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RELATIONSHIP BETWEEN ENTREPRENUERSHIP EDUCATION AND INCLUSIVE GROWTH VARIABLES

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Abstract

The relationship between entrepreneurship education and inclusive growth variables among postgraduate students of Tai Solarin University of Education (TASUED), Ogun State was examined. A descriptive survey research design was used. A total of 700 Post-Graduate students of TASUED were selected using purposive sampling technique as sample size. Researchers Instrument tagged 'Entrepreneurship Education and Inclusive Growth Questionnaire (ENTIGQ)' with 0.92 as reliability coefficient was used for data collection. Hypotheses were tested using Pearson Product Moment Correlation (PPMC) at .05 significance level. The findings revealed that there was significant relationship between entrepreneurship education and inclusive growth variables {economic inequality r = 0. 201, p < .05, unemployment reduction r = 0. 174, p < .05} among postgraduate students of Tai Solarin University of Education, Ogun State. The study recommended that the mode of instruction delivery for entrepreneurship education in university system should be practical oriented. That is, each student should have developed a business idea to be pursue after graduation and government should make resources available for the kick-off of the enterprises. If this can be done, the issues of graduates unemployment and economic inequality will reduced drastically in Ogun State, Nigeria.

Keywords: Relationship, Entrepreneurship Education, Inclusive Growth, Economic Inequality, Unemployment Reduction.

Introduction

Government and practitioners in all the nations in the world today are putting and reengineering their economic systems and policies that can continue to guarantee growth and development. Not just economic growth, but inclusive growth that can guarantee

unemployment and economic inequality reduction. Economic growth and development alone cannot solve the economic challenges facing poor people. An economic growth that is capable of reducing unemployment, poverty, economic inequality among other challenges is inclusive growth and pro-poor in nature. Inclusive growth is an economic growth that carter for members of the society including the poor, by distributing resources and infrastructural development fairly. The justification for inclusive growth is to ensure that there is equilibrium between economic and sustainable development; that is, to ensure reduction in unemployment rates, poverty reduction, industrial growth and development, reduction in regional disparities and enhance income distribution. Anand, Mishra and Piens (2013) see inclusive growth as an economic growth that promote inequality reduction and enhance income distribution in favour of the poor. A situation where the gap between the rich and the poor experience reduction, and economic benefits share fairly that can enhance living standards of the poor, that is, gaining good job and skills is refers to inclusive growth according to Organization for Economic Cooperation and Development (OECD, 2012). World Bank (2012) defined inclusive growth as the growth that has the economic benefits of lifting a large proportion of the population out of poverty.

Achieving inclusive growth is a situation where members of the society set be to self-employed and a large proportion jointly partake in economic activities and wealth creation, thereby contributing to the economic growth of the country in terms of reduction in economic inequality and unemployment. Economic inequality means difference between people wealth and incomes. It also represents imbalance among people incomes, work-position, and opportunity among others. In Nigeria, economic inequality is rampant among the people within economic distribution such as wealth, pay, income and position. Andersen and Fetner (2008) reiterated that increase in inequality may affect economic growth and that inadequate skills among the people can fuel economic inequality.

The economic situation in every economy is characterized by both active and inactive member of the populations. Active member of the population refers to categories of people who are ready to work and engage in the production of goods and services and vice-versa. The International Labour Organization (ILO) in Anyadike, Emeh and Ukah (2012) defined unemployment as numbers of the economically active population who are without work but are ready for and seeking work, including people who have lost their jobs and those who have voluntarily left work. Unemployment can also be seen as a situation in which some categories of able and qualified people, willing to work, but failed to get employed. Ugoan and Ibeenwo (2015) defined unemployment as a situation where some people who fall within the ages of the working population, capable and willing to work are unable to secure jobs.

In Nigeria, the situation of unemployment had been on an increment level every year as tertiary institutions in the country continues producing graduates. This among the reasons Federal Government of Nigeria (FGN) in year 2006 introduced entrepreneurship education into the curriculum of universities in Nigeria. The justification for the introduction of entrepreneurship education into the Nigeria universities curriculum amongst other things seeks to provide students with the technical knowledge, skills and motivation to encourage entrepreneurial success in a variety of ventures, mostly after their graduation. The move by the government through the Federal Ministry of Education to make entrepreneurship education one of the compulsory general studies for students in universities across the

country should be seen as a positive step in the right direction. This development will not only address the problem of unemployment and underemployment, but will also ensure an entrepreneurial human capacity that will guarantee and reduces economic inequality in the long-run (Ojeifo, 2012).

Entrepreneurship education refers to type of education that relates to professional application of knowledge, attitude, skills and competences that drive creativity, innovation and risk taking (Gautam & Singh, 2015). Entrepreneurship education according to Raposo and Paco (2011) in Oseni (2017) is an education that prepares the students to be responsible and enterprising in nature. Enu (2012) reiterated that entrepreneurship education, if delivered with the rightful pedagogy, it will increasing the undergraduates ability to anticipate and respond to societal changes towards self-reliance, job creation, reduction in economic inequality.In view of Evans-Obinna (2016), entrepreneurship education help students to acquire a broad set of needed skills that can guarantee economic benefits of self-reliance. Entrepreneurship education drives students' competencies in terms of self-sufficiency and self-employment (Evans-Obinna, 2016). In the same vein, Adeoye (2015) argued that if government can provide adequate needed infrastructure and teaching/learning facilities with rightful teacher pedagogy, entrepreneurship education can enhance economic growth and development by generating employment; through the development of small and medium scale enterprises in Nigeria. Nigeria as a country is blessed with abundant natural resources and investment opportunities that can drives inclusive growth. Tapping these opportunities require competencies, skills, technical knowledge among others which the current researchers believed that can be acquire through effective teaching and learning entrepreneurship education in universities in the country. This brought the need to examine the relationship between entrepreneurship education and inclusive growth variables such as economic inequality and unemployment reduction.

Statement of the Problem

Nigeria attained independent on October 1, 1960; since then, the country has experienced different stages of economic growth. Nigerian economy is being referred to as the biggest economy in Africa. Evidence had shown that Services sector played larger role in the economy by contributing about fifty percent of aggregate economic growth. Nigeria economy recorded a growth of 2.2% in the year 2019 with full participation of economic agents. Unlike in year 2020, the economy shrank 3.6% in the third quarter with the challenges of oil prices and lingering multiplier effects of Covid-19. Despite the growth experienced in the previous year, the National Bureau of Statistics (NBS, 2020) recorded that Nigeria's unemployment rate jumps to 27.1% in the second quarter of year 2020. This indicates that about 21,764,614 (21.7 million) Nigerians remain unemployed. Government, educational authority and other stakeholders in the country were of major concerns that the current unemployment status of Nigerians, particularly, graduates unemployment could fuel the crime rate and insecurity challenges the country is facing. From all indications, there is a high tendency that entrepreneurship education may have some contributory impact on economic growth, but the extent to which this related to inclusive growth variables has not been extensively examined. Thus, this study examined the relationship between entrepreneurship education and inclusive growth variables among postgraduate students of Tai Solarin University of Education, Ogun State.

Objectives of the Study

The main objective of the study was to examine the relationship between entrepreneurship education and inclusive growth variables among postgraduate students of Tai Solarin University of Education, Ogun State. Specifically, the study examined the:

1. Relationship between entrepreneurship education and economic inequality among postgraduate students of Tai Solarin University of Education, Ogun State.
2. Relationship between entrepreneurship education and unemployment reduction among postgraduate students of Tai Solarin University of Education, Ogun State.

Hypotheses

$H0_1$: There is no significant relationship between entrepreneurship education and economic inequality among postgraduate students of Tai Solarin University of Education, Ogun State.

$H0_2$: There is no significant relationship between entrepreneurship education and unemployment reduction among postgraduate students of Tai Solarin University of Education, Ogun State.

Scope of the Study

The study was conducted among post graduate students of Tai Solarin University of Education, Ogun State. Economic inequality and unemployment reduction were used as measured of inclusive growth.

Review of Related Literature

In Nigeria, Anekwe, Ndubuisi-Okolo and Attah (2018) examined how entrepreneurship development could help in reducing poverty in the country. They found out that entrepreneurship development can predict economic growth for employment creation and poverty reduction. In the study of Afolabi, Kareem, Okubanjo, Ogunbanjo and Aninkan (2017), they revealed that entrepreneurship education has direct impact on self-employment initiatives. Adeoye (2015) carried out study on the extent to which entrepreneurship can foster economic growth and development in Nigeria. The author found out that entrepreneurship promotes economic growth and development in Nigeria through job creation which consequently lead to unemployment reduction. In the study of Ajibola, Ogundana and Ekure (2018), where they examined the relationship between entrepreneurship, unemployment and economic growth over the period 1981-2011, their findings indicated that entrepreneurship, unemployment and economic growth varies with each other. Farayibi (2015) in his study found out that entrepreneurship is as good drivers of economic growth in Nigeria. Oseni (2017) analyzed the likely effect of entrepreneurship education on the development of small scale business. His findings indicated that entrepreneurship education has insignificant effect on development of small scale enterprises in Nigeria. Igomu, Elaigwu, Apochi, Igomu and Ajah (2018) examined the impact of entrepreneurship education on economic growth in Benue State, Nigeria. Their findings revealed that entrepreneurship education directly impact economic growth in terms of improved innovation and standard of living. In the study of Anam, Iba and Aregbe (2014), they found out that entrepreneurship education directly influence employment creation, and reduces economic inequality as well as poverty reduction.

Methodology

Descriptive survey research design was used. The population of the study comprised Post-Graduate students of Tai Solarin University of Education (TASUED), Ijagun, Ogun State. A total of 700 Post-Graduate students of TASUED were selected using purposive sampling technique as study sample size. Researchers Instrument tagged 'Entrepreneurship Education and Inclusive Growth Questionnaire (ENTIGQ)' was used for data collection. The instrument was validated by 3 experts from Business Education, and Test and Measurement Departments. The reliability of the instrument was carried out twice in Olabisi Onabanjo University (OOU), Ogun State and the data collected were subjected to Pearson Product Moment Correlation (PPMC) formula and yielded 0.92 as reliability coefficient. Hypotheses were tested using Pearson Product Moment Correlation (PPMC) at .05 significance level (decision rule: when p-value is greater than the significance level ($p > .05$) null hypothesis is accepted, otherwise, the hypothesis is rejected.

Results and Discussion

$H0_1$: There is no significant relationship between entrepreneurship education and economic inequality among postgraduate students of Tai Solarin University of Education, Ogun State.

Table 1: Relationship between Entrepreneurship Education and Economic Inequality among Postgraduate Students of Tai Solarin University of Education, Ogun State (n = 700)

Variables	N	Mean	Std. Dev	df	r_{value}	p_{value}	Remark
Entrepreneurship education	700	36.2714	7.91988	3	.201	.001	Significant
Economic inequality		39.3657	9.03153				

Source: Field Survey, 2021

The PPMC results from Table 1 indicated that there was significant relationship between the independent variable and the dependent variable in the order of ($r = 0.201$, $p < .05$). On this premise the null hypothesis is hereby rejected and the researchers concluded that there was significant relationship between entrepreneurship education and economic inequality among postgraduate students of Tai Solarin University of Education, Ogun State.

$H0_2$: There is no significant relationship between entrepreneurship education and unemployment reduction among postgraduate students of Tai Solarin University of Education, Ogun State.

Table 2: Relationship between Entrepreneurship Education and Unemployment Reduction among Postgraduate Students of Tai Solarin University of Education, Ogun State (n = 700)

Variables	N	Mean	Std. Dev	df	r_{value}	p_{value}	Remark
Entrepreneurship education		36.2714	7.91988	3	.174	.002	Significant
Unemployment Reduction	700	42.8000	9.03153				

Source: Field Survey, 2021

Table 2 revealed that there was significant relationship between the independent variable and the dependent variable in the order of ($r = 0.174$, $p < .05$). On this premise the null hypothesis is hereby rejected and the researchers concluded that there was significant relationship between entrepreneurship education and unemployment reduction among postgraduate students of Tai Solarin University of Education, Ogun State.

Discussion of Findings

The findings of the study revealed that there was significant relationship between entrepreneurship education and inclusive growth through economic inequality and unemployment reduction among postgraduate students of Tai Solarin University of Education, Ogun State. These findings were in support to Adeoye (2015) who found out that entrepreneurship promotes economic growth and development in Nigeria through job creation which consequently lead to unemployment reduction. Also, Anekwe, Ndubuisi-Okolo and Attah (2018) who found out that entrepreneurship development can predict economic growth for employment creation and poverty reduction. Correlate with the findings of Afolabi, Kareem, Okubanjo, Ogunbanjo and Aninkan (2017) who revealed that entrepreneurship education has direct impact on self-employment initiatives. The findings of the study also corroborate with Ajibola, Ogundana and Ekure (2018) who have examined the relationship between entrepreneurship, unemployment and economic growth and their findings indicated that entrepreneurship, unemployment and economic growth varies with each other. Farayibi (2015) in his study found out that entrepreneurship is as good drivers of economic growth in Nigeria. Igomu, Elaigwu, Apochi, Igomu and Ajah (2018) findings revealed that entrepreneurship education directly impact economic growth in terms of improved innovation and standard of living..

Conclusion and Recommendations

Evidence had shown that majority of instructions delivery in entrepreneurship education in public universities in Nigeria was based on theoretical aspect, if all things being equal, entrepreneurship education could drive economic growth. However, the following conclusions were drawn based on the findings of the study that there was significant relationship between entrepreneurship education and inclusive growth through economic inequality and unemployment reduction among postgraduate students of Tai Solarin University of Education, Ogun State. It was recommended that the mode of instruction delivery for entrepreneurship education in university system should be practical oriented. That is, each student should have developed a business idea to be pursue after graduation and government should make resources available for the kick-off of the enterprises. If this can

be done, the issues of graduates unemployment and economic inequality will reduced drastically.

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