Advances in Social Sciences Research Journal – Vol.2, No.11
Publication Date: Nov. 25, 2015
DoI:10.14738/assrj.211.1390.
Alade, F. O., Sule, A. M., & N. O. F. (2015). Gender and Acquistion of Entrepreneurship Education Skillls in Nigerian Universities. *Advances in Social Sciences Research Journal, 2(11)* 48-52.

Gender and Acquisition of Entrepreneurship Education Skills in Nigerian Universities

Alade, Feyisayo Omotunde, Ph. D
Department of Catering And Food Services
Babcock University. Ilishan Remo, Ogun State.

Sule, Anike Mary, Ph. D
Department of Administration and Planning
University of Calabar, Cross River State, Nigeria

Odigwe Francisca N. Ph. D.
Department of Administration and Planning
University of Calabar, Cross River State, Nigeria

Abstract

For over a decade, Nigeria has been faced with unprecedented soaring rate of unemployment, and majority of the affected graduates are confused, discouraged, and deeply troubled about the future. Entrepreneurship education was introduced into University curricula to help solve this problem. This study investigates gender and acquisition of entrepreneurship education skills by undergraduate students in Nigerian universities. This survey design, utilized a validated questionnaire called "Entrepreneurship Education Skills and Self employment intentions from nine hundred (900) undergraduate students in three universities: Calabar, Port-Harcourt, and Benin. Multi-stage sampling technique was used. One hypothesis was stated and tested in the study using Independent T-test at α = 0.05. The result indicated a significant difference between male and female undergraduate in their entrepreneurship education skills. The result also shows that the male students showed superiority over their female counterparts only in their propensity to take risk and in ICT skills. The female students were better than the male students in sense of initiative, self efficacy, creativity, communication skill, and knowledge of entrepreneurship. Based on the findings of the study, recommendations were made.

INTRODUCTION

Many graduates are joining the Nigeria labour market at the end of every academic year. Okonjo-Iwela, (2014) notes that not less than 1.8 million graduates in the country join the labour market every year and that 5.3 million unemployed graduates had been accumulating over years.

Reacting to the above statement, Abdullahi (2013), notes that lack of jobs was not the problem in Nigeria, but lack of entrepreneurship education skills and entrepreneurial awareness to self employment.

Entrepreneurship is the discovery of business opportunities and how these opportunities can be translated into workable ideas and develop business concept, the interest in entrepreneurship among the government and other agencies has increased greatly because of its importance for economic development and employment creation. Thomasmore (2005) examined the interplay between enterprise skills, sex division and entrepreneurship in the execution of small and medium establishment belonging to women folk. Research revealed that

Copyright © Society for Science and Education, United Kingdom

male and female role in business ventures and dexterity do not significantly influence the performance of female business skill and entrepreneurial interest rather the exercise of the skill acquired with astute management influence to a great extent the performance of any mode of business enterprise. A positive relationship between Social networking and creativity, risk taking and competitiveness was observed. This observation tends to agree with that of Zafar, Yasin and Ijar (2012) that social networking is important in developing entrepreneurial skills. The study showed that mass media is very useful in proving platform for entrepreneurship in the realm of networking

However, men and women have been seen as equally important in entrepreneurship for promoting economic growth and development, it is obvious that all should be involved in entrepreneurial process. Nwankwo, Kanu, Marre, Balogun and Uhirera (2012) studied gender-role orientation and potentials as correlates of entrepreneurship among students. The study showed that significant differences existed among the gender-role.

For this reason, Nigeria University Commission (NUC) in (2007) introduced entrepreneurship education into Nigeria Universities. The role of education in promoting entrepreneurship education skills like creativity, sense of initiative, self efficacy, risk propensity, social networking, knowledge of entrepreneurial, communication, information and communication technology skills will help University undergraduate students to develop their capacity, capacity building using the entrepreneurial knowledge will bring the necessary innovation for flexibility, autonomy, as well as the capacity to manage a project and achieve results.

However, with the introduction of entrepreneurship education at the university education level in Nigeria, there is the need to provide empirical data on the extent, to which entrepreneurship program offered by undergraduate students' impacts on their gender, in relation to the Federal Universities in South-South Nigeria. This study intends to investigate how undergraduate students' gender (i.e. being male or female) influences their acquisition of entrepreneurship education skills in Federal Universities of South-South Nigeria.

In other words, the research question investigated in the study:

To what extent does undergraduate students' gender influence their acquisition of entrepreneurship education skills in Federal universities of south-south Nigeria?

Hypothesis

The hypothesis tested in this study is hereby stated in null form:

There is no significant difference between male and female undergraduate students in their acquisition of entrepreneurship education skills.

METHODOLOGY

The research area is the south-south zone of Nigeria. The South –South zones lies approximately; between latitudes 4020' and 5055' and longitudes 50 25' and 90 00'. It comprises States like: Akwa-Ibom, Bayelsa, Cross River, Edo, Delta and Rivers State. The total population for this research was made up of final year undergraduates of Federal Universities of: Calabar, Benin, Uyo, Port Harcourt, Federal University of Petroleum Resources Effurum and Federal University Otueke of 2012/2013 academic session, all of Federal Universities in South-South, Nigeria. With the population of nine thousand, nine hundred and twenty seven (9,927) sample for this study was Nine hundred (900), which represent 25 per cent of population The

data for this study were obtained by means of a questionnaire called "Entrepreneurship Education Skills and Self employment Intentions Survey Questionnaire (EESI).

RESULTS AND DISCUSSION

H0: There is no significant difference between male and female undergraduate in their acquisition of entrepreneurship skills.

Ha: There is significant difference between male and female undergraduate in their acquisition of entrepreneurship skills

Statistical tool: Independent T-test.

The independent variable in this hypothesis is gender (classified into male or female), also the dependent variable is students' acquisition of entrepreneurship skills. Eight entrepreneurship education skills (sense of initiative, risk propensity, self efficacy, creativity skill, social networking, ICT, communication skill, and knowledge of entrepreneurship) were identified and used for the analysis. Independent t-test statistic was used for the analysis.

Results of analysis in Table 1 show that the calculated t-values for sense of initiative (7.333), risk propensity (5.406), self efficacy (4.420), creativity (5.876), ICT (2.037), communication (3.779), and knowledge of entrepreneurship (4.074) are individually greater than the critical t-value of 1.96 at .05 level of significance with 751 degrees of freedom. This means that, for each of these variables, the result indicated a significant difference between male and female undergraduate in their entrepreneurship education skills. The result also show that the male students showed superiority over their female counterparts only in their propensity to take risk and in ICT skills. The female students were better than the male students in sense of initiative, self efficacy, creativity, communication skill, and knowledge of entrepreneurship.

TABLE 1: Independent t-test for the difference between male and female students' entrepreneurship education skills

S/No	Variable	Sex	N	$\overline{X}$	SD	T
1	Sense of initiative	Male	346	18.14	2.60	7.333*
		Female	407	19.39	2.09	
2	Risk propensity	Male	346	14.69	2.93	5.406*
		Female	407	13.57	2.75	
3	Self efficacy	Male	346	19.55	2.83	2.420*
		Female	407	20.01	2.40	
4	Creativity skill	Male	346	19.15	2.49	5.876*
		Female	407	20.14	2.13	
5	Networking skill	Male	346	16.28	3.33	0.934
		Female	407	16.51	3.43	
6	ICT skill	Male	346	25.40	5.10	2.037*
		Female	407	24.63	5.26	
7	Communication skill	Male	346	18.86	4.46	3.779*
		Female	407	20.05	4.23	
8	Knowledge of entrepreneurship	Male	346	21.60	5.80	4.074*
		Female	407	23.25	5.35	

* $p<.05$

Source: Author's field report, 2015.

The results show that for each of the entrepreneurship education skills (sense of initiative, risk propensity, self efficacy, creativity skill, networking, ICT, communication skill, and knowledge of entrepreneurship) the alternate hypothesis was upheld showing a significant difference between male and female undergraduate in their entrepreneurship education skills. This result is not surprising since male and female learners tend to acquire knowledge and skills differently. However, the result is not impressive, because entrepreneurship education like other interventions should be able to guarantee equality among learners irrespective of sex or background. Similar result was found by Macharia and Nyakwende (2011). Macharia and Nyakwende observed the gender differences on the impact of perceived ease of relevance of studies, and perceived ease of influence to a great extent significantly their entrepreneurial intentions for male and female shows a high interest for internet and networking.

The result also show that the male students showed superiority over their female counterparts only in their propensity to take risk and in ICT skills. This result is expected for the main reason that males tent to demonstrate dexterity in task that require skills in contrast to verbal tasks associated with females. In addition, women engage in risky behaviours less often because they are pessimistic, competing demands on time and access to finance and feel unlucky in some global sense. On the other hand, the female students were better than the male students in sense of initiative, self efficacy, creativity, communication skill, and knowledge of entrepreneurship. This result is in agreement with Syed, (2012), who observed that creativity skill, social networking and information and communication technology (ICT) affect positively and significantly to the success of women entrepreneurs in small business. The result also collaborate the findings of Thomasmore (2005), who observed that entrepreneurial competencies contributes more effectively to the productivity of small enterprise than business management skills and gender roles.

However, the results about networking showed that, male and female students did not differ significantly. Social networking is less technical than other entrepreneurship skills and so should not necessarily cause variation among male and females. It is therefore not surprising that male and female were not differentiated on the basis of this variable, because both male and female undergraduates have their own set of core competencies, the value of having social network of colleges for each depend on one another and they are both good in the usage of face book. Social media has become ubiquitous it seems like everyone has face book, twitter, email address and telephone where both male and female undergraduate students interact and communicate with friends, families as well as with businesses. This observation tend to agree with Zafar, Yasin and Ijaz (2012) that social networking influence the entrepreneurs to generate Entrepreneurial intention through which peer groups and educational institutions from similar interest groups and training institutions. The observation also agrees with that of Thomasmore (2005) who showed significant positive relationship between human resource management on one hand among women on the other hand. Significant relationships between marketing and creativity, a positive relationship between networking and creativity, risk taking, and competitiveness among women was also observed. These results suggest that women like men are associated with these and related skills.

CONCLUSION AND RECOMMENDATION

For each of the entrepreneurship education skills (sense of initiative, risk propensity, self efficacy, creativity skill, networking, ICT, communication skill, and knowledge of entrepreneurship) significant difference existed male and female undergraduate in their entrepreneurship education skills. Male students showed superiority over their female

counterparts only in their propensity to take risk and in ICT skills. Female students were better than the male students in sense of initiative, self efficacy, creativity, communication skill, and knowledge of entrepreneurship. However, the results about networking showed that, male and female students did not differ significantly.

From the research findings, it was concluded that entrepreneurship education programme in south-south universities in Nigeria is meeting the needs for which it was designed for, since a greater proportion of the student population might be having intentions to get self employed upon graduation from the University. This is also evidenced from the fact that the various dimensions of entrepreneurship education skills considered in this study significantly contribute to self employment intentions among University undergraduates.

Government and University management should commit more resources to the entrepreneurship education programme since it is meeting in part, the needs for which it was conceived.

The content could be reviewed and enriched with more practical content to ensure that the aims and objectives for the programme are fully realized.

Considering the fact that undergraduate students reported to the following skill areas: sense of initiative, self efficacy, creativity, ICT, suggest that training in entrepreneurship skills should focused more on these area to sustained these skills, which are equally important in functioning as entrepreneurs especially for those who may which to opt for self employment on graduation.

Centers for entrepreneurship development should be assisted with necessary materials to aid practical session.

References

Abdullahi, B. (2013). Nigerian Youth and the challenges of unemployment. Retrieved 22nd July, 2013 from Daily Sun.

Macharia, J. & Nyakwende, E. (2011). Gender differences in Internet usage intentions for learning in higher education: An empirical study. Journal of language, Technology & Entrepreneurship in Africa, 3(1), 47-52.

NUC (2007). Benchmark Minimum Academic, Standards of Programmes in Nigeria Universities Edited for FEC Approval. A publication of the executive secretary. 2(14), 1-5.

NUC (2012). Benchmark Minimum Academic Standards of programmes in Nigeria universities. Retrived from: www.nuc.edu.ng/bulletins/2 April 2007 a.pdf.

Okonjo-Iwela, N. (2014) 1.8 million graduates enter job market yearly: Retrieved 2nd April, 2014 from The Punch

Syed, M. (2012). No women allowed. The Australian Retrieved 22 March, 2012 from http:// www. Newsspace. Com. Au/the Australian.

Thomasmore, K. (2005). Gender Roles and Business Management Skills in the Performance of Small and Medium Enterprises for Women. MBA Thesis submitted to Makerere University Business School.

Zafar, M. J., Yasin G. & Ijaz M. (2012). Social networking a source for developing entrepreneurial intentions among entrepreneurs: a case of multan. Asian Economic and Financial Review, 2(8), 1072-1084.