

## Comparison of Entrepreneurship Competence Among Educational Management and Business Education Students' in University of Ilorin

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### Abstract

*Entrepreneurship training in tertiary institutions builds and develops students with the current skills required to grow the economy of a nation. The study was an assessment of entrepreneurship competence in terms of product design, product activation, and product marketing among educational management and business education students of the University of Ilorin. Descriptive statistics was adopted for the study. Three research questions were raised and answered, while one main hypothesis was tested at 0.05 level of significance. The population for the study comprised 860 students in both programmes, out of which 260 were sampled. A purposeful sampling technique was used to select the samples. The data for the study were collected using a structured, validated questionnaire tagged Comparison of Entrepreneurial Competence of Educational Management and Business Education Questionnaire (CECEMBEQ). The reliability of the instrument was determined with the use of Cronbach's alpha, and the result was 0.76. The returned questionnaires were analyzed electronically using inferential statistics. The major finding revealed that the competency of business education students' and educational management is the same due to the level of exposure to practicals. The study recommended, that both educational management students and business education students should engage more in practical skills to increase their competency in the practical aspect.*

**Keywords:** Entrepreneurship, Product Design, Product Activation, Product Marketing and Competence

### Introduction

Entrepreneurship is the process of acquiring skills required to start and survive in a business environment. These skills propel an individual to establish businesses and become an employer of labour rather than an employee or a job seeker. Employers of labour are people with entrepreneurial competence who

provide income for individuals, enable them to care for their families, and, in the process, develop society through the payment of taxes. Oluwalola, et al. (2023) asserted that entrepreneurship is a fact related to entrepreneurial actions, which is the business of human activity in pursuit of the creation of assets via the production or expansion of business activity by recognizing and utilizing recent goods and services. Also, Joghee (2020) asserted that entrepreneurship is the style of founding a challenging, creative, and beneficial business in spite of difficulties and uncertainties.

Therefore, entrepreneurship is defined as possessing skills and utilizing them to contribute to the development of the nation. According to Jose and Martin (2011), entrepreneurship is the phenomenon associated with entrepreneurial activities: enterprising human action in pursuit of the generation of value through the creation or expansion of economic activity by identifying and exploiting new products, processes, or markets. Entrepreneurship is an essential element for economic progress as it manifests its fundamental importance in different ways: (a) identifying, assessing, and exploiting business opportunities; (b) creating new firms or renewing existing ones by making them more dynamic; and (c) driving the economy forward through innovation, competence, job creation, and generally improving the well being of society.

Entrepreneurship affects all organizations, irrespective of size, age, or whether they are considered a private or public body. It's important for the economy is shown in its visible growth as a subject of enthusiasm for the economic growth and in academic reviews. Therefore, it is a matter of interest to academics, businesses, and governments all over the world (Alvaro & Domigos, 2013). Hence, the entrepreneurship programme is not limited to vocational and technical education only; rather, it has been extended to all other professions. According to Ayuba (2010), an entrepreneurial programme was introduced to undergraduates in the 2007–2008 academic session to produce a generation of job providers and not job seekers. It is expected that all undergraduates have proficient knowledge and skills in product design, product activation, and strategic marketing.

Product design is the process of creating a new product to meet the needs of the consumers. It is time-consuming and requires a great deal of commitment. It must target a program within a specific time frame using minimal resources. Part of the activity of product design is the product process, which includes getting the feel, screening, ball-park studies, optimization, scale-up production, and scale-up marketing. The input is as important as the product output. Product design also deals with goods and services. The design for each begins with proper planning and specific ideas that aim at attracting customers and consumers (Jose & Martins, 2021). It implies that the product or service must be appealing to customers. The elements of a service product are: physical goods, sensual services, and physiological services. All these elements are considered in the process of any product design (Joghee, 2020). Thus, students must possess a vast knowledge of it.

Mujuru (2011) defined product activation as a sales relationship founded between products and clients in such a way that clients have a good knowledge of the product and see it as part of their daily experiences. It involves the use of all available means of communication to get to the clients in an innovative way. Simply put, it is a way in which organizations take their products to customers for them to have a good experience with the product. Product activation is a basic requirement for the customer in order to enjoy a specific foundation and remain for a long period of time. The User pilot (2023) asserted that product activation is paramount in a discrete trip for a customer. It implies that it deals with initial worth experience. It is a sole activity; customers hit a landmark in the commodity and experience worth that reveals the instrument that values time. Rashid,et al. (2023) affirmed that product activation has a two-path relationship that is between the user and the product in actual time, which translates into a deeper relationship between users and products. The purpose of product activation is to encourage the user and to produce a good picture in the hearts of the clients in such a way that the clients envisage the product as being part of their lives. Making use of the product is an integral part of the customer's experience, and they always look forward to its usage. Products can be activated using some of these tools: television, the internet, mobile advertising, as well as newspapers. Rashid et al. (2023). These are ways of promoting the activated products, which is also referred to as product marketing.

Product marketing is referred to as the process of getting customers to purchase activated products. It is based on the scientific method of inquiry as well as the creative process of selling products. These deal with various models that influence marketing, and some of these models are: consumer behaviour, the profitability of retail locations, and price-volume relationships (Uttakhand Open University, 2022). To achieve the goals of any company, the needs of a specific market must be identified and taken care of so as to promote customer satisfaction. The main aim of product marketing is to go beyond sales of goods and services; rather, it deals with how well the customers are satisfied for them to return to purchase more and continually use the product. Customers make payment to the company in return for the delivery of goods and services and therefore form a focal point for a company's marketing activity (Hussain, 2013).

Entrepreneurship competency deals with the ability of the individual to identify and proffer solutions to problems thereby meet with the needs of the society. According to Oluwalola, et al. (2023) entrepreneurship is a process of building and developing entrepreneurial skills into individuals for them to function well within the society economically. The skills required by students includes product design, product activation and product marketing. These skills are interwoven and one leads to the other. Therefore, the age distribution of students has great impact in their capacity to develop these skills than when they are older with more responsibilities and family commitments. According to Gielnik et al. (2018) several people within the age group of 18-40 tends to start their own business and the competence for

entrepreneurial is cogent. He further asserted that we expect that older people have entrepreneurial experience than younger people, which make it more likely for older people to transition from forming entrepreneurial intentions to engaging in entrepreneurial activity. Nevertheless, reverse is the case in this present age.

### **Purpose of the Study**

The main purpose of the study is to assess the comparison between entrepreneurship competence between educational management and business education students of the University of Ilorin. Specifically, the study sought to assess:

1. the difference between product design of educational management and business education students of the University of Ilorin;
2. the difference between product activation of educational management and business education students of the University of Ilorin: and
3. the difference between educational management and business education students of the University of Ilorin.

### **Research Questions**

The following research questions were raised to guide the study.

1. What is the level of product design competence of educational management and business education students of University of Ilorin?
2. What is the level of product activation competence of educational management and business education students of University of Ilorin?
3. What is the level of product marketing competence of educational management and business education students of University of Ilorin?

### **Research Hypothesis**

Ho: There is no significant difference between entrepreneurship competence of educational management and business education students of University of Ilorin

### **Methodology**

The study is a descriptive survey of correlation type. The population of the study are all students of educational management and business education of University of Ilorin. The target population is 300 level students from both departments, which are 438 out of which 260 were sampled using Research Advisor 2006. The instrument used was a questionnaire tagged Comparison of Entrepreneurship Competence of Educational Management and Business Education in the University of Ilorin Questionnaire (CECEMBEQ). The instrument is divided

into two sections: section A, which consists of bio-data, and section B, which consists of information on entrepreneurial competence. It consists of four Likert scales: strongly agree (SA), agree (A), disagree (A), and strongly disagree (SD). The validity and reliability of the instrument were assessed, and the coefficient of reliability was 0.72. The instrument was administered to the respondent with the use of a Google Form. The data were analysed using descriptive of mean and standard deviation and inferential statistics of Pearson Product Moment Correlation (PPMC) was used to test the hypothesis at 0.05 level of significance.

**Results**

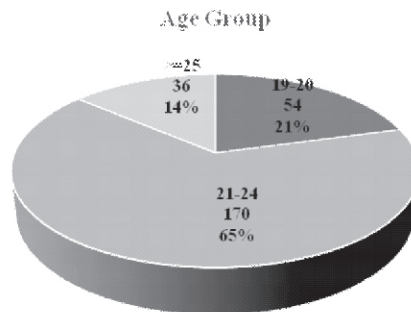
Table 1: Age Distribution of both Programmes

**Results**

**Table 1:** Frequency distribution of the respondents' age

Age	Frequency	Percent
19 – 20	54	20.8
21 – 24	170	65.4
>= 25	36	13.8
<b>Total</b>	<b>260</b>	<b>100.0</b>

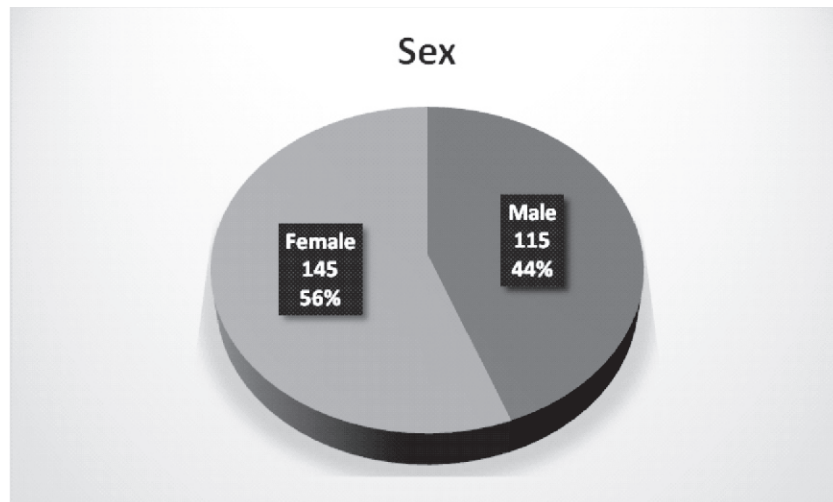
Table 1 reveals that respondents within the age range of 19-20 were 54(20.8%), 21-24 were 170(65.4%) and respondents with age 25 and above were 36(13.8%) in number.



**Figure I:** Pie chart showing the frequency distribution of the respondents' age

Sex	respondents' sex	
	Frequency	Percent
Male	115	44.2
Female	145	55.8
<b>Total</b>	<b>260</b>	<b>100.0</b>

Table 2 shows that 115(44.2%) males and 145(55.8%) females participated in the study.

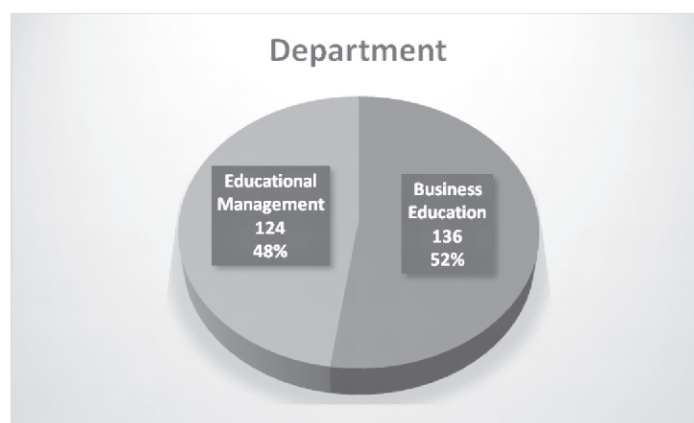


**Figure II:** Pie chart showing the frequency distribution of the respondents' sex

**Table 3:** Frequency distribution of the respondents' department

Department	Frequency	Percent
Business Education	136	52.3
Educational Management	124	47.7
<b>Total</b>	<b>260</b>	<b>100.0</b>

Table 3 reveals that 136 (52.3%) were Business Education students and 124 (47.7%) were Education Management students.



**Figure III:** Pie chart showing the frequency distribution of the respondents' department

**Research Questions**

Research question one: What is the level of product design competence of educational management and business education students of University of Ilorin?

**Table 4:** Summary of mean ratings on the level of product design competence of educational management and business education students of University of Ilorin.

Items	Mean	SD	Remark
1. I have designed a product before	2.79	0.783	Agreed
2. The product was very important	2.83	0.781	Agreed
3. The product was innovative	2.78	0.796	Agreed
4. The product brought out our creativity	2.90	0.832	Agreed
5. Peoples' opinion was sought in order to design a product	2.95	0.818	Agreed
6. People were asked if they would purchase the product	2.79	0.821	Agreed
7. People attested that the product is better than similar ones	2.88	0.866	Agreed
8. The number of times customer use the product was found out	2.69	0.860	Agreed
<b>Weighted Mean</b>	<b>2.83</b>	<b>0.819</b>	<b>Agreed</b>

**Benchmark = 2.50**

Table 4 shows the mean ratings of the level of product design competence of educational management and business education student of University of Ilorin. It was found that, I have designed a product before (Mean = 2.79, SD = 0.783), The product was very important (Mean = 2.83, SD = 0.781), The product was innovative (Mean = 2.78, SD = 0.796), The product brought out our creativity (Mean = 2.90, SD = 0.832), Peoples' opinion were sought in order to design a product (Mean = 2.95, SD = 0.818), People were asked if they would purchase the product (Mean = 2.79, SD = 0.821), People attested that the product is better than similar ones (Mean = 2.88, SD = 0.866), The number of times customer use the product was found out (Mean = 2.69, SD = 0.860). On the overall, the level of product design for educational management and business education students in university of Ilorin (Mean = 2.83, SD = 0.819). There was a high level of product design for educational management and business education students' in university of Ilorin. Research question two: What is the level of product activation competence of educational management and business education students of University of Ilorin?

**Table 5:** Summary of mean ratings on the level of product activation competence of educational management and business education students in university of Ilorin

design			
2. People are willing to recommend our product to others	2.94	0.930	Agreed
3. The product is easy to use	2.96	0.851	Agreed
4. The product is available every where	2.80	0.878	Agreed
5. People like the product very well	2.98	0.819	Agreed
6. People dislike some things about the product	2.37	0.910	Disagreed
7. Suggestions on how to improve the product is given	2.90	0.834	Agreed
<b>Weighted Mean</b>	<b>2.83</b>	<b>0.872</b>	<b>Agreed</b>
<b>Benchmark = 2.50</b>			

Table 5 shows the mean ratings of the level of product activation competence of educational management and business education students of University of Ilorin. It was revealed that, People are satisfied with the product design (Mean = 2.87, SD = 0.882), People are willing to recommend our product to others (Mean = 2.94, SD = 0.930), The product is easy to use (Mean = 2.96, SD = 0.851), The product is available everywhere (Mean = 2.80, SD = 0.878), People like the product very well (Mean = 2.98, SD = 0.819), People dislike some things about the product (Mean = 2.37, SD = 0.910), Suggestions on how to improve the product is given (Mean = 2.90, SD = 0.834). On the overall, the level of product activation for educational management and business education students in university of Ilorin (**Mean = 2.82, SD = 0.872**). On the average, there was a high level of product activation for educational management and business education students in university of Ilorin, Nigeria. Research question three: What is the level of product marketing competence of educational management and business education students of University of Ilorin? **Table 6:** Summary of mean ratings on the level of product marketing competence of educational management and business education students of University of Ilorin

Items	Mean	SD	Remark
1. I have used different marketing approach for advert	2.83	0.859	Agreed
2. The frequently used approach is online marketing	3.00	0.711	Agreed
3. Many of the products are sold locally	3.10	0.681	Agreed
4. The most sought online platform is WhatApp	2.78	0.898	Agreed
5. I have also made use of jumia, konga and others	3.02	0.887	Agreed
6. I make more sales online than the use of shop	2.66	0.844	Agreed
<b>Weighted Mean</b>	<b>2.89</b>	<b>0.813</b>	<b>Agreed</b>
<b>Benchmark = 2.50</b>			



Table 6 reveals the mean scores of the level of product marketing competence of educational management and business education students of University of Ilorin. It showed that, I have used different marketing approach for advert (Mean = 2.83, SD = 0.859), The frequently used approach is online marketing (Mean = 3.00, SD = 0.711), Many of the products are sold locally (Mean = 3.10, SD = 0.681), The most sought online platform is WhatApp (Mean = 2.78, SD = 0.898), I have also made use of jumia, konga and others (Mean = 3.02, SD = 0.887), I make more sales online than the use of shop (Mean = 2.66, SD = 0.844). On the overall, the level of product marketing of educational management and business education students in university of Ilorin (**Mean = 2.89, SD = 0.813**). Averagely, the level of marketing of the products by educational management and business education students in university of Ilorin was agreed to be high.

**Research Hypothesis**

Ho: There is no significant difference between educational management and business education students on entrepreneurship competence of University of Ilorin

**Table 7:** Summary of mean ratings on the significance difference between educational management and business education students on entrepreneurship competence of University of Ilorin

	Mean	SD	DF	t	P-value	Remark
Business Education	70.71	13.56	285			
Educational Management	67.36	13.66		1.979	0.049	Significant

**p-value < 0.05**

Table 7 showed that t = 1.979 and p-value = 0.049. It implies that there is a significant difference between educational management and business education students on entrepreneurship competence of University of Ilorin. Therefore, the null hypothesis which stated that there is no significant difference between educational management and business education students on entrepreneurship competence of University of Ilorin is rejected. This signifies that both educational management and business education students of University of Ilorin possess different levels of competence.

**Conclusion**

Entrepreneurship competence is important for students to exhibit their skills and knowledge. It is clear that students were adequately taught and trained in the various competencies they require. Hence, the study established that the students of both programmes are competent in product design, product activation, and product

marketing. However, business education students are more competent than educational management students. The study also revealed that there is a significant difference in the competency of educational management and business education as established by the hypothesis.

### **Recommendations**

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

1. Product design competence should be maintained for increased skill acquisition.
2. Product activation competence for both programmes should be maintained.
3. Product marketing competence should be maintained for both programmes. For this reason, practical work should be increased by educational management students for to meet up with the world of work.

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