

ENTREPRENEURSHIP TRAINING AND VENTURE SUCCESS; A STUDY OF SELECTED TERTIARY INSTITUTIONS AND ENTREPRENEURSHIP CENTRES IN IMO STATE, NIGERIA.

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Abstract

The study determined the effect of Entrepreneurship training on entrepreneurial venture success and specifically focused on some tertiary institutions and Entrepreneurship centers in Imo State. The study adopted a survey research method, questionnaire was the main instrument of data collection. A population of 1000 was used while sample size of 300. Questionnaire were distributed to entrepreneurs in Owerri, staff and students of entrepreneurship development centers in Federal Polytechnic Nekede, Federal University of Technology, Owerri, Imo State University, Owerri, Alvan Ikoku Federal College of Education, Owerri and Imo State Polytechnic, Umuagwo. Two hundred and thirty-five copies were duly filled and returned. Chi-square statistical tool was adopted in analyzing the collected data with the aid of Software Package for Social Sciences (SPSS). The result indicates that the contribution of entrepreneurship training to ventures survival and profitability was below the expected threshold with respect to the activities of the various entrepreneurship development centers and ventures in Nigeria and thus, concluded that Entrepreneurship training has not provided adequate requisite skills for entrepreneurs to ensure survival and profitability of ventures in Imo State. Entrepreneurship training programmes should be multi-disciplinary and give actual experience in implementation. The following recommendations were made amongst other, Government should develop effective strategies for entrepreneurship education which will breach the gap between technical, vocation and university education, Government should ensure that entrepreneurship development centres are adequately equipped and their programmes contents give out desired skills, knowledge, and abilities needed in running ventures.

Keywords: Entrepreneurship, Entrepreneurial training, Entrepreneurial venture,
Entrepreneurship development, Entrepreneurship Education.

Introduction

The approaches to Entrepreneurship Development involves choosing the appropriate training needs, consideration of the subject matter, selecting the trainee population, the trainers, time and achievement of training objectives. Entrepreneurship competences and skills make all the differences in various entrepreneurial ventures `operating worldwide. An entrepreneur is the most important input in economic development because of their capacity to galvanize and coordinate other factors of production efficiency. An entrepreneur is one who always searches for change, responds to it and exploits it as an opportunity. Entrepreneurs innovate and innovation is an

instrument of entrepreneurship. So entrepreneurship training should be a critical aspect of Entrepreneurship Development.

According to Desai (2016), Entrepreneurship Education is all about developing confidence and skills by experiencing entrepreneurship in a risk free environment, after which the acquired knowledge, skills and abilities are unleashed in entrepreneurship environment where risks are involved with investment opportunities. Entrepreneurship Development centers in Nigeria which are supposed to equip students and external personnel with requisite skills have not lived up to expectation. This is revealed in the high business failures and low profit business ventures make. Training is an integral part of management development; Entrepreneurship training provides a scientific and comprehensive approach to the development of entrepreneurship both in the various institutions of learning and non-conventional settings.

Therefore, for any Entrepreneurship development programme to be fruitful, it must provide present and future entrepreneurs with requisite skills necessary to run their business ventures successful. This is the focus of the study

Statement of the Problem

The emphasis on entrepreneurship as a driver for rapid development has not lived up to the expectation; and observations have shown that there is inadequacy of training required for operations of entrepreneurship ventures in Nigeria. This observation has been traced to the lack of adequate entrepreneurial training in most tertiary institutions and Entrepreneurship Centers in Nigeria

Objectives of the Study

The purpose of this study was to determine the effect of Entrepreneurship training on entrepreneurial success. Specifically, the study examines the influence of Entrepreneurship training on entrepreneurial venture success focusing on tertiary institutions and entrepreneurship centres in Imo state.

Research Question

The following research question guided this study

1. What is the influence of Entrepreneurship training on entrepreneurial venture success?

Null Hypothesis

In order, to realize the objectives of the study; this hypothesis was formulated.

Ho I: Entrepreneurship training has no significant influence on entrepreneurial venture success in Imo state

Literature Review

The Concept of Entrepreneurship and Entrepreneurship Development

Entrepreneurship Development programme (EDP) entails programme designed to enhance entrepreneurial motive in people and facilitate their acquisition of skills and capabilities required for the performance of entrepreneurial role effectively in the economy. The development of a

broad-based entrepreneurship programme in Nigeria became necessary due to the need for economic development, creation of employment opportunities, improvement in the standard of living, dispersal of economic activities, industrial development, and promotion of small scale industries. Though entrepreneurship Development programme has been recognized as a means of Human Resource Development it has not been effective in developing entrepreneurs who on their own cannot become successful entrepreneurs. Entrepreneurship development programme cannot create desired effect without continuous process of training and motivating people to set up entrepreneurial ventures that are profitable.

Entrepreneurship, according to Gana (2001), is the ability to seek investment opportunities and establish an enterprise based on identified opportunities. Entrepreneurship provides people with available skills and tools which empower them to have self-sustainable future through their ventures. Njoku, Ogechi, and Nwogu (2017) viewed entrepreneurship as the willingness and ability of an individual to identify and successfully carry out investment opportunities in an environment. They stressed that entrepreneurship involves the process of generating ideas and venturing into business risks created by dynamic environment and making the best of opportunities for profit purpose. Hence, entrepreneurship involves undertaking a venture, pursuing opportunities, fulfilling needs and wants through innovation.

Yetison, Volpati, Coskun, Kamran, Buh, and Khademhos, (2015) defined entrepreneurship as the process of designing, introducing and managing a new business. Those who create the business ventures are called entrepreneurs, the entrepreneurs make profits through risk and initiative. Shane and Edward (2003) opined that entrepreneurship essentially is concerned with individuals and their reply to economic opportunities. The source of opportunities is not only important but the skills of the individual to acknowledge and make a means out of these opportunities. Several studies have revealed that entrepreneurial opportunities are not given externally but rather internally and methodically formed under given settings. They are the products of investments in new knowledge and ideas (Schumpeter, 1942), and the growth of knowledge in the individuals and organizations (Shane, 2000) and (Cohen and Levinthal 1990). Skills, knowledge and abilities enable some entrepreneurs to be observant and prepared for new opportunities (Shane, 2000; There is need for opportunities to be recognized by entrepreneurs and resources should be accessed and mobilized in order to set up ventures and make profits. Entrepreneurs require skills and capability to perform such activities effectively.

Cohen and Levinthal (1989) survey reveals that establishment and management of Entrepreneurship is dependent on relevant skills acquired through training. The training becomes very necessary for entrepreneurs if they must manage and sustain their businesses for profit maximization. The interface between Entrepreneurship Development programme and Small business Management portends that Visionary entrepreneur who identify investible opportunities end up setting up ventures and nurturing them to growth, and profitability.

An entrepreneur is the owner of organization who attempts to make profit from business. A start up entity created as a result of viable business opportunity to satisfy needs and generate profit. Invariably, it is a small business setup by an entrepreneur who has acquired skills and competencies to run it and make profits. Entrepreneurial ventures focus on new and innovative offerings which targeted rapid growth and high returns.

The main motive of an entrepreneur is to start a venture by setting up an enterprise. The ownership of an enterprise gives an entrepreneurial status and assumption of risks and uncertainty involved in running the venture. An entrepreneur must possess qualities and qualifications which are embellished and derivable from entrepreneurship training for efficiency and effectiveness to be achieved in the operation of the enterprise.

The following are types of entrepreneurial ventures;

1. **Small Business Entrepreneurship:** the type of entrepreneurs run their business on their own, hire family members and barely profitably fund their business
2. **Scalable Startup Entrepreneurship:** businesses that were startup with a vision of growing it, and easily attract funds from financiers
3. **Large Company Entrepreneurship:** These are companies that have finite life cycles, and grow through sustaining innovators.
4. **Social Entrepreneurship:** this refers to innovators who focus on creating products and services that solve social needs and problems.

Fundamentals of Entrepreneurship

Ari (2003) recognized the following rudiments of Entrepreneurship

- a. **Accessing the opportunity:** This entails understanding the nature of opportunities in terms of customer needs and market potentials.
- b. **Accessing Capabilities:** The capabilities of individual are highly fundamental in entrepreneurship.
- c. **Accessing Risks:** An entrepreneur takes calculated risks.
- d. **Team building planning and adaptation skills:** Every entrepreneur must learn how to build teams, plan and adapt to change of the ventures must survive in the longer run

Oshodi and Onwuka (2016) identified factors which equally impact negatively on entrepreneurship development in Nigeria to include but not limited to:

- i. Poor managerial skills.
- ii. Poor credit management skills.
- iii. Poor skills in analyzing entrepreneurship environment.
- iv. Poor marketing skills.

The Concept of Training

Training is a systematic instruction of staff at all levels in new attitudes or new skills. Hence, it is a scheme of instruction which is more-or-less formal and ongoing, which is planned, systematic, consistent, pervasive and monitored to measure its effectiveness. Although training is usually reactive to a perceived demand or pressure, but it should be set-out to be proactive thing in every institution that wants to be competitive and visionary.

Training is an integral part of Strategic Human Capital Development which helps people to acquire relevant skills, knowledge, behaviors, sense of self-worth and confidence upon which one is able to perform designed tasks and responsibilities within a field of endeavour.

Invariably, training builds a more effective and highly innovated people which enhance the ventures competitive position.

Therefore, for training to be meaningful there must be constant training needs assessment, content development, improvement of methods of delivery of training, who does the training and constant evaluation of training.

Objectives of Training

Training programmes are designed to achieve the following objectives:

1. To impart basic knowledge about a type of work/job task.
2. To provide necessary skills and competencies for new entrepreneurs.
3. To assist entrepreneurs to function more effectively in their position.
4. To expose entrepreneur to the latest development in their sectors.

Principles of Training

- a. Training should be of a reasonable duration which will enable the trainee to understand the theory and develop skills and competencies for operation.
- b. Training must be systematic, in a good training centre with facilities and by qualified personnel.
- c. Training should consists of both the theory and practice. Hence, the practical supplements the theory.
- d. Training should be given at all levels.

Designing an Entrepreneurship Training Programme

Designing training programme involves setting training objectives, developing the course content and choosing appropriate training methods. The programme design is determined by the training needs of the target clientele the specific training objectives and training centre. The course content and the materials are developed from the training objectives. This in turn determines the choice of appropriate training methods, factors to be considered in the subject areas, the nature of learning.

The following basic processes are involved in designing the programme;

1. **Setting Training Objectives:** The training objectives make up the framework of the programme on which other decisions including the course content itself as well as the methods to be used. Setting training objectives stems primarily from the results of the training needs assessment.

Training objectives are statement that describes what the trainees will be able to do upon completion of the training or at any designated point during the training. In other words, they represent the goals of which the entrepreneur aims to reach. Once the Entrepreneur clearly decided what he/she wants to do, then it will be reasonably easy to determine how to achieve the goals.

2. **Developing the course content:** The course content is developed from the objectives which serve as the skeletal framework of the course. The content represents its flesh and blood. It embodies the subject matter or leaning points that will be put across to enable the trainees to

attain the training objectives. In formulating the content, the manager must be guided by the results of the followings:

- i. Training needs.
- ii. Assessment and analysis.
- iii. Training objectives.

The data on training need analysis helps to identify skills the trainee should acquire. Training objectives on the other hand will indicate specific behavior expected the trainees at the end of the training.

Osuala (2010) posited that Entrepreneurship Development Programme should provide trainees with training skills competencies and support necessary to help them establish a career in small and medium sized business and other manpower needs of the society. But often times, according Akanwa (2012), most training programmes for entrepreneurs are not based on training needs and there is often a disconnect between entrepreneurship theories and the practicals carried out in institutional Entrepreneurship centers.

Omolayo (2006) stated that many individuals have difficulties in translating their business ideas to realities and creating new business ventures because of lack of necessary information and require skills needed to achieve their targets. According to Sanusi (2015), many countries including United States of America (USA) high schools offer Entrepreneurship Education for life-long trade, and many of them offer courses that enable students to meet their several academic requirements while acquiring the skills and competencies required for a particular trade.

Methods of Training

There are various methods of training but managers should ensure that they use the best combination of methods that will give entrepreneurs the requisite skills, knowledge, abilities, and competencies. Also, the training methods should have the multi-skill concept which is a response to hitech needs of the modern time. Some of the methods include:

1. **Individual Instruction:** Single individual is selected and trained especially where a complicated skill is to be taught to an individual.
2. **Group Instruction:** A group of individuals have to perform a similar type of work which is based on general instruction given to them all.
3. **Lecture Method:** The instructor communicates orally the practice to be followed by the learners. In this method whenever there are any doubts, they are clarified on the spot.
4. **Demonstration Method:** The performance of work is shown physically by the instructor for better understanding. This is concerned with the practical than theoretical aspect.
5. **Written Instructional Method:** The method used when a future reference is to be made by the learners. It is mostly applied where a standardized production system is followed.
6. **Conference:** Here experts in the field share their ideas and bring to the notice of learners the new ideas and techniques that can enhance performance.
7. **Meetings:** Group of people hold discussions which leads exchange of ideas and views. This culminates in conclusion based on the various proposals and alternatives.

Every training method should be structured to consist of both formal and informal activities that address each of these four dimension- knowledge, skill, ability, and competencies and the goals of training made specific so that the trainee understands what outcome of behavior is desired.

Methodology

This study adopts a descriptive design where responses will be collected directly from the respondents constituted of members of Selected Tertiary Institutions and Entrepreneurship Centres in Imo State, Nigeria. A population of 1000 was used for the study while sample size of 300 was derived with Taro Yemane formula ($n = N/1+N(e)^2$). Questionnaire was the main instrument of data collection. A total of 300 copies of questionnaire were distributed to entrepreneurs in Owerri and staff and students of Entrepreneurship Development Centers in Federal Polytechnic Nekede, Owerri, Federal University of Technology, Owerri, Imo State University, Owerri, Alvan Ikoku Federal College of Education, Owerri, and Imo State Polytechnic Umuagwo. 235 [in words] copies of questionnaire were duly filled and returned. Chi-square statistical tool was used to test the hypothesis at 5% level of significance. If critical value of chi-square is greater than calculated value, accept the null hypothesis, if otherwise, reject.

Computation of Expected values (E_{IJ}) and test statistics, X² using data from the questionnaire item.

Options	Yes	No	Row Total
Venture survival	114	71	185
Venture profitability	25	25	50
Column Total	139	96	235

Source: Field Survey, 2020

H₀₁: Entrepreneurship training has no significant influence on entrepreneurial venture success in Imo state

S/N	o _{ij}	E _{ij}	O _{ij} -E _{ij}	(o _{ij} -E _{ij}) ²	(O _{ij} -E _{ij}) ²
1.	114	109	114-109= 5	25	0.2294
2.	71	76	71-76= 5	25	0.2294
3.	25	30	25-30= 5	25	0.3289
4.	25	20	25-20= 5	25	0.25
É	235	235			2.6416

Chi Square Tests

	Value	Asymt.S18 2 sided	Exacts18 (2-sided)	Exactsi8 (1-sided)
Pearson Chi- Square	2.000	1	.138	
Continuity correction	1.745	1 1	.186	
Likelihood Ratio	2.174	1 1	.140	

Fisher's Exact Test			.148	.094
Linear – by – Linear Association	2.191	1	.139	
No of Valid Cases	235			

From the SPSS output, Pearson Chi-square value is the test statistic value, the SPSS value of 2.200 is close to the calculated 2.6416. Asymp. sig (2.sided) is the P-Value given as 0.138 > 0.05, therefore the decision to accept the null hypothesis at 0.05 significance level is upheld.

Decision: Since the Test statistic value = 2.6416 < critical value = 3.84, Ho is Accepted. Therefore, we conclude that Entrepreneurship Training has not provided adequate requisite skills for entrepreneurs to ensure ventures success in Imo State.

Discussion of Findings

Since the test statistic value = 2.6416 < critical value = 3.84, Ho is Accepted. Therefore we concluded that Entrepreneurship training has not provided adequate requisite skills for entrepreneurs to ensure survival and profitability of ventures in Imo State. The result agrees with the findings of Osuala (2010), Akanwa (2012), Omolaye (2006) and Sanusi (2015). The result is in consonance with Entrepreneurship Education main object which to provide graduates with training skills required to establish a career in small and medium size business which leads to self-employment and creation of employment for other people.

Conclusion

The result of this paper provides a useful insight To Entrepreneurship Development Programme and Education. It indicates that the contribution of entrepreneurship training to ventures survival was below the expected threshold with respect to the activities of the various Entrepreneurship Development Centers and Institutions in Nigeria.

Recommendations

Based on the findings, the following recommendations were made:

1. Entrepreneurship training in tertiary institutions and entrepreneurship centres should be multi-disciplinary and give actual experience in implementation.
2. Government at all levels should develop effective strategies for Entrepreneurship Education which will breach the gap between technical, vocational and university education.
3. Government at all levels should ensure that Entrepreneurship Development centres are adequately equipped.
4. Institutions should set training objectives in Entrepreneurship Development with respect to setting up and running of successful enterprises.
5. Institutions should ensure that there is no disconnect in the teaching of theory and practice of entrepreneurship in their context. Also, qualified people should be involved in training the trainers and trainees.

6. Entrepreneurship training methods should equip entrepreneurs with requisite competencies, skills, knowledge, and abilities, while attaining the goals of training like venture survival and profitability.
7. Tertiary institutions and entrepreneurship centres Entrepreneurship Development Programmes should be critically evaluated to be attained with skills, knowledge, abilities, and competencies required to set up and operate entrepreneurial ventures.

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