

ACHIEVEMENT NEEDS AS CORRELATES OF ENTREPRENEURIAL READINESS OF BUSINESS EDUCATION STUDENTS IN COLLEGES OF EDUCATION

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Abstract

The study was carried out to determine the relationship of achievement needs with entrepreneurial readiness of business education students in Colleges of Education in South-west Nigeria. To achieve the objectives of the study, two research questions were raised and two null hypotheses were formulated. The study adopted correlational research design. The population of the study consisted of 6,929 business education students. The sample consisted of 693 respondents chosen through proportional sampling technique. The instrument was face and content validated by three experts from the Department of Business and Entrepreneurship Education, Kwara State University, Malete. Cronbach Alpha was adopted to ensure reliability of the instrument with the coefficient of 0.96. The questionnaire was administered on 693 respondents out of which 673 were retrieved from the respondents representing 97% level of retrieval. Mean and standard deviation were used to answer data related to research questions while t-test and Pearson Product Moment Correlation were used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that business education students' achievement needs are moderately high in relation to their entrepreneurial readiness. The relationship that exists between business education students' achievement needs and entrepreneurial readiness was found to be positive and significant. The study however concluded that there was significant relationship between achievement needs and entrepreneurial readiness of business education students. Based on the findings, it was recommended among others that the business education students need to develop more curiosity for high achievement need because it will enable them to persist and pursue business goals without any form of discouragement.

Keywords: Achievement Needs, Entrepreneurial Readiness, Business Education Students

Introduction

Undoubtedly, the trend of unemployment in Nigeria is increasing on yearly basis. This is evidenced as claimed by National Bureau of Statistics (2018), that the rate of unemployment in Nigeria in 2016 rose from 14.2% to 18.1% in 2017 and 23.1% in 2018. This could be a direct cause of the youth involvement in activities that are not only affecting their lives but also detrimental to the society at large. Longe (2017) indicates that the accelerated level of non-conforming behaviours among unemployed graduates has culminated into unpleasant social vices which have suffocated the entire Nigerian environment. Therefore, this situation suggests the need for every Nigerian adult to strive for self-reliance which could be achieved through entrepreneurship.

The concept of entrepreneurship is versatile and is used in a wide variety of contexts. It is a concept of self-realization towards financial and economic freedom through production of goods and services for profit reward. Salami (2011) perceives entrepreneurship as the ability to create and identify opportunities and turn such opportunities into business venture. Typically,

entrepreneurship involves creating new products, new ways to improve products or new businesses by developing resources and people in a unique way for maximum satisfaction. Effiong (2011) observes that there is growing scientific evidence that entrepreneurship education is capable of stimulating employment, productivity and economic growth which should be encouraged.

In an attempt to promote economic and stimulate employment, the Nigerian government established some skill-oriented programs and seminars under the platforms of National Directorate of Employment (NDE), Young Entrepreneurship Training Programme (YETP), Vocational and Technical Education Programme, Youth Enterprise with Innovation (YouWin!), N-power Nigeria, and others, with the main purpose of instigating Nigerian youths to develop entrepreneurial behaviour. In this paper, entrepreneurial behaviour could also be termed as entrepreneurial readiness. Entrepreneurial readiness is the setting up of one's mind towards entrepreneurship or being an entrepreneur. According to Dell (2008) and Dhose and Walter (2010) entrepreneurial readiness is the individuals' eagerness to serve as a producer of satisfaction through creation of products that meet the need and wants of people within a given period of time. Leo (2009) entrepreneurial ideas begin with inspiration; intentions are needed for them to become manifest. A central question that arose is what factors determine entrepreneurial readiness among business education students? This paper focuses on achievement needs as one of the factors that determine students' entrepreneurial readiness.

The need for achievement is defined as a tendency to choose and persist at activities that hold a moderate chance of success or a maximum opportunity of personal achievement satisfaction without the undue risk of failure. Of all the psychological characteristics presumed to be associated with entrepreneurship, the need for achievement has the longest history (Shower & Scott in Vineeta, 2014). McClelland (1976) refers to achievement need as an individual's desire for significant accomplishment, mastery of skills, control or high standards. McClelland further explains that individuals with high achievement need show higher willingness to perform business activities. They set challenging targets for themselves and they take the risk to achieve those set targets. Such individuals look for innovative ways of performing jobs. They consider the achievement of goals as a reward and value it more than financial rewards.

An entrepreneur needs to have a high determination in pursuing his business goals, and also accumulate much experience for timely decision making in the cause of expanding the scope of the business (Rauch & Frese, 2007). From the result of Tong and Loy (2011) need for achievement is a good indicator of business preparedness. This explains that the level of need for achievement in individual determines his will in securing the necessary resources for business start-up (Alam & Hossan, 2003). Need for achievement is the drive of a person to achieve greatness in life.

There are comparative studies supporting McClelland's theory (Hansemark, in Leonidas, Manto, Constantine & Vallis, 2011). Entrepreneurially inclined students who had a higher need for achievement wanted to establish their own businesses (Orman, 2009). The need for achievement can be considered as struggling against challenging tasks. Raab, Stedham & Neuner (2005) believe that need for achievement, internal locus of control, risk-taking propensity are three attributes for the entrepreneurial potential of people. Rauch and Frese (2007) reveal that achievement need is a determinant of entrepreneurial behaviour in their meta-analysis. The need for achievement is important for entrepreneurs who would like to achieve tasks.

In South-West Nigeria, people engage in various forms of entrepreneurial activities which form the basis for the development of entrepreneurial mindset among youths. South-West, Nigeria comprises six states (Ekiti, Lagos, Ogun, Ondo, Osun and Oyo States were used). Business activities are predominantly the occupation of the people. There are higher institutions

of learning in the region specifically colleges of education which are either owned by the state or Federal government. The students of these colleges, irrespective of their gender differences are given the training to develop entrepreneurship spirit by providing insights into the tools, techniques and framework for functional areas of business enterprises, including production, marketing, personnel and finance. In the view of Gibson in Yeboah, Kumi and Jacob, (2014) male and female entrepreneurs have similar dispositions and did not differ with regard to entrepreneurial growth plans. Hence, the current study aims at establishing Business Education Students level of achievement needs and entrepreneurial readiness with the relationship that exist between them.

Statement of the Problem

The Federal Government of Nigeria introduces entrepreneurship education into the curriculum of higher institutions' programmes in a deliberate effort to equip graduates with relevant skills for survival and global competitiveness. Despite this effort, the job scarcity situation in Nigeria has been worsening, indicating that the purpose of introducing entrepreneurship education into the higher institutions curriculum has not been fully achieved. According to Awogbenle and Iwuamadi (2010), the labour market is presently unable to accommodate the expanding pool of skilled Nigerian young graduates. National Bureau of Statistics (2018) shows that the rate of unemployment in Nigeria in 2016 rose from 14.2% to 18.8% in 2017 and 34.1% in 2018. Majority of Nigerian graduates including Business Education graduates continue to seek for unavailable jobs despite being exposed to entrepreneurial education in the school and government entrepreneurship programmes after leaving school. This could be attributable to lack of entrepreneurship readiness in consequence of inadequate achievement needs to start their own business.

Understanding the real factors responsible for shaping the intention of students to start new ventures is crucial for building the programmes and policies aimed at promoting entrepreneurial behaviour among youths. Hence, there is the need to investigate the relationship between achievement need and entrepreneurial readiness of Business Education students in Colleges of Education in South-West Nigeria.

Purpose of the Study

The main purpose of the study was to establish the relationship between achievement needs and entrepreneurial behaviours of Business Education Students in Colleges of Education, in South-West Nigeria. Specifically, the study sought to determine the perceived:

1. level of Business Education students' achievement needs in Colleges of Education in South-west, Nigeria.
2. level of Business Education students' entrepreneurial readiness in Colleges of Education in South-west, Nigeria.

Research Questions

Two research questions guided the study:

1. What is the perceived level of business education students' achievement need in Colleges of Education in South-west, Nigeria?
2. What is the perceived level of business education students' entrepreneurial readiness in Colleges of Education in South-west, Nigeria?

Hypotheses

Two null hypotheses were formulated for the study. The hypotheses were tested at 0.05 alpha level of significance.

- H₀₁: There is no significant relationship between achievement need and entrepreneurial readiness of Business Education Students
- H₀₂: There is no significant difference in the mean responses of male and female respondents on the entrepreneurial readiness level of business education students

Methodology

The study adopted a correlational research design. The population of the study comprised 6,929 Business Education students from 12 public Colleges of Education in South-West, Nigeria. The proportional random sampling technique was adopted to obtain a sample of 693 respondents for the study. The instrument for data collection for the study was a structured questionnaire developed by the researcher which is titled: Achievement Needs and Entrepreneurial Readiness Questionnaire (ANERQ). The questionnaire contain 33 items divided into two sections; (A-B). Section A covers research question one and consists of 15 items which were used to determine the level of students' achievement needs. Section B covers research question two and consists of 18 items which were used to determine entrepreneurial readiness level of Business Education students in Colleges of Education in South-West, Nigeria. Items in sections A-B were placed on a four-point rating scale of Very High Level (VHL), Moderately High Level (MHL), Moderately Low Level (MLL) and Very Low Level (VLL). The items were scored as follows: VHL= 4, MHL = 3, MLL = 2 and VLL= 1.

The instrument on the achievement needs and entrepreneurial readiness of business education students was face and content-validated by three experts in the Business and Entrepreneurial Education Department, Kwara State University, Malete. The instrument was subjected to reliability test using Cronbach alpha which was administered on a sample of 60 respondents outside the study area. The reliability test yielded a coefficient of 0.96. Mean and standard deviation were used to answer research question one and two, Pearson Product Moment correlation was used to test hypothesis one while hypothesis was tested using t-test statistics. All the hypotheses were tested at 0.05 alpha level of significance. The following boundary limits were used for item options of research instruments. Very High Level (3.50-4.00), Moderately High Level (2.50-3.49), Moderately Low Level (1.50-2.49), Very Low Level (0.0-1.49). For the hypotheses, if the observed p-value is less than the fixed p-value (0.05), the null hypothesis is rejected. On the other hand, if the observed p-value is greater or equal to the fixed p-value (0.05), the null hypothesis was not rejected.

Results

Research Question One: What is the perceived level of business education students' achievement need in Colleges of Education in South-West Nigeria?

Table 1: Mean and Standard Deviation of Responses on Perceived level of Business Education Students' Achievement Need in Colleges of Education

S/n	Item statements	Mean	SD	Remark
1.	I always want to be independent	3.61	0.51	VHL
2.	I like achieving something that others usually have not	3.52	0.61	VHL
3.	I tend to make effective use of my risk-taking ability and succeed	3.43	0.63	MHL
4.	I desire to enjoy the best luxuries of life	3.40	0.66	MHL
5.	I desire to provide employment for other people	3.47	0.68	MHL
6.	I like to use my acquired skills to profit in my future business	3.51	0.69	VHL
7.	I always like to compete favourably with others in my chosen business	3.44	0.69	MHL

8.	I like providing goods and services for the use of community members	3.55	0.65	VHL
9.	I strive to exploit my talent to start-up a business	3.43	0.66	MHL
10.	I desire to be exceptional and to provide consultancy services to others in my chosen business	3.49	0.67	MHL
1	I want to become a peculiar brand in my chosen business	3.48	0.66	MHL
12.	I desire to provide unique products/services	3.60	0.62	VHL
13.	I wish to get the best monetary returns for my efforts	3.48	0.65	MHL
14.	I always like to be a leader in my chosen business	3.56	0.69	VHL
15.	I like to acquire wealth through hard work in my chosen business	3.51	0.67	VHL
Weighted Average		3.49	0.65	MHL

The data presented in Table 1 reveals that the perceived level of Business Education students' achievement needs was rated moderately high except items 1, 2, 6, 8, 12, 14 and 15 which indicated a very high level of achievement needs. The standard deviations of the items are low ranging from 0.51 to 0.69 indicating that their responses are not too widespread. Summarily, Business Education Students achievement needs in Colleges of Education South-West Nigeria is moderately high ($\bar{x}$ = 3.49; SD= 0.65).

Research Question 2: What is the perceived level of business education students' entrepreneurial readiness in Colleges of Education in South West Nigeria?

Table 2: Mean and Standard Deviation of Responses on Perceived level of Entrepreneurial Readiness of Business Education Students in Colleges of Education

S/n	Item Statements	Mean	SD	Remark
1.	My goal is to become an entrepreneur	3.61	0.64	VHL
2.	I am determined to create a business venture in future	3.54	0.61	VHL
3.	I prefer to be self-employed	3.43	0.71	MHL
4.	I prefer to take decisions on business matters, independently	3.44	0.73	MHL
5.	I can easily imagine many ways to satisfy a need	3.37	0.64	MHL
6.	I intend to start something that will be beneficial to others	3.47	0.73	MHL
7.	I intend to set up a new venture	3.48	0.67	MHL
8.	I have started getting information on my proposed business	3.34	0.66	MHL
9.	I will pursue my business goals despite any setback	3.36	0.74	MHL
10.	I see problems as opportunities for new business ideas	3.42	0.72	MHL
11.	I am determined to save part of my stipend to start a business upon graduation	3.43	0.62	MHL
12.	I am undergoing apprenticeship training in my proposed business.	3.30	0.76	MHL
13.	I feel I have the skills to start and run my own business venture	3.40	0.68	MHL
14.	I used to read business documentation for business ideas	3.36	0.73	MHL
15.	I listen to business news on account of understanding business trends	3.31	0.72	MHL
16.	I read the biography of successful businessmen/women to	3.37	0.72	MHL

gain more knowledge about how they started and their challenges

17.	I attend a business gathering in an attempt to gain knowledge about the business establishment	3.26	0.82	MHL
18.	I pay more attention to entrepreneurship class, in preparation for my business establishment.	3.43	0.68	MHL
Weighted Average		3.29	0.77	MHL

In Table 2, all the items on entrepreneurial readiness of business education students in Colleges of Education were rated moderately high except items 1 and 2 which were rated very high. Generally, the table shows that the students indicated a moderately high level for all the constructs in relation to their entrepreneurial readiness. This means that business education students in Colleges of Education, South West, Nigeria's entrepreneurship preparation level is moderately high. This is evident in the average mean and standard deviation scores of 3.29 and 0.79.

H0₁: There is no significant relationship between perceived achievement need and entrepreneurial readiness of Business Education students in Colleges of Education

Table 3: Pearson Correlation of Achievement and Entrepreneurial Readiness of Business Education Students in Colleges of Education

Variables	N	Mean	SD	R	P-Value	Remark
Achievement Need	673	52.49	4.67	0.379	0.000	Sig
Entrepreneurial Readiness	673	61.30	6.11			

P<0.05

The Pearson correlation coefficient r in Table 3 indicates values of (0.379); $p < 0.05$. Hence, since P-value for the response is less than 0.05 level of significance, the null hypothesis is therefore rejected, signifying that the relationship between achievement need and entrepreneurial readiness of business education in Colleges of Education is positive and significant. This further meant that achievement need had a significant relationship on entrepreneurial readiness of Business education students in Colleges of Education in South-West, Nigeria.

H0₂: There is no significant difference in the mean responses of male and female respondents on the entrepreneurial readiness level of business education students in South-West Colleges of Education, Nigeria.

Table 4: Summary of t-test of the difference in the mean ratings of male and female Respondents on the entrepreneurial readiness level of business education students

Group	N	Mean	SD	t	Df	P-value	Decision
Male	314	61.43	4.45	0.51	671	0.61	NS
Female	359	61.19	6.64				

The analysis of data in Table 4 reveals that there are 314 male and 359 female students in the study. The Table shows the mean and standard deviation of male and female responses ($\bar{x}=61.43$, $SD=4.45$) and ($\bar{x}=61.19$, $SD=6.64$). There was no significant difference in the mean responses of male and female students of business education students on their entrepreneurial readiness ($t_{671}=P>0.05$). This, therefore, means that hypothesis two was not rejected. This implies that male and female respondents did not differ in their responses regarding their entrepreneurial readiness level.

Discussion of the Findings

The findings of the study reveal that achievement need level of business education students in Colleges of Education South-West, Nigeria is moderately high. The achievement need is conceived as the urge to succeed or making a move towards achieving goals considered difficult to attain. The findings corroborates the findings of McClelland (1976) who states that individuals who possess strong need for achievement are more likely to solve problems by themselves, set challenge goals and strive to achieve them by their own efforts. In the view of Alan and Hossein (2003), a high degree of need for achievement motivates an individual to establish goals, use his own skills and abilities essential to achieve the goals and put effort towards its attainment. Achievement need is an inner force that push every individual to achieve to achieve greatness. People who have high achievement need have strong entrepreneurial behaviour. Orman (2009) finds that entrepreneurially inclined students who had a higher need for achievement wanted to establish their own business.

The result of the findings of the study in Table 2 reveals that the level of entrepreneurial readiness of business education in Colleges of Education South-West, Nigeria is moderately high. This indicates that business education students show an inclination to engage in entrepreneurial activities upon their graduation. This finding is in line with findings of Leo (2009) who states that entrepreneurial ideas begin with inspiration; intentions are needed for them to become manifest. Also, this finding is in support of Dell (2008) and Dhose and Walter (2010) who indicate that entrepreneurial readiness is the individuals' interest to conduct themselves as a business owner, rendering services with the main motive of profit making.

The study found a significant relationship between achievement need and entrepreneurial readiness of business education students in Colleges of Education in South-West Nigeria. The relationship is positive and moderate. This finding corroborated earlier findings of Rauch and Frese (2007) who reveals that there is a strong correlation between the need for achievement and entrepreneurial behaviour in their meta-analysis. The authors further stated that the achievement need shows that a person involve in a business task that has less risk and takes responsibility for the outcomes. The need for achievement is important for entrepreneurs who would like to achieve tasks. The study also reveals a significant difference in the mean ratings of male and female respondents on the entrepreneurial readiness of business education students in Colleges of Education, South-West, Nigeria. Finding is in line with earlier findings of Gibson in Yeboah, Kumi and Jacob (2014) who indicated that male and female entrepreneurs have similar dispositions and do not differ with regards to entrepreneurial growth plans.

Conclusion

It was concluded that achievement need and entrepreneurial readiness perceived level of business students are only moderately high. At this level, significant entrepreneurial activities may not be achieved among the business education students, based on the submission of the theory of achievement need which indicates that if the need for achievement level is high, entrepreneurship motivation and consequent start-up will be similarly high.

Recommendations

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

1. The school management at the colleges of education level should create a platform that will give students an opportunity to interact with highly experienced and successful entrepreneurs as this will enhance the achievement need and consequently their entrepreneurial readiness.

2. Business educators should also create more awareness among the students on the significance of having high achievement needs as this will enable them to reach the pick of their life career most especially in entrepreneurial activities.
3. Business education students need to develop more curiosity for high achievement need because it will enable them to persist in their chosen career.

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