

**ASSESSMENT OF BUSINESS EDUCATION STUDENTS' PERCEPTION OF
ENTREPRENEURSHIP STUDIES AS A TOOL FOR NATIONAL
TRANSFORMATION IN TERTIARY INSTITUTION IN EDO STATE**

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BENIN CITY**

JANUARY, 2023

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**RESEARCH PROJECT PRESENTED TO THE DEPARTMENT OF
VOCATIONAL AND TECHNICAL EDUCATION, FACULTY OF
EDUCATION, UNIVERSITY OF BENIN, IN PARTIAL
FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF
B.Sc (Ed) DEGREE IN BUSINESS EDUCATION (ACCOUNTING)**

JANUARY, 2023

CERTIFICATION

We, the undersigned certify and approve that this research work was carried out by **Sarah Osariemen OZIEGBE** with Matriculation Number **EDU1703787** in the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City.

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DEDICATION

This project work is dedicated to my mother Mrs. Aishat Oziegbe for her endless support and encouragement all through my academic journey in University of Benin.

ACKNOWLEDGEMENTS

I sincerely pour out my heart in gratitude to God for his guidance and protection throughout my years in the University of Benin. My profound gratitude goes to my amazing and caring mother Mrs Aishat Oziegbe. I also wish to express my heart felt appreciation to my siblings for their supports and encouragement every step of the way.

I am thankful to my supervisor, DR. (Mrs) I.J. Ojeaga for her immense support, and assistance to carry out this project successfully. I want to sincerely appreciate all the staff and lecturers in the Department of Vocational and Technical Education, University of Benin for impacting me with the knowledge to thrive and succeed.

Special thanks to my friends Gladys, Esosa, Edna, Ome, Obos, Precious, Ugo, Alexis, Osato and Harry for making this journey a very memorable one. I love you all.

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ABSTRACT

This study assessed business education students' perception of entrepreneurship studies as a potent tool for national transformation in tertiary institution in Edo State. The prevalence of Business Education graduates unemployment in spite of their exposure to the entrepreneurship content of the curriculum is also a major concern to the various stakeholders. Many graduates of Business Education prefer seeking for ready-made employment or remaining unemployed to creating jobs through solving societal problems. The inability to secure paid employment often compel many unemployed graduates to engage in several nefarious activities such as kidnapping, armed robbery, assassination, or create unbearable situations such as poverty, hunger, lack of productive employment, and decent work shortfall in the country. A survey research design was adopted in this study where the primary data were obtained through questionnaire administered to 100 business education students in tertiary institution in Edo State. The researcher employed tables, simple percentage, mean and standard deviation to analyse the research questions. The finding showed that there is a positive influence of business education students' perception on entrepreneurship studies as a tool for self-employment. It was also discovered that there is a positive relationship between business education students' perception and entrepreneurship studies as a tool for poverty reduction. Further finding revealed that there is a positive influence of business education students' perception on entrepreneurship studies as a tool for self-reliance. It was concluded that business education students' perception of entrepreneurship studies is a potent tool for national transformation in tertiary institution in Edo State. Recommendations were that there is a need for Business Education Departments in tertiary institution in Edo State to provide skills acquisition programmes in diverse fields in order to change the narrative of business education students' perception of entrepreneurship studies. Tertiary institution in Edo State should stimulate students' interest towards the choice of career in business education and entrepreneurship studies among others.

CHAPTER ONE

INTRODUCTION

Background of the Study

The concept of business studies education encompasses all aspects of total educational programme which provides the students with knowledge, skills, understanding and attitude needed to perform well in the business world as a producer or consumer of goods and services. Furthermore, business studies is a broad area of knowledge that deals with a nation's economic system and also identifies and explains the rate of business contentment and experience that prepare individuals for effective participation as citizens, workers and consumers. The main objective of business studies as an aspect of vocational education is to equip students with necessary skills and theoretical knowledge needed for performance in business world either for job occupation or self-employment.

For emerging nations, like Nigeria, the pervasive unemployment issue and its related problems provide significant difficulties. Threats to individuals around the country have come from some of these issues. In several regions of Nigeria, there are rising rates of poverty, school dropouts, armed robbery, human trafficking, abduction, and assassinations in addition to inadequate waste management. The Nigerian

government and international leaders from other nations have made it their top priority to find answers to these issues. The adoption of the 2030 agenda for sustainable development by global leaders gathered in New York on September 25, 2015, as a result of efforts to find answers to the aforementioned issues, particularly in poor nations. Ending extreme poverty and hunger are among the sustainable development objectives, along with promoting inclusive and sustainable economic growth, full and productive employment, and decent work for everyone (Nwokike, Ezeabii & Jim, 2018).

In Nigeria, the National Policy on Education (2014) placed a strong focus on delivering a high-quality, all-encompassing, and useful education that is pertinent to societal demands. The development of functional education for skill acquisition, job creation, and poverty reduction are the particular purposes of education in Nigeria. The purposes and objectives of the business education curriculum, particularly at the postsecondary level, are founded on these educational philosophies and ideals. One of the main objectives of business education programs at the tertiary level is to fully develop students so they may become excellent business instructors and high-caliber professionals in business institutions (National Universities Commission, 2018).

Pupils majoring in business education should aim to become qualified company owners who can hire others as well as qualified instructors who can successfully convey

business knowledge to students. Despite these admirable goals for the Nigerian business education program, some research revealed that many of its graduates remain jobless (Ekpenyong and Edokpolor, 2015; Edokpolor and Owenvbiugie, 2017). Business education is primarily a vocational program that aims to provide students with the entrepreneurial skills they need to combat poverty, unemployment, and other social, economic, and environmental issues in society. Only until the appropriate mechanisms and policies are put in place to effectively provide long-term answers to difficulties in our communities will the Nigerian economy be sustained. Before any successful entrepreneurial achievement can be documented, it is essential to understand the business environment. In other words, how students see entrepreneurship education influences whether or not they plan to do entrepreneurship after graduation.

Understanding the reality of objects or circumstances via one's senses is the process of perception, which influences one's behavior and actions. Additionally, perception is a person's awareness and understanding of their surroundings, which influences their decisions and behavior. According to Ou (2017), perception is defined as the process of receiving something, gathering it, taking hold of it, and understanding it with the help of the senses. Actions and perception go hand in hand. In other words, a person's choice or course of action is significantly impacted by how they interpret or

perceive the current circumstance. The knowledge of entrepreneurial education that people have acquired affects their capacity to detect or recognize possibilities for sustainable growth. If the program is properly conducted, business education programs provide beneficiaries cutting-edge entrepreneurial prospects that may support the sustainability of the Nigerian economy. Entrepreneurship that might promote sustainable development in Nigeria must also benefit the local communities' social and environmental conditions.

National transformation requires sustainable national development, the primary goal of which is to balance our requirements in terms of economics, law, technology, agriculture, culture, infrastructural development, social welfare, and the environment (Ukairo, 2017). Studies in entrepreneurship have the potential to provide students and graduates with the skills necessary for job creation, independence, and the sustainability of any country's economy. Learners' intentions and involvement in entrepreneurship may be influenced through entrepreneurship education. Before students may be favorably affected to have the aim of starting their own enterprises and to actually do so, there is a need to assure excellent teaching and learning of entrepreneurship education. A learner may comprehend and explore chances focused on overcoming certain life obstacles thanks to the notion of entrepreneurship education as the learning of competencies.

According to Aladejebi's (2018) research, the capacity of students to recognize business opportunities and their desire to launch their own businesses after graduation were both positively impacted by the teaching and learning of entrepreneurship education. According to the research done by Afolabi, Kareem, and Okubanjo (2017), entrepreneurship education has the ability to enable young people to start their own businesses when they graduate.

An entrepreneur is someone who recognizes an opportunity and diligently works to develop a commercial enterprise, usually with the goal of maximizing profits, by taking calculated risks. The goals of entrepreneurship education include developing an entrepreneurial mindset, generating a profit, obtaining management skills for operating enterprises, developing human capital, advancing careers, learning how to handle risks, finding new business prospects, and promoting economic growth. The objectives of entrepreneurship education include economic empowerment and development, self-employment, and the elimination of poverty. Entrepreneurship is centered on making an economic effect and is all about producing values for the owner. It is on this backdrop that a study of this nature becomes imperative that seeks to assess business education students' perception of entrepreneurship studies as a tool for national transformation in tertiary institution in Edo State.

Statement of the Problem

The social, economic, and environmental issues that Edo State's tertiary institutions face, in particular, need for creative entrepreneurial education that can adequately address the issues. The incidence of unemployment among business education graduates, despite their exposure to the curriculum's entrepreneurial element, is a significant worry for the many stakeholders. Many business education graduates would rather look for pre-existing work or stay jobless than create jobs by addressing social issues (Ekpenyong and Edokpolor, 2015; Edokpolor and Owenvbiugie, 2017). Many jobless graduates who are unable to find paid work are forced to participate in criminal activity like as abduction, armed robbery, and murder or to create intolerable conditions like poverty, hunger, a lack of productive employment, and a shortage of respectable jobs in the nation. Poor business education students' perceptions of entrepreneurship studies as a vehicle for national change at tertiary institutions are to blame for these issues. In order to address these issues, entrepreneurship studies material and pedagogical techniques were added to the business education curricula (National Business Education Association, 2013). It is therefore doubtful whether Business Education students have the right perception of entrepreneurship studies that can be explored by graduates for both job creation and the sustainability of the tertiary institutions in Edo State and Nigerian

economy in particular. In the light of the above, this study sought to assess business education students' perception of entrepreneurship studies as a tool for national transformation in tertiary institution in Edo State.

Purpose of the Study

The main purpose of this study is to assess business education students' perception of entrepreneurship studies as a potent tool for national transformation in tertiary institution in Edo State. Specifically, this study seeks to:

- (i) assess the influence of business education students' perception on entrepreneurship studies as a tool for self-employment.
- (ii) examine the relationship between business education students' perception and entrepreneurship studies as a tool for poverty reduction.
- (iii) determine the influence of business education students' perception on entrepreneurship studies as a tool for self-reliance.

Research Questions

From the above research objectives, the following research questions were formulated:

- (i) What is the influence of business education students' perception on entrepreneurship studies as a tool for self-employment?
- (ii) What is the relationship between business education students' perception and entrepreneurship studies as a tool for poverty reduction?
- (iii) What is the influence of business education students' perception on entrepreneurship studies as a tool for self-reliance?

Significance of the study

The findings of this study would benefit various interest groups in the education sector. These groups are: business studies' students, business studies teachers, education administrators, researcher and government.

This study would provide vital information to business studies students in understanding the relationship between business education students' perception and entrepreneurship studies as a tool for national transformation. This study would also form a reference material for lecturers and students of the Department of Business Studies. Business studies teachers would benefit immensely from this research because it would

provide important information on business education students' perception of entrepreneurship studies.

The findings from this study would provide inputs to education administrators in tertiary institutions in Edo State on business education students' perception of entrepreneurship studies. Any researcher who wishes to carry out further study on this topic will find this study as a reference point for future research. The study will be of great benefit to government in its policy formulation and review of existing laws, regulations, programme design, curricula review and bye laws relating to business education and entrepreneurship studies in tertiary institutions for achieving maximum efficiency and productivity.

Scope of the Study

This research study assesses business education students' perception of entrepreneurship studies as a tool for national transformation in tertiary institution in Edo State. The study covered students in four (4) selected tertiary institutions in Edo State; College of Education, Edo State Polytechnic, Edo State University and University of

Benin. The study covered the following variables; business education students' perception (independent variable) and entrepreneurship studies (dependent variable).

Limitations of the Study

The lackadaisical attitude of respondents in filling the questionnaires was quite challenging. However, the researcher was able to gather the required data for the project and the research was successfully conducted and the findings remained valid.

Definition of Key Terms as Used in the Study

Business education: is an aspect of total educational programme which provides the recipient with knowledge, skills, understanding and attitude needed to perform well in the business world as a producer or consumer of goods and services.

Perception: is the individual's awareness and interpretation of the situation in the environment that stimulate decision-making and actions.

Entrepreneurship: is the dynamic process of people who incur the biggest risks in terms of equity, time, and/or career commitment delivering value for some product or service building incremental wealth.

Entrepreneurship studies: Learning geared on helping young people acquire the abilities, knowledge, and traits that will enable them to be creative and effectively find,

build, launch, and manage their own personal, community, professional, and employment possibilities.

National transformation: This entails sustainable national development that includes the economic growth and sustained price in real output per head i.e. Gross National Product per capital (GNP). The indicators of development include high standard of living, modernization, industrialization, materials, scientific and technological advancement. In addition, development is associated with urbanization, physical advancement, socio-cultural transformation, mass literacy, abundant health facilities; vertical and horizontal mobility, employment opportunities and high yielding mechanized farming.

Tertiary institutions: are higher schools of learning after secondary education such as College of Education, Polytechnic and University.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews the relevant literatures under three subheadings namely: conceptual, theoretical, and empirical reviews. Under this heading, related concepts are reviewed to give more insights into the study. The subheadings covered are:

Concept of Business Education

Business Education Students' Perception of Entrepreneurship Studies

Concept and Definitions of Entrepreneurship Studies as a Tool for National

Transformation Structural National Economic Transformation and Entrepreneurship

Enhancing the National Transformational impact of Entrepreneurship

Theoretical Framework

Concept of Business Education

There are many misconceptions and preconceptions about what business studies education entails and represents. As a consequence, the concepts stated in their definitions are often constrained by the views and experiences of the person. In reality, depending on people's preferences, business studies education has taken on a variety of meanings and interpretations. Accordingly, Osuala (2009) defined business studies

education as an institutional program that consists of two parts: general business education and office education, a vocational education program for office careers that provides initial, refresher, and upgrading education that leads to employability and advancement in office occupations. It is a course of study that equips students with the knowledge and skills necessary for managing one's own business affairs and employing the services of the business world.

Business studies education is described by Otamiri (2008) as a course of study that combines the task of developing both business executives. Business studies were characterized by Ikechi (2008) as a field of study for business or as the instruction of company skills needed for employment in business offices, clerical jobs, and business policy analysis. Business studies education was characterized as the process of producing instructors of business courses for both schools and businesses by Ekpeyong & Nwabuisi (2002) and Njoku (2002). No matter how narrow this perspective may have seemed, at least it brings us closer to the realization that business is a specialized and professional branch of technical and science education that is geared toward preparing and equipping those who will teach students and other business trainees entrepreneurial skills and competencies.

The definition of the business studies discipline, a recent addition to the Nigerian school curriculum, is that part of the overall educational program that imparts the information, abilities, understanding, and attitudes necessary to function in the company. Two of Nigeria's national education goals, as stated in the New National Policy on Education, are in line with this concept (2004). These include: a) Instilling the proper ideals and attitudes necessary for both an individual's existence and the survival of Nigerian society. b) Developing the necessary mental and physical talents, aptitudes, and competences that will enable a person to function in society and make contributions to its advancement.

According to Okoli (2010), business education is a crucial component of general education that places an emphasis on acquiring skills and competences for usage in offices and business-related vocations. According to Falobi (2018), business education promotes economic growth and self-sufficiency. Similarly, Nwanewezi (2010) defines business education as including business administration, economic knowledge, business instruction, and education for office jobs. Ishola (2015) observes that one of the program's noteworthy and significant traits is that its graduates may work freely as self-employed people and employers of labor. In order to achieve this, the business education

concept encompasses fundamental education for teaching career, entrepreneurship, business knowledge, office environment, and vocational practices.

As a crucial component of vocational technical education, business education helps each student develop abilities that may be applied to challenges in business vocations such as secretarial work, accounting, management, marketing, and word processing. Business education is a vocational curriculum that prepares people to find employment or operate their own business. In general, it may be thought of as business and business-related education. A successful company requires interpersonal skills, critical, creative thinking abilities, and practical knowledge, all of which are traits of the entrepreneur. Entrepreneurial skills are developed via business education, a component of vocational and technical education.

Entrepreneurship as one of the tenets of Business Education, it's a process of bringing together creative and innovative ideas, combining them with management and organization skills in order to combine people, money and resources to meet an identified need and thereby create wealth (Agomuo, 2002). It is the willingness and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully. Entrepreneurship is thus, the process of learning the skills needed to assume the risk of establishing a business. Akpotowoh and Amahi (2006) opine that the skills

acquired in any of the area of business related programme promotes training in entrepreneurship as well as equip graduates with requisite skills to establish and run small businesses of their own. Falobi and Ishola (2018) opine that implementation of entrepreneurial skills in Business Education programme entails adequate resources.

According to Ademiluyi (2007) entrepreneurship skills are simply business skills which individuals acquire to enable them effectively function in the turbulent business environment as an entrepreneur or self-employed. Akinola (2001) pointed out that it takes special skills to succeed as an entrepreneur. Erhurum (2007) also notes that most entrepreneurial skills come by learning and practicing. However, in order for future graduates to be successful as entrepreneurs, the different skills included in business-related programs must be examined and learned. However, graduates from business-related programs who lack the necessary entrepreneurial abilities would find the job market to be the least rewarding and most unfavorable in terms of providing them with employment as opposed to looking for employment elsewhere.

Business Education Students' Perception of Entrepreneurship Studies

Perception is the process by which people interpret and organize sensation to produce a meaningful experience of the world (Lindsay & Norman, 1977). It affects and determines their attitude and response to things and people. Edokpolor & Owenvbiugie

(2017) acknowledged that a well-implemented business education programmes aimed at achieving three broad goals, which include: to prepare recipients for career in office occupations; to equip recipients with requisite attributes for job creation and entrepreneurship; and to expose recipients with the knowledge about business, including a good blend of computer technology, which incorporates the Information and Communication Technology (ICT). These overarching goals should make it clear that business education is a dynamic course of study. For instance, teaching students "about" vocations suggests a theoretical approach that tries to provide the subject a solid background and a comprehensive knowledge for future research. A practical-oriented approach is used in career education to provide students the skills they need to find profitable employment after graduation. Additionally, educating students "through" jobs incorporates a process-based methodology in which each student experiences the vocational learning process throughout the course of their lives.

The objectives mentioned above shown that business education may accomplish two fundamental goals: (1) preparing students with the necessary traits to participate in entrepreneurial career activities; and (2) preparing students with the necessary traits to engage in lifelong learning. Despite these admirable goals, academics and educators are nevertheless concerned about how poorly the public views business education programs

(Ekpenyong, 1992; Ekpenyong & Nwabuisi, 2003; Obunadike, 2015; Oladunjoye, 2016).

The typical image of business education is that it is intended for students with weaker academic backgrounds.

Due to their mistaken perception that business education is just for the unsuccessful, a class to which they do not want their children or wards to join, elites and parents have turned away from the subject. Parents strongly favor white collar occupations because of the poor prestige attached to business schooling (Gambo, cited in Idialu, 2007).

Elites and parents beg for other academic fields, only choosing business education as a last choice. The majority of parents prefer that their kids enroll in more prominent programs like law, medicine, and engineering (Federal Ministry of Education, 2005). Today, business education does not command prestige; rather, it is generally perceived as academic discipline often reserved for low intelligent students (Osuala, 1995), dropouts (Nwachokor, 2002), or dullards (Idialu & Adavbiele, 2005). Although quite a number of students have continued to develop their interest during the study process. The stimulation of students' interest towards the choice of career in business education inevitably depends on the optimization of unique and high quality resources. Therefore, the importance of optimizing unique and high quality resources is crucial for the effective delivery of business education in Nigeria. Supplying adequate financial

resources, employing qualified and talented manpower, procuring modern facilities and equipment, as well as, utilizing quality curriculum would go a long way in making business education an attractive academic discipline. However, little is known about the factors that could determine students' perception towards choice of career in business education.

Concept and Definitions of Entrepreneurship Studies as a Tool for National Transformation

The evolution in scholarly views of entrepreneurship is reflected in the categories of *behavioral*, *occupational*, and *synthesis* definitions. Schumpeter (1950; 1961) famously defined the entrepreneur as the coordinator of production and agent of change ('creative destruction'). As such the "Schumpeterian" entrepreneur is above else an innovator. These overall objectives need to demonstrate that business education is an active field of study. Instructing students "about" careers, for instance, offers a theoretical approach that aims to provide the topic a strong foundation and all-encompassing information for future study. In order to provide students the abilities they need to obtain lucrative work after graduation, career education takes a practical approach. Incorporating a process-based technique, teaching students "through" professions allows them to experience the vocational learning process throughout the course of their whole careers.

The aforementioned goals have shown that business education may achieve two essential aims: (1) equipping students with the qualities they need to engage in entrepreneurial career activities; and (2) equipping students with the traits they need to engage in lifelong learning. Academics and educators are worried about how badly the public perceives business education programs despite these commendable intentions (Ekpenyong, 1992; Ekpenyong & Nwabuisi, 2003; Obunadike, 2015; Oladunjoye, 2016). The common perception of business education is that it caters to students with less impressive academic records.

Elites and parents have shunned business education because they believe it is just for the failures, a group they do not want their children or wards to be a part of. Parents strongly choose white collar jobs due to the low status associated with business education (Gambo, cited in Idialu, 2007).

Elites and parents plead for different academic specialties, with business education being their absolute last resort. Most parents want their children to enroll in more prestigious programs like law, medicine, and engineering (Federal Ministry of Education, 2005).. As such, this definition to an extent reflects some of the evolution in the scholarly thinking about entrepreneurship, and defines entrepreneurship as *“the resource, process and state of being through and in which individuals utilize positive opportunities in the market by*

creating and growing new business firms.”As a *resource*, entrepreneurship has the instrumental value that it is accorded in economics; as *process* it accords to the attention given in management studies on the start-up, growth and exit of firms and as *state-of-being* it recognizes that entrepreneurship is not limited to being instrumental, it is often valued in itself (as will be explained in greater detail below). This definition emphasizes the process value of entrepreneurship and describes entrepreneurial opportunities in a broader sense than is usual in the literature. For instance, Shane and Venkataraman (2000) define an ‘opportunity’ as when goods can be sold at a profit. From a development perspective this is inadequate because it implies that utility from entrepreneurship depends only on monetary gains. ‘Opportunities’ should include situations when persons can create new firms that will further the kind of lives they desire.

Their use of the adjective ‘positive’ in relation to opportunities reflects a subjective assessment that while entrepreneurial *ability* may be allocated to destructive activities (as in Baumol 1990) it should not be defined as entrepreneurship if it detracts from either individual or societal welfare. Whereas scholars viewed entrepreneurship initially as being restricted to innovation and business creation, the view has expanded towards one where entrepreneurship is seen more appropriately as a social phenomenon that reflects the broader institutional characteristics of a society. Entrepreneurship is not

only concerned with business success, as measured by profits, but also with subjective welfare and non-economic wellbeing. Entrepreneurship is a catalyst for structural change and institutional evolution. The following sub-sections will consider the contribution that entrepreneurship can make to illuminate the three “big ideas” in development economics.

Structural National Economic Transformation and Entrepreneurship

One of the seminal contributions to development economics has been dual economy models, inspired by Lewis (1954), utilized to explain the structural transformation of underdeveloped economies. Gries and Naudé (2010) expand the Lewis-model distinction between a traditional and modern sector with the micro-foundations of optimizing households, firms and labour market matching. They also distinguish between mature and start-up entrepreneurs, between large firms and small firms, and between necessity and opportunity-driven entrepreneurship. According to their model, the transition from a low-income, traditional economy to a modern economy entails significant changes to production techniques. In this process of change, entrepreneurs play crucial roles by offering innovative intermediate inputs, allowing specialization, and increasing productivity and employment.

The prior work of Rada (2007), Peretto (1999), and Murphy et al. is also included into the Gries-Naudé structural change model of entrepreneurship (1991). Entrepreneurs, according to Rada (2007), "trigger" investments in the modern sector once they see lucrative prospects and help shift production resources from the conventional to the contemporary sectors. A modified endogenous growth model offered by Peretto (1999) suggested that the ability of an economy to shift from a growth path driven by capital accumulation (the "Solow economy") to a growth path driven by knowledge accumulation (the "innovation-driven" economy) determines the extent to which long-run structural transformation occurs. Entrepreneurial aptitude has been given priority in structural transformation. A model by Murphy et al. (1991) explained how entrepreneurial skill affected business size and economic development. As in Michelacci's (2003) assertion that entrepreneurial skill is essential for R&D, Nelson and Pack (1999) accord a significant importance to the "effectiveness of entrepreneurial ability," which they regard as a crucial driver of the pace of assimilation of technology (1999). According to Nelson and Pack (1999), if entrepreneurial ability is poor, it will be difficult to absorb a "rapid" growth of skilled labor, and this will result in low returns on both physical and human capital.

According to the Gries-Naudé (2010) model, companies use more sophisticated production processes and produce more complex and specialized intermediate inputs as a result of structural change that is enabled by high ability entrepreneurs. As a consequence, a nation's economic structure becomes more technologically advanced (Ciccone and Matsuyama 1996). Interesting implications of these structural changes for entrepreneurship's growth suggest that entrepreneurship may be endogenous to its own development. Consumer and intermediary commodities are distinguished by Ciccone and Matsuyama (1996). When an economy only generates a small variety of intermediate products, it indicates that the end (consumer) goods sector will use "primitive" manufacturing techniques and lack the need for novel, high-tech inputs. As a result, there will be less motivation for aspiring business owners to found new companies. Due to its (small) modern sector's reliance on primitive output, the economy might get mired in such an underdevelopment trap. They also note that there may be a case for supporting new start-ups in such a "underdevelopment trap" because they can produce both financial and technological externalities. If they begin producing new intermediate goods, this will encourage producers of final goods to increase demand, which will strengthen the incentives for other entrepreneurs to launch businesses due to increased demand and the

example set in the application of new technology. In this paradigm, launching a new product into the market has positive costs for start-ups.

Entrepreneurs create a positive externality through bringing new goods to the market and in the process showcase new technology has been extended by Hausmann and Rodrik (2003) who point out that entrepreneurs provide not only these technological externalities in bringing new goods to market, but pecuniary externalities by providing information on the profitability of new activities. Entrepreneurs fulfill a ‘cost-discovery’ function in making sunk costs in a new activity which *ex ante* may or may not be profitable, but which will provide information *ex post* on such profitability to other entrepreneurs - information that often lacks in developing countries.

Finally, an aspect of duality that is particularly pertinent to the debate on entrepreneurship in development is that between the formal and informal sector (Maloney 2004). De Paula and

Scheinkman (2007) find that informal firms are often a form of ‘evasive’ entrepreneurship in order to evade taxes or regulations, or to engage in illegal trade. They also find that they are less efficient, less able to obtain finance, and more likely to be dominated by entrepreneurs of low ability. Thus the informal sector is much like the

traditional or subsistence sector in typical dual economy models, and growth may be enhanced by encouraging entrepreneurs of high ability to ‘migrate’ to the formal sector.

Enhancing the National Transformational Impact of Entrepreneurship

Given the “grand ideas” in development economics the main policy considerations for enhancing the national transformational impact of entrepreneurship are to improve the quality and allocation of entrepreneurial ability; and reduce the need for necessity entrepreneurship. Both considerations require better quality and quantity of research and data-generation. Improving the quality of entrepreneurial ability means not only improving the skills and education of entrepreneurs, their ‘human capital’, but focusing on the innovative abilities of entrepreneurs. It is innovative entrepreneurship that is most desirable for growth. Innovation policy ought therefore to be a central focus of entrepreneurship promotion in developing countries as it is in advanced economies. Entrepreneurs in developing countries have a much greater propensity for innovation than is often recognized in the literature or by policy-makers.

Stimulation of innovation has not been paramount in most development agencies or donor's private-sector development programs, nor in national entrepreneurship support programmes. The only innovation relevant aspects of such support programs have been their concern to improve the general business environment, a prerequisite for innovation, and to argue for patent protection - and to a lesser extent basic research. Such policies tend to be more concerned with improving static and allocative efficiency, and not dynamic efficiency, which is more important for job creation and growth (Evenett 2005).

Attempting to improve dynamic market efficiency through raising innovation, and aiming to limit necessity entrepreneurship, may have implications for policy that runs counter to many current policies. For instance, many aim governments justify competition policy referring to the need to improve static and allocation efficiencies in markets. However, this may miss the fact that with underdeveloped financial markets in developing countries, raising competition might not improve dynamic efficiency. In the absence of financial markets, firms can only finance innovation through profits; if too much competition erodes their profits, it will also erode their innovative activities. Reducing the need for necessity entrepreneurship may also imply policies to encourage job creation and provide social security, policies not popularly associated with an entrepreneurial economy.

Promoting innovative entrepreneurship in developing countries runs into further difficulties in that there is a broad lack of sufficient impact evaluations³ with which to judge what works and what does not (Lerner 2009). Lopez-Acevedo and Tinajero (2010:2) mention that most existing evaluations typically do not consider biases due to unobserved firm heterogeneity or selfselection. Evaluations of entrepreneurship policy tend to be qualitative rather than quantitative, and cannot keep track with continual changes in programs over time. Many ‘impact’ studies also do not attempt to attribute impacts or outcomes to interventions, while lack of reliable SME data makes evaluation and cross-country comparisons of programmes difficult. There is thus a need for much more rigorous empirical evidence as to what works and why, with respect to entrepreneurship policies. In the near future, most poor people may reside in so-called fragile states where an understandable lack of rigorous micro-level studies of firms and entrepreneurs limits the contribution of aid and other policies towards private sector development in conflict or post-conflict countries (Brück, et al, 2011; 2013).

Despite the need for, and their contribution, one should be cautious of an undue reliance on randomized field experiments as the sole approach to inform appropriate policy formulation for entrepreneurship development (Deaton, 2009). What are needed are interdisciplinary approaches combining insights from randomized field experiments

with anthropological fieldwork, and with the political economy of development. Such approaches offer promise for further evolution of the scientific field demarcated by the intersection of development economics and entrepreneurship.

Theoretical Framework

This study is guided by Theory of Planned Behaviour (TPB).

Theory of Planned Behaviour (TPB)

This research adapts Ajzen's (1991) Theory of Planned Behavior (TPB). The theory (TPB) highlights three distinct factors, particularly with regard to entrepreneurial behavior, that affect an individual's purpose and behavior. These three components are perceived behavioral control, subjective norm, and attitude. According to the hypothesis, any one of these three factors—or all three—can have an impact on a person's entrepreneurial purpose or behavior. This research and this theory (TPB) are connected by the factor of perceived behavioral control. This study supports the theory of TPB by Ajzen (1991) that students' perception of social entrepreneurship education can influence their intention and behavior towards its practices because any one of these three factors has the potential to affect an individual's entrepreneurial intention or behavior. This research further supports the contention of the TPB theory that students' perceptions of the economic, social, and

environmental effects of entrepreneurship education in society may be influenced by self-efficacy and ability (also referred to as components of knowledge in this study). It is anticipated that students in business education will have the proper perception of entrepreneurship chances, which will influence their intention and behavior to become, among other things, commercial entrepreneurs, social entrepreneurs, and green entrepreneurs in the twenty-first century (Ajzen, 1991). Any type of deficiency in the results may be attributed to how the students perceive entrepreneurship or social entrepreneurship or to the information they have learned about it via the Business Education curriculum.

Review of Related Empirical Studies

Several studies have been conducted on business education students' perception of entrepreneurship studies. Okpe and Oleabhielle (2021) studied students' perception of entrepreneurship education and resultant impact. The method or instrument of data collection is based on survey method (the use of questionnaire) which is administered to both students and instructors randomly selected from five tertiary institutions located in Bauchi State. Two hundred and fifty (250) students and Staff members were randomly selected from the five institutions as sampled population to be administered questionnaire.

The questionnaire was only administered to graduating students (HND II, HD II, ND II, DIP II and final year students of the University randomly selected). This is because they are directly involved in practical classes unlike others that receive more of the theoretical aspect of entrepreneurship education. The study adopted descriptive statistical analysis in arriving at the findings. It was found that Perception of entrepreneurial skills acquisition significantly affect attitude towards practical knowledge acquisition, Availability of teaching aid has significant effect on students' participation in learning and Trainers and students' attitude does affect entrepreneurial skills acquisition.

Agboola (2010) studied sustainable development and entrepreneurial education in Nigerian tertiary institutions. Data on employment, unemployment trends, and enrollment in postsecondary institutions were gathered from the appropriate authorities. The degree of entrepreneurial education at tertiary institutions was determined to be poor; as a result, graduates produced by the system lack marketable skills, which contributes to the high unemployment rate.

Alao (2020) investigated how business education students saw Nigeria's potential for social entrepreneurship. In addition to formulating and testing three pertinent research hypotheses, the study posed and addressed one associated research question. The study's research design was a descriptive survey. All final-year Business Education students from

public universities and public institutions of education in Lagos State, Nigeria, made up the study's population. One hundred and five (105) final-year Business Education students from the two sampled postsecondary institutions made up the study's sample size. Structured questionnaires were utilized as the study tool. The verified survey's reliability coefficient, calculated using the Cronbach Alpha technique, was 0.85. The mean and t-test statistical techniques were used, respectively, to analyze the data related to the study questions and hypotheses. The findings revealed, among other things, that students in business education had an accurate understanding of the prospects for social entrepreneurship in the local communities. However, it was shown that female students had superior perception than their male counterparts. Students at universities also exhibited greater perception than those at colleges for teaching.

In their 2017 study, Edokpolor and Enokeran looked at the elements that influence students' perceptions of their job options in business education. Three matching null hypotheses and one research question were developed in accordance with this particular purpose. For the study, a survey research design was used. Data were collected using a questionnaire with a four-point scale. The study included 286 undergraduate business education students from the three federal institutions in south-south Nigeria as a sample. The test was verified, and a reliability value of 0.66 was found using the Cronbach's

alpha technique. The study discovered that there are elements that affect how students perceive their employment options in business school.

Students' perceptions of the degree to which entrepreneurship education is being implemented for economic growth were examined by Akeke and Eyo (2018). For the research, a survey design was used. In the Calabar Education Zone, 9,714 SS2 pupils made up the study's population. The 936 students that made up the sample for this research were chosen using a simple random procedure. The main tool was a questionnaire that used the Cronbach alpha approach to attain a reliability value of 0.71-0.81. Two hypotheses were developed, and the population t-test was used to assess the data collected. The investigation revealed that the usage of instructional facilities was low and that curricular material was noticeably high.

Nojeem and Oluwole (2019) looked at how students in the business education program at colleges of education in Lagos State saw and felt about their entrepreneurial talents. Three research questions were posed for the study in an effort to fulfill its objectives. Six hundred and thirty-six (636) 300 level Business Education students from the three Colleges of Education in Lagos State made up the population of the study, from which

281 Business Education graduating students were randomly chosen from the three Colleges of Education in Lagos State. A total of 281 replies were collected from 123 business education students at Federal College of Education (Technical), Akoka, 94 business education students at Adeniran Ogunsanya College of Education, Ijanikin, and 64 business education students at Michael Otegbola College of Primary Education. To meet the study's goals, the data were analyzed using mean and standard deviation for research questions. The results showed that students had a positive opinion of the entrepreneurial skills taught in business education, including those related to accounting, human relations, web design, desktop publishing, Microsoft Word, photocopying, excel/spreadsheet abilities, typewriting, and communication. However, the results showed that business education departments must focus on helping students learn power point, desktop publishing, and web design abilities since they are less appreciated by students than other talents.

Wim (2013) investigated philosophy, data, and policy related to entrepreneurship and economic development. This study gave a comprehensive analysis of the state of the art at the point where entrepreneurship and development economics meet. It addresses I recent theoretical insights from the intersection of entrepreneurship and development studies; (ii) the empirical evidence on the relationship between entrepreneurship and

development; and (iii) new insights for entrepreneurship policy for development that emerge from recent advances in this area, including female entrepreneurship in developing countries. This is due to the relative neglect of entrepreneurship by development scholars. Three novel findings result from rethinking entrepreneurship's place in development: first, it offers new perspectives on three of the "grand" ideas in development economics; second, entrepreneurship has a positive and negative impact on development outcomes; and third, entrepreneurship is in large part influenced by the dynamics of development.

The relevant literature was examined in this chapter. Business education concepts, business education students' perceptions of entrepreneurship studies, concept and definitions of entrepreneurship studies as a tool for national transformation, structural national economic transformation and entrepreneurship, and maximizing the national transformational impact of entrepreneurship were reviewed. A vacuum in the literature was caused by an empirical evaluation of prior studies that used the Theory of Planned Behavior (TPB) but produced mixed findings. By examining additional characteristics and including them into the study, this research aims to close this gap. The analysis of earlier empirical investigations demonstrates that there is no agreement among the conclusions of earlier researchers. There is a research gap as a consequence of the

discordance in the empirical findings of earlier investigations. In order to fill that vacuum at the literature, this research explored business education students' perceptions of entrepreneurship studies as a powerful instrument for national change in tertiary institutions in Edo State.

CHAPTER THREE

METHODOLOGY

This chapter deals with the explanation of methods that would be applied in carrying out this research. The subheadings include:

Design of the Study

Population of the Study

Sample and Sampling Techniques

Instrumentation

Validity of Instruments

Method of Data Collection

Method of Data Analysis

Design of the Study

The researcher adopted a descriptive research. This strategy was chosen because of the nature of the research topic which demands the collection of significant amount of data from a meaningful population size in an efficient manner.

Population of the Study

The population of this study consists of business education students of tertiary institutions in Edo State. The distribution of the population is as shown in table below:

Table 1: Distribution of population by tertiary institutions

S/No.	Tertiary Institution	Population
1.	College of Education	500
2.	Edo State University	405
3.	University of Benin	560
	Total	1465

Source: Class Attendant Records, 2022.

Sample and Sampling Technique

A sampled of 100 business education students of tertiary institutions in Edo State was used in this study. 50 business education students of Edo State University and 50 from University of Benin each were randomly selected using random sampling technique.

Instrumentation

The questionnaire was the main instrument used for the study. The questionnaire used captures all the variables of study and to provide relevant answers to the research questions. The instrument comprises of sections A, which covers general information about the students, and section B, which addressed different research questions on business education students' perception of entrepreneurship studies as a tool for national transformation in tertiary institution in Edo State. The format of questionnaire consisted of four point scale items of (Strongly Agree = 4, Agree = 3, Strongly Disagree = 2, Disagree = 1).

Validity of Instrument

To ensure validity of the instruments, a close guidance of the supervisor was given to the questionnaire before administration to respondents. The questionnaire was also submitted to another lecturer from the department of vocational and technical education who made some valuable corrections. As a result of this, modifications were made in the final draft before it was administered.

Method of Data Collection

Data collection was done in the sampled tertiary institutions in the study area. The researcher converted the validated questionnaire to an online format in order to

effectively distribute the questionnaires across students in both tertiary institutions. Relevant information was gathered by the researcher with the assistance of 2 research assistants in the two selected tertiary institutions in Edo State. The students were informed of the activity and the need to give honest responses to the instructions that data collected would be used and treated confidentially for academic research purposes only. After this, the researcher undertook the administration of the questionnaire to respondents online with the help of class representative in each of the business education department in the sampled institutions used for the study.

Method of Data Analysis

In the analysis of this study, mean and standard deviation will be used to determine whether the response to an item is positive or negative. Items were classified both as positive or negative attitudes using the mean rating of 2.5 for decision for the four points scale. Items with 2.5 and above were classified as agree while items below 2.5 were regarded as disagree.

CHAPTER FOUR

PRESENTATION OF FINDINGS AND ANALYSIS OF DATA

This chapter entails the result of the responses of students used in the study. The analysis is illustrated with discussions and tables. In data analysis, mean is used to determine which item expressed a positive or negative perception of student. It was discussed under the following headings

- Answering of Research Question
- Discussion of Findings

Frequency Table for Personal Data of the Respondents

Table 1: Frequency count for Respondents' Age

Demographics	Options	Frequency	percentage
AGE	18 – 25 Years	85	85.0
	26 – 33 Years	10	10.0
	34 – 41 Years	5	5.0
	42 &Above	0	0.0
	Total	100	100.0

Table 1 reveals that a total of 85 respondents representing 85.0% were aged between 18 to 25 years, 10 respondents representing 10.0% were aged between 26 to 33 years. Also, a total of 5 respondents representing 5.0% were aged between 34 to 41 years. However, no respondent was found with age bracket of 42 and above. By implication, majority of the respondents were aged 18 to 25 years.

Table 2: Frequency count for Respondents' Sex

Demographics	Options	Frequency	percentage
SEX	Male	40	40.0
	Female	60	60.0
	Total	100	100.00

From Table 2, 40 respondents representing 40.0% were male while a total of 60 representing 60.0% of the respondents were female. This implied that majority of the participants were female. However, this does not presupposes the fact that using more women in the study will in any way affect the analysis and findings of the study. This is because the opinions

expressed are highly likely to represent general opinion or position concerning the research issues and not strictly on masculine opinion or feminine position.

Table 3: Frequency count for Respondents' Level

Demographics	Options	Frequency	percentage
LEVEL	100	13	13.0
	200	20	20.0
	300	33	33.0
	400	34	34.0
	Spillover	0	0.0
	Total	100	100.0

Table 3 shows that, the majority (34.0%) of the respondents were 400 level students. 13% and 20% of respondents were in 100 and 200 levels respectively while 33% were in 300 level.

Answering of Research Questions

Research Question One: What is the influence of business education students' perception on entrepreneurship studies as a tool for self-employment?

Table 4: Mean Responses and Standard Deviation on the influence of business education students' perceptions on entrepreneurship studies as a tool for self-employment

S/N	Items	Mean	Std. Deviation	Decision
1	Entrepreneurship studies have helped me acquire skills	2.75	1.40	Positive
2	Entrepreneurship stimulates economic activities within the campus and provides employment opportunities	3.01	1.33	Positive
3	Entrepreneurship studies provide business education students with self-employment	3.22	1.51	Positive
4	Entrepreneurship studies help in reducing unemployment	2.83	1.21	Positive
5	Entrepreneurship studies help in reducing youth restiveness	3.16	1.42	Positive
6	Entrepreneurship studies help in reducing social vices	2.81	1.55	Positive
	CLUSTER	2.93	1.84	Positive

Table 4 shows that the mean responses ranges from 2.75 to 3.22, while the standard deviation range from 1.21 to 1.55. The mean value

shows that they responded positively to the six items which are item 1, 2, 4, 5 and 6 respectively. The cluster mean of 2.93 is higher than the value mean of 2.50 therefore, There is a positive influence of business education students' perception on entrepreneurship studies as a tool for self-employment.

Research Question Two: What is the relationship between business education students' perception and entrepreneurship studies as a tool for poverty reduction?

Table 5: Mean Responses and Standard Deviation on the relationship between business education students' perception and entrepreneurship studies as a tool for poverty reduction

S/N	Items	Mean	Std. Deviation	Decisions
7	Entrepreneurship studies have helped me reduce poverty level	2.91	1.44	Positive
8	Entrepreneurship stimulates economic activities within the campus and provides opportunities for poverty alleviation	2.83	1.03	Positive
9	Entrepreneurship studies provide business education students with skills to overcome poverty	3.22	1.30	Positive

10	Entrepreneurship studies help in reducing poverty among youth	2.62	1.12	Positive
11	Entrepreneurship studies help in providing skills to alleviate poverty among students after graduation	2.53	1.10	Positive
12	Entrepreneurship studies provide a framework for reducing poverty in society	3.61	1.09	Positive
	CLUSTER	2.81	0.97	Positive

Table 5 shows that the mean respondent ranges from 2.53 to 3.61, while the standard deviation range from 1.03 to 1.44. The mean value shows that they responded positively to six items which are item 7, 8, 9, 10, 11 and 12 respectively. The cluster mean of 2.81 is higher than the value mean of 2.50 therefore, it is concluded that there is a positive relationship between business education students' perception and entrepreneurship studies as a tool for poverty reduction.

Research Question Three: What is the influence of business education students' perception on entrepreneurship studies as a tool for self-reliance?

Table 6: Mean Responses and Standard Deviation on the influence of business education students' perception on entrepreneurship studies as a tool for self-reliance

S/N	Items	Mean	Std. Deviation	Decisions
13	Entrepreneurship studies have helped me acquire skills for self-reliance	3.01	1.33	Positive
14	Entrepreneurship stimulates economic activities within the campus and provides employment opportunities for self-reliance	3.53	1.56	Positive
15	Entrepreneurship studies provide business education students with self-employment for self-reliance	3.07	1.29	Positive
16	Entrepreneurship studies help in reducing laziness among the students	3.32	1.11	Positive
17	Entrepreneurship studies enable students to specialized in diverse fields for self-reliance	2.96	1.03	Positive
18	Entrepreneurship studies help students to train other youths in the societies for self-reliance	3.02	1.12	Positive
	CLUSTER	3.21	1.99	Positive

Table 6 shows that the mean respondent ranges from 2.96 to 3.53, while the standard deviation range from 1.03 to 1.56. The mean value shows that they responded positively to six items which are item 13, 14, 15, 16, 17 and 18 respectively. The cluster mean of 3.21 is higher than the value

mean of 2.50 therefore, it is concluded that there is a positive influence of business education students' perception on entrepreneurship studies as a tool for self-reliance.

Discussion of the Findings

The findings of the research question one revealed that business education students have positive perceptions on entrepreneurship studies as a tool for self-employment. This finding is consistent with the finding of Okpe and Oleabhie (2021) that perception of entrepreneurial skills acquisition significantly and positively affect attitude towards practical knowledge acquisition, availability of teaching aid has significant and positive effect on students' participation in learning and trainers and students' attitude does affect entrepreneurial skills acquisition.

The finding of the research question two revealed that business education students have positive perceptions on entrepreneurship studies as a tool for poverty reduction. This finding is consistent with the finding of

Nojeem and Oluwole (2019) that students have good perception of entrepreneurial skills in Business Education ranging from accounting skills, human relation skills, web design skills, desktop publishing skills, Microsoft word skills, photocopying, excel/ spreadsheet skills, type writing skills and communication skills which are needed to become successful entrepreneurs, hence helped in poverty reduction.

The findings of the research question three revealed that business education students have positive perceptions on entrepreneurship studies as a tool for self-reliance. This finding is consistent with the finding of Edokpolor and Enokeran (2017) that entrepreneurship studies influence students' perception positively towards choice of career in business education thereby making them to be self-reliance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The main purpose of this study was to assess business education students' perceptions of entrepreneurship studies as a potent tool for national transformation. Specific purpose were to assess the influence of business education students' perceptions on entrepreneurship studies as a tool for self-employment, a tool for poverty reduction, and a tool for self-reliance. The researcher employed a survey research design in which primary data was obtained through questionnaire administration. Three research questions were raised with each question section containing six items making it eighteen items in total. The questionnaires were used to elicit the necessary information needed for the research work. The questionnaire was specially designed for 100 business education students in tertiary institution in Edo State. The data was analyzed using mean and standard deviation and it was

discovered that business education students have positive perceptions of entrepreneurship studies as a potent tool that can equip the students skillfully for self-employment, poverty reduction and self-reliance.

Summary of Findings

1. Business education students' have positive perceptions on entrepreneurship studies as a tool for self-employment
2. Business education students' have positive perceptions on entrepreneurship studies as a tool for poverty reduction.
3. Business education students' have positive perceptions on entrepreneurship studies as a tool for self-reliance.

Conclusion

From the findings of this study it can be concluded that business education students have positive perceptions of entrepreneurship studies as a potent tool for national transformation in Edo State. It can also be concluded that business education students have positive perceptions of entrepreneurship studies as a potent tool that can equip the students skillfully for self-employment, poverty reduction and self-reliance.

Recommendations

Based on the conclusion of this study, the following recommendations were made;

- Entrepreneurship facilitators in tertiary institutions should provide articulate guide to students in the choice of project/business ideas to instill in the students continuous interest in business even after school. The students should be encouraged to kick-start the business ventures

in a micro/small level based on skills acquired in school.

- Tertiary institutions should be mandated by policy to pattern their entrepreneurship education after the model that works out creativity in the students and not just theoretical practices of entrepreneurship studies in order to develop technical skills for poverty reduction.
- The mindset of graduates to see self-reliance as an option before graduation should be psychologically and emotionally prepared by lecturers and instructors.

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APPENDIX I
QUESTIONNAIRE
UNIVERSITY OF BENIN
FACULTY OF EDUCATION
BENIN CITY

RESEARCH TOPIC: ASSESSMENT OF BUSINESS EDUCATION STUDENTS' PERCEPTION OF ENTREPRENEURSHIP STUDIES AS A TOOL FOR NATIONAL TRANSFORMATION IN TERTIARY INSTITUTION IN EDO STATE

INTRODUCTION:

This questionnaire is solely for research purpose. Do not write your name. Please answer each question as honestly as possible. Your response will be treated with utmost confidentiality. Answer the question by ticking (✓) in the appropriate box that best describes your view

SECTION A: PERSONAL INFORMATION

Please kindly tick [✓] where appropriate in the spaces provided below:

1. Sex: Male [] Female []
2. Age: 18-25 [] 26-33 [] 34 - 41 [] 42 and above []
3. Level : 100 [] 200 [] 300 [] 400 [] Spillover []
4. Institution: Edo State University [] University of Benin []

SECTION B

**ASSESSMENT OF BUSINESS EDUCATION STUDENTS' PERCEPTION OF
ENTREPRENEURSHIP STUDIES AS A TOOL FOR NATIONAL TRANSFORMATION
IN TERTIARY INSTITUTION IN EDO STATE**

Please kindly tick [✓] where appropriate in the spaces provided below:

S/N	BUSINESS EDUCATION STUDENTS' PERCEPTION	SA	A	D	SD
1	My perception has increased my interest in entrepreneurship studies				
2	My interest in entrepreneurship studies determines my willingness to purchase course materials				
3	Entrepreneurship studies has increased my value for hard work				
4	My perception of entrepreneurship studies has enhanced my study habits				
5	My perception of entrepreneurship studies has developed my mindset towards risk taking				
6	My perception of entrepreneurship studies has given me a positive mindset towards vocational skills and skill building courses				
	ENTREPRENEURSHIP STUDIES AS A TOOL FOR SELF-EMPLOYMENT	SA	A	D	SD
7	Entrepreneurship studies has helped me develop managerial skills for self-employment				
8	Entrepreneurship studies has helped me develop integrity and good citizenship for successful self-employment				
9	Entrepreneurship studies has made me a better trained graduate who desires to be self employed				
10	Entrepreneurship studies can help to reduce unemployment problem				
11	Entrepreneurship studies has helped me develop human relation skill for self-employment				
12	Entrepreneurship studies has helped me develop marketing skills for self-employment				
	ENTREPRENEURSHIP STUDIES AS A TOOL FOR POVERTY REDUCTION	SA	A	D	SD
13	Entrepreneurship studies has helped me develop risk-taking skill for reducing poverty				
14	Entrepreneurship studies has helped me develop technical skills for poverty reduction				
15	Entrepreneurship studies has helped me develop business plan drafting skill to alleviate poverty				

16	Entrepreneurship studies help in developing creative mindset among youths to rise above poverty level				
17	Entrepreneurship studies has helped me diversify the economy away from oil and solid minerals in order to increase economic stability and sustainability				
18	Entrepreneurship studies has developed my mindset to recognize opportunities for sustainability and poverty alleviation				
	ENTREPRENEURSHIP STUDIES AS A TOOL FOR SELF-RELIANCE	SA	A	D	SD
19	Entrepreneurship studies have helped me develop leadership skills for self-reliance				
20	Entrepreneurship studies has helped me to develop project development skills for self-reliance				
21	Entrepreneurship studies has helped to make me socio-economically relevant in the society				
22	Entrepreneurship studies has helped me develop persistent skill for self-reliance				
23	Entrepreneurship studies enable students to specialized in diverse fields for self-reliance				
24	Entrepreneurship studies help students to train other youths in the societies for self-reliance				