

**Assessing the Effectiveness of Entrepreneurship Training Implementation in Nursing Colleges: A case study of Nursing Colleges in Benin City, Edo State, Nigeria**

<sup>1</sup>Iserhienrhien Martins O. <sup>2</sup>Jimoh Asekarumeh & <sup>3</sup>Onuorah Ogonna A.

<sup>1</sup>Centre for Entrepreneurship Development, Edo State College of Nursing Sciences

Email: [m.iserhienrhien@edocns.edu.ng](mailto:m.iserhienrhien@edocns.edu.ng)

<sup>2</sup>General Studies Department Edo State College of Nursing Sciences,

Email: [j.asekarumeh@edocns.edu.ng](mailto:j.asekarumeh@edocns.edu.ng)

<sup>3</sup>Data Analytics and Visualization Specialist, ICAP at Columbia University

Email: [ogonna1412@gmail.com](mailto:ogonna1412@gmail.com)

**ABSTRACT**

**Background:** Entrepreneurship is becoming a significant part of every profession. Despite the rigorous training embarked on by students during their nursing training they are meant to have an idea of independency and being self-employed, thus the need to assess the effectiveness of entrepreneurship training implementation in nursing Colleges.

**Aims and Objectives:** The aim of this study is to assess the effectiveness of entrepreneurship training implementation in nursing colleges. This study also seeks to find out if entrepreneurship training can well be achieved in nursing colleges and if the implementation would be faced with setbacks such as; lack of facilities and equipments and students willingness to partake in such training due to their rigorous activities in the college.

**Methodology:** A descriptive survey design was used to carry out the study. The study was conducted in 3 nursing colleges in Benin City, Edo State, Nigeria. A Multi-stage random sample method was used for colleges, faculty members and students of nursing and midwifery (n=230) with students enrolled from the year 2021-2023, available at the time of study and members of faculty. An AEETIN questionnaire was developed to carry out this research, with analysis carried out using frequencies, mean and SPSS statistical tools. These results were interpreted and presented.

**Results:** Most of the nursing and midwifery students showed awareness and a positive mindset towards entrepreneurship training (87.3% & 85.4% respectively) with satisfactory knowledge level, few of the nursing and midwifery students (45% & 36% respectively) supported the relevance and effectiveness of entrepreneurship training in meeting the evolving demands of the healthcare industry, most faculty members saw strengths (80%) rather than weaknesses (50%) in the current entrepreneurship training initiatives, faculty members had a negative perception as the introduction of this training would increase the work load on a few faculty members, while there was lack of some facilities and equipments (45%) for the success of entrepreneurship training programme in the Colleges.

**Conclusion:** There was a highly statistical significant positive correlation between entrepreneurship training and total knowledge and mindset; total support for relevance and effectiveness; total strengths and weaknesses; while there was negative correlation between entrepreneurship training and total perception of faculty members ; total presence of facilities and equipments in all program phases.

**Recommendations:** The members of faculty in the nursing colleges should be encouraged to provide seminars, training programs and workshops about entrepreneurship for nurses and midwives, hospital management should emphasize on new trends in nursing administration such as nursing entrepreneurship to increase the knowledge and perception of both student's nurses and nurses themselves.

**KEYWORDS:** Entrepreneurship, Implementation, Faculty members, AEETIN: Assessing the Effectiveness of Entrepreneurship Training Implementation in Nursing Colleges

## Introduction

Education is regarded as a powerful instrument of social change and national development. This holds for all societies, developed and less developed to the extent that promoting and sustaining quality education are never left to chances. To this end, it is believed that the quality of life in the society can be greatly enhanced through education, hence the five main national goals of Nigeria, which have been endorsed as the necessary foundation for the National Policy on Education are the building of:

- (a) a free and democratic society
- (b) a just and egalitarian society
- (c) a united, strong and self-reliant nation
- (d) a great and dynamic economy and a land full of bright opportunities for all citizens (Esene, 2014).

The National Universities Commission (NUC) was given presidential directives by the Federal and State Ministries of Education to supervise and coordinate the programme of introducing Entrepreneurship Development Education in Nigerian educational institutions of higher learning in collaboration with all other regulatory bodies of higher institutions namely the National Board for Technical Education (NBTE) and the National Commission for Colleges of Education (NCCE) to be handled by the Committee set up by the federal government. As with many areas of education, Entrepreneurship Development Education (EDE) has a general education as well as a professional education component. The goals of EDE as offered to students in tertiary educational institutions, polytechnics and colleges included are to inculcate in the trainees/students the ability to:

- a. identify and solve problems using critical and creative thinking
- b. work effectively with others as a practice team member and cultivate the ability to resolve conflicts
- c. organize and manage oneself and one's ability
- d. collect, analyze, organize and critically evaluate information (to make decisions that must be carried through)
- e. communicate and negotiate effectively

- f. reflect on experiences and explore various strategies for effective learning (to learn at all times)
- g. become curious leading to readiness to experiment and innovate, being never satisfied with the status quo and considers self-employment as a viable option upon graduation from their institutions (NBTE, 2008). Also, NBTE listed in great detail the infrastructural facilities, workshops, studios, laboratories and the instructional materials and equipment for effective teaching and learning EDE courses. According to NBTE (2008), if students must acquire the relevant skills needed for the world of work, these items must be on ground for use by the lecturers and students.

## Background

Entrepreneurship has evolved over time as the world's economy has changed as well. An entrepreneur is an innovator who helps in the development of technologies. The word entrepreneur is French and, literally translated, means "between-taker" or "go-between." Entrepreneurship is the act of creation and setting up of new establishments and organizations. The entrepreneurship concept is used to encourage persons to design and lead their own projects that help in improving their own finances and the economics of the country through small and intermediate projects (Al-Jubari, Hassan & Liñán, 2018).

The involvement of the creation of something new which is of value to the entrepreneur and to the audience is entrepreneurship, thus this audience can be any individual or a group of individuals who are concerned with the new product or service. To achieve such fit entrepreneurship requires the not only character but the devotion of necessary time and effort in bringing a new idea into operations and as such bringing it to the market. This process is difficult with most entrepreneurs. Entrepreneur receives the rewards for his efforts. Nevertheless, most entrepreneurs indicate independence and personal satisfaction as the most important personal rewards (Almeida, Daniel, & Figueiredo, 2021).

Entrepreneurship is becoming increasingly important within the health care sector as societal changes give space for new entrepreneurs in the field (ICN 2004, Boore & Porter 2011, Österberg-Högstedt 2009). However, quite a little research has been done on entrepreneurship in the health care sector and particularly on enterprise education and entrepreneurship training in nursing education. There are many studies which have identified a number of set-backs that may hinder nurses from becoming entrepreneurs, which include; a lack of business competence and skills, economic obstacles (e.g., business cycles), and a lack of support from their colleagues and society in general (Drennan et al., 2007 & Shirey 2007).

In addition, entrepreneurship in the health care sector is also dependent on the politics related to public health care services, for example, social enterprises [Department of Health 2010, Roberts, Bridgwood, & Jester 2009]. Some studies indicate that a lack of competence in entrepreneurship is a major barrier for nurses who want to become entrepreneurs (ICN 2004, Drennan et al., 2007 & Shirey 2007).

An entrepreneurial culture and procedures are best realized in cooperation with the operational environment according to the objectives set for entrepreneurship education at each level of education (European Commission 2008).

The nurse entrepreneurs claims that when educating a nurse is based on the traditional forms of nursing, there is a tendency that it does not provide them with all the necessary knowledge about entrepreneurship or establishing and organizing a company (Elango, Hunter & Winchell 2007, Sankelo & L. Åkerblad 2008). Therefore, a critical discussion about the role of education in enhancing entrepreneurship among nurses is needed (ICN 2004).

Nurse entrepreneurs can benefit nurses and consumers because they have the desire to change things in health care delivery or service and also in other spheres of life, which have the benefit to society as a whole. Nurse entrepreneurs provide services primarily focused on assisting patients and families to navigate the health care system, sometimes related to specific chronic illnesses or disorders (Al-Qudah, Al-Okaily & Alqudah, 2022).

Stress and burnout can also accompany self employment, and these experiences related to factors such as balancing family and business demands, lack of social support, and financial uncertainty. From other studies and research suggestions have been given that the control over one's work is a channel in the stress/self-employment relationship. Therefore, the negative stressors can be reduced when nurse entrepreneurs make caring for themselves a priority Arkorful, H. & Hilton, S. (2021).

Entrepreneurial motivations are significantly and positively related to the choice of entrepreneurial career paths Ajzen's theory of planned behavior asserts that, "Intentions are assumed to capture the motivational factors that influence a behavior; they are indications of how hard nurses are willing to try, of how much of an effort they are planning to exert, in order to perform the behavior" (Autio & Fu, 2019).

There are many studies which have shown that many nurses nowadays either study other field to change their profession or leave the country to other countries for greener pastures. This is a serious problem facing hospitals and the nursing profession as a whole.

This problem put a burden on the hospitals due to shortage and high turnover rate, profession through increasing the nursing shortage and negatively affect in improving the social image about nursing profession. The change in nursing and health care makes a greater diversity in nurses' roles and significant advances in nursing knowledge and education (Badawi, 2019).

Therefore it is worthy of note to ensure that nurses have a form of entrepreneurship education during their training to help solve the problem of wanting to migrate to other fields and countries in the nearest future. Thus assessing the implementation of entrepreneurship training in nursing colleges has become necessary as this would help in understanding the nature of entrepreneurship training and further more help in finding solutions to the needs of this training where necessary.

## Methodology

The descriptive research design was used to carry out this study, with a population of 700 students (nursing and midwifery) and 55 faculty members. A multi stage sampling technique was used to carry out the sampling with simple random sampling at the first stage to determine the number of students and stratified sampling to determine the number of faculty members. A sample total of 200 students (nursing and midwifery) and 30 faculty members were obtained. The Data collection for this study was done electronically by sending a questionnaire (AEETIN questionnaire) to each respondents after which they were analysed. Reliability for the test instrument was carried out using Cronbach alpha with a result of 0.78 showing that the instrument was reliable. Also 2 faculty members were sent the instrument for validation. The data was analysed using SPSS 23 statistical tool, frequency, and mean calculation.

## Results and Analysis

The results obtained are shown in the tables below:

### Entrepreneurial Mindset

The participants consist of 200 nursing and midwifery students from 3 colleges. Majority of the students agreed that they have heard about entrepreneurship and had a positive mindset of entrepreneurship. They agreed (up to 85% on the average) that the training has had a great influence on their mindset about entrepreneurship.

S/N	Items	SA	A	SD	D	SA%	A%	SD%	D%
1.	Entrepreneurship training is new to you?	146	10	4	40	73	5	2	20
2.	Entrepreneurship is needed in life pursuit	102	18	38	22	51	9	19	11
3.	Do you believe you can cope with its extra demands?	88	34	40	46	44	17	20	23
4.	Do you believe in skills development outside nursing?	147	4	38	11	73.5	2	19	5.5
5.	This type of training would make life better?	112	14	41	33	56	7	20.5	16.5
6.	Entrepreneurship training has had a great influence on your entrepreneurial mindset and skills?	108	35	36	21	54	17.5	18	10.5

**Table 1: Analysis for entrepreneurship mindset**

### 3.2 Entrepreneur training as valuable part in non-traditional roles within the healthcare industry

Participants also agreed that entrepreneurship training plays a great value in non-traditional roles (50%) within the healthcare industry.

S/N	Items	SA	A	SD	D	SA%	A%	SD%	D%
1.	Entrepreneurship training would help you in your carrier?	104	38	34	24	52	19	17	12
2.	In your final role as a nurse, do you believe entrepreneurship is needed in the healthcare industry?	93	18	75	14	46.5	9	37.5	7
3.	Do you consider entrepreneur training valuable in preparing you for non-traditional roles in healthcare?	82	4	98	6	41	2	49	3

**Table 2: Analysis of entrepreneurial training as a valuable part in non-traditional roles in healthcare industry**

### 3.3 Strengths and Weaknesses in the current Entrepreneurship Training

Participants were of the opinion (45%) that the programme's timing, impact on their studies and how well it would help them in their present studies was not significantly high

S/N	Items	SA	A	SD	D	SA%	A%	SD%	D%
1.	Is the timing of the programme right for you?	62	12	103	23	31	6	51.5	23
2.	Would the programme have an impact on your studies or your profession?	85	8	93	14	42.5	4	46.5	7
3.	Would the programme help you in any way?	84	44	34	38	42	22	17	19

**Table 3: Analysis of strengths and weaknesses in the current entrepreneurship training**

### 3.4 Faculty members and the Integration of Entrepreneur Training

The faculty members who participated (30) agreed that though the entrepreneurship training was good and indeed a welcome development there was need to get more hands for the training, train more staffs and also invest in all the necessary facilities and equipments to enable proper running of the training (Table 4 &5).

S/N	Items	SA	A	SD	D	SA%	A%	SD%	D%
1.	There are challenges in the implementation process?	12	8	2	8	40	26.7	6.7	26.6
2.	There are successes in the implementation process?	15	5	4	6	50	16.7	13.3	20



3.	Challenges in your centre are as a result of lack or low finance?	20	4	3	3	66.7	13.3	10	10
4.	Challenges in your centre are as a result of poor operations?	18	8	1	3	60	26.7	3.3	10
5.	Are challenges in your centre as a result of insufficient manpower?	22	3	2	3	73	10	6.7	10
6.	The integration made the curriculum voluminous?	11	8	5	6	36.7	26.6	16.7	20
7.	This integration affects your work schedule?	22	5	1	2	73	16.7	3.3	6.6
8.	The integration of this programme a good idea?	21	6	2	1	70	20	6.7	3.3
9.	This integration will increase your work load?	19	8	1	2	63.3	26.7	3.3	6.7
10.	This integration will affect the teaching and learning process	8	4	12	6	26.7	13.3	40	20

**Table 4: Analysis on integration of entrepreneurship training****3.5 Facilities and Equipments for Entrepreneur Training**

S/N	Items	SA	A	SD	D	SA%	A%	SD%	D%
1.	There are facilities to cater for all the training in your college?	25	2	2	1	83.3	6.7	6.7	3.3
2.	All the various skills being learnt have their required equipments?	23	5	1	1	76.7	16.7	3.3	3.3
3.	Students can gain access to these equipments when necessary?	26	1	2	1	86.7	3.3	6.7	3.3
4.	All equipments were purchased by the college?	20	8	1	1	66.7	26.7	3.3	3.3
5.	Students understand these skills without the required equipments?	18	9	2	1	60	30	6.7	3.3

**Table 5: Analysis of facilities and equipments****Summary and Findings**

The requirements of education policy by NBTE press to respond to changing society. One of the requirements is the development of the entrepreneurial activities and training in every sector of education including health care education and as such these skills can be acquired through professional courses or by training. In other to teach entrepreneurship and train students on entrepreneurial skills in health care education it means that teachers should

develop their knowledge about entrepreneurship and how to teach it and also experts on various skills should be brought in to train students depending of their interest and skill set picked. This can be supported by the study of Hytti and O'Gomann (2004) stating that entrepreneurship teaching activities are positively associated with teachers' prior experience with entrepreneurship.

It was also discovered from the analysis that students have been properly introduced to the training and thus have a mindset of interest in the training as this would help in the training process, from various observations once an interest is built on something, the willingness to participate is made available. For any programme, initiative or training to succeed there must be made available resources, equipments, materials and facilities to ensure that the intention of the learning process and training is well achieved by the participants as such it is important that all the necessary equipments and facilities necessary for the training is provided to ensure proper and effective implementation.

### Conclusion

The introduction and practice of Entrepreneurship training in the educational sector in Nigeria especially in nursing colleges is a new development in the Nigerian education system that was recently initiated by the NBTE.

There are grounds on which every training curriculum is implemented, and if such implementation would want to help in the development of manpower for the country, it is thus necessary that they be fully practiced with every guidelines were important.

The changing working life has made entrepreneurial skills necessary in the health care field, irrespective of the sector, thus education programmes in health care especially nursing and midwifery should pay close attention to entrepreneurship training. There are few teachers in the field of health care that teach entrepreneurship at the moment, even though many teachers cooperate with entrepreneurs and companies.

This study assessing the effectiveness of entrepreneurship training implementation in nursing colleges stated the meaning and gains in entrepreneurship training to students in the healthcare sector including nursing and midwifery and its tasking nature to the students of nursing and midwifery. Sample was collected from a population of the 3 colleges, though this population was not evenly distributed.

The instrument for collection was a questionnaire which was shared electronically using a google form. The information obtained from the respondents was interpreted and necessary recommendations made from the analysed results. It was further concluded that the implementation of entrepreneurship training has started in the colleges and it will be of great benefit to the student, the school and the society at large.

### Recommendations

The following recommendations were deduced from the findings:

1. The students showed a strong mindset and willingness to entrepreneurship training and as such it is necessary for the schools to ensure that this programme is well



monitored and conducted in the schools and should be taken seriously by students and stakeholders.

2. From the results it was observed that many students perceive entrepreneurial training as valuable in preparing them for non-traditional roles within the healthcare industry, to this cause it is of importance that the entrepreneurship training is taken into great cognizance in Nursing Colleges.
3. In the area of provision of necessary equipments and training for personnel's, improvement is needed, it is necessary for the colleges to ensure that adequate funds is released to help in purchase of equipments, training of personnel and materials where necessary. There can also be collaboration with other parastatals including government and NGO's.
4. In areas where there are gaps to be filled and where there is need to help in entrepreneurship training faculty members where necessary should be made to be involved in the process and if possible more hands should be employed to help in the training process
5. Any training or learning process cannot be effective without all necessary facilities and equipments. This does not exclude entrepreneurship training, it is thus recommended that funds are made available for necessary facilities and equipments and in cases of practical training materials are purchased as at when due.

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