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Entrepreneurship Education Structure and SMEs Performance amongst Managers in Port Harcourt Metropolis, Rivers State, Nigeria

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Abstract. The importance of entrepreneurial education skills in supporting countries' economic growth and development has been recognized by experts in the field of accounting, finance, sociology and economics. Today, the issue of entrepreneurship skills is becoming so increasingly important that it has turned into a priority for developing countries including Nigeria. This study empirically explores the relationship between entrepreneurship education skills and venture performance amongst managers of small and medium scale firm in Port Harcourt metropolis. Descriptive survey design was adopted and correctly completed 400 sets of questionnaire were used. Series of statistical analysis were applied including mean, aggregate mean, standard deviation, and Spearman rank correlation with the aid of statistical package for social sciences, version 25. The empirical results indicate that psychomotor education significantly relates to profitability and market share. We therefore conclude that entrepreneurship education structure relates to small and medium enterprises performance amongst managers in Port Harcourt Metropolis, Rivers State, Nigeria, and recommend that policy makers should consider introducing entrepreneurship in primary and secondary schools through integration to other subjects or as a stand-alone subject. This could function as an introductory stage which will prepare students for more advanced entrepreneurship education structure in the small. Policy makers should also create conducive entrepreneurship education centers within the business eco-system to enable traders attend free workshops when scheduled. Traders can be pre-informed about the benefits of attending/participating in business workshops through social media before slating any.

Keywords: Psychomotor Education, Venture Profitability, Venture Market Share, Entrepreneurship education Structure and Performance

Introduction

Entrepreneurship is increasingly being recognized for its role in creating jobs, growth and development. It has been acknowledged for its place in increasing the competitiveness of a region, state or country (Davey, Hunnon & Penaluna, 2016; Kirkley, 2017; Bellow, Mattana & Ioi, 2018; Osiyeveskgy & Shivokova, 2019; Henning & Mckelvay, 2020; Jeje, 2021; Nwaiwu & Joseph, 2022; Akudo (2022). Entrepreneurship can also be understood as a career opportunity, with new business start-ups, simultaneously increasing job opportunities within society. Entrepreneurship works as a catalyst for national welfare (Nwaiwu & Joseph, 2022; Jeje, 2021); and global interest in entrepreneurship education structure is increasing as a consequence (Bell & Bell, 2016).

The education structure focuses keenly on entrepreneurship and venture creation to promote social, economic and organizational development (Mon, Lou & Chan, 2022; Nwaiwu, 2022). This has led to considerable growth over the last two decades in the development of entrepreneurship as an academic subject (Bello & Bell, 2016; Martin, 2018; Fayolle, 2018). In recent work by Kakouris and Gerrgiads (2016), Nwaiwu and Amah (2022), Governments are taking serious measures to update their policies in relation to entrepreneurship education which they see as having a key role in employability. Indeed, entrepreneurship education structure is a vehicle for endogenous economic development, and a crucial feature of development of

knowledge – driven economies. In addition, Kakouris (2016) stresses that "a common goal of worldwide educational agencies is to instill entrepreneurial intention among graduates through entrepreneurship education structure". Hence, there have been continuous efforts to provide entrepreneurship education in recent years.

There were more than 2,000 entrepreneurship courses in more than 1,600 universities around the world as at the year 2020 (Hisrah, 2021). However, most of the universities that were providing these courses were based in the United States, China, Russia and Britain. Couetil, Shartrand and Reed (2020) found that in 2021 over 3,000 institutions in the United States, China, Russia and Britain were providing these courses in various formats, such as entrepreneurship majors, minors, certificates and through experiential learning opportunities. Recently, scholars have suggested that there is an important relationship between entrepreneurship education structure and SMEs performance. Meanwhile, SMEs performance becomes an important aspect for an organization to manage well; for that reason, it constitutes an integral part of all activities and operations performed by entrepreneurs to strengthen their business (Shu & Hong, 2017; Ola Olu & Obaji, 2020; Henning & Mckelvey, 2020). Fanzul, Hirobumi and Tancke (2010) noted the import of SMEs performance as a result of organizational goals achieved through various strategies.

Extensive empirical literature exists globally on the relationship between entrepreneurship education structure and SME performance among managers, but the results are rather mixed (see Vallabh & Mhlangh, 2015; Caiazzu & Vope, 2016; Kirkley, 2017; Shah, Robert, Clinic, Yerhary, Data, Kent, Analytics & Analytics, 2018; Inegbedim, 2019). Unfortunately, the empirical assessment of the relationship between entrepreneurship education structure and SMEs performance among managers in Nigeria has been sparse. The few known empirical studies that have examined the relationship between a few entrepreneurship education structure and SMEs performance in Nigeria have also produced conflicting results (see Ahmad, Chandra & Klobos, 2017; Bello & Mattaunu, 2018). It is, therefore, possible that entrepreneurship education structure per se may not adequately address the recurring problem of SMEs performance among managers in Nigeria. The aim of this paper, therefore, is to empirically ascertain the relationship between entrepreneurship education structure and SMEs performance among managers in Port Harcourt, Rivers State, Nigeria.

This paper is divided into five sections including this introduction as section one, section two presents the theoretical framework, conceptual framework, and empirical review on entrepreneurship education structure and SMEs performance; it also states the hypotheses tested. Section three presents the methodology, while section four reports the empirical results and discussion. Section five concludes the paper, makes recommendations, limitation and suggestion for further studies.

Review of Related Literature and Hypotheses Development

Theoretical Framework

Entrepreneurship education is a multidimensional trend that cuts across disciplines like economics, psychology, sociology, anthropology, management and so many other disciplines. There is no universally accepted theory of the phenomenon (Vallabh & Mhlanga, 2015; Wany., Yermens., Huang & Chelliah, 2015; Watho & Chaudhry, 2018; Shah., Robert., Clinic., Stryeberg., Deta., Kent., Analytics & Analytics, 2020). The existing theories of entrepreneurship are propounded from a variety of schools of thought, with many scholars emphasizing different variables to explain them.

However, the psychological theory developed by McChelland and (1971) underpins this research. The McClelland (1971) Psychological theory was based on the need for achievement which motivates individuals to possess the characteristics to succeed in anything they do.

Londjami (2004) explained that changing circumstances require that SMEs owners and managers should receive regular training in order to reduce failure rate, increased profit and achieve growth. This is necessary because most business owners start their business without appropriate training and feasibility study of the business. When considering the trends of SMEs worldwide, it is evident that, they represent an important vehicle to address the challenges of job creation, economic growth and equitable distribution of wealth (Franz, 2000).

Conceptual Framework

Conceptualization is the process of taking a construct or concept and refining it by giving it a conceptual or theoretical definition. The conceptualization phase of a project occurs in the initial design activity when the scope of the project is drafted and a list of the desired design features and requirements is created. We shall now examine the conceptual framework on which this study stands.

Entrepreneurship Education Structure

Since the 1950s till date entrepreneurship education structure has been growing impressively (Fernald, 1991). In the more recent past entrepreneurship has been considered a significant area within business management education (Jones & English, 2014) although there is still no mutual agreement about the clear and concise definition of entrepreneurship education structure. Hood and Young (2013) defined entrepreneurship education as a phenomenon to educate participants about starting a business to earn profit and contribute to development. According to Bechard and Toulouse (1998), entrepreneurship education programme participants enhance their basic knowledge about new start-ups and obtain training to manage them successfully. However, Gottleib and Ross (1977) suggest that entrepreneurship education is simply an education for enhancing the skills of innovation and creativity. Entrepreneurship education- has also been seen as an education which teaches about business opportunity identification, appropriate resource allocation and, most importantly, new business creation (Benzing, Chue & Kara, 2019). Davidson (2014) proposed that entrepreneurship education is about teaching participants the ways various opportunities can be explored and about how to make good judgments to choose the right ones to pursue.

Over recent decades, much importance has been given to the education of economics and entrepreneurial pattern of businesses for individual and institutional purpose (Jones & Iradale, 2010) and the focus has been on new start- ups and orientation to entrepreneurial aspirations. Much of the literature that has devoted attention to recognizing that entrepreneurship contributes to economic societal development has been carried out in recent years and the role of universities has been recognized (Markuerkiaya et al., 2016). There are many debates relating to entrepreneurship education, in particular the way that education affects intention and its antecedents such as attitude towards behaviour, subjective norm and perceived behaviour (Kirkley, 2017). Some studies suggest that entrepreneurship is not intrinsic, and that teaching, and training can develop certain facets of it (Ali & Chowdhery, 2015; Brown & Hanlon, 2016). Frank et al. (2010) support this hypothesis and suggest that intentions are neither magical or mysterious, nor genetic or intrinsic. They suggest that entrepreneurship can be taught and developed in the same way as the sciences. Karatlao (2003) suggests new methods and paradigms which teach entrepreneurship, thereby discarding the idea that entrepreneurship is an intrinsic quality.

Sanchez (2020) opines that enterprise education is a vital technique that empowers enterprise since education (1) gives sentiment autonomy and fearlessness to people (2) empowers the acknowledgement of optional vocational alternatives (3) widens perspectives by empowering people to identify opportunities (4) provides information that people will use to exploit new business openings. Through enterprise education, an individual receives

appropriate learning to set up and maintain a business. When entrepreneurs seek to engage with business enterprise education, the learning assets they encounter will help them.

Psychomotor Education

The psychomotor domain of knowledge refers to the training of individuals to acquire technical knowledge in industrial skills and technology. The taxonomy for the psychomotor domain is the least studied of Bloom's taxonomies (Cannon, Andrew & Bloom, 2015). Nonetheless, the psychomotor domain has drawn some interest since it is the one dimension that can simultaneously activate high-intensity learning environments in such a way to result in improved behavioral skill acquisition of executive skills (Giambatista & Hoover, 2009). This could be obtained either through immersion by active participation or vicariously. The original model was proposed for classifying movement behaviours unique to the psychomotor domain and has been designed specifically to aid educators and curriculum developers to clarify and categorize relevant movement experiences for children (Harrow, 2012).

Since appropriate skill and use thereof can be shown through action and in some cases in a do or die situation in business, the importance of knowing that movement is the key to life and exists in all areas of life. When one performs purposeful movement (there is known value and with emotion), they are coordinating the cognitive, affective, and psychomotor domains (Harrow, 2012). Also, since movement is incorporated in all life, and is pre-requisite, it becomes a difficult task to isolate behaviors unique to the psychomotor domain because observable behaviour is modified by the affective self. Therefore, we act as we feel or believe. Again, we need to consider the issue of vicarious (learning by observing) vs. non-vicarious (learning by doing) and its effects on the psychomotor domain.

Given that we start with some reflex movement to some stimulus and gradually build on that movement until at some point the reaction we have is classified as Non-Discourse communication (psychomotor's highest level). At this level each learner develops a style of "moving" which communicates their feelings about their objective self to a perceptive observer. These can be classified as either being innate or vicarious (observed by the learner and created by combining reflexes) or learned by immersion (performed to convey a message to the receiver) (Harrow, 2012). For example, the psychomotor component of rifle marksmanship encompasses the physical aspects of shooting such as: assuming the different shooting positions, establishing proper sight alignment and sight picture; and maintaining rifle steadiness. In general, being able to establish and maintain a steady position has consistently been found to be related to shooting performance, and expert shooters have found to be much steadier. Consistency in hitting the target is determined by the extent to which these factors can be maintained before, during, and immediately firing a round (Chung, *et.al*. 2009). The relationship is that a person can become more proficient at a (management) skill the more they practice and know about the skill. The same could be said if one improved one's focus (affective).

Psychomotor skills are important in implementation, and hence the importance of "behavioral immersion" in increasing the impact of experiential learning in "whole-person" learning in executive skill acquisition. This then lends to asking the question of how to accomplish the learning person involvement, through the whole person, required to complete the learning cycle from cognition awareness to successful skill demonstration (Giambatista et al., 2009).

It would appear that the psychomotor is the culmination of the cognitive and affective domains, where they become visible. Effectiveness of measuring these domains from a behavioral perspective comes not from a single experiential exercise but from a series, over time, where cognitive and affective domains can come to fully bear on their contribution to skill development. So, in order to determine if cognition is correct, how do you judge through the psychomotor; are the right answers always a result of the correct movements?

Profitability

Profit is an excess of revenues over associated expenses for an activity over a period of time. Terms with similar meanings include 'earnings', 'income', and 'margin'. Lord Keynes in Amato and Wilder (2015) remarked that 'Profit is the engine that drives the business enterprise'. Every business should earn sufficient profits to survive and grow over a long period of time. It is the index to the economic progress, improved national income and rising standard of living. No doubt, profit is the legitimate object, but it should not be over emphasized. Management should try to maximize its profit, keeping in mind the welfare of the society. Thus, profit is not just the reward to owners but it is also related with the interest of other segments of the society. Profit is the yardstick for judging not just the economic, but the managerial efficiency and social objectives also.

Owing to the above, profitability has been given considerable importance in the finance and accounting literatures. According to Hifza (2011), profitability is one of the most important objectives of financial management since one goal of financial management is to maximize the owners' wealth. Profitability is indeed a very important determinant of performance.

Pandey (2010) also posited that profitability is the ability of a business, whereas it interprets the term profit in relation to other elements. It is necessary to examine the determinants of profitability to understand how companies finance their operations. A financial benefit is realized when the amount of revenue gained from a business activity exceeds the expenses, costs and taxes needed to sustain the activity. Profitability analysis classifies measures and assesses the performance of the company in terms of the profits it earns either in relation to the share holders investment or capital employed in the business or in relation to sales, profit, (or loss). Given that most entrepreneurs invest in order to make a return, the profit earned by a business can be used to measure the success of that investment. Hijazi and Tariq (2016) defines profitability as the organization's ability to generate income and its inability to generate income as a loss. He further asserts that if the income generated is greater than the input cost, that is simply profitability but if the incomes are less than the input cost, it reflects poor performance.

Market Share

Market share is the product of networking and, in an entrepreneurial context, could be defined as activities in which the entrepreneurially oriented SME owners build and manage personal relationships with particular individuals in their environment (Carson, Cro-mie, Mc-Go-wan & Hill, 2015). Through the entrepreneurship education many (small) firms cooperate beyond their individual scope with other organisation, large and small, to exploit new technologies in networks. This is considered to be entrepreneurial networking (Groen, 2015). The entrepreneur plays a crucial role in building both formal and informal relationships with people within their society who are, or may become, material in assisting them to progress the growth ambitions of their enterprise (Hill, Mc-Go-wan & Drum-mond, 2009). Such networks are an intangible asset. Another specific characteristic of entrepreneurial green marketing networking is that entrepreneurs will, themselves, operate as actors in the network and will often be involved in the execution of project activities (During & Oakey, 2018). The more networking activities an entrepreneur engages in, the larger his personal network and the more central his position in it should be (Witt, 2014). However, some entrepreneurs have no aspirations to create growing companies, so they may purposefully restrict their network size (Chell & Baines, 2010) and their networking activities.

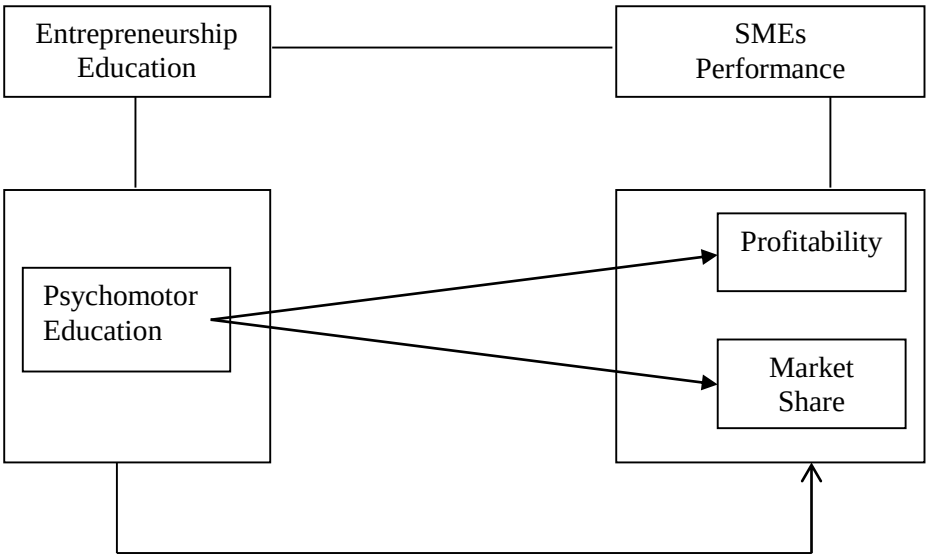

Figure 1: Operational Framework of Entrepreneurship Education Structure and SMEs performance in Port Harcourt Metropolis, Rivers State, Nigeria

Source: Psychomotor education (Bell & Bell, 2018) Profitability (Mon, Lou & Chan, 2022), Market Share (Nwaiwu & Joseph, 2022)

Empirical Review

There are several empirical studies that were under taken by different scholars concerning entrepreneurship education structure and SMEs performance amongst managers, both in developed and emerging economies. Angga (2022) studied the effect of entrepreneurship education on entrepreneurial intention mediated by motivation and attitude among management students. The aim of the study was to empirically investigate the effect of entrepreneurship education on entrepreneurial intention among students. The research employed descriptive correlation design and a population of 230 students were taken randomly as sample from 540 students enrolled in three study programmes. Path analysis utilizing lisral 8.50 for windows were used to examine relationship among variables. Research findings revealed that entrepreneurial intention is indirectly affected by entrepreneurship education, meaning that students' entrepreneurial motivation and attitude are two important mediating variables and recommended that government need to create a conducive centre for SMEs.

Ndubuisi-Okolo, Atta and Chime (2020), conducted a study on entrepreneurship education and managerial competence among SMEs in Anambra State, Nigeria. This study set out to ascertain the extent to which entrepreneurship education affects managerial competence among traders in Anambra state, also to ascertain the effect of participating in business workshop on performance of SMEs in Anambra State; and to determine the effect of acquired technical know-how on the turnover of SMEs in Anambra state. Research questions and hypotheses were set in line with the objective of the study. The study adopted a survey research design and a sample size of 196 respondents were drawn from a total population of 386 SMEs of the two selected cities in Anambra states. However, 180 copies of the questionnaire were correctly filled, returned and used for the analysis. Descriptive Statistics was used for the analysis. Findings showed that there is a significant positive relationship between performance of SMEs and entrepreneurship education as indicated by r-value of = 0.79 at 0.05 level of significance. Also, acquired technical know-how has improved traders' business turnover showing a value of r = 0.75 at 0.05 level of significance. The study concluded that entrepreneurship education is the major ingredient that traders in Anambra state need in order to improve their business, technical know-how, mindset, turnover and other aspect of their

business to achieve maximum profit. The study recommended that government of Anambra state need to create a conducive entrepreneurship centres within the business eco-system.

Table 1: Webometric Analysis of Entrepreneurship Education Structure and SMEs Performance Amongst Managers of firms in Port Harcourt, Rivers State, Nigeria

Author & Year	Research Area	Journal Publication
Nwaiwu, J.N. & Joseph, B (2022)	Entrepreneurial structure and performance of small scale firms in Nigeria.	Journal of Finance & Accounting, 8(3), 72-81
Henning, N. & Mckelvey, M (2020)	Knowledge, entrepreneurship and regional transformation: contributing to the Schumpeterian and evolutionary perspective on the relationships between them.	Small Business Economic, 54(5), 495-501
Jeje, K. (2021)	Risk-Taking and Performance of small and medium-sized enterprise: lesions from Tanzanian Bakeries.	Journal of Economics and Behavioural Studies 12(3), 1-22
Mon, T.W., Lou, T. & Chau, K.F (2022)	The competitiveness of small and medium enterprises: A conceptualization with focus on entrepreneurial competencies.	Journal of Business Venturing, 17(2), 123-142
Olaolu, D. & Obaji, N.O (2020)	An assessment on influence of entrepreneurial training, risk-taking and innovativeness on SMEs development in Nigeria.	Journal of Economics and Business, 3(1), 50-59
Ahrari, S., Kraws, S.E., Ariffin, Z., & Meny (2018)	A network-based approach for emerging rural social entrepreneurship.	International Journal of Academic Research in Business and Social Science, 8(9), 493-513
Bozic, K & Dimovski I.O (2019).	Business intelligence and analytics for value creation: The role of absorptive capacity.	International Journal of Information Management, 46(11), 93-103
Darwash, S., Abdo, H., & Alshuwiaiee, W.M (2018)	Opportunities, challenges and risks of transition into renewable energy: The case of Arab Gulf cooperative council.	International Energy Journal, 18(4), 55-63
Inegbedion, D.O (2019)	Empirical analysis of entrepreneurial orientation and financial performance in selected point manufacturing firms in Lagos State, Nigeria.	Global Science journal, 21(4), 1072-1076
Lee, T. & Ihu (2017)	The relationship between entrepreneurial orientation and firm performance.	Journal of Family Business Strategy, 8(4), 213-223
Monteiro, A.P., Soares, A.M. & Rua, O.L. (2019)	Linking intangible resources and entrepreneurial orientation to expert performance: The mediating effect of dynamic capabilities.	Journal of Innovation and Knowledge, 4(3), 179-187
Shah, N.P., Robert, D., Clinic, M., Steyerlay, E.W., Data, B., Kent, D.M, Analytics, P. & Analytics, P. (2018)	Big data and predictive analytical recalibrating expectations.	International Journal of Management Education, 12(3),59-70
Wong, K.Y., Hermens, A., Huany, K.P & Challiah, J (2015)	Entrepreneurial orientation and organizational learning on SMEs' innovation.	International Journal of Organizational Innovation, 7(4),71-82

Vallabh, D. & Mhlonga, O. (2015)	Influence of demographic factors on business performance in small to medium tourism enterprises (SMTEs)	African Journal of Hospitality, Tourism and leisure, 4(2),1-9
Trien, V.H (2017)	Getting value from business intelligence systems: A review and research agenda.	Decision Support Systems, 93(4),111-124
Mueller, S. & Anderson, A.R. (2014)	Understudying the entrepreneurial leaning process and its impact on student's personal development: A European perspective.	The International Journal of Management Education, Mulgon, 12(3),500-511
Genty, K., Idris, K., Wahizat, N., Wahit, A. & Kadir, S.A. (2015)	Ho-Tho-Exp & Edu-REFR-Dv-ROAD-Demographic factors and entrepreneurial success: A conceptual review.	International Journal of Management Sciences, 6(8), 366-374
Pyrne, O. & Shepherd, D.A. (2015)	Different strokers for different folks: Entrepreneurial narratives of emotion cognition, cognition, and making sense of business failure.	Entrepreneurship: Theory and Practice, 39(2),375-405
Ahmed, T., Chandra, V.G.R. & Klobas, J (2017)	Specialized entrepreneurship educational does it really matter? Fresh evidence from Pakistan.	International Journal of Entrepreneurial Behaviour & Research, 23(1),4-19
Ali, H., & Chowdhary, M.F (2015)	Positivism in understanding, the contemporary social world: A critical discussion.	Journal studies of social sciences, 11(2),215-232
Antwi, S.K & Hanza, K (2015)	Qualitative and quantitative research paradigms in business research. A philosophical reflection.	European Journal of Management, 7(3),217-225
Azar, G. & Drogendijk, R (2014)	Psychia distance, innovation and firm performance.	Management International Review, 54(5), 581-613
Bello, B., Mattana, V. & Loi, M (2018)	The power of peers: A new look at the impact of creativity, social context and self-efficacy on entrepreneurial intentions.	International Journal of Entrepreneurial Behaviour & Research, 24(1),214-233
Benzing, C., Chu, H. M. & Kara, O. (2019)	Entrepreneurs in Turkey. A factor analysis of motivations, success factors and problems.	Journal of Small Business Management, 47(1),58-91
Bogatyravg, K., Edelman, L.F., Memolora, T.S., Osiyeveskgy, O. & Shirokova, G (2019)	When do entrepreneurial intentions lead to actions? The role of national culture.	Journal of Business Research, Elsevier, 96(c),309-321
Brown, C.T. & Hanlou, D (2016)	Behavioural criteria for grounding entrepreneurship education and training programs: A validation study.	Journal of Small Business Management, 54(2),399-419
Caiazza, R. & Vope, T (2016)	Innovation and its diffusion: process, actors and actions.	Technology Analysis & Strategic Management, 29(2),181-189
Kakouris, A & Georgiadis, P (2016)	Analysing entrepreneurship education: A bibliometric survey pattern.	Journal of Global Entrepreneurship Research, 6(6),1-18
Kirkley, W.W. (2017)	Cultivating entrepreneurial behaviour: Entrepreneurship education in secondary schools.	Asia Scientific Journal of Innovative and Entrepreneurship, 11(1),17-37
Laguia, A., Moriano, J. & Gorgievski, M (2019)	A psychosocial study of self-perceived creativity and entrepreneurial intentions in a sample of university students.	Thinking Skills and Creativity 31(4),44-57

Research Questions and Hypotheses Development

Previous studies empirically and theoretically have demonstrated consistently that entrepreneurship education structure has significant relationship with SMEs performance among manager of firms. To validate this with SMEs in Port Harcourt, the following general research questions and hypotheses were developed to guide this empirical study:

R_{Q1}: What is the relationship between psychomotor education and venture profitability of small and medium scale firm sin Port Harcourt metropolis, Rivers State, Nigeria?

R_{Q2}: How does psychomotor education relate to market share of small and medium scale firms in Port Harcourt, Rivers State, Nigeria?

In line with the research questions, the follow hypotheses stated in the null form were tested.

H_{01}: There is no significant relationship between psychomotor education and venture profitability of small and medium scale firms in Port Harcourt, Rivers State, Nigeria

H_{02}: Psychomotor education does not relate to market share of small and medium scale firms in Port Harcourt, Rivers State, Nigeria.

Methodology

This study adopted a descriptive survey design Nworgu (2016). A descriptive survey is a type of design in which a group of people or item is studied by collecting and analyzing data from only a few people or item considered to be the representative of the entire group (Nwaiwu & Joseph, 2022). This design was considered appropriate for this empirical study because it sought to obtain the opinion of the respondents, managers of small and medium scale firms in Port Harcourt Metropolis, Rivers State, Nigeria.

The population of the study comprised managers of small scale enterprises within Port Harcourt metropolis whose businesses are duly registered with Rivers State Ministry of commerce and industry as small and medium enterprises (SMEs). According to research published in European journal of sustainable development 3(1),101-114, February, 2014, there are a total of 1200 of them and adopting a random sampling technique, 400 (sample size) out of these were selected for the study.

A self-designed questionnaire was divided into three sections: A, B, and C. Section A of the questionnaire provided information on personal data of the entrepreneur while B sought information relating to dimensions of entrepreneurial education, and C secured information on SMEs' performance. Questions were structured after the modified five-point Likert rating scale of "Very High Extent (VHE) – 5 to Very Low Extent (VLE) -1. The instruments were administered with the help of research assistants and were returned at the spot. This is to avoid exaggeration of response from respondents and also to ensure at least a 90% return rate.

The instruments were, thereafter, subjected to content and construct validity tests by three experts and two lecturers of business management background. Their suggestions were requested to ensure the adequacy of the items in line with the purpose, research questions as well as the rating scale. A test-re-test reliability was adopted to assess the reliability of the instrument. By this method, 10 copies of the instrument were administered to 10 respondents outside the study sample area. After three days, copies of the same instrument were re-administered to the same respondents. The Cronbach Alpha Coefficients were used to test reliability of the instruments. The scores were all above 0.8. The research data were analyzed using mean, aggregate mean, standard deviation correlation and regression analyses with the aid of statistical package for social sciences version 25.0

Model Specification

Based on the theoretical underpinning, we constructed a specific model that captures the relationship between entrepreneurship education structure and SMEs performance. The model is theoretically specified in functional form as thus:

$$P = f(PM) \quad \text{(i)}$$

$$MS = f(PM) \quad \text{(ii)}$$

Transforming the functional into mathematical model as thus:

$$P = \alpha_o + \alpha_1 PM \quad \text{(iii)}$$

$$MS = \delta_o + \delta_1 PM \quad \text{(iv)}$$

Expanding the mathematical further into econometric model as follows:

$$P = \lambda_o + \lambda_1 PM + \mu\lambda \quad \text{(v)}$$

$$MS = \Psi_o + \Psi_1 PM + \mu\lambda \quad \text{(vi)}$$

Where P = Profitability

MS = Market Share

PM = Psychomotor

α_o = Constant

α_1 = Regression slope

$\mu\lambda$ = Error Term

A priori Expectation

In summary, the apriori expectation is stated as follows:

$\alpha\lambda_1 > o$; $\alpha\lambda_2 > o$

Econometric Results and Discussion

The data collected with structured questionnaire were subjected to statistical scrutiny with aid of the statistical package for social sciences (SPSS version 25.0)

Relationship between Independent and Dependent Variables

Given that the data for the econometric study were ordinal data, the spearman rank correlation were the ideal statistical tool. As specified, the hypothesized relationship between the variables were tested using spearman rank correlation coefficient as shown below. However, having explored the variables of the study in the univariate analysis, it is necessary to first of all identify if there exists a relationship between the variables before determining the effects of one or more variables on the order.

H_{01}: There is no significant relationship between psychomotor education and profitability of small and medium scale firms in Port Harcourt metropolis, Rivers State, Nigeria.

Table 2. Correlation Analysis showing the Relationship between Psychomotor Education and Venture Profitability

Type	Variables	Statistics	Psychomotor Education	Venture Profitability
Spearman's rho	Psychomotor Education	Correlation Coefficient	1.000	.637**
		Sig. (2-tailed)	.	.000
		N	260	260
	Venture Profitability	Correlation Coefficient	.637**	1.000
		Sig. (2-tailed)	.000	.
		N	260	260
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 2 shows that the spearman Rank Correlation Coefficient (r) = 0.637. This value is high - implying that a strong relationship exists between psychomotor education and venture profitability; and probability value (Pv) = 0.000 < 0.05 level of significance. The positive sign of the correlation coefficient is an indication that a positive relationship exists between them. That is to say that increase in venture profitability is related with increase in psychomotor education and the null hypotheses is rejected. It is consequently concluded that a significant relationship exists between psychomotor education and venture profitability. This empirical finding is in agreement with the work of Fayolle (2018) in Nigeria.

H_{Q2}: Psychomotor education does not significantly relate to venture market share of small and medium scale firms in Port Harcourt, Rivers State, Nigeria.

Table 3. Correlation Analysis showing the Relationship between Psychomotor Education and Market Share

Type	Variables	Statistics	Psychomotor Education	Venture Market Share
Spearman's rho	Psychomotor Education	Correlation Coefficient	1.000	.629**
		Sig. (2-tailed)	.	.000
		N	260	260
	Venture Market Share	Correlation Coefficient	.629**	1.000
		Sig. (2-tailed)	.000	.
		N	260	260
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 3 shows that the Spearman Rank Correlation Coefficient (r) = 0.629. This value is high - implying that a strong relationship exists between psychomotor education and venture market share. The positive sign of the correlation coefficient is an indication that a direct relationship exists between them. That means that increase in value of market share is related with increase in psychomotor education in the study area; and the probability value (Pv) = 0.000 < 0.05 level of significant. The null hypothesis is, therefore, rejected and it is concluded that a significant relationship exists between psychomotor education and venture market share. This result equally is not in agreement with the research conducted by Nwaiwu and Joseph (2022) in Nigeria.

Conclusion and Recommendations

Expanding entrepreneurship and entrepreneurial activity by implementing education structure has been identified as one solution in this context. In short, the government of Nigeria wishes people to start SMEs and aim to help them develop the skills needed to do so through human capital investment in an entrepreneurship education structure. However, this study argues that Nigeria needs to consider a broader range of issues, alongside investment in education, to form an appropriate entrepreneurship policy if, indeed, entrepreneurship is an appropriate strategy in the first place at this stage of Nigerian's development. Nigeria is struggling with its transition towards greater entrepreneurship because of the weakness of its economic and industrial strategy plans and the need to address deeply embedded social and cultural resistance. This section concludes the study by summarizing the findings that there exists a positive and significant relationship between entrepreneurship education structure and SMEs performance amongst managers in Port Harcourt metropolis, Rivers State, Nigeria. Based on the findings and conclusion, the study recommends that:

i) Policymakers should consider introducing entrepreneurship in primary and secondary schools through integration to other subjects or as a stand-alone subject. This could function as an introductory stage which will prepare students for more advanced entrepreneurship education structure in the small.
ii) Policymakers should create a conducive entrepreneurship education centre within the business eco-system to enable traders attend free workshops when scheduled. Traders can be informed about benefits of participating/attending business workshops through social media before slating any.

Limitation and Suggestion for Further Studies

This empirical study is limited to small and medium enterprises in Port Harcourt metropolis, Rivers State, Nigeria. Using psychomotor, profitability and market share as sub-variables of the study. We are suggesting that further studies should include more states and more variables.

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