

EFFECTS OF ORGANIZATIONAL SILENCE ON COMPETITIVENESS OF NIGERIAN ORGANIZATIONS

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INTRODUCTION

Employees are regarded as sources of change, creativity, learning and innovation which are strategic factors to achieve organizational goals, but many of them choose to be silent and not to convey their valuable opinions and concerns about the problems in their organizations. At first, silence was considered to be a passive attitude against an unpleasant situation, a passive acceptance of the present situation or a sign of commitment. However, silence started to be viewed from a different perspective in recent studies (Brinsfield, 2009).

According to Dyne et al (2003), simply silence and voice might suggest that intentionally withholding ideas (silence) is the opposite of expressing ideas (voice). Their study examined that employee silence (intentionally without ideas, information, and opinions with relevance to improvements in work and work organizations; for Morrison and Milliken, 2000; Pinder and Harlos, 2001) voice and silence are strategic communicative resources so interrelated and intertwined that they presuppose each other. So need to be recognized more.

Productivity and organizational development largely depends on the correct use of human resources in organizations. The larger organizations become, the more human resource problems will be. In a competitive environment that is focused on providing high quality service is essential due to the high expectations of customers. Organizations are looking for innovative and creative employees and are trying different ways to maintain innovative management staff and other resources for their innovations. Corporate executives think that when a person is hired, you accept all the terms of the organization and must be under their control, with reward they try to get satisfaction. If the staffers do not see the organization's directors, their motivation and work gradually lose their values to the organization and the staffers will face frustration and isolation. This in turn leads to phenomena such as, institutional silence and organizational stagnation (Maria and Dimitris, 2006).

STATEMENT OF PROBLEM

Organizational silence is an efficient process which can waste all organizational efforts and may take various forms, such as collective silence in meetings, low levels of participation in suggestion schemes, low levels of collective voice and so on (Nikmaran et al., 2012).

Introduction

Henry, Hill and Leitch (2005), stated that entrepreneurship education refer to that education which assists students to develop positive attitudes, innovation and skills for self-reliance, rather than depending on the government for employment. Often, the need for this kind of education is to produce graduates with capabilities and self-confidence for independent thought to discover new information leading to self-employment and economic development.

Agu (2006), defined entrepreneurship education deals with those skills and attitude that are needed for an individual to respond to his or her environment in the process of starting and managing a business enterprise; arguing further that this is often based on the fact that some basic skills and attitudes are very essential for an entrepreneur or prospective entrepreneur to respond positively to her or his environment.

This supports the position of Sexton and Upton (1984) who argues that entrepreneurial education prepares an individual to be equipped to acquire saleable skills which could be used to manage his/her own business or that those of other person. Concurring also is Souitaris, Zerbinti and Andreas (2007), who argued that entrepreneurship education is not a prerogative of some set of people but maintain that it is an education that is open to all; arguing that it is the reason why the clamour for its introduction into the curriculum of universities to prepare students for entrepreneurial ventures upon graduation. Souitaris, Zerbinati and Andreas (2007), conclude that entrepreneurial education focuses on developing understanding and capacity for pursuit of entrepreneurship behaviours, attitudes and skills in different context.

Literature Review

Entrepreneurship

The process of creating something new with value by devoting the necessary time and effort, assessing the accompanying financial, psychic and social risk and receiving the resulting rewards of monetary and personal satisfaction and independence (Leresque, 2008, Histrich et al, 2005).

Entrepreneurship is a mindset or way of thinking that is opportunity, focused, innovative and growth oriented found in any country, age group or sector (Allen, 2006).

Entrepreneurship is the innovative individual who perceives business opportunities and organizes the required resources to initiate a successful business activity for profit (Drucker, 1995). The Cambridge Dictionary 2002 defines a venture is a plan of action usually in business which involves risk or uncertainty and possibilities of gain or loss.

New venture calls for a new pattern of thinking and behavior. New venture management: A focus on new venture creation, different from corporate venture creation, different from corporate venture creation, different from corporate ventures or small business. It concerns emperre builders who start small and continually expand, creation and expansion based on several factors e.g. desirability and possibly (Stevenson et al, 1994). Desirability: The perception that starting a new business is desirable which results from individuals, welfare, subculture, family teachers, mentors and peers. Possibility: The possibility factor include government, background, marketing, finance and the models, all of which contribute to the growth of new ventures (Holf, 2006, Hisrich and Peter, 2006).

Entrepreneurship Education

According to Salman, et al., (1992), entrepreneurship education attempts to provide the knowledge hands on learning experiences to help students develop the skills associated with starting business venture., these include opportunity identification, combining of resources, establishing and running an enterprise for profit making or social services. Entrepreneurship involves issues that deals with creativity commercialization and profitability. Entrepreneurship education also include visioning leading, communication, listening, problem solving, managing change, networking, negotiating and team building (Microsoft Corporation, 2009).

Creativity and innovation ACCON, students should be oriented to change their attitudes and dignity of labour. In some universities, the administration has made some arrangements with roadside mechanics to come to the school to teach mechanical engineering students the practical aspects of what they are studying. This is a development and their universities or institute specializing in agriculture and technology should emulate such universities. (Fatoki and Oni, 2014; Echaghonyi, 2013; Emmanuel, 2002).

The growth of small scale industries is of great significance. Apart from increased production, the growth of small business serves as an important milestone in the country's march, towards industrial democracy. This movement has to be fostered by all round efforts, so that a new class of talented entrepreneurs endowed with initiative, innovative capabilities and enterprise come to the fore in this country (Fatoki and Oni, 2014).

Others who have done it, learn from their experiences, especially from their mistake, they will tell you location of business is critical, caution with undercapitalization, keep record of your transactions and many more. Similarly, Hisrich et al. (2008), posit that entrepreneurs should have the ability of translating ideas in actions. Geoffrey et al., (1996) opined that entrepreneurs must be willing to learn from experiences and change with the times. They further added that

innovation in business which results into higher quality goods and services which are the result of action entrepreneurs who accept great challenges should be acquired and practiced.

To this effect what the researcher suggests to our teachers is to encourage our youths to think creatively; help our youths to think how business might be created in new better ways using reward different processes, and open our youths' eyes to the entrepreneurship opportunities for everything in his/her life including success and failures in daily pursuits. However, success is easier to achieve if you are determined and can turn ideas into actions.

Entrepreneurs Uniqueness

It is fair to say that entrepreneurs have proved to be distinct despite the constant change in people's needs and demands. During strategic decision making process, manager analysis factors in light of the current situation using SWOT analysis. The SWOT analysis is the official letter to an actual name to describe the particular strength, weakness, opportunities and threats that are strategic factors for the specific company.

The SWOT analysis should not only identify a company's distinctive competencies, which is the particular capabilities and resources that a company possesses and the superior way in which they are used. It should also identify the opportunities that the company is not currently able to take advantage of due to lack of appropriate resources.

The Five Business Strategies

Business strategies should concentrate on improving the competitive position of company's or business unit's product or services with a given industry or market segment that the company or business unit service. Business strategy can be competitive (i.e. fighting against all competition for advantages) and/or cooperative (i.e. working together with one or more competitors to gain advantage against other competitors). The business strategy is how the company or its units should compete or cooperate in each industry. One popular person who contributed to competitive strategies is Michael Porter.

Strategic innovation can help your business prosper in recession, business on the brink of breaking through can improve their chances of success by focusing on strategies shared by the most successful/disrupter.

Understanding entrepreneurship Education

According to Adiagbonya (2013), entrepreneurship education refers to a teaching process that provides training and information and also educates recipients with interest in entrepreneurial

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activities. According to Nian, Bakar and Aminul-Islam (2014), entrepreneurship education differs from business education pointing that one of main objectives of entrepreneurship education that makes it different from business education is that it generates even quicker a greater variety of ideas on how to exploit or take advantage of business opportunities as well as the ability to be able to project extensive sequence of actions for venturing into business.

According to Fatoki and Oni (2014), entrepreneurship education deals with the introduction to changes and new ideas as well as the ability to control resources such that they satisfy an entrepreneurs' objective. In doing this, Fatoki and Oni (2014), argue that there is a need to develop some skills and attitudes based on confidence and good judgement which involves taking decisions and making choices, ability to assume reasonable risks among others.

Human Capital Theory

The provision of formal education is generally seen as a productive investment in human capital development. As shown in Babalola (2003), the rationality associated with investment in human capital development is based mainly on the following namely:

- (i) Given appropriate parts of the knowledge to new generations needs;
- (ii) New generation should be taught on existing knowledge to develop new products, new produces and new production methods and social services and;
- (iii) People need to be encouraged to develop new ideas process and methods through creative approaches.

The importance of education and human capital has been clearly brought out in many studies on economic growth and development. A human capital model developed by Robert (1991), shows that education and the creation of human capital is responsible for both the differences in labour productivity and the differences in overall levels of technology that we observe in the world. The spectacular growth and development experienced in East Asia between the 1960s and the 1990s is attributable to tremendous investment in human capital mainly through education. It is on record that countries such as Hong Kong, Singapore and Taiwan have achieved unprecedented rates of economic growth and levels of economic development while making enormous investment in education. Indeed, World Bank (1993), found that investment in education is very significant explanatory variable for East Asian economic growth and development.

Economic Theory of Entrepreneurship

The Cries-Naude structural model of entrepreneurship building on earlier works states that entrepreneurs trigger an investment in the another sector once they have perceived profitable

opportunities and facilitate re-allocation of production factors from traditional to modern sector Pareto (1999) provided the indigenous growth model if the long-run transformational transform from a growth path driven by capital accumulation to that driven by knowledge accumulation an innovation-driven economy. Nelson and Pack (1999), assigns a key role of assimilation of technology and road.

Methodology

This study adopted survey research design to gather information from undergraduate students who have offered a course in entrepreneurship. The target population of the study consist of students in 300 level and 400 level who are in Industrial Relations & Personnel management, Banking and Finance and Insurance departments respectively of Lagos State University Ojo. However, based on the sample frame sighted, the entire population of these students were approximately one hundred and fifty (150).

Using Krejcie and Morgan (1970) table, a sample size of 103 respondents were drawn from the population which was divided into three departments at equal proportionate. Ninety-seven questionnaire were retrieved from the respondents after administration representing 94%. A total of 93 questionnaire were considered usable for analysis while the remaining 4 copies were poorly and wrongly computed. The instrument used for the study as adapted from the work of Nian, Baker and Aminul-Islam (2014) as well as Al-mousa and Porkodi (2014), on the effectiveness of entrepreneurship education with Cronback's Alpha of 0.780.

The questionnaire was divided into two sections, section A was used to obtain information about respondents demographic variables while section B was used to solicit for information on entrepreneurship education and its relationship to entrepreneurship venturing, innovation for commercialization and strategic partnership. Questionnaire included a 4- point of scale with 1 representing strongly disagree (SD), 2 representing Disagreed (D), 3 representing Agreed (A) and 4 representing Strongly Agreed (SA).

Results and Discussions

Table 1 below shows the descriptive statistics of the respondents. The mean age of the respondents was estimated at 24.03 and standard deviation of 3.649. this reveals that on average, the age of the respondent is 24 years. However, majority of the respondents are in the age bracket of 18 to 23 years representing 55.9 percent. Thirty-one percent are within the age bracket of 24 to 29 years, while between 30 years and above represents 10.8%.

In the study we have more of male respondents when compared to female representing 60.2%(56) and 39.8% (37) respectively. Majority of the respondents are Yoruba tribe 51.6% (48), followed by Hausa tribe (32.3% (30), while Igbo tribe are the less among the respondents representing 16.1% (15). With respect to the occupation of respondents parents, 39.8% (37) are civil servant representing the majority. This was followed by the respondents parents that were into politics 29% (27), while respondent parents that are business person were 18.3% (17). Meanwhile the least are the respondents parents that have retired representing 12.9% (12).

Table 1: Descriptive Statistics of the Respondents (N = 93)

Variables	Frequency	Percentage	Mean	Standard Deviation
Age			24.03	3.649
18 – 23	52	55.9		
24 – 29	31	33.3		
30 – 35	10	10.8		
Gender			1.40	0.492
Male	56	60.2		
Female	37	39.8		
Level in the university			1.59	0.494
300 L	38	40.9		
400 L	55	59.1		
Tribes			1.65	0.747
Yoruba	48	51.6		
Hausa	30	32.3		
Igbo	15	16.1		
Parent Occupation			2.04	1.052
Civil servant	37	39.8		
Politician	27	29.0		
Business person	17	18.3		
Retirees	12	12.9		

Hypothesis Testing

Hypothesis One: The university through entrepreneurship education has not encouraged students to pursue entrepreneurship venturing

Table 2: Pearson's Correlation between Entrepreneurship Education and Entrepreneurship Venturing

	EV1	EV2	EV3	EV4	EV5
EV1	1				
EV2	.619**	1			
EV3	.175	.484**	1		
EV4	.218*	.253	.94	1	
EV5	.556**	.481**	.264*	.145	1

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the level 0.05 (2-tailed)

(r = .619, p < 0.01)

Table 2 above showed that entrepreneurship education encouraged entrepreneurship venturing ($p < 0.01$). the value of 0.619 in the table represent the correlation coefficient between entrepreneurship education and entrepreneurship venturing. It shows that there is a positive significant relationship between entrepreneurship education and entrepreneurship venturing. The study supported the work of Fada et al (2016) on the perception of student on the effectiveness of entrepreneurship education in Gombe state, Nigeria.

Hypothesis Two: An entrepreneurs education in the university has not given a creative environment that stimulate new ideas and innovations for commercialization in the university.

Table 3: Pearson's correlation between entrepreneurship education and innovation for commercialization

	IC1	IC2	IC3
IC1	1		
IC2	.338**	1	
IC3	.331**	.232*	1

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the level 0.05 (2-tailed)

(r = .338, p < 0.01)

Table 3 above showed that entrepreneurship education stimulate innovation for commercialization ($p < 0.01$). the value of 0.388 in the table depict the correlation between entrepreneurship education and innovations for commercialization. This implies that positive significant correlation between entrepreneurship education and innovation for commercialization ($r = 0.338$, $p = 0.001$). this shows that entrepreneurship education might stimulate student new ideas and innovations which and be commercialization in the university. The study contradicts, the work of Genty, et. al. (2014), on entrepreneurship education and

training among Nigerian Graduate courtesy of SMEDAN and NYSC entrepreneurship development programme.

Hypothesis Three: The dearth of strategic partnership and support from industry experts, mentors, coaches and professionals for entrepreneurship education does not create framework for business venturing and national competitiveness by students.

Table 4: Pearson’s correlation between entrepreneurship education and strategic partnership

	SP1	SP2	SP3	SP4
SP1	1			
SP2	.520**	1		
SP3	.526**	.382**	1	
SP4	.148	.202	.500**	1

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the level 0.05 (2-tailed)
($r = .520, p < 0.01$)

Table 4 was used to test for hypothesis three. It was depicted from the study that entrepreneurship education and strategic partnership created framework for business venturing and national competitiveness. A strong significant relationship exist between entrepreneurship education and strategic partnership ($r = .520, p < 0.01$). This implies that strategic partnership and support from industry experts, mentors, coaches and other professional for entrepreneurship education created a framework for business venturing and national competitiveness.

This study found support in the work of Genty et al. (2015) on the relationship between demographic variable, entrepreneurial training and entrepreneurial success. In the study, it was argued that entrepreneurship training enhances the success of entrepreneurs through effective support from government and other agencies.

Conclusion

Entrepreneurial education in the university has encouraged students to prepare for business venturing and entrepreneurship as a career. Entrepreneurial education in university does provide creative environment or scheme of work to stimulate ideas for new ventures or innovation training. Entrepreneurial education in the university seem to have significant relationship with the provision of strategic partners infrastructure and logistic supports from government and non-governmental bodies but a lot need to be done by the university to build strong interface between university and industry through the mentors, technical partners,

coaches and funds to increase magnitude of business ventures. Investments production, productively and ultimate national economic development and competitiveness.

Recommendations

The study recommended that the university management should improve on the course and practical curricula of entrepreneurial education venturing and innovations by university. Secondly, it recommended a strong experts, professionals, mentors, coaches and provide logistics supports for government and non-governmental bodies.

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