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# ENTREPRENEURSHIP EDUCATION PROGRAMMES AND KNOWLEDGE BUILDING DEVELOPMENT OF BUSINESS STUDENTS OF UNIVERSITIES IN RIVERS STATE.

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## ABSTRACT

*This study examined the relationship between entrepreneurship education and knowledge building of business students in Nigeria.. The study adopted a correlational research design. The population of the study comprised 213 M.Sc.Ed students from 3 universities (Ignatius Ajuru, University of Education, Rivers State University and University of Port Harcourt). The sample size for this study was 139 respondents derived using the Taro Yamen's method for sample determination. Out of 139 copies of questionnaire distributed, 138 copies were retrieved and used for the analysis. The univariate (descriptive analysis) was done using tables, frequencies, mean and standard deviation, while the bivariate analysis (test of hypotheses) was done using the Spearman's Rank Order Correlation Coefficient (r) with statistical packages for Social Sciences (SPSS) Version 21.0 at 0.05 level of significant. The result of the study revealed that entrepreneurship education programmes have a significant relationship with career mindset of business education students. The study also revealed that social entrepreneurship significantly correlated with knowledge building of business . The study further showed that team cooperation significantly moderated the influence of the relationship between entrepreneurship education programmes and career mindset of business education students. The study therefore, concluded that entrepreneurship education programmes enhances career mindset of business education students of universities in Rivers State. It was recommended that universities should initiate entrepreneurship education programmes in order to create and enhance career mindset of business education students and others in Universities.*

***Keywords; Entrepreneurship Education, Knowledge Building, Business Students***

## INTRODUCTION

Discoveries and innovations, revolutions and social movements have been the triggers of progress throughout history. Mankind has to face new challenges in the 21st century such as globalization, the rapid and increased innovation, the fast spread of technology and its high speed adoption in our lives (Ilie and Bronchea, 2016). These factors and others are changing not only how and the ways businesses and economics are functioning, but also the job market landscape. The knowledge and skills required by the present and future jobs are changing and consequently the education system at all levels has to respond and adopt to the new challenges (Grecus and Denes, 2017).

Productive ideas, activities, attitudes and motivation are crucial and indispensable to successful organization and transformation of a school system from dysfunctional state to a functional one. One of the ways this can be carried out as observed by UNESO and NBTE (2006), is to put in place or integrate entrepreneurship education into the system. This will enable the products of tertiary educations to set up their own business, create employment, alleviate poverty in the society and enhance economic, social and political development. In appreciating the very essence of functional education in the life of individual and any nation the UNESCO (2006) has recommended the improvement of basic education and reorientation at all levels. The orientation includes principles, skills, perspectives and value that are more related to sustainability than presently the case. This, it is not just a question of the quantity of education provided but one of appropriateness and relevance, which has the potential of improving the standard of living of every citizen in his or her different areas, and development which could also be achieved through entrepreneurship and

technologies educations. This type of education can be achieved introducing entrepreneurship, technological and scientific programmes in our tertiary institutions where beneficiaries can acquire specialized skills and promote growth and development at all ramifications.

Various studies have been conducted by researchers using different settings, industries and institutions, for examples, Oseni, (2017) on the relevance of entrepreneurship educations to the development of Micro, Small and Medium enterprises (MSMES) in Nigeria, Rodriquez and Lieber, (2020) on relationship between entrepreneurship education, entrepreneurial mindset, and career readiness in secondary school students in United State. Murambiwa, et al (2018) on entrepreneurship education for tertiary institutions in Namibia; Okoye and Okoye (2019) entrepreneurship educations in tertiary institutions: Paradigm for sustainable development. Okey, et al (2012) entrepreneurship education in Nigerian tertiary institutions: a bridge for self-relevance and sustainable development in Nigeria; Ngek (2012), an exploratory study on entrepreneurial mindset in the small and medium enterprises (SME) sector: A south African perspective for fostering small and medium enterprises success; entrepreneurial models in higher education institutions, university of Romania; Wardana et al (2020), the impact of entrepreneurship education and students entrepreneurial mindset the mediating role of attitude and self-efficacy, university of Indonesia; Mukhtar et al (2021), does entrepreneurship education and culture promote students entrepreneurial intention? The mediating role of entrepreneurial mindset, university of Indonesia, Grecu and Denes (2017), benefits of entrepreneurship education and training for engineering students, Romania; Amadi-Eechendu et al (2016), entrepreneurial education in a tertiary context: a perspective of the University of South Africa; Osakwe (2015), entrepreneurship education in Delta state tertiary institutions as a means of achieving national growth and development and Auval-Couetil and Long (2014), career impacts of entrepreneurship education: how and when students intend to utilize entrepreneurship in their professional lives, and Rahman et al (2017), , but to the best of our knowledge, noneof these studies examine the relationship between entrepreneurship education programmes with its dimensions such as scalable–startup entrepreneurship, innovation entrepreneurship and social entrepreneurship and career mindset with it measures of capacity of students innovative skills and knowledge building development of business education students of Universitiesin Rivers State. This has created a gap in the existing body of knowledge. To close this gap, the study on the relationship between entrepreneurship education programmes and career mindset of business students of Universities in Rivers State became necessary.

**Hypothesis**

**$H_1$:** Team cooperation does not significantly moderate the relationship between entrepreneurship education programmes and career mindset of business students of Universities in Rivers State.

**Concept of Entrepreneurial Education Programmes**

Education is the most effective means available to society to challenge the future (UNESCO, 2006) Progress depends increasingly more on the capacities to research, innovate and adapt of the new generations. Without education, youth participation in the cultural and socio-economic life is impossible. Education will obviously not solve all the- problems that humanity faces today, but il is essential in the effort to connect the members of the society, generate new relationships and respect to environmental needs (Ilie et al., 2016).

School instruction or formal education is not everything. Education also values the role of family and community and includes non-formal and informal sides. The immense community of educators is not being efficiently used to develop the entrepreneurial mindset for the younger generation, as they are a crucial human resource whose contribution can be useful in all local communities.

Entrepreneurship education has become popular for many reasons (Charney and Libecap, 2000). Learning about developing business plans and creating a company allows students to better understand and integrate finance, economies, accounting, marketing and other business disciplines, offering them an integrative and enriching educational experience. Entrepreneurship education encourages the founding of new businesses by students and alumni and equips them with critical decision-making skills that enhance the success of graduates in the job market. Furthermore, the entrepreneurial mind-set increases the transfer of technology to the market, from the university, through the development of technology-based business plans and student involvement with technology licensing. Finally, entrepreneurship education creates links between the academic and business communities. Education for entrepreneurship is considered a useful, applied approach to the study of business and the economy.
All these reasons are solid arguments for established entrepreneurs to support and fund entrepreneurship programs in universities and to get involved in developing the entrepreneurial eco-system in the community where they activate. Entrepreneurship offers also the possibility lo experiment with pedagogy and curricula, as it is generally outside traditional discipline boundaries, allowing guest speakers and more practical and applied tasks. These experiments have also impacted and enhanced other business related courses, thus improving the experience of students.

Entrepreneurial education (EE) involves developing behaviours, skills, and attributes applied individually and/or collectively to help individuals and businesses to create, cope with, and enjoy change and innovation. It involves high levels of uncertainty and complexity to achieve personal fulfilment and business effectiveness. EE represents an efficient and cost effective way of increasing the number and quality of enterprising graduates entering the economy (Matlay, 2006). He observes that there is a shortage of research that focuses on graduate self-employment and/or related new venture creation. Universities have two goals: to create (through research) and disseminate (through education) knowledge. Universities have different priorities (which include skills development), cultures, norms, traditions, research focuses, and knowledge. Gibb (2012) and Salem (2014) describe entrepreneurial universities as entities that provide environments, cultures, practices, and opportunities that are conducive to encourage and embrace student and graduate entrepreneurship, as well as creating synergy between existing activities in the institution.

**Knowledge Building Development**
Knowledge Building as a theoretical, pedagogical, and technological innovation focuses on the 21st century need to work creatively with knowledge. The team now advancing Knowledge Building spans multiple disciplines, sectors, and cultural contexts. Several teacher-researcher-government partnerships have formed to bring about the systemic changes required to accommodate pedagogical innovations that range from elementary to tertiary education and require new forms of teacher education. The evolution of Knowledge Building, starting with research on "knowledge transforming intentional learning," and other processes leading to the development of expertise is critical in developing entrepreneurial mindsets. It provides an account of how the first networked collaborative learning environment was developed to support such processes and next-generation research and development to advance education for innovation and knowledge creation.

Although the term "knowledge building" is currently used in about half a million Web documents, the term is seldom defined and its uses are far from consistent. For many educational writers it appears to be merely a way of adding a constructivist flourish to the term learning. When used in a business context, the term seems to refer to knowledge creation and additions to an organization's "knowledge capital. This is actually closer to our own sense of the term, which applies equally to educational and knowledge work contexts. Knowledge Building has several characteristics not shared by constructivist learning in general, although common to organizational knowledge building. These according to Scardmatia and beriter (2007) include:

**Intentionality**. Most of learning is unconscious, and a constructivist view of learning does not alter this fact. However, people engaged in Knowledge Building know they are doing it and advances are purposeful.

**Community knowledge**. Learning is a personal matter, but Knowledge Building is done for the benefit of the community.

As suggested by Scardamalia, (2003), noone can claim to own the term "knowledge building' and there are now several different groups doing sustained work on knowledge building and developing the concept in their own ways. To distinguish "knowledge building" in its broad and varied senses from "Knowledge Building" in the more specific sense used in our own research and that of contributors to this Special Issues. This focuses on constructivism,

Constructivism as aspect of knowledge building became known to educators mainly through the work of Piaget (1971). The importance of social processes related to constructivism can be traced to Vygotsky, who emphasized culture and human interaction in learning. While Piaget tended to focus on developmental processes of individual learners he was fully conscious that the growth of knowledge in the sciences and the growth of knowledge in the child are at bottom the same process (Piaget, 1971). However, what was picked up in education was the psychological aspect, which holds that individual knowledge growth is a constructive process. This is at least an implicit premise of all cognitive theories, and so by itself a statement like "learners construct their own knowledge" does nothing but identify the speaker as assuming a cognitive stance (Vuyk, 1981). There is also a radical philosophical constructivism, asserting in effect that socially constructed beliefs are all we have and that there is no possibility of matching knowledge constructs against an external reality (Boudourides, 2003). An important point about the concept of Knowledge Building as we understand it is that it does not imply any particular position, pro or con, on this controversial issue. That is, as long as you accept that theories, histories, and the like are human constructions, you can hold any epistemological position you wish concerning the truth or foundation of such constructions.

The concept of Knowledge Building did not emerge full-blown. It progressed through several stages. The following is a rough chronology, based on a succession of research programs:This was a period of wide-ranging research on processes of written composition. The information processing demands of writing appeared to be very high, and so one goal was to explain how children cope with these demands (Scardarnalia, 1981). The solution arrived at was something called the "knowledge-telling strategy.This strategy consists of telling what one knows, in more-or-less the order it comes to mind, with genre constraints and preceding text as the principal retrieval cues. This is a highly efficient strategy that enables young writers to quickly and easily complete writing assignments that more mature writers labour over. The more mature writers employed a more complex strategy, "knowledge transforming which involves a cycling between writing concerns and concerns about knowledge and belief. Although less efficient in getting the job done, the more mature strategy has the important benefit that the writer's knowledge and beliefs undergo development through the composing process, whereas "knowledge telling" has little or no effect on the writer's knowledge. The distinction between these ways of dealing with knowledge becomes increasingly relevant with the advent of technologies which are frequently heralded as environments supporting knowledge building, although the technology itself can as readily be used for knowledge telling as for knowledge transforming, depending on the goals of the writers and the socio-cognitive context. The focus of our applied research shifted from trying to improve students' writing to supporting more active knowledge processes in writing (Scardamalia, et al 1984) and designing technology to provide such support.Experimental trial of an intentional learning environment gave direction to technology

development. The learning environment was CSILE— Computer Supported Intentional Learning Environment (Scardamalia, et al 1989).

**Research Design**

The research design in this study was correlational design. The population of the study consisted of all the 2020/2021 M.Sc.Ed business students of Universities in Rivers State. The Universities are Ignatius Ajuru University of education, Rivers State University and University of Port Harcourt. But the accessible population was two hundred and thirteen (213).

The sample size for the study was one-hundred and thirty-eight (138) respondents. To arrive at the sample size, the Taro Yamen's technique or method for sample size determination illustrated in Okwandu (2004) was used. The research insturment of this study is questionnaire.

The researcher used Pearson Product Moment Correlation Coefficient to analyze and answer the research questions that were stated regarding the relationship between e-learning technologies utilization and academic achievement of business education students and to test the hypotheses that were formulated at 0.05 level of significance. However, this analysis method was subjected to the Statistical Package for Social Sciences (SPSS) version 2.0.

**Results**

**$H_1$:** Team cooperation does not significantly moderate the relationship between entrepreneurship education and knowledge building programme of business of Universities in Rivers State.

**Showing the effect of Moderating of Team Cooperation Relationship between relationship between entrepreneurship education and knowledge building programme of business of Universities in Rivers State**

| Cost of Variables | | Entrepreneurship Education Programmes | Knowledge Building Programme Business Students | Team Cooperation |
|---|---|---|---|---|
| Entrepreneurship Education Programmes | Correlation Coefficient | 1.000 | .819 | .508 |
| | Sig.(2-tailed) | . | .000 | .000 |
| | Df | 0 | 136 | 136 |
| Knowledge Building Program f Business Students | Correlation Coefficient | .819 | 1.000 | .551 |
| | Sig (2-tailed) | .000 | . | .000 |
| | Df | 136 | 136 | 136 |
| Team Cooperation | Correlation Coefficient | .508 | .551 | 1.000 |
| | Sig (2-tailed) | .000 | .000 | . |
| | Df | 136 | 136 | 0 |
| Entrepreneurship Education measures | Correlation Coefficient | 1.000 | .749 | |
| | Sig (2-tailed) | . | .000 | |
| | Df | 0 | 136 | |
| Career Mindset of Business Education Students | Correlation Coefficient | .749 | 1.000 | |
| | Sig (2-tailed) | .000 | . | |
| | Df | 136 | 0 | |

**Correlation is significant at the 0.01 level (2-tailed)

**Source:** Field data, (2022).

The evident from the analysis reveals that there exists a significant and moderating effect of team cooperation on the relationship between entrepreneurship education programmes knowledge building of business students. This is as the results indicate that there exists a more significant and stronger indirect effect (where R1 =. 819), than the direct effect (where R2 =.749). The results, therefore, indicate that team cooperation significantly contributes in a strong positive way towards the relationship between entrepreneurship education programmes and knowledge building of business education students of the universities in Rivers State. Based on the evidence presented, the null hypothesis of no moderating effect was rejected.

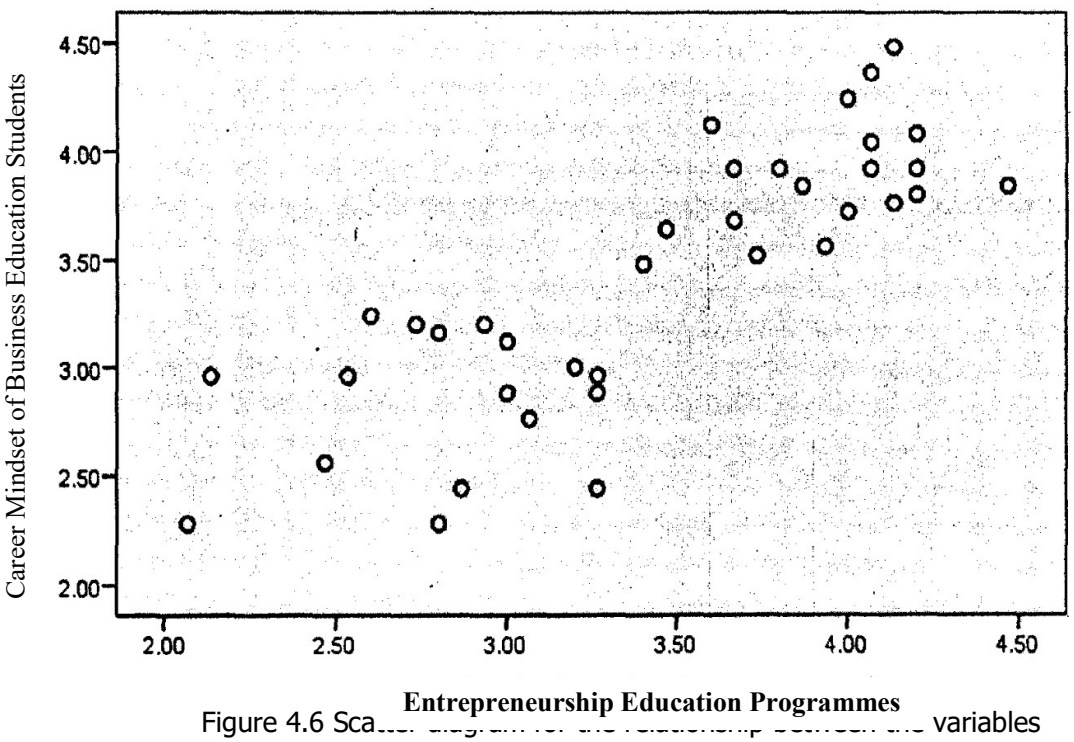


Figure 4.6 Scatter diagram for the relationship between the variables

The result shows a significant level of association between the distribution for entrepreneurship education programmes and knowledge building of business education students. Evidence suggest that entrepreneurship education programmes has a strong and evident effect on the extent to which career mindset activities such as capacity of students, innovative skills and knowledge building development among entrepreneurship education students are practiced within the universities in Rivers State.

**Significant Moderating influence of Team Cooperation in the relationship between Entrepreneurship Education and Knowledge Building Programme of Business Education Students**

The result from the test of hypothesis 10 indicated a significant moderating influence of team cooperation on the relationship between entrepreneurship education programmes and knowledge building of business education students of universities in Rivers State. This finding is linked to those of Bird (1988), Cuvran and Standworth (1989) and Katz and Garnter (1988) which viewed entrepreneurship education as planned and purposeful act which is popular with many stakeholders such as policy makers, academics and students in the field of education. Mwasalwiba (2010) also pointed out that entrepreneurship education deals with whole education and training activities, whether in an educational system or a non-educational system which try to develop participants' entrepreneurial mindset or some other factors which affect the intention such as knowledge

desirability and feasibility of entrepreneurial activity. Studies have shown that entrepreneurship education is related to career choice and personal skills. The study by Fiet (2014) collaborated the outcome of this present study in that entrepreneurial attitude and skills are important factor for the development of student's mindset toward entrepreneurial studies. Li and Wu (2019) also reiterated that the basic function of entrepreneurship education is to apply for a job and create new ideas for new jobs. Also supporting the findings of our study, Shen et al (2010) posited that great investment in entrepreneurship education by stakeholders whether in colleges or universities improve the entrepreneurial rate of college students. It is the cooperation among the various interest groups in the educational sector, mostly in the aspect of entrepreneurship education programmes that can enhance mindset of students. This will encourage the thinking of students towards entrepreneurship and policy makers to make decisions toward improving entrepreneurship education programmes.

## CONCLUSION

Based on the data analysis and the discussion of findings, the study concluded that entrepreneurship education programmes enhance knowledge building of business education. The dimensions for entrepreneurship education programmes such as scalable start-up entrepreneurship, innovation entrepreneurship and social entrepreneurship influence measures of career mindset of business education students such as capacity of students, innovative skills and knowledge building development. Also, team cooperation moderated the relationship between entrepreneurship education programmes and knowledge building of business education. Universities whose students are not exposed to entrepreneurship education programmes tend to exhibit low career mindset in the field of entrepreneurship. Therefore, entrepreneurship education programmes enhance, capacity of students, innovative knowledge building development.

## RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations were made:

1. Universities should initiate entrepreneurship education programmes in order to create career mindset in business education students and other students in their universities.
2. All stakeholders in the field of education should team up to design polices and effective curriculum in entrepreneurial studies that enhance the study effective entrepreneurship.
3. Scalable start-up entrepreneurship, innovation entrepreneurship and social entrepreneurship should be adopted by universities for enhancement of career mindset of students.

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