



## **The Nexus Between Entrepreneurship Education and Entrepreneurial Intention: Employment Among Physical and Health Education Students in Lagos State**

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### **Abstract**

This study examined the link between entrepreneurship education and entrepreneurial intention among physical and health education (PHE) students in Lagos State University Ojo. The population comprises 212 final-year PHE students with a sample of 45 using a purposive sampling technique. Data was collected using a structured questionnaire and data collected were analysed using descriptive statistics, Pearson Product-Moment Correlation Coefficient and regression analysis. Results revealed that a significant relationship  $F(1,40) = 6.708$ ,  $p = .013$  exists between entrepreneurship education and the entrepreneurial intention of PHE students. Also, there is a positive correlation  $r(45) = .20$ ,  $p < .001$  between entrepreneurial skills acquired and poverty alleviation among the students. Furthermore, the result revealed that the students whose parents are self-employed have higher entrepreneurial intentions in comparison with those whose parents are not self-employed. This study therefore concludes that entrepreneurship education will equip the students with the skills to be self-employed in order to reduce the rate of unemployment in the country.

**Keywords:** Entrepreneurship education, entrepreneurial intention, Entrepreneurial Skills, Physical and Health Education, Employment rate

### **Introduction**

Youth unemployment is an epidemic that is fast becoming a global crisis, as there appear to be no country in the world that is not affected directly or indirectly by the challenges of unemployment. Globally, more than 621 million people between the age of 15-24 years are not gainfully employed putting the global youth unemployment rate at 15.28% in 2020 (International Labour Organisation (ILO) 2022). The situation is worse in Nigeria as about 21.72 million youth between the age of 15 to 35 years are unemployed and the youth unemployment rate in the country is projected to hit 53% by the end of 2022 (National Bureau of Statistics 2021). The rapidly increasing population of Nigeria which is projected to hit over 840 million by 2050 (United Nations Development Programme (UNDP), 2017) and composed mainly of youths is supposed to be the greatest asset in terms of provision of manpower for industrialization but

unfortunately this increasing youth population has been a great social burden to the world, government and even the youth themselves. The current realities revealed this astronomical growth is a time bomb than opportunity if urgent and deliberate steps are not taken. Nigeria just like other developing countries is threatened by increasing unemployment rate which has birthed many social problems such as terrorism, kidnapping, banditry, ritual killing, internet fraud among others.

The blame of raising youth employment has been put at the door step of poor education system in the country. Stakeholders in education have constantly lamented the unfortunate trend in which tertiary institutions annually turn out graduates who roam the streets daily in search of non-existing jobs (Gabadeen & Raimi 2016). The Federal Ministry of Education (FME) in a bid to address this problem by making graduates from Nigerian higher institutions job creators



rather than perpetual job seekers, introduced entrepreneurship education into the curricula of the universities, polytechnics and colleges of education through their regulatory agencies - National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE). Entrepreneurship education was officially introduced into the higher institutions' curricula effective from 2007/2008 academic session (ILO, 2010).

Efforts have been made by different authors to conceptualise entrepreneurship education. For instance, Okifo and Ayo (2010) defined entrepreneurship education as the type of education designed to change the orientation and attitude of the recipient and in the process acquires skills and knowledge required to set up and manage a business enterprise. Osuala (2010) conceptualised entrepreneurship education as a programme or part of a programme that prepares individuals to undertake the formation and or operate small business enterprises which also includes franchise operations for the purpose of performing all business functions relating to a product or service with emphasis on social responsibilities, legal requirement and risks for the sake of profit involved in the conduct of private business enterprises.

According to Suleiman (2010), the main objective of entrepreneurship education is to prepare the youths to be responsible, enterprising individual who became entrepreneurs or entrepreneurial thinkers by equipping them with real life learning experience whereby they can take risks, manage result and learn from the outcome. Entrepreneurship education became necessary in higher institutions in Nigeria because it offers a practical approach to solving the endemic problem of unemployment. It has since been made a compulsory course for all undergraduate students in three levels of tertiary education irrespective of students' areas of specialization.

Physical and Health Education students just like other graduates are faced with the problem of unemployment after graduation and this has further made the course unattractive to young admission seekers. Physical and Health Education is considered to be that phase of education that aims through physical activities such as games, sports, calisthenics, gymnastics, dance and related activities to make the maximum contribution to the optimum development of the individual's potentialities. This means that physical education hinge on entrepreneurship and functionality (Ladani, 1994 as cited in Yakubu and Moses 2014).

Okuneye, Idowu and Dansu (2009), asserted that career opportunities flourish in Physical and Health Education but are less exploited in this part of the world. Teaching as the career line of professional PHE is the only concentration and now saturated. The opportunities available for PHE graduates include sport coaching, media opportunity such as sport journalism, sport photography, physical fitness training centre, managing sport club, athlete manager and sports officiating. Similarly, Bookbinder (2001) as cited in Tyoakaa and Iortimah (2018), stated that there are quite a number of entrepreneurial opportunities which graduates of Physical and Health Education can establish businesses in their area of choice. These include wellness and fitness center management, managing sport clubs, sports officiating, sports coaching, recreation management, substance abuse cessation and stress management, computerized dietary assessments/management, exercise prescription, management of research institutes, management of health/club facilities, sports arena and facility management, league operations/management, sporting goods/sports ticket agencies, and physical therapy administration just to name a few among others.

Students of Physical and Health Education like any other students in Lagos State University are required to take entrepreneurship education as a compulsory course twice. The first which is taken at year two is to expose students to principles of entrepreneurship and characteristics of an entrepreneur. The second course is taken at year three and is practical oriented. The students are expected to choose from list of skills available such as photography, website designing and digital marketing, robotics, tailoring among others. The aim is for every student to learn a skill before graduating from the university. Now the question is, has this entrepreneurship education stimulate entrepreneurial intention among students of Lagos State University? It is on this premise that this study was designed to investigate the relationship between entrepreneurship education and entrepreneurial intention and its implication on employment among Physical and Health Education Students in Lagos State.

## Methods

Descriptive survey design was adopted for the study and the population of the study comprised all the two hundred and twelve (212) final year Physical and Health Education students in Lagos State University Ojo, Lagos, Nigeria, during 2020/2021 academic

session. Forty-five (45) purposively selected students formed the sample size. A self-developed Students Entrepreneurship Education and Entrepreneurial Intention Questionnaire (SEEEIQ) was used to collect data from respondents. The questionnaire was divided into two sections. Section A, sought demographic information of the respondents which include age, gender and parents' employment status. Section B was divided into 3 sub-sections, sub-section 1 was to assess the Skills undergraduate students acquire after an entrepreneurship education course, sub-section 2 sought information on entrepreneurial intention of the respondents, while sub-section 3 contains items on Relationship between Entrepreneurial skills acquired and reduction of unemployment. The reliability of the SEEEIQ was determined using split-half procedure and

the reliability coefficient was 0.86 using Cronbach alpha method. Content and construct validity of the instrument was ensured by experts in test and measurement and Physical and Health Education. The purposively selected male and female students were briefed on the objective of the study and only those that agreed to participate were selected as respondents. The questionnaire was administered and collected on the spot to ensure 100% retrieval. Data collected were coded and subjected to statistical analyses of frequency count, simple percentage, Pearson product-moment correlation coefficient and linear regression at 0.05 level of significance. All the statistical analysis were done using Statistical Package for Social Sciences (SPSS) version 26.0.

## Results

Table 1: Socio-Economic Characteristics of the Respondents

Bio data	Categories	Frequency	Percent
Gender	Male	20	47.6
	Female	22	52.4
Age	16-20	5	11.9
	21-25	27	64.3
	26-30	8	19.0
	31-35	1	2.4
	36 and above	1	2.4
Father's Employment Status	Self Employed	25	59.5
	Civil Servant	12	28.6
	Unemployed	5	11.9
Mother's Employment Status	Self Employed	35	83.3
	Civil Servant	5	11.9
	Unemployed	2	4.8

Table 1 presents the demographic characteristics of the respondents. 52.4% of the respondents were female while 47.6% were male. The mean age of the respondents is 23 years. On fathers'

employment status, 59.5% are entrepreneurs, 28.6% are civil servants while 11.9% are unemployed. On the mothers' employment status, 83.3 are self-employed, 11.9% are civil servants and 4.8% are unemployed.

Table 2: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.751 <sup>a</sup>	.564	.505	.48047

Table 2 presents the model summary which shows the R, R square and adjusted R. from the table, R value of .751 which indicates a strong positive correlation between the entrepreneurship education and entrepreneurial intention among PHE students. The

coefficient of determination  $R^2$  of 0.564 suggests that 56.4% of the variation in the entrepreneurial intention of the students can be explained by entrepreneurship education.

**Table 3: Summary of Regression Analysis of Entrepreneurship Education and entrepreneurial Intention of PHE students**

	Sum of Squares	df	Mean Square	F	Sig.
Regression	38.601	1	38.601	6.708	0.013*
Residue	230.184	40	5.755		
Total	268.786	41			

$R^2=0.564$

Table 3 presents the summary of regression analysis of the relationship  $R^2=0.564$ ,  $F(1,40)=6.708$   $p<0.05$  between PHE students' entrepreneurship education and entrepreneurial intention. There is a significant relationship between entrepreneurship

education and entrepreneurial intention among PHE students. This implies that the entrepreneurship education received has an impact on students' entrepreneurial intention.

**Table 4: Model Summary for of Entrepreneurial Skills and Employment Rate**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.562 <sup>a</sup>	.316	.505	.48047

Table 4 presents the model summary which shows the R, R square and adjusted R. from the table, R value of .562 which indicates a strong positive correlation between the entrepreneurial skills and

employment rate among PHE students. The coefficient of determination  $R^2$  of 0.316 suggests that 31.6% of the variation in the employment rate of the students can be explained by entrepreneurial skills.

**Table 5: Summary of Regression analysis of Entrepreneurial Skills and Employment Rate**

	Sum of Squares	df	Mean Square	F	Sig.
Regression	10.902	1	10.902	1.691	0.021*
Residue	257.884	40	6.447		
Total	268.786	41			

From Table 5, it could be observed that there is a significant relationship  $F(1,40)=1.691$   $p<0.05$  between skills students acquired during

entrepreneurship education and the unemployment rate among graduates of Physical and Health Education.

**Table 4: Relationship between Parents Entrepreneurship Status and Students' Entrepreneurial Intention**

Variables	Mean	SD	r
Parents Entrepreneurship Status	2.13	0.89	0.514
Students' Entrepreneurial Intention	13.67	1.94	

From table 4, it could be observed that there exists a positive significant relationship  $r = 0.514$ , between parents' entrepreneurship status and PHE students' entrepreneurial intention. This implies that higher percentage of students whose either or both of their parents were entrepreneurs have entrepreneurial intention than their counterparts whose either or both parents are not entrepreneurs.

### Discussions

This study examined the nexus between entrepreneurship education and entrepreneurial intention of among Physical and Health Education students in Lagos State. The results indicated a significant relationship between entrepreneurship education and entrepreneurial intention of Physical and Health Education students. This implies that the entrepreneurship education received by physical and Health Education students has ignited the desire to tap in different entrepreneurship opportunities in Physical and Health Education has highlighted by Okuneye, Idowu and Dansu (2009). The finding implies that a well taught entrepreneurship studies that equip students with entrepreneurship knowledge and skills would motivate students to be an entrepreneur in near future. The reasons for the significant relationship might arise from the attractiveness of the course, the quality of the lecturers, nature of the curriculum content and the mode of delivery of the course. In Lagos State University, entrepreneurship as a compulsory course is taken twice. The first which is introduction to entrepreneur is the theoretical aspect and it is aimed at exposing the students to qualities and skills needed to be an entrepreneur. The second aspect of is taken at year three and it is designed to expose the students to practical aspect of their area of interest. The result of this study is in line with the findings of Onwuzuligbo, Fakidouma and Nnabuike (2019) which reported that there was a significant correlation between students' entrepreneurship education and entrepreneurship intentions. This implies that entrepreneurial intentions of university students in the South-South are influenced by entrepreneurship education. Similarly, Agada (2014), asserted that skills students acquire after an entrepreneurship education course significantly influence career intention of undergraduate students.

The result of the study also reveals that there is a significant relationship between entrepreneurship skills acquired through entrepreneurship education and employment rate among PHE graduates. This suggests that entrepreneurial skills students acquired is more likely to increase the number of entrepreneurs thereby reducing graduates' unemployment. The aim of entrepreneurship education is to equip students with entrepreneurial skills that will enable them be an entrepreneur instead of waiting for white collar jobs that is not readily available. Results indicated that the students are willing to put into practice the skills they acquired through entrepreneurship education. Therefore, entrepreneurial skills acquired through entrepreneurship education will reduce rate of unemployment among graduates of PHE. This result agreed with Jacobs, Ezeokafor and Ekwere (2021), which states that skill acquisition has significant effect on unemployment reduction among university student in Anambra State, Nigeria. Also, Nwanneka, Cross, Adebayo and Ebunoluwa (2021), reported that skills acquired by university students significantly influence graduate employment.

Moreso, there is strong positive correlation between parents' entrepreneurial status and students' entrepreneurial intention. Results show that parents' occupation directly influenced the score of entrepreneurial intention of their children. Respondents whose either or both parents are entrepreneur recorded higher score of entrepreneurial intention than students whose mother or father or both work in public or private sector. This is confirmed by many studies that those who are born into a business family are more motivated to become an entrepreneur especially in successful family businesses. This result is supported by Rachmawan, Lizar and Mangundjaya, (2015), which stated that parents' entrepreneurial status has significant influence on children's entrepreneurial intention. Also, Georgescu and Herman (2020), reported that families with business backgrounds could indirectly impact entrepreneurial goals, affecting entrepreneurial intention of students. Similarly, Zellweger et al. (2011), explain that students with a family business background tend to be more optimistic about their effectiveness in pursuing an entrepreneurial career. Shittu and Dosunmu (2014), reported that a positive relationship exists



between parent's participation in entrepreneurship, family business background and entrepreneurial intentions of individuals. Contrarily, Fayomi (2020), reported that there is no significant relationship between parents' entrepreneurial success and entrepreneurial intention of undergraduates.

### Conclusion and Recommendation

The study investigated the nexus between entrepreneurship education and entrepreneurial intention and its implication on employment among Physical and Health Education students in Lagos State. The study found that entrepreneurship education received by students of Physical and Health Education in Lagos State University motivate them to be an entrepreneur in the near future. Also, this study established that there is a significant relationship between skills acquired through entrepreneurship education and employment rate among PHE graduates. It suggests that entrepreneurial skills students acquired is more likely to reduce the rate of unemployment among students of Physical and Health Education. Furthermore, it was found that there is a strong connection between parents' entrepreneurial status and students' entrepreneurial intention. Students with family business background are more likely to continue with such business or start another business than those whose either or both of their parents are not entrepreneur.

Based on the findings of this study, it is recommended that entrepreneurship education in higher institutions should be designed to expose students to entrepreneurship opportunities in their course of study. This can be achieved when entrepreneurship education is taught as a departmental course rather than general university course. Also, entrepreneurship education should be practical-oriented so as to have greater participations in classroom interactions which would further enhance motivation. Undergraduates with family business background should take advantage of the experience they've gathered from the business in establishing a business of their own. And parents business should engage and teach their children the rudiment of the business. Finally, further studies with larger sample size should be conducted on the relationship between entrepreneurship education and entrepreneurial intention and its implication on the employment rate among students in Nigeria.

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