

ENTREPRENEURIAL CULTURE AMONG YOUTHS IN NIGERIA: A STUDY ON STUDENTS OF STATE-OWNED TERTIARY INSTITUTIONS IN KANO

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Abstract

This paper investigated the entrepreneurial culture of youths in Kano State tertiary institutions; though the assessment of the level of each of the indices of entrepreneurial culture in Kano State-owned tertiary institutions and also provided some plausible strategies that can promote effective entrepreneurial culture that will help quell unemployment and thus generate employment for the Nigerian youths.

With the use of descriptive research design of ex-post facto type, the study established that there was no significant difference in level of the Entrepreneurial Cultures' indices of Nigerian youths in Kano State-owned tertiary institutions and there were positive relationship between entrepreneurial attribute and entrepreneurial value; entrepreneurial attribute and entrepreneurial mindsets; entrepreneurial attribute and entrepreneurial behavior; entrepreneurial value and entrepreneurial mindsets; entrepreneurial value and entrepreneurial behavior while there was no relationship between entrepreneurial mindsets and entrepreneurial behavior.

Based on these findings, it was recommended that Governments, NGOs and international bodies should assist Kano State tertiary institutions to improving students' chances of developing a strong entrepreneurship spirit. All Kano State tertiary institutions' authorities / management should ensure that the teaching of Entrepreneurship Education is being made to be practical oriented and students should be encouraged to set up business centres in the institutions in order to gain necessary experience. Families and parents should help 'in instilling entrepreneurship culture even in their interaction with their wards on career development and life skills.

1. Introduction

The importance of entrepreneurship education and its potency to generate employment cannot be overemphasized; thus, the relevance of its introduction in Polytechnics' curriculum. The introduction of the mandatory entrepreneurship education in Polytechnics and universities was a presidential initiative and the resolution which its formation was hinged upon was enacted in a meeting held on 28 September 2006 in the secretariat of the National Universities Commission (NUC) with education stakeholders. The central message of this resolution was that the NUC in consonance with the Federal Government of Nigeria should enhance the employability and self employment potential of Nigerian youths in the Nation's universities (Dada, Fayomi & Simeon-Fayomi, 2014). The strength of this introduction was as a result of the experiences gathered on the effectiveness of entrepreneurship in developed countries, which can also have positive impacts on the economy and the quality of life of people in a developing country like Nigeria.

Kuratko (2009) in Suraju (2016) describes entrepreneurship as a kind of behaviour that includes initiative taking, the organizing of social economic mechanisms to turn resources and situations to practical account and the acceptance of risk of failure. As such entrepreneurship revolves around the individual who searches for changes, responds to it and exploits it as an opportunity.

In similar vein, Oladele, Akeke and Oladunjoye (2011) citing Chigunta (2001) notes that entrepreneurship has been receiving increasing recognition as a source of job creation, empowerment for the unemployed and economic dynamism in a rapidly globalizing world. Schnurr and Newing (1997) cited in Oladele, Akeke and Oladunjoye (2011) justified the need for promoting entrepreneurship culture on the ground that youth in all societies have sterling qualities such as resourcefulness, initiative, drive, imagination, enthusiasm, zest, dash, ambition, energy, boldness, audacity and courage which are all valuable traits for entrepreneurship development. According to Akuegwu and Nwi-ue (2016), when students develop entrepreneurship culture, wealth creation is possible; jobs are created; individuals and collective wellbeing becomes a reality.

Gibb (1987) in Esuh (2011) describes entrepreneurial culture as a product of culture which is the set of values, attitudes and beliefs that is supporting the exercise in the community of independent entrepreneurial behaviour in a business context. These values form an entrepreneurial culture where entrepreneur work effective and efficiently in order to contribute to the economic development. Entrepreneurship 'culture in a university setting would refer to students' attitude to expand beyond scientific side of research to go for commercialization of general knowledge (Chiesa & Chiaroni, 2005 in Akuegwu & Nwi-ue, 2016). Entrepreneurship culture can be developed in school setting through the teaching of entrepreneurship education; for entrepreneurship to be an antidote to joblessness and youth restiveness, it must have a culture, which needs to be developed (Akuegwu & Nwi-ue, 2016).

According to Brownson (2015), Entrepreneurial Culture is a society that depicts the exhibition of entrepreneurial attributes, entrepreneurial values, entrepreneurial mindset and

entrepreneurial behavior. Entrepreneurial Attributes (EA) are the attributes that are important at the early stages of the entrepreneurial process and can sustain an individual during those early stages. Entrepreneurial Values (EV) are the driving force for decision making. They have important implications not only for the decision to pursue entrepreneurship but also in the way in which the individual entrepreneur approaches a venture. Entrepreneurial Mindset (EM) is a mental attitude which determines how an individual will interpret and respond to situations and Entrepreneurial Behavior (EB) is referred to as new venture creation, firm birth or startup.

According to Anyadike, Emeh and Ukah (2012), the dexterity with which hunger and poverty have devastated lives and future ambition of youths especially graduates in Nigeria, have led to scholars prescribing entrepreneurship development as the permanent cure for extreme hunger and poverty which is necessitated by the rate of unemployment and its effect on both the people and the nation. More than half of the Nigerian populations are under the age of 30 according to the National Population Commission (2001). Therefore it can be asserted that the economy of Nigeria is a youth economy. Expectedly, today's youth will become in a short decade tomorrow's parents, leaders, labour force and armies. However, the Nigerian youths are said to be confronted with poverty, unemployment, urbanization, lack of capacity and skills needed to move the economy forward (Oviawe, 2010).

This implies that if Nigerian youths are mentored, guided in possessing adequate entrepreneurial culture while in schools, it will provide enabling environment for business start-ups and they will economically be engaged, thereby shunning illegal acts. It is in this respect that this paper seeks to investigate the entrepreneurial culture of Nigerian youths in Kano State tertiary institutions; assessing the level of each of the indices of entrepreneurial culture in Kano State-owned tertiary institutions and thus providing some plausible strategies that can promote effective entrepreneurial culture that will help quell unemployment and thus generate employment for the Nigerian youths.

2. Objectives of the Study

The specific objectives of the study are to:

- (a) Assess the level of entrepreneurial culture among youths of state-owned tertiary institutions in Kano State;
- (b) Investigate the relationship among the indices of entrepreneurship culture of Nigerian youths in Kano State-owned tertiary institutions; and
- (c) Determine the influence of socio-demographic factors (gender, age group, religious affiliation, level and course of study) on the youths' entrepreneurial culture in Kano State tertiary institutions.

3. Research Questions

To achieve the objectives of the study, the following research questions are raised:

1. What is the level of the entrepreneurial cultures of Nigerian youths in Kano State-owned tertiary institutions?
2. Is there any relationship among the indices of entrepreneurship culture of Nigerian youths in Kano State-owned tertiary institutions?
3. Would there be any difference in the indices of entrepreneurial culture of Nigerian youths in Kano State-owned tertiary institutions based on gender, age group, religious affiliation, level and course of study?

4. Methodology

The research design that was adopted for this study is the descriptive research design of ex-post facto type. This offered the researcher opportunity to collect data without manipulating any of the variables of interest in the study. This method was considered appropriate for this study because it helps to capture attitude, pattern of past behavior, opinions that are held, and processes that are going on. This study aims at gathering information from tertiary institutions' students that are considered to be a representative sample of the population. Respondents in this study were students in their final year of Kano State Polytechnic (KSP), Sa'adatu Rimi College of Education (SRCOE) and Audu Bako College of Agriculture (ABCOA). They numbered 200, with 50 (25 Males and 25 Females) students randomly selected from four (4) departments of the institutions. The Purposive sampling technique was adopted for the selection of sample. The resulting sample consisted of 127 (55,7%) male, 101 (44,3%) female; 143. (65.3%) Muslim, (34.7%) Christians and 160 (70.2%) Business related courses and 68 (29.8%) non business related courses. The average age of the respondents was 20 years.

The instrument that was constructed by the researcher was used to collect data for this study. The instrument is a questionnaire titled 'Entrepreneurial Culture Questionnaire' (ECQ) and is divided into five (5) sections (i.e. Section A, B, C, D & E). Section A requests for the personal information of the respondents e.g. sex, age group, religion, course of study, level etc. Section B contains 5 statements on respondents' opinion on their entrepreneurial attributes. Section C consists of 5 items; this was designed to elicit information on the entrepreneurial mindsets of Nigerian youths. Section D contains 9 items designed to measure respondents' entrepreneurial behaviour. Section E contains 6 items designed to measure respondents' entrepreneurial Value. Each of the items in these sections is rated on a four-point likert scale type ranging from Strongly Agree to Strongly Disagree. The responses are scored 4, 3, 2 and 1 respectively.

In an attempt to determine the validity of the instrument, the researcher gave the draft of the questionnaire to some experts in educational evaluation to ascertain its face and construct validity. Ambiguous items were pointed out, some items were restructured and irrelevant ones were completely deleted. To test the reliability of the questionnaire, a test-retest with two weeks interval was carried out. The instrument was administered on 30 students of Audu Bako College Agriculture, Danbatta who did not participate in the main study. The two

administrations of the ECQ yielded a correlation coefficient of 0.89 which is strong enough to justify the use of the instrument.

The researcher with the assistance of one trained research assistant visited the institutions selected for the study. The respondents were asked to fill the instrument independently before returning them to the researcher. The questionnaire was administered and collected within the period of two week. Four hundred questionnaires were administered but 387 copies of the questionnaire were return which amounted to 94% success of questionnaire administration.

The statistical analyses that were used for testing the raised research questions for this study includes Descriptive Statistics (mean and standard deviation) and Pearson Product Moment Correlation (PPMC) Analysis at 0.05 alpha level.

5. Results

Research Question One: What is the level of the Entrepreneurial Cultures of Nigerian Youths in Kano State-owned tertiary institutions?

Table 1: Level of Entrepreneurial Cultures' indices of Nigerian Youths in KSP and SRCOE
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Entrepreneurial Culture and its indices	KSP		SRCOE		T-value	Sig	Decision
	Mean	SD	Mean	SD			
Entrepreneurial Attribute	18.300	1.850	18.600	1.740	1.234	.219	Not sig.
Entrepreneurial Value	32.857	4.028	32.234	4.902	.966	.335	Not sig.
Entrepreneurial Mindsets	17.586	2.380	17.757	3.044	.477	.634	Not sig.
Entrepreneurial Behaviour	39.526	5.067	38.842	6.255	.911	.363	Not sig.

Table 1 above showed that the calculated t value of 1.234 (Entrepreneurial Attribute), 0.966 (Entrepreneurial Value), 0.477 (Entrepreneurial Mindsets), 0.911 (Entrepreneurial Behaviour) respectively are less than the critical value of 1,96 at 0.05 level of significance. This implies that there was no significant difference in level of the Entrepreneurial Cultures' indices of Nigerian Youths in Kano State-owned tertiary institutions.

Research Question Two: Is there any relationship among the indices of entrepreneurship culture of Nigerian youths in Kano State-owned tertiary institutions?

Table 2: Mean, Standard Deviation and Correlation Matrix of Entrepreneurial Culture indices

Indices of EC	MEAN	SD	EA	EV	EM	EB
EA	18.425	1.807	1			
EV	32.618	4.412	.168*	1		
EM	17.657	2.672	.316**	.206**	1	
EB	39.241	5.590	.152*	.467**	-.088	1

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

* Correlation is significant at the 0.05 level (2-tailed).

The results in Table 2 above revealed that there are positive relationships between Entrepreneurial Attribute and Entrepreneurial Value ($r_{(228)} = 0.168$; $p < 0.05$), Entrepreneurial Attribute and Entrepreneurial Mindsets ($r_{(228)} = 0.316$; $p < 0.05$), Entrepreneurial Attribute and Entrepreneurial Behaviour ($r_{(228)} = 0.152$; $p < 0.05$), Entrepreneurial Value and Entrepreneurial Mindsets ($r_{(228)} = 0.206$; $p < 0.05$), Entrepreneurial Value and Entrepreneurial Behaviour ($r_{(228)} = 0.467$; $p < 0.05$) while there was no relationship between Entrepreneurial Mindsets and Entrepreneurial Behaviour ($r_{(228)} = -0.088$; $p > 0.05$).

Research Question Three: Would there be any difference in the entrepreneurial culture of Nigerian youths in Kano State-owned tertiary institutions based on gender, age group, religious affiliation, level and course of study?

Table 3a: Comparison of male and female entrepreneurial culture of Nigerian youths in Kano State-owned tertiary institutions

	N	Mean	SD	Df	T-cal	Sig	Decision
Male	127	109.834	9.407	226	2.503	.013	Significant
Female	101	106.811	8.595				

Table 3a above shows that the calculated t value of 2.50 is greater than the critical value of 1.96 at 0.05 level of significance with 226 degree of freedom. The mean score of the male undergraduates is higher than the mean score of the female undergraduate. This implies that there is significant difference in the entrepreneurial culture of Nigerian youths in Kano State-owned tertiary institutions based on gender.

Table 3b: Comparison of entrepreneurial culture of Nigerian youths in Kano State-owned tertiary institutions based on course of study

	N	Mean	SD	df	T-cal	Sig	Decision
Business related courses	160	107.6438	8.32164	226	2.171	.031	Significant
Non business related courses	68	110.5000	10.68756				

Table 3b above shows that the calculated t value of 2.171 is greater than the critical value of 1.96 at 0.05 level of significance with 226 degree of freedom. Furthermore, the mean score of the undergraduates offering non business related courses (110.50) is higher than their counter that are offering business related courses (107.64). This implies that there is significant difference in the entrepreneurial culture of Nigerian youths in Kano State-owned tertiary institutions based on course of study.

Table 3c: Comparison of entrepreneurial culture of Nigerian youths in Kano State-owned tertiary institutions based on Age group

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	36.917	3	12.306	.145	.933	Not Significant
Within Groups	19016.079	224	84.893			
Total	19052.996	227				

Table 3c presents the result of ANOVA test on entrepreneurial culture of Nigerian youths in Kano State-owned tertiary institutions based on age group. The F value of 0.145 obtained in the test is not significant at 0.05 level of significance. It is therefore concluded that there is no significant difference in the entrepreneurial culture of Nigerian youths in Kano State-owned tertiary institutions based on age group.

Table 3d: Comparison of entrepreneurial culture of Nigerian youths in Kano State-owned institutions based on religious affiliation

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	181.764	2	90.882	1.084	.340	Not Significant
Within Groups	18871.232	225	83.872			
Total	19052.996	227				

Table 3d presents the result of ANOVA test on entrepreneurial culture of Nigerian youths in Kano State-owned tertiary institutions based on religious affiliation. The F value of 1.084 obtained in the test is not significant at 0.05 level of significance. It is therefore concluded that there is no significant difference in the entrepreneurial culture of Nigerian youths in Kano State-owned tertiary institutions based on religious affiliation.

Table 3e: Comparison of entrepreneurial culture of Nigerian youths in Kano State-owned tertiary institutions based on their level

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	2270.965	3	756.988	10.104	.000	Significant
Within Groups	16782.031	224	74.920			
Total	19052.996	227				

Table 3e presents the result of ANOVA test of entrepreneurial culture of Nigerian youths in Kano State-owned tertiary institutions based on their level. The F value of 10.104 obtained in the test is significant at 0.05 level of significance. It is therefore concluded that there is significant difference in the entrepreneurial culture of Nigerian youths in Kano State-owned tertiary institutions based on their level.

6. Discussion

Research question one stated that, what is the level of the Entrepreneurial Cultures of Nigerian youths in Kano State-owned tertiary institutions? The result of the analysis in Table 1 revealed that the indices of entrepreneurial culture (Entrepreneurial Attribute, Entrepreneurial Value, Entrepreneurial Mindsets, and Entrepreneurial Behaviour) of the universities were not different. This implies that there was no significant difference in level of the Entrepreneurial Cultures' indices of Nigerian youths in Kano State-owned tertiary institutions. This means that the youths in the two state institutions studied had the same level of Entrepreneurial Cultures, since their level of exposure are not significantly different irrespective of their background and the location of the institutions. This is in line with the findings of Dutse, Mamaki and Djibo (2013) who discovered that there was no significant

difference in the attitudes of students towards entrepreneurship education taught in their various institutions.

Research question two stated that, is there any relationship among the indices of entrepreneurship culture of Nigerian youths in Kano State-owned tertiary institutions? The results of the analysis revealed that there are positive relationships between Entrepreneurial Attribute and Entrepreneurial Value, Entrepreneurial Attribute and Entrepreneurial Mindsets, Entrepreneurial Attribute and Entrepreneurial Behaviour, Entrepreneurial Value and Entrepreneurial Mindsets, Entrepreneurial Value and Entrepreneurial Behaviour while there was no relationship Entrepreneurial Mindsets and Entrepreneurial Behaviour. This corroborated the findings of Rauch and Frese (2006) in Abaho (2013) that Entrepreneurial values develop behaviors, skills and attitudes that help people to succeed in all spheres of life. According to Olomi (2013), entrepreneurial values that pre-dispose people to entrepreneurial behaviour include strong belief in one's ability to make things happen, self-directed action, value of know-who and trust and that rewards come with effort. These values, according to Olomi, act as triggers, incentives and sustainers of entrepreneurial tendencies.

Research Question three stated that, would there be any difference in the entrepreneurial culture of Nigerian youths in Kano State-owned tertiary institutions based on gender? The results of the analyses in Table 3a-3e revealed that there was significant difference in the entrepreneurial culture of Nigerian youths in Kano State-owned tertiary institutions based on gender, course of study and level while no significant different existed in the entrepreneurial culture of Nigerian youths in Kano State-owned tertiary institutions based on age group and religious affiliation. Siyanbola, *et. al* (2012) finding supported the result of this study when they discovered that students' socio-demographics were found to significantly explain entrepreneurial interest. Wang and Wong (2004) also discovered that gender played the most significant factor in influencing students' entrepreneurial interest in Singapore with females being less entrepreneurial.

7. Conclusion and Recommendations

It can be concluded from the findings of this study that there was no significant difference in level of the Entrepreneurial Cultures' indices of Nigerian youths in Kano State-owned tertiary institutions and there were positive relationships between entrepreneurial attribute and entrepreneurial value; entrepreneurial attribute and entrepreneurial mindsets; entrepreneurial attribute and entrepreneurial behaviour; entrepreneurial value and entrepreneurial mindsets; entrepreneurial value and entrepreneurial behaviour while there was no relationship entrepreneurial mindsets and entrepreneurial behaviour. Furthermore, there was significant difference in the entrepreneurial culture of Nigerian youths in Kano State-owned tertiary institutions based on gender, course of study and level while no significant different existed in the entrepreneurial culture of Nigerian youths in Kano State-owned tertiary institutions based on age group and religious affiliation.

Based on these findings, it was recommended that Governments, NGOs and international bodies should assist Kano State tertiary institutions to improving undergraduates' chances of

developing a strong entrepreneurship spirit. All Nigerian universities' authorities/management should ensure that the teaching of Entrepreneurship Education is being made to be practical oriented and students should be encouraged to set up business centres in the campus in order to gain necessary experiences. Families and parents should help in instilling entrepreneurship culture even in their interaction with their wards on career development and life skills.

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