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**MANAGEMENT OF ENTREPRENEURSHIP EDUCATION AS A CORELATE OF  
STUDENTS' VOCATIONAL INTEREST IN UNIVERSITIES IN SOUTH EAST,  
NIGERIA**

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**Abstract**

This study investigated 'management of entrepreneurship education as correlate of students' vocational interest in universities in South East, Nigeria'. The research design adopted for the study was correlational. Three research questions were posed. The population of the study was 10,784. The sample size was 472, representing 4.38% of the population. A multi-stage sampling technique was adopted, including: purposive, proportionate and clustered sampling techniques. Three instruments were used in the study for collection of data, one was a questionnaire focusing on issues pertaining to the bio-data of respondents. Another was a rating scale focusing on issues pertaining to the management of entrepreneurship education and the other was equally a rating scale focusing on the development of vocational interest of the students. They covered the specific purpose of the study. The instrument was validated and a test of reliability conducted which gave an index of 0.74 indicating its reliability. Pearson r statistic was used to answer the research questions. Findings showed among others that there is a high positive relationship between school administrators management of entrepreneurship education instructional programme and students' vocational interest. It was recommended among others that School administrators should strive to manage the entrepreneurship education programme effectively in order to ensure students' development of vocational interest.

**Key Words:** Management, entrepreneurship Education, Vocational Interest, Universities, Correlate.

## **Introduction**

It is a well known fact that the Nigerian labour sector has become an illusion to the teeming graduates released yearly from the universities. These graduates had unfortunately expected to secure well-paying jobs after graduation. There is therefore, an overwhelming trend of unemployment in the country unlike what was obtainable some years back. The story was different in the past as fresh university and polytechnic graduates, as well as graduates of the teacher colleges had jobs waiting for them as they graduated. The situation is unimaginably different and heart-breaking today. The irony of it all is the continued over-dependence of these graduates on the non-existent white collar jobs. They apparently lack vocational interest that could lead to their self-reliance. The Nigerian Economic Summit Group (NESG, 2022) had projected that the country's unemployment rate will aggravate by 37% in 2023. The group in her 2023 Micro-economic Outlook equally reported that the country's poverty headcount will rise to 45%. There is no gainsaying the fact that this trend of unemployment breeds poverty. The other agonizing part of it is the level of crime being experienced as a result of this unemployment menace. This is however expected because, it is said that an idle mind is the devil's workshop. The

students, as a matter of fact and urgency, need to be motivated to plan for the future by developing their vocational interest.

Vocational interest entails an enthusiasm for entering into vocations for self-reliance. Vocational interest of students therefore signifies their attitude towards developing their physical, social, civic, cultural and economic competencies in order to achieve self-reliance. Anayo (2017) maintains that the vocational interest of students which results in their self-reliance can be encouraged through proper management of entrepreneurship education. The author stresses that entrepreneurship education equally equips learners to become entrepreneurs.

An entrepreneur is a visionary individual, an innovator and opportunity initiator (Nwaru and Nwaru, 2014). This implies that an entrepreneur is a visionary who delights in seeking and creating opportunities. Entrepreneurship education on the other hand, according to Udemba (2014), is an education that prepares students to become entrepreneurs. The author maintains that it equips them to become visionaries and innovators. It equally provides the students with the knowledge, skill and motivation to encourage vocational success in a variety of settings (Makanjuola, 2018). Njoku (2015) maintains that through entrepreneurship

education, the students are challenged to have the craving to go into vocations and become employment generators rather than mere job seekers. They are therefore meant to become passionate about vocations in order to achieve self-reliance. Makanjuola (2018) stresses that through the development of vocational interest, students can make bold to trust and believe in themselves and create a niche through which they can make positive impact in the society. All it takes is an administrative process that could enable the students to change the long standing belief in white collar jobs and learn to cultivate favourable dispositions towards vocational engagements (Dokyoung, 2019). The introduction of entrepreneurship education in the Nigerian universities therefore, seems to be an assurance that the vision of the students is sharpened in such a way that it can translate into economic and commercial activities that are capable of enhancing the wellbeing of the entire citizenry. The management of entrepreneurship education might therefore become expedient in influencing the vocational interest of the students.

Management is a very crucial and complex activity that encompasses a variety of strategies, approaches, techniques and modalities. The two most common activities in management are the management process and the management functions. The management process are activities performed by majority of individual managers in order to transform

resources for example: planning, organizing, staffing and decision making while the management functions are distinct areas of management practice which includes only a fraction of all managers for example, marketing, operations, human resources and finance (Offor, 2020). Management of entrepreneurship education therefore entails how these variety of approaches and activities could be utilized by the school administration to improve the entrepreneurship education of the students. The heads of administration of the universities are no other than the Vice-Chancellors, who take charge of the daily running of the universities. The extent to which they manage the entrepreneurship education instructional programmes, take care of the entrepreneurship personnel and ensure prudent management of fund in relation to the entrepreneurship education programme, are all of utmost importance to the realization of the objectives for which the programme was established.

The first in the above listed functions is the extent to which these heads of administration of the universities manage the entrepreneurship education instructional programmes. It entails the extent to which the administrators of the universities supervise the instructional programmes to ensure quality output. They need to effectively supervise the entrepreneurship programmes for them to be of benefit to the students and the society. They equally need to effectively ensure that the results are

promptly communicated to the students. They need to effectively ensure that the implementation of these programmes are done as required in order to achieve the required goals. Every effective step needed to ensure the positive realization of the entrepreneurship education instructional programmes need to be supervised by the administrators of the universities.

The next is taking care of the entrepreneurship education personnel which entails the extent to which the school administrators work with the academic staff and other administrative staff to achieve educational objectives of the entrepreneurship education. It entails that they need to effectively ensure the motivation of these staff in order to encourage them to put in their best. It equally indicates that they need to effectively ensure the appreciation and commendation of the staff who exhibit competencies and abilities in achievement of the goals of the programme. All the issues bordering on personnel for the effective realization of the educational objectives need to be catered by the school administrators to ensure that they put in their best in the implementation of the entrepreneurship education for the skill acquisition of the students.

Moreover, ensuring management of funding relation to the entrepreneurship education programme entails the extent to which the school administrators supervise

the use of funds allocated to the programmes to ensure accountability and judicious spending. It equally entails the extent to which they ensure that funds are earmarked for the purchase of quality learning materials for the various entrepreneurship programmes. This entails their ability to effectively provide and ensure an overall frugal handling of fund for the realization of the purpose for which it was provided.

This study is guided by The Entrepreneurship Development Theory of Poverty Reduction. The theory was propounded by Schumpeter in 1934. To the proponent, entrepreneurs in the market usually utilize the advantage provided by the market conditions and the environment to come up with brilliant ideas, creativity and innovations to make new products. Schumpeter further argued that through the power of imagination, initiative and innovation, entrepreneurship creates longer value and cash flow streams for the future. This theory is relevant to this study because it sees an entrepreneur as an innovator and as the prime mover of economic development thereby throwing more light on the reason why the programme needs to be well managed in our universities.

Empirically, a study conducted by Chibuike (2020), on the challenges of management of entrepreneurship education in universities of the Southeastern Nigeria: a gender based analysis of entrepreneurs' perception. Findings of the study indicated

that inadequate funding, turbulent and unstable education environment due to condition of service problems, misapplication of loans for another purpose, incompetence of school managers, political instability and inability of school managers to source for adequate funds are among the major problems that pose challenges to entrepreneurship education management in Southeast Nigerian universities. In another study, conducted by Iwu (2022), Lecturer motivation factor as a hindrance to entrepreneurship education in South East, Nigeria was investigated. Result showed among others that lack of motivation of lecturers is a major problem in the teaching of entrepreneurial education in South East, Nigeria. Moreover, Nwafor (2021) conducted a study on impact of maintenance of instructional programmes on students' vocational interest in Abia State University. Findings reveal that effective maintenance of instructional programme develops the students vocational interest.

### **Statement of the Problem**

There is an overwhelming level of unemployment for which Nigerians are highly worried. What had been the case, in terms of the employment of university graduates, immediately after their programme, has almost become history. It is equally disheartening to note that the students, who are supposed to be proactive by exhibiting vocational interest in order to prepare for future self-reliance, do not seem

to construe the trend of the contemporary time. Most of them still read to prepare for the non-existent white-collar jobs. They unfortunately become disillusioned at the point of their graduation. This has consequently made most of them to venture in criminality thereby causing additional menace to the society. The aim for which the entrepreneurship education for skill acquisition was established was to curb the occurrence of all these phenomenon. It is worrisome to note that the students are still living in the past. The question therefore, is: what is the relationship between the management of this entrepreneurship education and the students' vocational interest? The desire to ascertain this motivated the researcher to embark on this study in order to investigate the management of entrepreneurship education as a correlate of the students' vocational interest in universities in South East, Nigeria.

### **Purpose of the Study**

The general purpose of the study is to establish the correlation between management of entrepreneurship education and the students' vocational interest in universities in South East, Nigeria. Specifically, the study seeks to ascertain the:

1. relationship between the extent of school administrators' management of entrepreneurship education instructional programmes and students' vocational interest.



2. relationship between the extent of school administrators' care-taking of the entrepreneurship personnel and students' vocational interest.
3. relationship between school administrators' extent of ensuring prudent management of fund, in relation to the entrepreneurship education programme and students' vocational interest.

### **Research Questions**

The following research questions will be posed to guide the study:

1. What is the relationship between the extent of school administrators' management of entrepreneurship education instructional programmes and students' vocational interest?
2. What is the relationship between the extent of school administrators' care-taking of the entrepreneurship personnel and students' vocational interest.
3. What is the relationship between school administrators' extent of ensuring prudent management of fund, in relation to the entrepreneurship education programme, and students' vocational interest?

### **Method**

The researchers adopted the correlation research design in this study.

This study population was 10,784 respondents comprising of 9,700 students and 1,081 lecturers of the selected universities in South East, Nigeria. Source: Personnel and Students' Affairs of the universities, 2022/2023 SESSION.

The sample used in this study was 472 representing 4.38% of the population. Multi-stage sampling technique was used including: purposive, proportionate and clustered sampling techniques. The researchers purposely selected only 300 level students and lecturers of the selected universities. The 300 level students were selected because they were older in the system to have been either influenced by the management of the programme or not, for the development of vocational interest. In the same vein, the lecturers were equally selected because they were in a position to understand the mode of the management of the programme by the administrators of the universities. In collecting data for this study, the research instrument used is questionnaires. This instrument was developed by the researcher after a thorough review of literature. Three instruments were therefore used in this study, one was a questionnaire focusing on the bio-data information of the respondents. Another one was a rating scale focusing on the management of entrepreneurship education and another which was also a rating scale focusing on the development of vocational interest of the students. They covered the specific purpose of the study. The

instruments are therefore in three parts: A, B and C respectively. Part A seeks information on Bio-data of respondents, part B is made up of three clusters which addresses the three research questions and C addresses the development of vocational interest of students. The respondents were requested to provide the information needed on their bio-data (for both lecturers and students), indicate their opinion concerning the management of the entrepreneurship education (for lecturers) and provide information about the development of vocational interest (for the students) in the universities. A four point rating scale of

Very Great Extent, Great Extent, Low Extent and Very Low Extent was used. The Scale was rated as follows:

Very Great Extent,	-	4 points
Great Extent	-	3 points
Low Extent	-	2 points
Very Low Extent	-	1 point

The instrument was validated and a reliability test conducted through the test-retest method, using the Pearson r, which yielded a coefficient of 0.74 signifying that the instrument was reliable. The data collected was analyzed using the pearson r statistics.

## Result

### Research Question One

What is the relationship between the extent of school administrators' management of entrepreneurship education instructional programmes and students' vocational interest?

**Table 1:** relationship between the extent of school administrators management of entrepreneurship education instructional programme and students' vocational interest

<b>n</b>	<b>r</b>	<b>r<sup>2</sup></b>	<b>Decision</b>
472	0.79	0.62 (62%)	High Positive Relationship

Table 1 shows the relationship between extent of school administrators management of entrepreneurship education instructional programmes and students' vocational interest. The result of the analysis indicated that n is 472 while the correlation result is 0.79, the coefficient of determination is 0.62. This implies that 62% of the total variation in students vocational interest could be attributed to their school management of entrepreneurship education instructional programmes. However, the fact that the correlation was positive also shows that, as school management of entrepreneurship education instructional programme increases, their vocational interest increases as well by 63%. The conclusion is that there is a high positive relationship between school management entrepreneurship education instructional programmes and students' vocational interest.

### Research Question Two

What is the relationship between the extent of school administrators' care-taking of the entrepreneurship personnel and students' vocational interest?

**Table 2:** relationship between extent of school administrators care-taking of the entrepreneurship personnel and students' vocational interest?

<b>n</b>	<b>r</b>	<b>r<sup>2</sup></b>	<b>Decision</b>
472	0.60	0.36 (36%)	High Positive Relationship

Table 2 shows the relationship between extent of school administrators care-taking of the entrepreneurship personnel and students' vocational interest. The result of the analysis indicated that n is 472 while the correlation result is 0.60. The coefficient of determination is 0.36. This implies that 36% of the variation in students' vocational interest could be attributed to the extent of school administrators' care-taking of the entrepreneurship personnel. However, the fact that the correlation was positive shows that, as administrators care-taking of the entrepreneurship personnel increases, the students' vocational interest increases as well by 36%. The conclusion is that there is a high positive relationship between extent of administrators' care-taking of entrepreneurship personnel and students' vocational interest.

### Research Question Three

What is the relationship between school administrators extent of ensuring prudent management of fund, in relation to the entrepreneurship education programme and students vocational interest.

**Table 3:** relationship between school administrators extent of ensuring prudent management of fund in relation to entrepreneurship education programme and students' vocational interest.

<b>n</b>	<b>r</b>	<b>r<sup>2</sup></b>	<b>Decision</b>
472	0.62	0.39 (39%)	High Positive Relationship

Table 3 shows the relationship between school administrators extent of ensuring prudent management of fund in relation to the entrepreneurship education programme and students' vocational interest. The result of the analysis indicated that n is 472 while the correlation result is 0.54, the coefficient of determination is 0.29. This implies that 29% of the variation in



students' vocational interest could be attributed to the administrators extent of ensuring prudent management of fund in relation to the entrepreneurship education programme. However, the fact that the correlation was positive shows that, as school administrators extent of ensuring prudent management of fund in relation to the entrepreneurship education programme increases, the students' vocational interest increases as well by 29%. The conclusion is that there is a moderate positive relationship between school administrators extent of ensuring prudent management of fund in relation to the entrepreneurship education programme and students' vocational interest.

### **Discussion of Findings**

The finding on the extent of school administrators management of entrepreneurship education instructional programme and students vocational interest revealed that there is a high positive relationship between school administrators management of entrepreneurship education instructional programme and students' vocational interest. This shows that school administrators management of entrepreneurship education instructional programme affects students' vocational interest. The positive relationship means that as school administrators management of entrepreneurship education instructional programme increases, the students' vocational interest also increases. With this in place, one can say that school administrators that consistently adhere to their management of entrepreneurship education instructional programme will eventually have higher students' vocational interest. This shows that there is positive relationship between school administrators management of entrepreneurship education instructional programme and students' vocational interest. This corroborates with

the finding of Nwafor (2021) which proves that effective maintenance of instructional programme develops the vocational interest of students. Based on this and the finding of present study, it is worthwhile to conclude that the effective management of instructional programmes improves the students' vocational interest.

The finding on relationship between the extent of school administrators care-taking of the entrepreneurship personnel and students' vocational interest also revealed that there is a high positive relationship between the two variables. This shows that the extent of school administrators care-taking of the entrepreneurship personnel affects the students' vocational interest. In this sense, it shows that if administrators should take care of their personnel appropriately, it will actually influence the development of their students' vocational interest. It shows that when the administrators do every thing possible to motivate their staff, they will definitely put in their best in impacting the knowledge on the students, which will in turn, influence their development of vocational interest. This finding agrees with the finding of Iwu

(2022) which revealed that lack of motivation of lecturers is a major problem in teaching of entrepreneurship education in South East, Nigeria Junior Secondary Schools. With this finding therefore, it is possible for one to conclude that motivation of lecturers of the entrepreneurship education can ginger an improvement in the vocational interest of students.

The other finding on the relationship between school administrators extent of ensuring prudent management of fund in relation to the entrepreneurship education programme and student vocational interest showed that there is moderate positive relationship between school administrators extent of ensuring prudent management of fund in relation to the entrepreneurship education programme and students' vocational interest. This shows that when the school administrators prudently manage the fund meant for the entrepreneurship education, there will be enough reason to provide the needed resources that will assist in ensuring that the students are taught well. This will therefore cause an improvement in their vocational interest. This finding is in line with that of Chibuike (2020) which revealed that inadequate funding, turbulent and unstable education environment due to condition of service problem, misapplication of loans for another purpose, incompetence of school managers, political instability and inability of school managers to source for adequate fund are among the major problems that pose challenge to entrepreneurship

education management in Southeast Nigeria universities. Based on this finding, it can be concluded that ensuring the prudent management of fund meant for entrepreneurship education can improve the students' vocational interest.

### **Conclusion**

Based on the findings of the study, it is hereby concluded that proper management of entrepreneurship education instructional programme guarantees the improvement of students' vocational interest, motivation of staff improves the students vocational interest and prudent management of fund by the school administrators equally improves the vocational interest of students.

### **Recommendations**

Based on the findings of the study, the following recommendations were made:

1. School administrators should strive to manage the entrepreneurship education programme effectively in order to ensure students' development of vocational interest.
2. School administrators should endeavour to motivate their staff adequately in order to ensure the students development of vocational interest.
3. School administrators should make efforts to ensure prudent management of fund meant for the entrepreneurship education as this has been proven to also guarantee an

improvement of vocational interest

of students.

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