
ENTREPRENEURIAL SELF-MOTIVATION SKILL ACQUISITION FOR SELF-SUSTAINABILITY BY POSTGRADUATE BUSINESS EDUCATION STUDENTS IN RIVERS STATE

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Abstract

The study ascertained the level of acquisition of entrepreneurial self-motivation skill by postgraduate business education students for self-sustainability in Rivers State. One research question was posed for the study and one hypothesis tested at 0.05 level of significance. The design of the study was descriptive survey. A total of 298 business education postgraduate students in two Rivers State universities made up the population. The population consisted of 44 postgraduate business education students in Rivers State owned University and 254 postgraduate business education students in Ignatius Ajuru University of Education in Rivers State. The instrument for the study was named: Entrepreneurial Self-motivation Skills Acquisition Questionnaire (ESSAQ). Three experts validated the instrument and a reliability test using Cronbach Alpha method yielded a score of 0.86 for internal consistency. The Mean rating and standard deviation were used to answer the research question while t-test for large group mean was used to test the hypothesis level of significance at 0.05. The findings of the study revealed that business education postgraduate students acquired moderate level of entrepreneurial self-motivation skills for self-sustainability. The findings of the study also revealed that the postgraduate business education students in Rivers State University and Ignatius Ajuru University of Education did not differ significantly regarding the level of acquisition of entrepreneurial self-motivation skills for self-sustainability. Based on the findings, conclusion was made that entrepreneurial self-motivation skill acquired by postgraduate business education students affect their level of self-sustainability and the author therefore recommended among others that entrepreneurship centres in universities or any other tertiary institutions in Nigeria must be equipped and utilized to assist these institutions to bridge the gap created by the theoretical nature of entrepreneurial programmes in institutions. The author also recommended that the graduate students of business education must be able to maintain entrepreneurial traits by finding solution to problems that will arise when operating business ventures. The courage to continue the business will lead to success and self-sustainability.

Keywords: Entrepreneurial Self-motivation skills, Acquisition, Business education and Self-sustainability

Introduction

Umunadi (2010) defined self-motivation as the capacity to be self-confident with commitment and drive to make sure essential steps are taken towards making dreams of successful businesses a reality. Okolie and Ogbaekirigwe (2014) in their study saw self-motivation skills as the skills that deal with the ability to move in such a way that the innovative skills acquired can be put to the production of goods and services.

Self-motivation skills according to Odia and Odia (2013) include confidence in oneself and one's ideas, internal locus of control, self-starter with a clear desired goal in mind, diligent and hardworking and extra drive and commitment to set goals. Warmer (2013) held that an individual with self-motivation skills has the ability to motivate self to find strength to do something without being influenced by anybody. The author further said that an individual with self-motivation skills always finds reasons and strength to complete challenging tasks relentlessly without being controlled or persuaded.

Investigations show that an individual with self-motivation skills can survive in any economic situation. The fact is that such individuals will always have the desire to improve or meet certain standards, always ready to act on opportunities and always willing to pursue goals in the face of setbacks. More so, such individuals tend to be more organized, have good time management skills, and have self-esteem and confidence to propel the creation of wealth.

Weihrich, Cannice and Koontz (2008) saw motivation as a general term applying to the entire class or drivers, desires, needs, wishes and similar forces. Therefore, one can be motivated by personal self-drive or desire to achieve success. It can be concluded that one with self-motivation skills acquired through business or entrepreneurship education is motivated to see oneself as the manager of human and material resources at one's disposal for economic growth and development, not minding the challenges ahead. Thus, self-motivated business education graduate students are equipped to channel their energies that are generated towards converting challenges to opportunities for effective utilization of factors of production for economic self-sustainability and development.

In order to be able to understand the concept of business education, it would be necessary to look at the definition of business education from different authors' perspectives. Evans (2011) viewed business education as an essential part of the preparation of youth for life and living. Godfrey (2013) postulated that business education is a programme of instruction which consists of two parts: office education - a vocational programme of office careers through initial, refresher and upgrading education. The other as general business education, a programme to provide students with information and competencies, which are needed by all in managing personal business affairs and in using the services of the businesses. Ogonda (2008) saw business education as that facet of educational training that helps individuals to acquire relevant skills needed for living. Ogunmayi (2008) revealed that business education is the type of education that assists individuals to acquire skills which they can apply to solve problems in business and office occupations. Thus, the programme is conducted on two distinct levels: education for business teacher preparation and education for administrative support personnel in business and industry. Oduah (2010), defined business education as a formidable force in equipping youths with appropriate skills, knowledge, abilities and competencies to enable them to be self-employed, employers as well as successful employees and managers of their own. According to Koko (2010), the term business education refers to specialized trainings or retraining which are given in tertiary institutions (colleges, polytechnics and universities).

The major aims of business education in Nigeria's institutions are triple-purposes: - preparation of individuals as qualified graduates in business, managers of their own businesses and business teachers who can teach others the rudiments of business. In the same vein, Etonyeaku (2009) described business education as an aspect of vocational and technical education which is used as a term to refer to those educational processes involving the study of techniques, related sciences, acquisition of practical skills attitudes and knowledge relating to occupation in vocational sector of economic and social life. Business education has also been described as a form of vocational education that is directed towards developing the learner to become productive in teaching paid employment and self-employment (Amor, 2010).

Skill acquisition is defined as the ability to be trained on a particular task or function (Mike, 2014). Mike emphasized that the importance of skill acquisition includes self-employment, diverse job opportunities, employment generation, effective function, and crime reduction. Idoko (2014) defined skill acquisition as the form of training by individuals or group of individuals that can lead to acquisition of knowledge for self-sustenance. It involves the training of people in different fields of trade under a legal agreement between the trainers and the trainees for certain duration and under certain conditions.

Ochiagha (1995) stated that skill acquisition is seen as the ability to do or perform an activity that is related to some meaningful exercise, work or job. Ochiagha maintained that for skills to be acquired, appropriate knowledge, attitudes, habit of thought and qualities of character are learnt to enable the acquirer develop intellectual, emotional and moral character which prepares the individual for a brighter future.

Similarly, Donli (2004) was of the view that skill acquisition is the manifestation of idea and knowledge through training which is geared towards instilling in individuals, the spirit of entrepreneurship needed for meaningful development. Donli stressed that if individuals are given the opportunity to acquire relevant skills needed for self-sustainability in the economy, it will promote their charisma in any work or business situation.

Equipping business education postgraduates students with different skills are means of taking corrective measure for the high level of unemployment. Without skill acquisition the national goals of employment generation and self-sustainability cannot be realized hence corruption and violence will rise to high level.

Self-sustainability is defined as the social and economic ability of an individual, household or a community to meet essential needs (including protection, food, water, shelter, safety, health, business and education) in a sustainable manner and with dignity (Anukan, 2013). Ogbonna (2017) pointed that self-sustainability refers to dependence on one's abilities, judgment and resources to do whatever should be done. It is a state of being in which a person or an entrepreneur needs little or no help from or interaction with others.

An individual is said to be self-sustained when the individual can depend less on other people and family in the management of human and material resources. Citizens of a nation will be self-sustained when they have possible cause to access and utilize the essentials of life which includes good food, clothing, shelters, medications, transportations and functional education (Ofoye, 2015). For one to be sustainable, one must be enterprising, and one is enterprising when there is attributes of verbal skills for selling, dominating, leading, seeing oneself as a strong, masculine leader (Ugwuda, 2014). There are evidences from the

developed societies that show a positive relationship between entrepreneurial skill acquisition and self-sustainability (Agbeze, 2012).

Statement of the Problem

Business education graduates in Rivers State constantly face the problem of unemployment and the failure of businesses before their fifth year in operation as a result of lack of entrepreneurial self-motivation skill acquisition. It seems most disappointing and frustrating when an entrepreneur who has been long unemployed before starting his own business is forced out of business because of lack of entrepreneurial self-motivation skills. Nigerian tertiary institutions continue to produce graduates that are barely self-sustainable in the operation of their businesses because of lack of high levels of entrepreneurial skills. With the teaching of entrepreneurship in business education across universities in Rivers State, business education graduates are expected to acquire entrepreneurial self-motivation skills. Despite this effort to empower business education graduates in Rivers State with entrepreneurial self-motivation skills, most operators of Small Scale Enterprises (SMEs) still seem to find it difficult to manage their businesses. Several studies have been conducted on entrepreneurial skill acquisition using different concepts and constructs. To the best of my knowledge, it appears that there is paucity of empirical research on the level of entrepreneurial self-motivation skills acquisition and how it influences self-sustainability of post graduate students in tertiary education. Against this backdrop, this paper is designed to evaluate the level of acquisition of entrepreneurial self-motivation skills by post graduate business students for self-sustainability in Rivers State owned Universities.

Purpose of the Study

The main purpose of this study is to ascertain the level of entrepreneurial self-motivation skill acquired by postgraduate business education students for self-sustainability in Rivers State.

Research Question

One research question guided the study
What is the level of acquisition of entrepreneurial self-motivation skill by postgraduate business education students for self-sustainability in Rivers State?

Hypothesis

One null hypothesis was tested at 0.05 level of significance.
There is no significant difference in the mean ratings of postgraduate business education students of Rivers State University and Ignatius Ajuru University of Education on the level of acquisition of entrepreneurial self-motivation skill for self-sustainability.

Method

The study was carried out in Rivers State University and Ignatius Ajuru University of Education, Port Harcourt, Rivers State. The design of the study was descriptive survey. One research question guided the study and one hypothesis was tested at 0.05 level of significance. The population of the study was 298, which consisted of 44 postgraduate business education students in Rivers State University and 254 postgraduate business education students in Ignatius Ajuru University of Education in Rivers State. The instrument for the study was named: Entrepreneurial self-motivation Skills Acquisition Questionnaire (ESSAQ). Three experts validated the instrument and a reliability test using Cronbach Alpha method yielded a score of 0.86 for internal consistency. The data collected were analysed using mean ratings and standard deviation for the research question and t-test for large group

mean was used to test the hypothesis level of significance at 0.05. The decision rule was: if the calculated t-value was greater than critical value, the hypothesis was rejected and if the calculated z-value was less than the critical value, the hypothesis was accepted

Results:

Research Question: What is the level of acquisition of entrepreneurial self-motivation skills by postgraduate business education students for self-sustainability in Rivers State? To answer the research question, the data collated on items 1-5 were analyzed and presented in Table 1

Table 1: Mean and Standard Deviation on the Level of Acquisition of Entrepreneurial Self-motivation Skills by Postgraduate Business Education Students for Self-Sustainability in Rivers State

s/n	Item Statement	Mean	SD	Remarks
1	To pursue goals that help in converting challenges to business opportunities	3.59	1.23	HL
2	Develop self-confidence that leads to successful management of business enterprise for self-sustainability	3.49	1.14	ML
3	To meet certain standard in the face of challenges that propel individuals into wealth creation	3.22	1.19	ML
4	Develop self-confidence with drive and commitment that ensure maximum utilization of economic resources	3.63	1.17	HL
5	Commitment to set goals in turbulent business environment that ensures sustainable wealth creation	3.20	1.36	ML
Total Mean / SD		17.13	6.09	
Grand Mean / SD		3.43	1.22	

ML = Moderate, HL = High Level

In table 1, out of the five items analysed, two items were ranked high level (HL), while three items were ranked moderate level (ML). The two items ranked high level include: to pursue goals that help in converting challenges to business opportunities (**mean - 3.59**), and develop self-confidence with drive and commitment that ensure maximum utilization of economic resources (**mean =3.63**). The three items ranked moderate level include: develop self-confidence that leads to successful management of business enterprise for self-sustainability (**mean= 3.49**), to meet certain standard in the face of challenges that propels individuals into wealth creation (**mean =3.22**) and commitment to set goals in turbulent business environment that ensures sustainable wealth creation (**mean =3.20**). The grand mean of **3.43** and standard deviation of **1.22** confirmed moderate level of acquisition of entrepreneurial self-innovation skills by postgraduate business education students for self – sustainability.

Hypothesis

There is no significant difference in the mean ratings of postgraduate business education students of Rivers State University and Ignatius Ajuru University of Education on the level of acquisition of entrepreneurial self-motivation skill for self-sustainability.

Table 2: t-test Analysis of the Mean Responses of postgraduate Business Education Students in RSU and IAUE on the level of acquisition of entrepreneurial self-motivation skill for self-sustainability.

Respondents	N	\bar{X}	SD	DF	Alpha	t-cal	t-crit	Decision
IAUE	236	3.46	1.12	278	0.05	0.35	1.96	Accepted
RSU	44	3.39	1.26					

t-cal (t-calculated), t-crit (t-critical).

Data in Table 2 reveal the t-calculated of 0.35 at 0.05 level of significance, while the t-critical value is 1.96. Since the calculated t-value of 0.35 is less than the t-critical value of 1.96, the null hypothesis is upheld. This means that postgraduate business education students in Rivers State University and Ignatius Ajuru University of Education do not differ significantly in their mean rating of their level of acquisition of entrepreneurial self-motivation skill for self-sustainability.

Discussion

From the result on research question, it was shown that business education post-graduate students acquired moderate level of entrepreneurial self-motivation skills for self-sustainability, which include: confidence in oneself and one's ideas, internal locus of control, self-starter with a clear desired goal in mind, diligent and hardworking, and commitment to set goals. The results of this study are in line with that of Wehrich, Cannice and Koontz (2008) who found that motivation is a general term applying to the entire class or drivers, desires, needs, wishes and similar forces. Therefore, one can be motivated by personal self-drive or desire to achieve success. They concluded that one with self-motivation skills acquired through business or entrepreneurship education is motivated to see oneself as the manager of human and material resources at one's disposal for economic growth and development, not minding the challenges ahead. Thus, self-motivated business education graduate students are equipped to channel their energies that are generated towards converting challenges to opportunities for effective utilization of the factors of production for economic self-sustainability and development.

The finding also agreed with Warmer (2013), who was of the opinion that an individual with self-motivation skills has the ability to motivate one to find strength to do something without being influenced by anybody. Warmer further stated that an individual with self-motivation skills always finds reasons and strength to complete challenging tasks relentlessly without being controlled or persuaded.

Test of the Hypothesis revealed that there is no significant difference in the mean ratings of postgraduate business education students of Rivers State University and Ignatius Ajuru University of Education on the level of acquisition of entrepreneurial self-motivation skills for self-sustainability. The researcher concluded that entrepreneurial self-motivation skills if well utilized will help lead to self-sustainability of an individual in the course of them carrying out their responsibilities.

Conclusion

Based on the findings obtained from the test of hypothesis, the author concluded that Entrepreneurial self-motivation skills acquired by postgraduate business education students affect the students' level of self-sustainability. Remarkably, these skills are veritable tools that prepare business education graduates for the world of work and become self-sustainable as operators of business ventures. Lack or absence of these skills negatively affects graduates in embarking on business ventures.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. The government should establish more entrepreneurial training centres and workshop in various universities that will serve as a guide for students in the acquisition of entrepreneurial skills in order to facilitate their self-sustainability after graduation.
2. The graduate students of business education must be able to maintain entrepreneurial traits by finding solution to problems that will arise when operating business ventures. The courage to continue the business will lead to success and self-sustainability.

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