

ENTREPRENEURSHIP SKILL AND BACKGROUND OF THOSE THAT HAVE TENDENCY TO SET-UP THEIR OWN BUSINESSES

By

Adebayo, Ola and Atunwa, H

Department of Entrepreneurship, Joseph Ayo Babalola University, Ikeji-Arakeji, Osun-State Nigeria

Correspondence Author: adebayosamson1@yahoo.com

Phone: 08063199460

Abstract

The research study was undertaken to find out how and where some of our entrepreneurs got their business ideas. In order to determine the attributes of these entrepreneurs, two questions were prepared and presented to the respondents through the instrument of questionnaire. The findings in table 4 shows that greater proportion of the respondents had industrial work experience, represented by (64.1%), while those who got their work experience through family business and those who got their work experience through research institutes (R/D), were both represented by (15.4%), each. The forth group are those that had their work experience through professional and consultancy services, represented by (5.1%), of the total sample. The study has clearly revealed that provision for the training in skill knowledge through a period of apprenticeship or secondment to the industry should be part of the future drafting of the undergraduate entrepreneurship curriculum, especially for those who are majoring for the degree of a BSc./BTech. in entrepreneurship. Other areas covered by the work includes: age, sex, marital status and respondents' qualifications in tables 1, 2, 3, and 5, while figure 1 represents where respondents got their business ideas. Figure 2 shows the educational background of the respondents. The finding revealed that any graduate that majors in entrepreneurship of which the course curriculum does not include sufficient practical training skills and knowledge can not be said to answer as an expert who obtained a BSc/BTech. in entrepreneurship, because it can not claim to have got the skills to enable the graduate of such a discipline to set-up any business at all

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Introduction

Getting a grasp both of the concept and practice of entrepreneurship is difficult and has been made more problematic by the many contrasting perspectives of definers and commentators involved with entrepreneurship. Many of the definitions of entrepreneurship are a function of the researchers' academic background. Entrepreneurship has been defined in numerous ways by many people with no single definition or interpretation being universally accepted. From the many varied definitions in existence it is apparent that entrepreneurship is a complex and rich phenomenon and is a particular approach to wealth creation. Generally, some other studies have claimed that 'entrepreneurship', in essence, involves the process of creating value by bringing together a unique package of resources to create or exploit a market opportunity'.

The key to understanding entrepreneurship is to understand the entrepreneur. Entrepreneurship derives from the 'entrepreneur' which originated in seventeenth-century France and was applied to an individual who provide service associated with carrying out a commercial project for someone with capital to invest.

The Industry Maker Entrepreneur: Creates a new firm coupled with innovation of greater dimension or importance which leads to the development of a whole industry, new product, and also whole technology to produce them, e.g. Henry Ford and the mass production of motor vehicles etc.

The Administrative Entrepreneur: is a manager who operates within an established firm, but does so, in an entrepreneurial fashion. This kind of entrepreneur occupies the chief executive or a senior managerial role or position in an enterprise. These position holders are often called upon to be innovator, provide dynamisms on and leadership to the organization particularly during the time of change. An example here is the calling of a seasoned administrator/ professional/ technical expert to revive the already dead company. Nowadays they are often referred to as entrepreneur.

The small business owner is an entrepreneur who takes responsibility for owing and running his own venture. The business may be small because the owner may wish to limit the size or because it is in early stage of growth or because of the limited capital of the owner. Small business owner are often satisfied in so far it gives them a reasonable, secure income in meeting their daily expenses being a decision maker or boss of their businesses and nobody controls their lives or subject them to economic slavery as they are self-employed

French Economist, Richard Cantillon, postulated that, bringing people, money, and materials together to create an entirely new organization. This is the classic type of entrepreneur who identifies an unexploited opportunity and then innovates in order to pursue it. Fredrick Webster, the American entrepreneurship academic (1977) recognized the above four types of individual entrepreneur.

Craft entrepreneur: Is a person who exploits and utilizes personal skills without expanding the business, and attempt to make a living by privately selling their trade or the products they produced. They are less interested in profit as such, but in being able to earn stable living from their specialist skills. A further distinction can be made between craftsmen entrepreneurs whose expertise is based on traditional skills and those whose expertise is in Scientific or highly technological.

Types of entrepreneurial Roles

Although categories tend to overlap, entrepreneurial roles may be classified into three types: founders, general managers, and franchisees

Founding Entrepreneurs

Generally considered to be the "pure" entrepreneurs, founders may be inventors who initiate business on the basis of new or improved products or services. **They may also be craftsmen who are skilled, and then start their own firms. Or they may be enterprising individuals, often with marketing backgrounds, who draw upon the ideas of others in starting new firms.** Whether acting as individuals or in groups, these people bring firms into existence by surveying the market, raising funds, and arranging for the necessary facilities. After the firm is launched, the founding entrepreneur may preside over the subsequent growth of the business.

General Managers

As new firms become well-established, founders become less innovator and more administrators. Thus, we recognize another class of entrepreneurs called general managers. Generally managers preside over the operation of successful ongoing business firms. They manage the week-to-week and month-to-month production, marketing, and financial functions of small firms. The distinction between founders and general managers is often hazy. In some cases, small firms grow rapidly, and their orientation is more akin to the founding than to the management process.

Literature Review

Gartner (1998) was slightly more elementary with his definition. He indicated that entrepreneurship is the creation of organizations. Maranville (1992) indicated that the power of business ownership is also called entrepreneurship.

Klofsten (2000) indicated that the entrepreneurship and new business development program (ENP) in Sweden contains the following cornerstones: business plans; workshop, mentoring, supervision; networking, incubator facilities; and seed financing.

As a starting point in the curriculum formulation process, Maranville (1992) suggested the integration of three broadly based curriculum objectives. Those objectives includes: the exploration of the economic nature and role of entrepreneurship, the discovery and examination of the principle of innovation, tracking the role of entrepreneurship and the principles of innovation as they occur in economic history.

Kolvereid (1997, p. 154) further indicated that “graduates who have taken a major in entrepreneurship have stronger entrepreneurial intentions and act more entrepreneurially than other graduates.

Kuratko (2003, p.1) correctly supported the idea that entrepreneurship is one of a culture – not just the creation of business. Seymour (2001) postulated that “while every collegiate entrepreneurs finds himself/herself in a unique position with his or her venture, it would seem that the average student would do best to take advantage of the resources that exist on college campuses, in order to gain real-world experience and lay the groundwork for their future endeavour, until they have completed their education and earned a marketable degree”.

While there is consensus that the university environment is one which can build up young minds, in the case of entrepreneurship education, this can serve as a dual-edged sword, this has been argued in some quarters that having hectic schedules and limited time tempts many American students to quit college to pursue their businesses.

Robinson & Haynes (1991) asserted that although the existence of formal organizations and academic programmes are an indication of the depth or quality of entrepreneurship education within the university. Asserted that entrepreneurship curriculum has not received the same status as some of the more mature curriculum, such as corporate finance and market research. As a result, entrepreneurship has not been a primary focus for teaching and related research at the university level.

Klofsten (2000) believed that entrepreneurship should be viewed at three levels within a university structure. Taking a macro point of view he posed that the creation and maintenance of an enterprising culture on the whole at the university should be on the forefront. He then indicated that separate courses in entrepreneurship needed to exist.

There, students could learn more about entrepreneurship as a subject itself. Kloststen (2000) also, believed that on a final level, specific training programmes for individuals who want to start their own enterprise should be integrated into the curriculum. This is the major purpose/reason why this study was carried out.

Entrepreneurship curriculum stimulates creativity and ownership; two traits desired by corporate America as stated by Saskatchewan (2004). Hynes (1996) surmised that entrepreneurial education incorporates both informal and formal methods. The informal aspects of entrepreneurship education combine and integrate with the formal aspect of education. The informal aspects focus on skills building, attribute development and behavioural changes.

Entrepreneurship education at school in Europe, National strategies, curriculum and Learning outcomes, by European Commission (2012) report, says that a dynamic economy which is innovative and able to create the jobs that are needed, will require a greater number of young people who will launch and successfully develop their own commercial or social ventures or who will become innovators in the wider organizations in which they work because education is key to shaping young people's attitudes, skill and culture. It is vital that entrepreneurship education is addressed from an early age. Entrepreneurship education is essential not only to shape the mindsets of young people but also to provide the skills and knowledge that are central to developing one's own entrepreneurial culture.

There is a need for curriculum review, Adebayo (2011), in line with the current need of entrepreneurship education for our tertiary institutions, as it will constitute the engine room of productive sector in our economy. Refocusing education system towards entrepreneurship has been identified as a means of providing employment which will translate to income generation in the country. Garba (2010)- stated that it is pertinent to note that education can be a means to an end. It can simply be a tool for securing employment and emancipation of people through the provision and acquiring of necessary knowledge and skills to make lives more flourishing.

Entrepreneurship education, also known as vocational and technical education according to Jimoh *et al* (2005) "is that aspects of education for acquiring practical skills for employment generation and self – reliance". It is a skill based programme designed to provide the learner with practical skills, attitude, understanding and knowledge necessary for the acquisition of vocational expertise in one's career. Jimoh, *et al* (2012) further stated that the educational system in Nigeria seems to be geared towards training manpower for white collar jobs. This seems to have remained unchanged as an instrument for producing citizen who are unable to be useful to themselves. Omirin (2012) noted since education is dynamic and constantly changing to reflect the need of the society, there is need to change with the trend. Therefore entrepreneurship education is the answer.

The quality of the Nigerian education system and its products has been subject of criticism in recent years due to the inability of the graduates to defend the certificate they parade. The reason for this development is because majority of the disciplines, especially the social sciences are restricted to classroom instructions without practical experience to back them up. Ogunyemi (2008) observed that the current social studies curriculum is classroom based without giving the students opportunities to practice what they learn in the classroom.

Research Question.

- (i) Educational background and area of study of the respondents.
- (ii) Where the entrepreneurs/ respondents acquired their business ideas.

Research Methodology

The study was embarked upon to highlight the skills and background of those that have tendency to establish their businesses, and to determine the skills and attributes of these set of entrepreneurs. One hundred and fifty (150) questionnaire were prepared and administered to one hundred and fifty (150) small and macro ventures at Agege Incubating Centre and other businessmen and women at Agege area of Lagos state and one hundred and seventeen (117) respondents returned properly and correctly filled administered questionnaire instruments Respondents rate of return = $117/150 \times 100 = 78\%$. It means that the work was solely based on field survey by using the administration of questionnaire instruments.

Significance of the study

This study will be of importance to the government, university administrators, academic lecturers, students, organizations and the general public at large in various ways. It will help the government, through the supervisory agency to set a minimum standard (based on the student's choice of interest) for the skills to be included in the curriculum. The lecturers will be further informed about the expectation of the curriculum from them, thereby upgrading themselves in the best methodology to be adopted in teaching the students. This will bring about effective and efficient teaching and learning of entrepreneurship education. The students will develop interest in the entrepreneurship programme that includes much more skills and practical training programmes instead of concentrating on instructional techniques for the teaching of entrepreneurship that can not benefit the students after graduation.

Statement of the problem

There is vicious cycle of poverty, unemployment and under development plaguing Nigeria economy. The orientation of Nigerian youth cannot grow beyond the level of exposure in the teaching-learning process of today. If the cycle is to be broken and Nigerian economy is to thrive and be vibrant there is an urgent need to instill entrepreneurial skills in the mind of the youths, especially university undergraduates. It has been observed that despite the fact that entrepreneurship education had been introduced to Nigeria universities several years ago, many of our graduates still remain unemployed for a long time after graduation. In order to prevent such occurrence and make the objectives of entrepreneurship education realizable among the university undergraduates there is need to ascertain the level of preparedness of the universities for the proper and thorough commencements of the programme. This is with a view to ensure that students actually have a mastery of entrepreneurial skill activities of their choice and this should translate to the students achieving self-dependency through setting up of small scale industries after graduation.

Limitation of the study

Some of the respondents could not complete the questionnaire on time, even until now, despite constant contacts. It may be due to one reason or the other considering the topic of this nature as applied to those that set-up their own businesses, these entrepreneurs are always on tour for more businesses and contracts or so. They find it difficult to spare time for the academic researchers, who they believed cannot in any way contribute to their business growth or profit. Other valuable respondents such as

NACCIMA members, SMSE's members were not covered in the survey because of time and the huge amount of money that will be involved.

Discussion

Result:

Table1. Age of Respondent

Selected Dimension	Frequency	Percentage %	Valid %	Cumulative %
41-50	63	53.8	53.8	53.8
51-60	54	46.2	46.2	100.0
Total	117	100	100.0	

Source: Field Survey (2013)

The above table shows that greater proportions of the respondents are within the age range of 41-50years as represented by 53.8% while those between 51-60years represented 46.2% of the total respondents. There were no respondents either under 41 years or above 60 years old that were represented in the survey.

Table 2. Sex of Respondents

Gender Sex	Frequency	Percentage %	Valid %	Cumulative %
Male	66	56.4	56.4	56.4
Female	51	43.6	43.6	100.0
Total	117	100.0	100.0	

Source: Field Survey (2013)

In terms of sex of the respondents, males represented 56.4% of the total sample, while the females constituted the lowest percentage of 43.6% of the total sample.

Table3: Marital Status of Respondents

	Frequency	Percentage %	Valid %	Cumulative %
Married	105	89.7	89.7	89.7
Single	12	10.3	10.3	100.0
Total	117	100.0	100.0	

Source: Field Survey (2013)

In terms of marital status, male's respondents that were married represented 89.7%, while singles constituted 10.3% of the sample

Table4 : Work Experience of Respondents

	Frequency	Percentage %	Valid %	Cumulative %
Industrial Works Experience	75	64.1%	64.1	64.1
Family Business	18	15.4%	15.4	79.5
Consultancy	6	5.1%	5.1	84.6
Research Institute R/D	18	15.4%	15.4	100.0
Total	117	100.0	100.0	

Source: Field Survey (2013)

The above table shows that greater proportion of the respondents had industrial work experience as represented by 64.1% of the total sample. This is followed by both those who had work experience in family business and those in research institutes (R/D) and work experience were 15.4% each while those who had consultancy work experience were represented by 5.1% of the total sample.

Fig. 1 Work Experience Characteristics

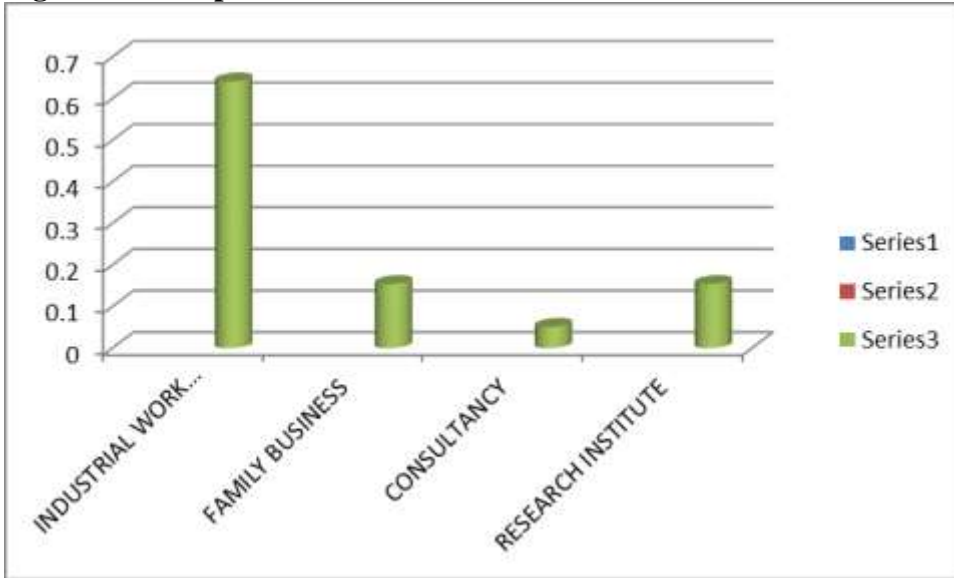


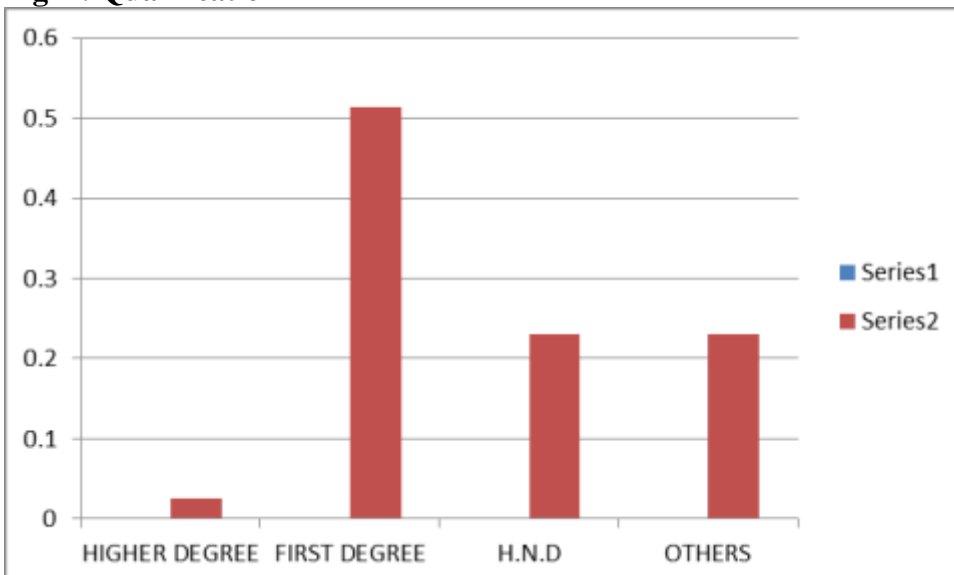
Table 5: Qualification of Respondents in Percentage Ratios

Qualification	Questionnaire	Respondents frequen	Percentage	Valid %	Others %	Remark
Higher Degree		3	2.5	2.5	2.5	
First Degree		60	51.3	51.3	53.8	
Higher National Diploma		27	23.1	23.1	76.9	
Others		27	23.1	23.1	100.0	
Total	150	117	100.0	100.0		

Source: Field Survey (2013)

The above table shows that 51.3% of the respondents obtained first degree. This is followed by 23.1% of respondents who were higher national diploma graduates and others with 23.1% respectively, while respondents with higher degrees were the least represented by 2.5% of the total sample.

Fig 2 : Qualification



Findings:

Work experience of the respondents in table 4 revealed that greater proportion of the respondents received their business (Background skills) ideas from (i) Industrial work experience respondents response were 64.1% followed by (ii) those who have worked in the family businesses and those who have worked and received training from the research and development institutes were 15.4% each.

Finally (iii) are those who have worked in consultancy services, and were 5.1% of the total sample. These percentage shares of the respondent's response were shown in table 4, while figure 1 shows the findings in graphical terms. Educational background of the respondents were also determined and indicated in table 5 and figure 2 respectively.

Conclusion

Business creation is most closely aligned to entrepreneurship. Dunn & Short (2001), through a survey of entrepreneurs and business managers in northeast Louisiana, indicated that the study of entrepreneurship would not only be beneficial to students but also sound economic development strategy. Huffman & Quiqley (2002) further suggested that the university is important place in attracting human capital to the local area and in stimulating entrepreneurial talent. In addition to entrepreneurship classes, they indicate other support to stimulate this growth. These supports include university supported business incubators, business plan competitions and networking events.

Few studies have reported the use of entrepreneurship education as an economic development strategy from within the university and the external environment. Many successful entrepreneurs have started as college students created their own companies and become millionaires in the process. Hence, the study advocates much more provision of training in skills for the university undergraduates curriculum that will involve a period of apprenticeship and secondment to the industry, especially for BSc./BTech. degree of Entrepreneurship major.

Based on this research work, the findings, without any doubt has revealed that nearly all entrepreneurs or businessmen/women respondents have undergone some skilled trainings or an apprenticeship of a sort before they set-up their businesses. For the test-retest reliability of the data used for the work, and for further investigation and proof of the reliability of the findings revealed by this research work, further study could be carried out by extending the administration of the questionnaire instruments to a larger coverage areas that may includes-NACCIMA, ASSI e .t. c.

Contribution/Gap to be filled includes:

- (i). that data gathered for the research work would provide information that special skills are needed in the development of entrepreneurship education.
- (ii). That the study will add to the existing debates and national discussions on how entrepreneurship programme should be infused or embedded within the current university undergraduate's curriculum.
- (iii). That these findings would help in fashioning a new and unified, appropriate and relevant , curriculum with skills that have been identified world wide as having very high potential in promoting economic growth and development in terms of business innovation and job creations and thereby adding value along with the existing academic literatures on the subject matter e. t. c. Adebayo (2011)

Recommendation

It is not right for a graduate carrying a Bachelor degree in entrepreneurship, for instance to be looking for white collar job or blue collar job after graduation, if

sufficient, proper and adequate entrepreneurial skills had been imparted while such an undergraduate student was in the university. Adebayo, O. (2011)

It has been acknowledged that Taiwan developed its university system by a deliberate all-directional integrating industrial development policy. That made it mandatory for the universities to co-operate with other industries- such as manufacturing, defence sector e.t.c. Why can't Nigeria as a nation take a cue from Taiwanese?

Government, through the NUC, and other stakeholders especially the university academics and the administrators should make sure that educational programme at the university levels are made relevant to provide the graduate youths the needed entrepreneurial skills. Once a university undergraduate has been imparted with adequate skills, such a graduate youth should not wait for the government to provide white collar jobs, rather such a graduate should take bull by the horn and find ways to set-up his/her own business venture.

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