) define sustainable entrepreneurship education as any pedagogical programme associated with inculcating entrepreneurial skills and qualities in learners. Similarly, Oduwaiye (2009), Selvarajah, and Meyer (2011) separately describe entrepreneurship education as the scope of lectures, curricular and programmes that attempt to provide students with the necessary entrepreneurial competencies, knowledge and skills, geared towards the pursuit of a career in entrepreneurship. This was supported by Ejere and Tende (2012) who argued that the acquisition of relevant knowledge, skill, and expertise, as regards the process of entrepreneurship is imperative for successful business start-up. Sustainable entrepreneurship education is more than business management, it is about “learning”, i.e. learning to integrate experience, skills and knowledge, to get prepared to start with a new venture. Therefore, for the purpose of this study, sustainable entrepreneurship education refers to the formalised programme to equip students with the needed skills and knowledge with a view to: (i). recognising business opportunities, (ii). searching customers’ insights, (iii). understanding the needs of the market, (iv). creating ideas, (v). developing business plans, (vi). running businesses, (vii). evaluating environmental, institutional and political issues (Igbokwe-Ibeto et al., 2018)

Aspirations simply refer to the concrete evidences of translation of sustainable entrepreneurship intentions into a process that may lead to a new business venture which according to Sahlman and Stevenson (1992) consists of five major steps namely: generation of a business idea, identification of market opportunity, development of a business plan, business start-up, and innovation. Extrapolating from the foregoing definition, researchers like Edelman, Brush and Menolova (2013) argued that such entrepreneurship actions like generating a business idea, identification of marketing opportunity and other follow-up actions associated with the entrepreneurship process obviously stand out as concrete evidences of one’s intentions or aspirations to embark on entrepreneurship behaviours or activities sooner or later. The logic, therefore, follows that entrepreneurship actions and implementation intentions are closely related. Yet, Kourilsky (2015) argues, it is imperative to note that, for any entrepreneurship programme to achieve its intended objectives, it must meaningfully equip its students with the requisite knowledge, skills, and competencies that are capable of motivating them to initiate actions in service of their respective entrepreneurship goals, intentions and aspirations while in school.

There is no one single theoretical approach in social and management sciences research that can adequately explain a social phenomenon. Nonetheless, we need a platform through which to interrogate our subject of discourse (Igbokwe-Ibeto, 2019b). For this purpose and bearing in mind the constraints before us, the study found human capital and experiential learning theories; an eclectic approach potent in analysing the subject of the study.

Human Capital Theory was propounded by Schultz (1961) and later developed extensively by Becker (1964). Human capital definition is the combination of personality attributes, habits, knowledge, social life, and creativity considered in labour performance to contribute to economic value. Human Capital Theory suggests that education or training increases the productivity and service delivery of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings. Researchers have long understood that human capital education and training

plays a key role in both employee and organisation performance (Becker, 1993; Mincer, 1974). Human capital is a key determinant of economic success in all industries. An organisation is often said to be as good as its staff. Directors, managers and employees that make up an organisation's human capital are critical to its success. The importance of human capital in an organisation is underscored by the fact that among all the five factors identified as being at the core of the management function in an organisation known as the 5Ms namely: man, materials, money, machine and method, human capital plays the lead role as it is man that seeks to effectively combine the rest of the other four factors to ensure the success of the organisation (Stoner, Freeman & Gilbert, 1996).

The experiential learning theory was propounded by Kolb (1984). According to Kolb, the major postulate of the theory involves the process of knowledge creation through transformation of experience (Kolb, 1984). The theory is anchored on the assumption that learning takes place between the individual and his immediate environment, and that man, particularly adults learn effectively when new information or experience is presented in real-life situations. To this extent, experiential learning theory, therefore, views learning as a social process of adaptation which employs a dynamic and holistic perception of learning. Experiential learning theory is classified as a constructivist learning theory particularly because individuals transform their experiences into new knowledge using cognitive and social prosperities. Consequently, knowledge is considered subjective and created as a function of the interaction between content and experience.

#### **ENTREPRENEURSHIP IMPLEMENTATION ACTIONS**

Entrepreneurship Implementation Actions refer to the concrete evidence of translation of entrepreneurship implementation intentions into a process that may lead to a new business venture which consists of five major steps: generation of a business idea, identification of market opportunity, development of a business plan, business start-up, and innovation (Sahlman & Stevenson, 1992). The section below sets to discuss these five steps.

*Generating Business Idea:* This is defined as a new feasible and viable proposition which with appropriate investment of human, material and financial resources can be translated into a profitable venture (Pam, 2013). Flowing from the foregoing definition, Long (2016), therefore, argues that, in the context of entrepreneurship, generation of business idea as an intention-informed action entails either discovery of a brand new business idea or development of a business concept over a period. In the view of Arenius and De Clercq (2005), the chances of one generating any viable business idea is undoubtedly a function of the quantity and quality of information in one's possession. With regards to entrepreneurship education, Morais (2013) argues that, the fact that students can generate business ideas creative enough to be translated into viable business ventures following years of exposure to entrepreneurship education programme is enough proof that business idea generation is teachable and learnable at school.

Research has shown that the commonest approach to business idea generation as a step in the entrepreneurship process is referred to as "brainstorming" (Osborn, 1957:41), which he describes as a process of developing as many ideas as possible by many critical minds working together in a group. Within the context of entrepreneurship education, brainstorming is a very important action capable of motivating students to generate viable business ideas, which is a tangible evidence of their very intentions and aspirations to engage in entrepreneurship ventures (Morais, 2013).

*Identifying Marketing Opportunity:* This is defined as an existing but undiscovered gap in the marketplace waiting to be filled at an affordable price for profit (Dragan, 2012). Identification of a business opportunity is described by Dragan (2012) as an intelligent combination of field observations, customers' opinion, invention and adaptation targeted at pinpointing a gap in the market for a product, service or processes to fill at an affordable price. Sadeghi et al. (2013) opine that opportunities are the expression of an entrepreneur's intention to create value that will yield future profits if resources are deployed effectively within the control of the entrepreneur.

With regard to entrepreneurship education, Wouter (2010) argues that identifying business opportunity can also be regarded as another very important step of the entrepreneurship process which undergraduate students can take while in school. This was also the opinion of Klein (2008) whose study discovered that students at all levels can identify marketing opportunities before or after graduation. In summary, identifying business opportunities by students is a desired behavioural outcome because such, originates from the meeting point between intentions and actions of students.

*Developing a Business Plan:* This has been defined as a comprehensive written report of the goals of a particular new or existing business which includes discussion of the business concept, operational plan, marketing plan, financial issues, organisational structure and legal requirements (Meloy, 1998; Zuckerman, 2004). From the foregoing definition, a business plan serves as a guide post that marks the take-off point, points to the way forward, and the destination of any business (Svatko, 1988). In a related viewpoint, Baker, Addams and Davis (2015) contend that business plans are employed not by start-ups and new ventures, but also by existing businesses. In lending credence to the importance of a business plan in the entrepreneurship process, Perry (2001), Hormozi et al. (2002) argues that the use of business plans not only enhances the chances of survival and success of any businesses but also reduces the likelihood of any failure on the part of such businesses.

Secondly, as Schamp and Deschoolmeester (2008), Armstrong (2001) point out, one of the cardinal objectives of a business plan is to enable entrepreneurs imbibe the requisite attitudes, values and motivations towards the growth of the business and to constantly highlight the very intentions and aspirations envisioned by them and the action taken in order to ensure survival and success of the business. In the view of Delmar and Shane (2006), in a situation whereby a business requires investment funds from financial institutions or individual lenders, investors or venture capitalists, it is by way of a well-crafted business plan that the intention of the entrepreneur is vividly and convincingly communicated to the former for possible release of the loan being sought with respect to entrepreneurship education. White, Hertz and D'Souza (2011) admonished that students can undertake a business process that entails an informal review of certain key aspects of the performance indices of already existing businesses for a start; adding that developing a formal business plan represents tangible evidence of the commitment of the students to the very intentions and aspirations of engaging in entrepreneurship. In fact, by formalizing intentions with a creative business plan, students can be further motivated towards actualizing their intentions and aspirations for entrepreneurship on or after graduation.

*Business Start-ups:* Business start-ups are temporary or experimental organisations, not necessarily smaller versions of larger organisations per se, which are set up for purpose of searching for product/market fit and a scalable business model (Cole & Tatyana, 2014; Cassar, 2004). Cassar (2004) also points out that as opposed to a business start-up, a large

organisation is, on the other hand, a permanent company that has already accomplished a product or market fit that is designed to execute a repeatable and scalable business model.

With respect to EE, students always enjoy the rare opportunity of experiment and navigation round both the success and failure horizons of starting an early-stage venture. The foregoing finds favour with the previous finding by Shirokova, Osiyevskyy and Bogatyreva (2015) who posit that the role of universities and other tertiary institutions has increasingly been recognized, particularly their enviable contributions to a nation’s business sector with new generations of young entrepreneurs. For instance, some of the biggest and amazing disruptions in the high-tech industry across the world were recently founded by university entrepreneurs like Mark Zuckerberg who founded Facebook while he was a student at Harvard University, Cambridge, Michael Dell who founded Dell Computers while at the University of Texas at Austin, and Bill Gates who founded Microsoft Computers soon after dropping off from university. Put in another way, the point is that the university and other tertiary institutions with their entrepreneurship education serve as a veritable platform for students to meaningfully express their intentions and aspirations for a career in entrepreneurship by way of business start-ups.

## METHODOLOGY

The methodology adopted by this study was survey research that used validated questionnaire to collect data from four sample units: Nnamdi Azikiwe University (Unizik), Awka, Chukwuemeka Odumegwu Ojukwu University, Igbariam, Federal Polytechnic Oko, Madonna University, Okija. The population for the study was 4,313, which comprised academic staff and undergraduate and post-graduate students of the Department of Public Administration as well as the Department of Business Administration of the four institutions. Out of this population, a sample of 353 was drawn using Cochran’s Finite Population Correction Factor ( FPCF) technique as follows:

This special formula is given by:

$$n = \frac{n_0}{1 + \frac{n_0 - 1}{N}}$$

Where,

n = adjusted sample size

$n_0 =$  correction factor  $n_0 = \left[ \frac{z^2 pq}{e^2} \right]$

N = Population size for the study

To determine the sample size for this study, we assume the following:

z = 1.96 (i.e 95% confidence level)

p = Estimated proportion of an attribute that is present in the population (estimated at 50% or 0.5)

q = 1-p (the proportion of an attribute that is not present in the population (100% - 50% or 0.5)

e = desired level of precision (estimated at 5% or 0.05).

To obtain  $n_0$  (finite population correction factor), we substitute in  $\left[ \frac{z^2 pq}{e^2} \right]$  as follows:

$$n_0 = \frac{1.96 \times 1.96 \times 0.5 \times 0.5}{0.05 \times 0.05}$$

$$= \frac{0.9604}{0.0025}$$

$$= 384.16 = 384$$

Therefore,  $n_o$  (finite population correction factor) is 384.

$N$  is already given as 4,313 above.

$$\text{Substituting in the formula } n_o = \frac{n_o}{1 + \frac{n_o - 1}{N}}$$

above, we obtain:

$$= \frac{384}{1 + \frac{384 - 1}{4,313}} = \frac{384}{1.088801} = 352.65591 = 353 \text{ (rounded up).}$$

Therefore, the sample size for the study was 353.

Purposive sampling technique which favoured only target respondents in the sample units who were adjudged to possess good knowledge of the business education, management and entrepreneurship was used in selecting the 353 respondents that participated in the study. Results of the Cronbach’s Alpha test showed a reliability index of 0.82. Descriptive statistics comprising frequency units, tables and percentages were used in analyzing the data, while the three hypotheses of the study were tested using multiple regression analysis, all with the aid of SPSS software.

## FINDINGS

Out of the 353 copies of questionnaire administered on the respondents as the sample units for study, 301 (85.3%) were returned well completed, 31 (8.8%) were returned but badly completed and, therefore, rejected, while 21 (6.0%) were not returned at all. It was, therefore, the responses borne by these 301 questionnaires that were used for the analysis and tests whose results are presented below.

### Results of Multiple Regression Analysis

As earlier stated, the hypotheses of the study were tested using multiple regression analysis. The test was carried out using the primary data generated from the field survey. These data are displayed in Tables 1, and 2 below. The results of the test are displayed in tables 3 below.

**Table1: Model Summary**

Model 1	R	R Square	Adjusted R Squared	Std of Error Estimate	Durbin Watson stat.
1	0.547 <sup>a</sup>	0.229	0.698	0.91487	2.614732

a. **Dependent variables:** EE implementation intentions and actions (business ideas, business opportunities, business plans, business startups).

b. **Predictors (constants):** curriculum contents, teaching pedagogy, educator’s competence, teaching methods.

**Source:** Field Survey, 2020; SPSS output.

**Table2: ANOVA Model<sup>a</sup>**

Source of difference	Sum of squares	Df	mean square	$f_0$	Sig
Between Groups	8.111	3	2.7923	10	.000
Within Groups	37.306	298	0.270		
Total	45.415	301			

a. **Dependent variables:** EE implementation intentions and actions (business ideas, business opportunities, business plans, business startups).

b. **Predictors (constants):** curriculum contents, teaching pedagogy, educator's competence, teaching methods.  
**Source:** Field Survey, 2020; SPSS output.

**TABLE 3: CO-Efficient<sup>b</sup>**

	Unstandardized Coefficients		Standardized coefficients	t	Sig
	B	STD Error	Beta		
<b>Constant)</b>	1.659	0.242		6.85	0
Curriculum contents	0.83	0.071	0.097	1.189	0.002
Teaching pedagogy	0.22	0.065	0.279	3.41	0.001
Educator's competence	0.41	0.194	0.215	2.72	0.041
Teaching methods	0.79	0.213	0.329	1.47	0.035

a. **Dependent variables:** EE implementation intentions and actions (business ideas, business opportunities, business plans, business startups).  
b. **Predictors (constants):** curriculum contents, teaching pedagogy, educator's competence, teaching methods.  
**Source:** Field Survey, 2020; SPSS output.

The results of the multiple regression analysis as displayed in tables 3 are interpreted below. Table 1 shows that the Adjusted R Squared has the value of  $r^2 = 0.698$  which indicates that when all the variables are combined, the multiple linear regression model could explain for approximately 70percent of the variation in EE implementation intentions and actions. In Table 2, it is shown that the calculated F-value is 10.0, which shows that the recession model is very significant and well specified at the probability of 0.000. Table 3 shows that the two independent (predictors) variables have the following beta and probability values: curriculum contents (B = 0.097; P = 0.002); teaching pedagogy (B=0.279; P=0.001). EE implementation intentions and actions = 1.659+0.097 (curriculum contents) + 0.215 (educator's competence) +0.329 (teaching methods).

When interpreted, the equation tells us that when curriculum contents increase by 1, business ideas go up by 0.097 or 10percent; when teaching pedagogy increase by 1, the dependent variable (business opportunities) goes up by 0.279 or 28percent; when educator's competence increases by 1, business plans go up by 0.215 or 22percent; and when teaching methods increase by 1, business start-ups go up by 0.329 or 33percent.

### TEST OF HYPOTHESES

The three hypotheses are tested by using the primary data generated from the field survey as displayed in tables 1 and 2 above. The test of the hypotheses is based on the results of the multiple regression analysis as contained in table 3.

**Hypothesis 1:** The curriculum contents of sustainable entrepreneurship education programme has no significant effect on the number of business ideas generated by students of tertiary institutions in Anambra State 2014-2019.

Table 3 shows that the beta value is 0.097, while the probability is 0.002, which is less than the critical probability of 0.05. This means that there is very low probability that the statement overall model was insignificant was true.

**Decision:** The probability of the model (0.002) is less than the critical probability of 0.05 and the model found to be significant with a calculated F-value of 10.0. Based on the decision rule for this study as specified above, the null hypothesis is hereby rejected, and the alternate hypothesis accepted. It therefore, conclude that the curriculum contents of sustainable

entrepreneurship education programme has significant effect on the number of business ideas generated by students of tertiary institutions in Anambra State 2014-2019.

**Hypothesis 2:** The level of competence of educators/lecturers of sustainable entrepreneurship education programme has no significant effect on the number of business plans developed by students of tertiary education institutions in Anambra State 2014-2019.

Table 3 also shows that the beta value of the model is 0.215 as it pertains to educator's competence at a probability of 0.041, which is less than the critical probability of 0.05.

**Decision:** Since the probability of the regression model as it pertains to psychosocial workplace factors is 0.041, which is less than the 0.05 critical probability threshold and the model significant at a calculated F-Value of 10.0, we reject the null hypothesis and accept its alternate one going by the decision rule of the study. It therefore, concludes that the level of competence of educators/lecturers of sustainable entrepreneurship education programme has significant effect on the number of business plans developed by students of tertiary institutions in Anambra State 2014-2019.

**Hypothesis 3:** The teaching methods adopted in sustainable entrepreneurship education programme had no significant effect on the number of business start-ups established by students of tertiary education institutions in Anambra State 2014-2019.

Table 3 also shows that the beta value of the model is 0.329 as it pertains to educator's competence at a probability of 0.035, which is less than the critical probability of 0.05.

**Decision:** Since the probability of the regression model as it pertains to teaching methods is 0.035, which is less than the 0.05 critical probability threshold and the model significant at a calculated F-Value of 10.0, we reject the null hypothesis and accept its alternate one going by the decision rule of the study. It therefore, concludes that the teaching methods adopted in sustainable entrepreneurship education programme has significant effect on the number of business start-ups established by students of tertiary institutions in Anambra State 2014-2019.

## CONCLUSION

This article has examined the effect of sustainable entrepreneurship education on the career and aspirations of students of tertiary institutions in Anambra state, Nigeria 2014-2019, with an attempt at clarifying the intellectual cobweb surrounding sustainable entrepreneurship education on the career and aspirations of students of tertiary institutions. In addition, searchlight was also beamed on the theoretical framework for a better understanding of the concepts under analysis. Thus, the human capital and experiential learning theories; an eclectic approach has been examined as postulated by scholars. An attempt has also been made to establish a nexus between the independent and dependent variables.

This study has shown that the curriculum contents for sustainable entrepreneurship programmes in tertiary education institutions in Nigeria significantly enhance generation of creative business ideas by stimulating critical thinking in students. However, there is still a challenge as regards what should constitute the practical activities in sustainable entrepreneurship education, as most practical demonstrations in the curriculum tend towards acquisition of mere vocational

skills, rather than imparting of entrepreneurial skills, aptitude values and other behavioural dispositions. This study also provides valid evidence to show that adoption of effective teaching methods in sustainable entrepreneurship facilitates business start-ups, by stimulating students' interest through action-oriented teaching practices. However, there are indications that inadequate funding may impede the business start-up potential of most students in the country. It is also the conclusion of this study that the experience and skills of sustainable entrepreneurship educators in most Nigerian tertiary institutions motivate students to write business plans. However, some of the educators lack sufficient training on modern approaches to effective delivery of entrepreneurship courses.

## **RECOMMENDATIONS**

First and foremost, authorities of tertiary institutions of learning in Nigeria, particularly course curriculum designers and academic planners, should always ensure that the curriculum of sustainable entrepreneurship education programme has adequate content of sessions on critical thinking and brainstorming that aim at motivating generation of business ideas. While the benefits of vocation and entrepreneurship education cannot be over-emphasized, vocational skills training alone cannot substitute for sustainable entrepreneurship, let alone motivate students towards generation of variable business ideas. Thus, idea generation presentation sessions should be made a graded component of sustainable entrepreneurship programme in Nigerian tertiary education institutions. This is very important considering that every business begins with an idea. Business idea generation activities should be tailored towards students' courses of study and interests in order to motivate active participation.

Effective teaching methods such as invitation of guest speakers, individual and group project and particularly business simulation activities should be adopted by Nigerian tertiary institutions to stimulate students' interest and business start-ups. Student business start-ups should be a prerequisite activity of a sustainable entrepreneurship programme because it increases the likelihood of students engaging in entrepreneurial activities on graduation. Nigerian tertiary institutions should also collaborate and partner with financial institutions and non- governmental organisations to provide business start-up funding for student entrepreneurs. This is because funding is a major challenge for many student entrepreneurs.

Sustainable entrepreneurship educators should ensure to utilise their experience and skill to motivate students' commitment to entrepreneurship related learning with particular emphasis on business plan writing. Mastery of the art of business plan writing should be a prerequisite for graduation along side undergraduate projects and dissertations. This is anchored on the fact that investors, partnering financial institutions and other stakeholder support systems mostly favour business plan competitions as basis for supporting business start-ups. More emphasis should be laid on training and re-training of entrepreneurship educators on the peculiarity and modalities involved in the delivery of sustainable entrepreneurship modules and courses. The experience possessed by sustainable entrepreneurship educators notwithstanding, effective teaching, particularly as regards sustainable entrepreneurship course delivery or classroom communication may pose a challenge as a consequence of lack of training. Therefore, management of tertiary institutions can partner with training organisations to provide 'train-the-trainer' programmes or certifications on sustainable entrepreneurship courses such as business plan writing

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Map of Nigeria

