

BUSINESS EDUCATION STUDENTS' DEVELOPED ENTREPRENEURIAL COMPETENCIES AND INTENTION TO BE SELF-EMPLOYED AFTER GRADUATION FROM DEGREE AWARDING INSTITUTIONS IN RIVERS STATE

ABDULKARIM, Adebisi Musa Ph.D & DANAGOGO, Tamunonengiyeofori Ere

Department of Marketing Education and Accounting Education,

School of Secondary Education (Business)

Federal College of Education (Tech.), Omoku ,Rivers State, Nigeria

Corresponding Email : profavenue@yahoo.com

Abstract

This study investigated correlation between Business Education students' entrepreneurial competencies and their intention to be self-employed after graduation from degree awarding institutions in Rivers State. Two research questions and one hypothesis were posed to guide the study. Descriptive survey research design was adopted for the study. The population and sample of the study was made up of 359 undergraduate final year Business Education students who offered Entrepreneurship Education during the 2020/2021 academic year in three degree awarding institutions in Rivers State. Researchers designed structured questionnaire was used for data collection. Cronbach alpha coefficient of an average of 0.73 was used to test for the reliability of the instrument. Data collected for the study were analyzed using mean and standard deviation to answer the research questions. Simple linear regression was used test the hypothesis. All computations were done using Statistical Package for Social Science (SPSS) version 21.0. The results revealed that Business Education students developed entrepreneurial knowledge, skills and attitude after being exposed to entrepreneurship education in degree awarding institutions in Rivers State. The results also revealed that to a high extent, Business Education students exposed to EE intend to be self-employed after graduation. The results also revealed that Business Education students developed entrepreneurial competencies, predicted their intention to be self-employed after graduation from degree awarding institutions in Rivers State. It was recommended among others that ,Centre for Entrepreneurship Development in collaboration with Entrepreneurship Educators should provide Business Education with opportunity to develop a good understanding of the various sources of funding new venture open to them.

Keywords: *Entrepreneurial Attitude and Intention, Entrepreneurial knowledge, Entrepreneurial skills*

Introduction

The aim of Entrepreneurship Education (EE) in Business Education programme in Nigeria since its inception is to empower recipients with requisite competencies for exploiting business opportunities and starting up businesses as source of employment rather than seeking for jobs that barely exist. This is due to the decreasing opportunities for employment in correlation with the number of graduates turned out of the education system yearly (Abdulkarim, 2019). The United Nation Conference on Trade and Development (UNCTAD, 2018) also expressed the need for Entrepreneurship Education programme to focus on assisting students to develop entrepreneurial competencies that are transferable and useful to different work context.

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Entrepreneurial competencies required to be developed by Business Education students after exposure to EE can be viewed from the tripod framework of Bloom's taxonomy of educational objectives, that is, cognitive, psychomotor and affective domains (Engelhart et al., 1956). The cognitive domain of entrepreneurial competencies focuses on Entrepreneurial Knowledge (EK) development. According to Kozlinska et al., (2020), entrepreneurial knowledge focuses on what the students know about entrepreneurship, its concepts and can be measured through the ability of the students to recall, interpret and apply the knowledge about and for entrepreneurship to different entrepreneurship contexts (such as opportunity recognition and evaluation, innovation and its management, product development and management, product commercialization and risk analysis). Onyeoke and Owenvbiugie (2021) noted that entrepreneurial knowledge focuses on theoretical or practical understanding of the various concepts in Entrepreneurship Education (EE) and they measured using formal or less formal parameters implicitly or explicitly. The next entrepreneurial competencies after knowledge required to be developed by Business Education students exposed to EE are entrepreneurial skills. Entrepreneurial skills relate to both the cognitive and the psychomotor aspects of the Bloom's taxonomy. This is based on the fact skills are both psychological abilities and physical abilities (e.g., perceptual skills, response skills, and motor skills) which the entrepreneur activates in the performance of entrepreneurial tasks (Abdulkarim, 2019). Oke and Fabamise (2018) opined that entrepreneurial skills are abilities which include: business opportunity identification skills; creative/innovative skills; planning and organizing skills; risk management skills; self-management skills; technological/technical skills; teamwork skills; decision-making skills; problem-solving skills; initiative skills; enterprise skills; financial skills; marketing/saleable skills; integrity skills; assertiveness skills; leadership skills; change management and communication skills. Abdulkarim (2019) noted that all entrepreneurial skills are categorized into two sets. The first sets are skills like: opportunity recognition skills, creativity skills or innovation skills, and risk-taking skills that distinguish entrepreneurs from non-entrepreneurs. The second set are business related skills needed for commercialization such as marketing skills, business management skills, financial records keeping skills, business communication skills and social networking management skills, among others. Kozlinska et al., (2020) opined that entrepreneurship skills denote application of knowledge and abilities in new product development, imagination, persuasion, and networking.

The affective domain aspect of entrepreneurial competencies is concerned with Entrepreneurial Attitude (EA) of individual student. Boldureanu et al., (2020) opined that EA focuses on individual's disposition towards entrepreneurship activities and that a positive disposition can help student to embrace entrepreneurship as a source of livelihood, reaping from both the social and economic benefits its guarantees. Prada (2020) opined that entrepreneurial attitude reveals one's acceptance to act or take the commitment to act in response to demand posed by chaos which is seen as platform for opportunity recognition rather than crisis. Kozlinska et al., (2020) noted that entrepreneurship attitude is the overall emotional predisposition towards entrepreneurship as a future way of livelihood and a means of contributing to the socio-economic development of one's immediate environment.

A critical examination of the three aspects of entrepreneurial competencies discussed within the context of this study reveals why they are desirable outcomes of EE for every Business Education student. Consequently, helping them to develop these entrepreneurial competencies is the foundation for their employment opportunity. It is for this reason that Martins et al., (2013) noted that the development of

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entrepreneurial competencies among students of EE is of great interest to government, policy makers, employers of labour as well as to the students themselves as they are expected to translate into positive intention to exploit self-employment opportunities. This is because intention to be self-employed as a result of entrepreneurial competencies as defined by Keat et al., (2011) has to do with one's attitude towards future practice of entrepreneurship. Ordu (2019) defined student's intention to start own business as the tendency to venture into business in the future.

Many studies have been carried out by researchers to examine the different aspects of entrepreneurial competencies and student's entrepreneurial intention. Onyeoke and Owenvbiugie (2021) conducted study on skill and knowledge required by Business Education graduates for entrepreneurship survival and reported that there is need for students develop the capacity to identify feasible business opportunities and business related competencies such as financial management, marketing, and management competence as well as the skill to avoid entrepreneurship failure. Kozlinska et al., (2020) conducted study on entrepreneurial competencies and employment status of business graduates, the role of entrepreneurship pedagogy and reported that experiential pedagogy is more effective in assisting students to develop all three aspects of entrepreneurial competencies for self-employment. Ekundayo and Babatunde (2014) reported that effective entrepreneurship education leading to knowledge and skills development is capable of influencing student's intentions of starting their own business in order to be self-reliant. Ordu (2019) also reported that student's intention towards entrepreneurial activities after graduation can only be ensured when they are equipped with both knowledge and skills through practical entrepreneurship education rather than theoretical knowledge alone. A critical examination of the reviewed empirical studies revealed that none of the existing works have considered the correlation between entrepreneurial competencies developed by Business Education students and their intention to be self-employed after graduation from degree awarding institutions in Rivers State. Consequently, this existing gap in literature inspired the current study.

Statement of the Problem

The essence of exposing Business Education students to Entrepreneurship Education despite knowledge for and about business which their field of study stands to promote is to enable them develop competencies capable of empowering them to take risk in starting their own businesses in the case where paid jobs are difficult to come by. However, a situation where Business Education students after graduation from degree programme in Rivers State are seen roaming about without tangible source of livelihood, looking depressed, and being idle, becomes worrisome. In addition, it is dangerous for many graduating Business Education students exposed to EE to be idle as it is said an 'idle mind is a devil's workshop', because of truth, they can be tempted to take up criminal activities such as theft, kidnapping, prostitution, yahoo business and other forms of 419 which are rampant in our society today. Consequently, the importance of EE programme in providing Business Education students with balanced opportunity to develop every aspect of entrepreneurial competencies, that is, knowledge, skills and attitude before graduation comes under criticism. This is because the holistic development of entrepreneurial competencies by students should provide them with the foundation for self-employment seeking behaviour. However, where such behaviour is not taking place, it becomes ideal to investigate if the Business Education students are developing the right entrepreneurial competencies and how these correlate to their intention to be self-employed.

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Purpose of the study

The main purpose of this study is to investigate the correlation between Business Education students' entrepreneurial competencies and their intention to be self-employed in degree awarding institutions in Rivers State. Specifically, the study seeks to:

1. Ascertain the entrepreneurial competencies developed by Business Education students exposed to entrepreneurship education in degree awarding institutions in Rivers State.
2. Determine the extent to which Business Education students' intend to be self-employed after graduation from degree awarding institutions in Rivers State.
3. Ascertain whether Business Education students' developed entrepreneurial competencies predict their intention to be self-employed in degree awarding institutions in Rivers State.

Research Questions

The following research questions guided the study:

1. What are the entrepreneurial competencies developed by Business Education students exposed to entrepreneurship education in degree awarding institutions in Rivers State?
2. To what extent do Business Education students' intend to be self-employed after graduation from degree awarding institutions in Rivers State?

Hypothesis

The following hypothesis was tested at 0.05 level of significance:

1. Business education students' developed entrepreneurial competencies do not significantly predict their intention to be self-employed in degree awarding institutions in Rivers State.

Theoretical Framework

This study is anchored on Theory of Planned Behaviour by Icek Ajzen (1991)

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The theory postulated that the intention of individual to act in a particular way is influenced by his/her perception, therefore, where the perceptions are positive, there is a strong the tendency to behave in a particular manner. This means that the intention of an individual to act in a particular way can be measured through the perception he or she holds with regard to the act in contention. The theorist opined that intention can be measured by assessing three areas of an individual perceptions relating to the behaviour. These three main areas are

- (i.) perceived disposition towards acting the behaviour in the future;
- (ii.) perceived disposition towards the reaction of other people about the intended act; and
- (iii.) perceived capacity to perform the act in the future. This explanation is represented grammatically as shown below

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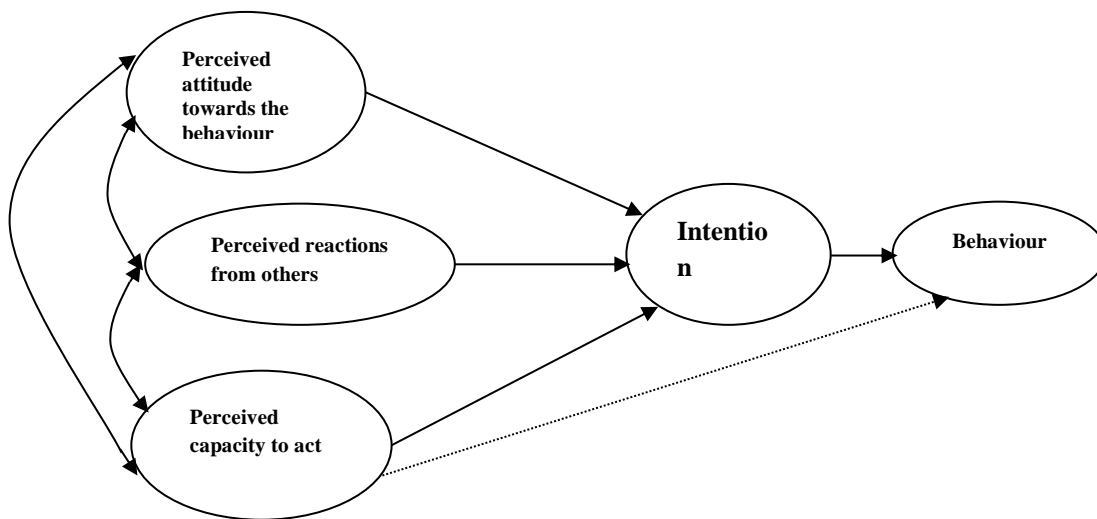


Figure 1: Model of Planned Behaviour

Source: Ajzen (1991)

Figure 1 above shows that intention is influenced by how an individual feel about the act, that is, is it necessary and important or not; what the individual thinks people (such as peers, friends, family member and the general public) will say about the action when it is being carried out, that is, is it a good one or bad one; and the individual capacity to carry out the act successful when the need arises. The relevance of this theory to the present study is that it provides the researchers with a framework for assessing Business Education students’ intention to be self-employed by assessing their perception towards self-employment as an act.

Research Methods

This study adopted descriptive survey research pattern using quantitative approach. This research pattern was deemed appropriate for the present study since according to Ezekiel et al., (2017) when it comes to evaluating respondents’ opinion on the characteristics of variables under investigation in order to draw certain conclusions, descriptive research design is the most appropriate.

The population of the study is made up of 359 undergraduate final year Business Education students who offered Entrepreneurship Education during the 2020/2021 academic year. The researcher considered the choice of population to be appropriate and suitable for the research because they have already been exposed to EE as a general course in their respective institutions as shown in the table below:

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Table 3.1: Population Distribution

| S/N | Name of Institution | Students |
|-----|--|------------|
| 1. | RSU | 43 |
| 2. | University of Port-Harcourt | 62 |
| 3. | IAUE | 152 |
| 4 | Federal College of Education (Tech.), Omoku | 102 |
| | Total | 359 |

Source: Centre for Entrepreneurship Development (CERD) of Respective Institutions (2021)

The entire population was used as the sample of the study because it is a manageable size. A researcher’s developed structured questionnaire titled “Approaches to Entrepreneurship Education, Entrepreneurial Competencies Development and Business Education Students’ Intention to be Self-Employed Questionnaire (AEEECDBESIEQ)” was used for the study. The instrument was made up of two sections. The first section contained 17 items is meant to determine Entrepreneurial competencies developed by the students of the institutions who have offered Entrepreneurship Education. The second section contained 7 items meant to determine Business Education students’ intention to be self-employed. Consequently, the total items for the two sections were 24 items. The responses pattern for both sections A were based on four point rating scales of Strongly Agree (SA – 4points), Agree (A – 3points), Disagree (D -2 points), and Strongly Disagree (SD – 1point); while the response pattern to section B were based on four point rating scales Very High Extent (VHE – 4points), High Extent (HE – 3points), Low Extent (LE – 2points) and Very Low Extent (VLE – 1point). The instrument was face validated by two Business Education lecturers and one expert of measurement and evaluation all within Rivers State University. The instrument will be further subjected to reliability using Cronbach alpha with data obtained from 15 students from Business Education, Niger Delta University, Bayelsa State who are not part of the study. The Cronbach alpha coefficient for section A gave 0.71 and section B gave 0.74, hence the average is 0.73. The instrument was personally administered by the researchers in order to avoid misrepresentation and loss of copies. Nevertheless, only 342 copies were successfully filled and retrieved by the respondents, this is made up of 95% of the entire sample size and intended number of copies to be administered. The data collected for the study were analysed using descriptive statistics of mean and standard deviation to answer the research questions. Simple linear regression was used test the hypothesis at 0.05 level of significant. All computations were done using Statistical Package for Social Science (SPSS) version 21.0. For decision making, the following were used as guide: mean of 3.5 and above will be regarded as Strongly Agreed/Very High Extent, 2.5 to 3.49 will be regarded as Agreed/High Extent, 1.5 to 2.49 will be regarded as Disagreed/Low Extent, and below 1.5 as Strongly Disagreed/Very High Extent. In testing the null hypotheses, the decision rule of computation with SPSS was used to draw conclusion regarding the results obtained. The rule states that:

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- where the p value obtained \leq p-value provided at 0.05, the null hypothesis be rejected and alternative hypothesis upheld.
- where the p-value obtained $>$ p-value provided at 0.05, the null hypothesis be accepted (Kpolovie, 2011).

Results/Discussions

Research Question 1: What are the entrepreneurial competencies developed by Business Education students exposed to entrepreneurship education in degree awarding institutions in Rivers State?

Table 2: Summary of Mean and Standard Deviation on Entrepreneurial Competencies Developed by Business Education exposed to Entrepreneurship Education in Degree Awarding Institutions in Rivers State

| S/N | Entrepreneurial Competencies Items | N | \bar{x} | SD | Decision |
|-------------------------------------|--|------------|-------------|-------------|-----------------|
| A Entrepreneurship knowledge | | | | | |
| 1. | I now have a better understanding of how to recognize opportunity. | 342 | 3.14 | 0.61 | Agreed |
| 2. | I have a better understanding of how to evaluate opportunities | 342 | 2.45 | 0.52 | Disagreed |
| 3. | I understand how to innovate new things from existing resources | 342 | 2.35 | 0.55 | Disagreed |
| 4. | I have a good understanding of the various sources of funding new venture | 342 | 2.46 | 0.61 | Disagreed |
| 5. | I have a better knowledge of how to manage business operations | 342 | 3.56 | 0.50 | Strongly Agreed |
| 6. | I have the understanding of different forms of business set ups for promoting entrepreneurial ideas. | 342 | 3.73 | 0.50 | Strongly Agreed |
| | Cluster Mean | 342 | 2.95 | 0.55 | Agreed |
| B Entrepreneurship Skills | | | | | |
| 7. | I can identify opportunity for making income from market situations | 342 | 2.65 | 0.61 | Agreed |
| 8. | I have the ability to take risk in doing business | 342 | 2.51 | 0.54 | Agreed |
| 9. | I can accurately keep my business financial record | 342 | 2.61 | 0.50 | Agreed |
| 10. | I can combine existing resources to start new businesses | 342 | 2.53 | 0.71 | Agreed |
| 11. | I can successful manage business efficiently for profit | 342 | 2.50 | 0.68 | Agreed |
| 12. | I can promote the acceptance of any product within its market. | 342 | 2.81 | 0.41 | Agreed |
| | Cluster Mean | 342 | 2.60 | 0.58 | Agreed |

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| C. Entrepreneurship Aptitude | | | | | |
|-------------------------------------|--|------------|-------------|-------------|-----------------|
| 13. | I feel like taking risk | 342 | 3.56 | 0.71 | Strongly Agreed |
| 14. | I love being an innovator of new business idea | 342 | 2.52 | 0.81 | Agreed |
| 15. | I feel like taking up entrepreneurship opportunity for live hood | 342 | 3.22 | 0.65 | Agreed |
| 16 | I love to act in response to opportunity identify within my locality | 342 | 2.61 | 0.54 | Agreed |
| 17 | I feel exploiting business opportunity is the important thing to do | 342 | 2.46 | 0.72 | Disagreed |
| Cluster Mean | | 342 | 2.87 | 0.69 | Agreed |

Source: Field Survey, 2022

Table 2 reveals that the respondents strongly agreed that they have a better knowledge of how to manage business operations; have the understanding of different forms of business set ups for promoting entrepreneurial ideas; and feel like taking risk with mean scores of 3.56, 3.73, 3.56 and standard deviation scores of 0.50, 0.50 and 0.71 respectively. The respondents also agreed that they now have a better understanding of how to recognize opportunity; can identify opportunity for making income from market situations; have the ability to take risk in doing business; can accurately keep my business financial record; can combine existing resources to start new businesses; can successfully manage business efficiently for profit; can promote the acceptance of any product within its market; love being an innovator of new business idea; feel like taking up entrepreneurship opportunity for live hood; and love to act in response to opportunity identify within their locality with mean scores of 3.14, 2.65, 2.51, 2.61, 2.53, 2.50, 2.81, 2.52, 3.22, 2.61 and standard deviation scores of 0.61, 0.61, 0.54, 0.50, 0.71, 0.68, 0.41, 0.81, 0.65, and 0.54. The respondents also disagreed that they have a better understanding of how to evaluate opportunities; understand how to innovate new things from existing resources; have a good understanding of the various sources of funding new venture; and feel exploiting business opportunity is the important thing to do with mean scores of 2.45, 2.35, 2.46, 2.46 and standard deviation scores of 0.52, 0.55, 0.61 and 0.72. Nevertheless, when the clusters mean scores of 2.95, 2.60, 2.87 and standard deviation scores of 0.55, 0.58 and 0.69, it can be inferred that the respondents agreed that they developed entrepreneurial knowledge, skills and attitude after being exposed to entrepreneurship education in degree awarding institutions in Rivers State.

Research Question 2: To what extent do Business Education students’ intend to be self-employed after graduation from degree awarding institutions in Rivers State?

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Table 3: Summary of Mean and Standard Deviation on the Extent to which Business Education Students intend to be Self-Employed after graduation from Degree Awarding Institutions in Rivers State

| S/N | Intention to be Self-Employed Items | N | \bar{x} | SD | Decision |
|-----|---|------------|-------------|-------------|--------------------|
| 1. | Knowledge acquired through Entrepreneurship education provides me with specific information for starting my own business after graduation. | 342 | 3.66 | 0.62 | Very High Extent |
| 2. | Skills and attitude developed when exposed to Entrepreneurship education make me have the strong urge to start my own business. | 342 | 3.45 | 0.51 | High Extent |
| 3. | Experiences gained during exposure to Entrepreneurship Education influence my thinking of starting my own business. | 342 | 3.44 | 0.62 | High Extent |
| 4. | Exposure to Entrepreneurship education knowledge makes me feel the urge to start my own business | 342 | 3.63 | 0.55 | Very High Extent |
| 5. | Indeed I am going to start my own business because with my knowledge and skills of entrepreneurship, I will be successful in business. | 342 | 2.64 | 0.61 | High Extent |
| 6. | I am optimistic of taking risk to start a small business with the entrepreneurship knowledge, skills and attitude I have acquired. | 342 | 2.51 | 0.71 | High Extent |
| 7. | I desire to be my own boss immediately after graduation because I can drive profitable business venture with entrepreneurial competencies developed in school | 342 | 2.55 | 0.68 | High Extent |
| | Cluster Mean | 342 | 3.13 | 0.61 | High Extent |

Source: Field Survey, 2022

Table 3 reveals that the respondents opined that to a very high extent the knowledge they acquired through Entrepreneurship education provides them with specific information for starting their own business after graduation and exposure to Entrepreneurship education knowledge makes them feel the urge to start their own business with mean scores of 3.66, 3.63 and standard deviation scores of 0.62 and 0.55 respectively. The respondents also opined that to a high extent skills and attitude developed when exposed to Entrepreneurship education make them have the strong urge to start their own business; experiences gained during exposure to Entrepreneurship Education influence their thinking of starting own business; indeed they are going to start their own business because with their knowledge and skills of entrepreneurship, they will be successful in business; they are optimistic of taking risk to start a small business with the entrepreneurship knowledge, skills and attitude they have acquired; and they desire to be their own boss immediately after graduation because they can drive profitable business venture with entrepreneurial competencies developed in school with mean scores of 3.45, 3.44, 2.64, 2.51, 2.55 and standard deviation scores of 0.51, 0.62, 0.61, 0.71, and 0.68. However, when the cluster mean of 3.13 and standard deviation of 0.61 are

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considered, it can be inferred that to a high extent, Business Education students exposed to EE intend to be self-employed after graduation.

Test of Hypothesis

Business education students’ developed entrepreneurial competencies do not significantly predict their intention to be self-employed after graduation from degree awarding institutions in Rivers State.

Table 4: Summary of Linear Regression on Business Education Students’ Entrepreneurial Competencies significantly predicting their Intention to be Self-Employed

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|---------------|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change | |
| 1 | 0.62 ^a | 0.384 | 0.361 | 1.03 | 0.384 | 0.367 | 1 | 340 | 0.002 | 0.200 |

a. Predictor: (Constant), Business Education Students’ Entrepreneurial Competencies

b. Dependent Variable: Intention to be Self-Employed.

Table 4 shows simple regression (R) of 0.62, regression square of (R²) of 0.384, adjusted R² of 0.361, the standard error estimate is 1.03. The change statistics show R² 0.384 which means that the predictor that actually contributed significantly to the prediction of the dependent variable (EPS) accounts for 38% of the variance in the intention to be self-employed. It also shows p value of 0.002 which is less than the assumed p value of 0.05, using SPSS, it can be concluded that Business Education Students’ Entrepreneurial Competencies significantly predicted their intention to be self-employed.

Discussion of Findings

Ascertain the entrepreneurial competencies developed by Business Education students exposed to entrepreneurship education in degree awarding institutions in Rivers State

The results related to this specific purpose reveal that Business Education students agreed that they developed entrepreneurial knowledge, skills and attitude after being exposed to entrepreneurship education in degree awarding institutions in Rivers State. This finding emanated from the fact that the respondents strongly agreed that they have a better knowledge of how to manage business operations; have the understanding of different forms of business set ups for promoting entrepreneurial ideas; and feel like taking risk. The finding also emanated from the fact that the respondents also agreed that they now have a better understanding of how to recognize opportunity; can identify opportunity for making income from market situations; have the ability to take risk in doing business; can accurately keep my business financial record; can combine existing resources to start new businesses; can successful manage business efficiently for profit; can promote the acceptance of any product within its market; love being an innovator of new business idea; feel like taking up entrepreneurship opportunity for live hood; and love to act in response to opportunity identify within their locality. The finding of this study is in line with the finding of Onyeoke and Owenvbiugie (2021) when they reported that students need knowledge and skills for identifying viable business opportunities, appropriate business management, financial management, appropriate marketing and avoidance of entrepreneurship failure are needed by the graduate of this programme. The finding of the study also aligns with the finding of Kozlinska et al., (2020) who reported that experiential pedagogy is more effective in assisting students to develop all three aspects of entrepreneurial competencies for employment.

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Determine Business Education students' intention to be self-employed after graduation from degree awarding institutions in Rivers State

The results related to this specific purpose reveal that to a high extent Business Education students exposed to EE intend to be self-employed after graduation. This finding emanated from the fact that the respondents opined that to a very high extent the knowledge they acquired through Entrepreneurship education provides them with specific information for starting their own business after graduation and exposure to Entrepreneurship education knowledge makes them feel the urge to start their own business. The finding also emanated from the fact that respondents also opined that to a high extent skills and attitude developed when exposed to Entrepreneurship education make them have the strong urge to start their own business; experiences gained during exposure to Entrepreneurship Education influence their thinking of starting own business; indeed they are going to start their own business because with their knowledge and skills of entrepreneurship, they will be successful in business; they are optimistic of taking risk to start a small business with the entrepreneurship knowledge, skills and attitude they have acquired; and they desire to be their own boss immediately after graduation because they can drive profitable business venture with entrepreneurial competencies developed in school. The finding of this study is supported by the finding of Boldureanu et al., (2020) when they reported that students exposure to business creation activities developed positive intention to create own job through promoting new venture. The finding is also supported by the finding of Kozlinska et al., (2020) when they noted that entrepreneurial competencies influenced by entrepreneurship pedagogy assisted students to be self-employed.

Ascertain whether Business education students' developed entrepreneurial competencies do not significantly predict their intention to be self-employed after graduation from degree awarding institutions in Rivers State.

The findings related to this specific purpose reveal that Business Education students developed entrepreneurial competencies predict their intention to be self-employed after graduation from degree awarding institutions in Rivers State. This finding emanated from the fact that the students show high extent of intend to be self-employed with the entrepreneurial competencies they have developed. The finding of the study is supported by the finding of Ekundayo and Babatunde (2014) when they reported that effective entrepreneurship education leading to knowledge and skills development is capable of influencing students' intentions of starting their own business in order to be self-reliant. The finding is also supported by the report of Ordu (2019) who reported that students' intention towards entrepreneurial activities after graduation can only be ensured when they are equipped with both knowledge and skills through practical entrepreneurship education rather than theoretical knowledge alone. The finding is also supported by the finding of Kozlinska et al., (2020) when they reported link between entrepreneurial competencies and students' self-employment.

Conclusion

Based on the findings of this study, it can be concluded that Business Education students developed entrepreneurial competencies such as knowledge, skills and attitude capable of empowering them to take up entrepreneurship opportunities. Consequently, it can also be concluded that the entrepreneurial competencies developed by Business Education students in degree awarding institutions in Rivers State predicted their intention to be self-employed after graduation. Nevertheless, there are still some entrepreneurial competencies that the students can develop in order to enhance their opportunities to be successful when self-employed after graduation.

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Recommendations

Based on the findings of this study and the conclusions drawn, the following recommendations were put forward for implementation:

1. Entrepreneurship Educators should expose Business Education student to learning activities capable of enhancing their ability to understand how to evaluate opportunities for promoting self-business.
2. Centre for Entrepreneurship Development in collaboration with Entrepreneurship Educators should provide Business Education students with the opportunity to exploit how to add value to local products through innovation competition in order to enable them to innovate new things from existing resources.
3. Centre for Entrepreneurship Development in collaboration with Entrepreneurship Educators should provide Business Education with opportunity to develop a good understanding of the various sources of funding new venture open to them.
4. Business Education students exposed to Entrepreneurship Education in degree awarding institutions should embrace their learning activities in order to develop the entrepreneurial competencies that would enhance their opportunity to be self-employed in the future.

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