



Perception of Business Education Students on Content Coverage of Center for Entrepreneurial Studies in Delta State University, Abraka

EDIONWE, Nosakhare
Department of Business Education
Delta State University, Abraka
enosakhare@delsu.edu.org

Publication Date: 2025/11/28

Abstract

The study assessed business education students' perception on content coverage of center for entrepreneurial studies in Delta State University, Abraka. The role of the study is to determine if there is any significant relationship between students' mean score on theoretical entrepreneurial knowledge and practical entrepreneurship knowledge. Three research question were raised to guide the study as well as two hypotheses were formulated for the study. The study adopted a descriptive survey design. The population comprises of 417 students of business education during the 2024/2025 academic session of Delta State University, Abraka. The sample comprised of randomly selected 90 students. A structure questionnaire containing 24 questions made to collect data. Data collected was analyzed using mean gain, while hypotheses was tested using t-test at 0.05 level of significance. The study revealed that content coverage of center for entrepreneurial studies is both theory and practical oriented, though the findings gave upper hand to the practical aspect. The researcher recommended among other that government should adequately support graduate with capital since practical knowledge of their area of study can get them started, students should not relent in venturing into self-business after graduation and should not wait for white cola job.

Keywords: Business Education, Content Coverage, Entrepreneurial Studies

Introduction

The competitive nature of securing jobs in 21st century has transformed intuitions in developing skilled centers for students to acquired relevance skills, knowledge and competencies required to be gainfully employed or be self-reliance. Nigeria is accountable for half of the population and more than two third of the output of West Africa. She is blessed with millions upon millions of acres of cultivatable land, possesses about 38.5 billion barrel of state oil reserves, very great portion of gas reserves, varieties of unexploited mineral, adding to a very large asset of human capital because of its estimated statistics of over one hundred and fifty million. This could be traced from inadequate entrepreneurial knowledge exhibited by both present and pass leaders. Our education most seeks to impact adequate knowledge of entrepreneurship education on our young generation (Nosakhare, 2013).

Entrepreneurial development is characterized by innovation, risk taking and essential factor of a nation's ability to succeed in dynamic and more competitive global market force. It is the capacity and willingness to undertake conception, organization and management of a productive venture with all co-occurrence risks

while making effort to make profit as a reward. An entrepreneurial process involves all functions, task, and specialized actions associated with perceiving opportunities and developing something new and assuming the risks and rewards (Hisrich and Peters, 2002).

Shane (2003) described entrepreneurship as a process that involves seven different stages which are: existence of opportunity, discovery of opportunity, decision to exploit opportunity, resource acquisition, entrepreneurial strategy, organizing process, performance. Entrepreneurial development is about regard through healthy and see as reference point against which other things will be evaluated in business. This is based on activities and change, entrepreneurial skill is also defined as the willingness and ability of a person, or a firm or an organization to see environmental change as an opportunity and use factors of production to produce new goods and services which can occur in a new or an already existing business. Entrepreneurship is the practice of taking ideas and inventing an organization for developing the ideas (Shane, 2003).

Studies had showed that early knowledge have a way of producing better performance and breakthrough, Berglung and Wennberg (2006) conducted a study on creativity among entrepreneurship students. The study uses a personality test and open-ended interviews to explore creativity between two groups of entrepreneurship masters' students: one at a business school and one at an engineering school. These findings indicate that both groups had high creative potential, but that engineering students channeled this into practical and incremental efforts whereas the business students were more speculative and had a clearer market focus. Biais & Perotti, (2008), studies how early-stage new ideas are turned into successful businesses. They argued that promising ideas can be unprofitable if they fail on one dimension, such as technical feasibility, correspondence to market demand, legality, or patentability. Adequate entrepreneurship knowledge is, therefore, necessary for Nigeria to fight and avoid economic recession.

Ediagboya (2024) stressed that entrepreneurship knowledge or education is an expected learning outcome that will equip the students with the skills to be self-reliant and task the government and other education stakeholders should make sure that educational programme at all levels of education is made relevant to provide the youths and graduates needed entrepreneurial skills. Entrepreneurship education in the narrower sense follows a direct approach, developing students' competencies and entrepreneurial intentions towards starting a business as a career option. According to Paul (2005), the objective of entrepreneurship knowledge or education include to: offer functional education to youth to make self-employed and self-reliant, provide youth graduates with adequate training to them creative and innovative in identifying novel business opportunities and establish a career in small and medium scale businesses, reduce high rate of poverty and rural-urban migration, create employment and serve as a catalyst for economic growth and development among others which averting economic recession is one. According to Central Bank of Nigeria (2021) economic recession is a business cycle contraction, and it refers to a general slowdown I economic activity for two consecutive quarters. GDP is the market value of all legitimately recognized final goods and services produced in the country in a given period of time, usually one year.

Specifically, recession have negative consequences. CBN (2021) cited the following as the effects of economic recession. When household income is cut as a result of economic slowdown, they reduce their demand for goods and services. The experience of the recent GFC showed that many businesses such as Bank of America, Lehman brothers in America to some local

banks in Nigeria were affected. Recession affects both small and large business.

As revenues decline on the statutory reports of businesses, lower dividends are declared. This will depress the price of stocks in the market. The incidence that happened when share prices crashed across the world during the GFC may not be blamed entirely on this factor; however, this is partly responsible for the event. So many businesses lost their viabilities because of the risks they were carrying at the moment. When dividends fall or vanish, it creates other problems such the sacking of the board of directors and senior management of the company. The advertising/marketing unit may be affected, creating unemployment problem for the economy. When the manufacturer's stock falls and the dividends decline or stop, institutional investors, holding the stock may sell and reinvest the proceeds into better performing stocks. This will further depress the company's stock price and affect the entire equities market and the cycle continues of the economic.

Economic recession also has effect on the ability of customers to pay their debt to the creditors, leading to growing non-performing loans (NPL). In the heat of the GFC, so many subprime debts went bad, thereby impairing a result so many banks went bankrupt. Also, when debtors are not able to repay their debts, companies? Ability to repay their creditors is hampered as a result of falling revenues. This leads to default in paying interest and the principal. The resulting consequence is debt downgrade and rescheduling. In the process, investors will lose confidence in the company and the company may not be able to raise money from the capital market again. When the source of funding ceases, the business will fold up resulting in employee lay-off, and increasing unemployment in the economy may lead into recession.

Recession affects the revenue of firms, and by extension, profitability. In an effort to cut costs and improve its bottom line, the company could compromise product quality and, in the process, lose its market share. A baker may offer the same loaf of bread at the same price but reduce major ingredients such as milk, butter, etc. Recession could force airlines to lower their maintenance standards reduce to break even. They may cut flight to routes that are not profitable and frequently cancel flights when there are insufficient passengers for a particular flight. This could cause some inconvenience to passengers, leading to economic loss.

There are lots of literatures on what entrepreneurship is all about. Ediagboya (2024) regards entrepreneurship as the conception and operation of one's own business. Ediagboya (2024) also regards it as conception, construction and allocation of resource of value from virtually low to individual, organization, groups and

society. He concluded by stating that it entails setting up and organizing small business ventures by mobilizing people and resources to meet people's desires. The changeable world and the fact that entrepreneurship is studied in different disciplines make its definition unclear. Edigboya (2024) wrote that entrepreneurship is discovering new business possibilities in the market which can be individual or people who start business based on an entirely new products or services; also, establishment of more handicraft or services-oriented business with more imitative products and services. Edigboya et al (2024) described entrepreneurship as a process that involves seven different stages which are: existence of opportunity, discovery of opportunity, decision to exploit opportunity, resource acquisition, entrepreneurial strategy, organizing process, performance.

The history of economic recession is as old as the history of humanity itself, dating back to the 3rd Century. This was the period of a Military Anarchy also known as imperial crisis (AD235-284), during which the Roman Empire came close to collapse life depression, civil crisis, invasion and diseases. The crisis culminated in the assassination of Emperor Alexander Severus by his own troops, resulting in the competition of his successor. Consequently, the Empire split into three competing states by AD254-260 (CBN, 2021). Economic recession is a period of general economic decline and is typically accompanied by a drop in the stock market, an increase in unemployment, and a decline in the housing market. Generally, recession is less severe than a depression. The blame for a recession generally falls on the federal leadership, often either the president himself, the head of the Federal Reserve, or the entire administration.

Statement of the Problem

The place of entrepreneurship knowledge cannot be overemphasized due to the place knowledge occupied in success and breakthrough of any prospective or existing system. The extent to which entrepreneurship is taught in school is the major problem, students lack adequate knowledge of entrepreneurship, even when they tend to know about entrepreneurship, it is theory based, not practical as observed by the researcher. However, it was observed also that center of entrepreneurial studies does not align the practical and theoretical knowledge to the understanding of business education students. This becomes an issue that bordered the researcher to assess the 'perception of business education students on content coverage of center of entrepreneurial studies' in Delta State university, Abraka.

Purpose of Study

The main purpose of study is to assess perception of business education students on content coverage of center of entrepreneurial studies in Delta State university, Abraka. Specifically, the study intends to: Find out students' perception on the content coverage of center of entrepreneurial studies in business education programme.

Ascertain students' perception on role of center of entrepreneurial studies as a pathway out of present and future economic recession.

Research Questions

The following research questions were raised for the study.

What is the perception of students on the content coverage of center for entrepreneurial studies in business education programme?

What is the role played by center for entrepreneurial studies in the present and future economic recession?

Research Hypotheses

The following null hypotheses were formulated to guide the study at 0.05 level of significance.

There is no significant gender difference in the mean response of student on their perception of the content coverage of center for entrepreneurial studies in business education programme.

There is no significant gender difference in the mean response of student on whether center for entrepreneurial studies can be a way out of present and future economic recession.

Methodology

The study adopted a descriptive survey research design. The population comprises of 417 100-300 level students of business education 2022/2023 academic session of Delta State University, Abraka. The sample comprised of randomly selected 90 students. This set of students were used because they have been taught entrepreneurship and had gotten acclimatized with the school system compared to other level of business education student. A structure questionnaire containing 24 items used for data collection. Data collected was analyzed using mean, while the hypotheses tested using t-test at 0.05 level of significance. The decision rule will be based on 4-point liker scale. A mean above 2.5-4 will be accepted while mean ranging from 1-2.4 will be rejected.

Results and Discussions

To present and analyze the research questions, mean was employed. Mean scores of business education students were presented and analyzed. The results are shown in Table 1 and 2.

Research Question One

What is the perception of students on the content coverage of center of entrepreneurial studies in business education programme?

Table 1: Mean Scores business education students' responses on perception of students on the content coverage of center of entrepreneurial studies in business education programme

S/N	Questionnaire Item	Mean	Decision
1	I recall theoretical entrepreneurship knowledge	3.31	Accepted
2	I theoretically recite my entrepreneurship know-how	2.88	Accepted
3	I practically apply my entrepreneurship know-how	3.00	Accepted
4	I practically demonstrate entrepreneurship skill	3.14	Accepted
5	Content coverage of entrepreneurship education is theoretically covered	2.94	Accepted
6	Content coverage of entrepreneurship education is practically oriented covered	3.02	Accepted
7	Teacher adequately covers the practical aspect of entrepreneurship	3.04	Accepted
8	Teacher adequately covers the theory aspect of entrepreneurship	3.13	Accepted
Grand Mean		3.06	Accepted

Table 1 revealed student's perception on content coverage is positive. Grand mean of 3.06 strongly indicated that center of entrepreneurial studies content adequately covers the expected learning outcome to make a student entrepreneur or to survive without searching for white collar job. It also implies that the content coverage covers both theoretical and practical aspect of business education programme

Research Question Two

What is the role center of entrepreneurial studies plays in the present and future economic recession?

Table 2: Mean Gain Scores of business education students on the role of center of entrepreneurial studies as a pathway out of present and future economic recession

S/N	Questionnaire Item	Mean	Decision
1	It builds manpower base towards attaining national development operations	3.50	Accepted
2	It provides skills and information required to enter into work	3.53	Accepted
3	It empowers youth to work for themselves or create jobs for others	3.61	Accepted
4	It builds human capital prepared for current and future labour demand	3.34	Accepted
5	It building manpower base for natural development and enhance our attaining of set vision		Accepted
Grand Mean		3.44	Accepted

Table 2 revealed student's perception on center of entrepreneurial studies as a pathway out of present and future economic recession. Grand mean of 3.44 strongly indicated that center of entrepreneurial studies plays a vital role in bring Nigeria out of her present and future economy recession. It also implied that the respondent's perception is strong on the need for center of entrepreneurial studies to equipped students with job skills.

Test of Hypotheses**Hypotheses One**

There is no significant gender difference in the mean response of student on their perception of the content coverage of center of entrepreneurial studies in business education programme.

Table 3: t-test on gender difference of students mean response on their perception of content coverage of center of entrepreneurial studies in business education programme.

Variables	Gender	N	Mean	SD	Df	t-cal	t-crit	Sig	Decision
Perception of students on content coverage	Male	27	31.96	0.51	88	10.00	1.96	0.00	Rejected
	Female	63	21.44	5.23					

Table 3 showed that calculated t-value of 10.00 was greater than critical value of 1.96 at 0.05 level of significance. Since the calculated t-value of 10.00 greater than critical value of 1.96, null hypothesis was rejected. This implied significant difference between

reception of male and female on content coverage of center of entrepreneurial studies in business education programme.

Hypotheses Two

There is no significant gender difference in mean response of student on whether center of

entrepreneurial studies can be a way out of present and future economic recession.

Table 4: t-test on gender difference of students mean response on whether center of entrepreneurial studies can be a way out of present and future economic recession.

Variables	Gender	N	Mean	SD	Df	t-cal	t-crit	Sig	Decision
Role of center of entrepreneurial studies	Male	27	20.00	4.06	88	8.42	1.96	0.00	Rejected
	Female	63	16.05	2.43					

Table 4 showed that the calculated t-value of 8.42 was greater than critical value of 1.96 at 0.05 level of significance. Since the calculated t-value of 8.42 is greater than critical value of 1.96, null hypothesis was rejected. This implied significant difference between mean response of male and female respondents, in favour of the female.

Findings of the Study

The following were raised from the findings of the study:

1. The content coverage of center of entrepreneurial studies is both theoretically and practically oriented, though the findings gave upper hand to the practical aspect.
2. Center of Entrepreneurial Studies can be a way out of present and future economic recession as shown in the gender comparison on their reaction to research question 3.

Discussion of the Findings

The data collected, presented and analyzed shows that there exists significant difference in students' theoretical center of entrepreneurial studies and practical entrepreneurship knowledge of business students, which is in favour of practical entrepreneurship knowledge, there exist significant relationship between what students can produce with center of entrepreneurial studies and the content coverage of entrepreneurship education whether theory or practical and there also significant gender difference between the students mean response on whether Center of Entrepreneurial Studies can be a way out of present and future economic recession. This is in agreement to Edigboya (2024) who involves seven different stages which are: existence of opportunity, discovery of opportunity, decision to exploit opportunity, resource acquisition, entrepreneurial strategy, organizing process, performance. This supported the findings that Center of Entrepreneurial Studies content coverage is all encompassing.

It may be concluded that students are inculcated with center of entrepreneurial studies which in turn could be a way out of economic recession. The student will diversify after graduated and be self-reliance instance of waiting for white collar job. Both research questions one show adequate grasp of practical entrepreneurship knowledge than the theoretical which is in agreement with research question two that also indicated a higher mean on what students can produce with their entrepreneurship knowledge. The results are in consonance with the findings of Arogundade (2011) who stressed that entrepreneurship knowledge or education is an expected learning outcome that will equip the students with the skills to be self-reliance and task the government and other education stakeholders maintain educational programme at all levels of education are made relevant to provide the youths and graduates needed entrepreneurial skills. Absence of the knowledge is negative CBN (2021) emphasized family incomes to cut down, showing result of economic downness, reducing demand for goods and services. Low demand from family, establishment reduce production of certain goods and services to cut cost and profit will decline. Hence, consequence of production fall, workers laid off, reduction in buying of new equipment, less funding for research and development, lower new product rollouts and general business activities collapse.

Conclusion

The study therefore concludes that since according to the findings of this study, knowledge is measured by what the recipient can produce. Attention if given to developing the individual practical acquisition of knowledge will go a long way in alleviating poverty and creating job for our graduates. If our graduates are adequately established and can compete with their counterpart in other country it will go a long way in bring us out of the recession, since economic recession can also be measure by the number or rise in unemployment, self-employment eventually becomes its antidote.

Recommendations

The following recommendation were made:

1. Government should adequately support graduates with capital since the practical knowledge of their area of study can get them started.
2. Students should not relent in venturing into self-business after graduation and should not wait for white cola job.
3. Aside entrepreneurship courses, every course lecturer should endeavor to bring out the practical sense from the courses they teach rather than making it theory all through.
4. Government should invest hugely into sponsoring of vocational courses; adequate provision of facilities and manpower training should not be handled with levity.

References

- Adamu, A. (2009). Small and medium-scale enterprise (SMES) *Ankpa Journal of Arts and Social Sciences (AJASS)*, 4(1)38-44
- Aiyedun, E.A. (2004). Creating enabling environment for micro and small-scale enterprise in Nigeria. African Centre for Contemporary Studies.
- Aruwa, S.A.S. (2006). The business entrepreneur: entrepreneurial development, small and medium enterprises 2nd Ed. Kaduna entrepreneurship academy publishing.
- Berglund, H. & Wennberg, K. (2006). Creativity among entrepreneurship students: comparing engineering and business education, *Int. J. Cont. Engineering Education and Lifelong Learning*, 16(5) 2006 .
- Biais, B. & Perotti, E. (2008). Entrepreneurs and new ideas. In Ajayi, O & Ademokun, F. (2010). Entrepreneurship, the Informal Sector and National Development: The Concept and the Experience. Department of Philosophy, University of Ibadan.
- Eesley, C.E., Hsu, D.H. & Roberts, E.B. (2011). Bring entrepreneurial Ideas to Life, M.I.T. Entrepreneurship Center.
- Ademokun, F. (2010). Entrepreneurship, the Informal Sector and National Development: The Concept and the Experience. Department of Philosophy, University of Ibadan.
- Eriobunah, E.C. & Nosakhare, M.E. (2013). Solutions to Entrepreneurs' problems in Nigeria comparison with Sweden, Karlskrona Sweden: School of Management Blekinge Institute of Technology.
- Hisrich, R.D. & Peters, M.P. (2002). Entrepreneurship. 5th edition. USA: Irwin/McGraw-Hill.
- Paul, E.O. (2005). Entrepreneurship education in Ezema, P.A.N., Paul, E.O., Anioke B.O., Godwin, A.G., Okwuolise, C.A., Eheli, H.U., Anih (ed) Entrepreneurship in vocational education. Enugu: OZYBEL Publishers.
- Lundstrom, H. (2005). Pioneers in entrepreneurship and small-business research (Draft Edition Ed). New York: Springer.
- Shane, A.S. (2003). A General Theory of Entrepreneurship: The Individual Opportunity. Cheltenham: Edward Elgar.