

ROLE OF ENTREPRENEURSHIP EDUCATION IN JOB CREATION IN
KADUNA NORTH LOCAL GOVERNMENT

BY

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DECLARATION

I declare that this thesis entitled “Role of entrepreneurship education in job creation in Kaduna North Local Government” has been written by me in the Department of Business Administration. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this project was previously presented by me for another degree or Diploma at any University.

Olatunji O. Ismail

Name of Student

Signature

Date

CERTIFICATION

This is to certify that this project titled “Role of entrepreneurship education in job creation in Kaduna North Local Government” written by Olatunji O. Ismail, meets the regulations governing the award of the degree of Master in Business Administration of Ahmadu Bello University, Zaria and it is therefore approved for its contributions to knowledge.

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DEDICATION

This project is dedicated to Almighty Allah, lord of zero hour who has made this programme a successful one

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ABSTRACT

The progress of a nation is a function of the level of the resourcefulness of the people which to a great extent, relates to the level of quality of the training and purposeful development of education in that nation. Such progress or development could only occur when an individual in the society is gainfully employed and per capital income is enhanced. This could only be possible when government educational policies are geared towards a functional education that can lead to job creation and also self reliance. Entrepreneurship education is a means through which government could attain such development in the society. Therefore, this research examines the role of entrepreneurship education and how it could help in job creation in Nigeria. Finding showed that Entrepreneurship education has a way of discouraging laziness and idleness among our teeming population. Most people that are idle today or probably lazy are those that seem to know little or nothing about entrepreneurship. That is, what it takes to develop business plans, start and manage businesses. Finally, the research recommends that all stakeholders must encourage the proposed introduction of Entrepreneurship study across faculties and departments as general courses in the country. The federal government in collaboration with state governments should provide scholarships/bursaries for performing students by way of encouragement so as to reduce unemployment and enhances job creation in Nigeria.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is the key to national development. This is because it unlocks the economic potentials of the people; empowers and equips individuals in society to participate in, and benefit from their national economy; facilitates economic development and provides the basis for transformation. Education is the essential tool for sustainability. The present global economic crises suggest that the entire world is in a war between financial/qualitative education and catastrophe. (Aluwong, 2010)

Entrepreneurship education as part of the total educational system is the type of education that involves the acquisition of skills, ideas and management abilities necessary for job creation. An entrepreneur promotes employment rather than seeking for an employment. Therefore, there is a need to embrace this type of education and provide all the necessary resources needed to make it functional. Quality entrepreneurship education could be used as a tool for fighting the war against poverty and unemployment in Nigeria.

Education is said to be qualitative when the input such as students, teachers, finance, facilities and equipment and all these are converted through teaching and learning (theory and practical) and produce a desirable output. The output is better equipped to serve themselves and the society. The quality of input influences to a large extent the quality of output. In other words, the quality of the input of entrepreneurship education such as teachers, students and infrastructural facilities will influence greatly, the input of the output (Olorunmolu, 2010).

Promoting entrepreneurship among youths requires going beyond the school curricula to engage and empower youths. A strong entrepreneurship culture should be built in the youth. This should be done through non-governmental organizations, community based organizations and institutions like the family, churches and uniform groups. They should openly support the agenda of wealth creation, innovation and entrepreneurship “code ethic” in a more sustainable way to provide that basis upon which a new paradigm can be created. This would complement the state agenda, which is to create a conducive environment where entrepreneurship can thrive. Therefore all sectors of our society must participate in promoting entrepreneurship and entrepreneurship education, especially to our youth.

However, there are some challenges militating against the production of quality entrepreneurs in Nigeria. These may come from the government, parents or even from certain unpredictable environmental forces which are external. Unless these problems are looked into, the realization of the aim and objectives of quality entrepreneurship education in achieving the Millennium Development Goals (MDG) in Nigeria will be a mirage.

Most Kaduna north youths do not have access to entrepreneurship training; materials, teachers, and equipment. The learning environment and support tools are not available in our schools. Adequate teachers to provide the needed appropriate skills and attitudes are not available. The entrepreneurship programmes are not included in the school curricular. The current educational system although to some extent teaches entrepreneurship, does not promote youth entrepreneurship development in any sense. A comprehensive entrepreneurship education in all disciplines should be introduced so that all disciplines can learn how to make money on their own without seeking for jobs. It is generally observed that when a business is seen to be flourishing everybody then diverts to it. If after some time the business is flooded and it is no longer flourishing people rush out of it again. As a result of this entrepreneurship becomes a failure.

1.2 Statement of the Problem

Education in Kaduna north local government area is devoid of the element crucial to averting the surging rate of unemployment in the state, therefore the breeding of psychological dependence on direct access to money. Entrepreneurial development through education will advance the economy of the nation; much credence should therefore be given to it and ingrain it with focus on profitable personal development. The analysis by educational status in past years suggests that people who have been majorly affected by unemployment are those without basic education, however today, even the educated have acute troubles getting employed. Unemployment prevails in the Kaduna north local government, hence, the growth of violence, poverty and segregation amongst citizens, because the educational system itself fails to empower the ones passing it, therefore not catering to the economy its results should enhance by default.

The desire for quick riches and material gains by young Nigerians has made the initiation of their enterprises unattractive and delaying. Youths of nowadays are too ambitions to get rich quick. They look for money by all means either through robbery, prostitution, stealing etc. Rather than investing what they have, they buy big cars, live flamboyant life, build house at the expense of expanding their business. What some adults spent many

years to achieve is what they will want to do within a very short time. This could pose a big challenge on their entrepreneurship development.

Economic factors such as policy reversals, high and double taxation, difficulty in procuring licenses, high inflation, and unstable exchange rates are some concern areas for potential entrepreneurs. Registering business is also incredibly difficult. Politically, some governments policies favour friends and associations especially when it comes to awarding government contract and other benefits; this result in social malaise from systemic corruption which dissuades many people from venturing into business. Frustrated youth look away from entrepreneurship and turn to the public sector where they are certain they will collect their pay at the end of every month without the worries associated with running a business.

1.3 Objectives of the Study

The major objective of this study is to examine entrepreneurship education as a panacea for job creation. Other specific objectives however include:

- i. To identify whether the educational strategies use in teaching entrepreneurship arouse students to set up small scale enterprise after graduation.

- ii. To find out if the entrepreneurial development strategies being implemented are truly effective in the study area?
- iii. To ascertain whether education stimulate creativity necessary for entrepreneurship in students in the study area?

1.4 Research Questions

- i. Do the educational strategies uses in teaching entrepreneurship arouse students to set up small scale enterprise after graduation?
- ii. Are the entrepreneurial development strategies being implemented truly effective in Tertiary institutions in the study area?
- iii. Does current education stimulate creativity necessary for entrepreneurship in students in the study area?

1.5 Significance of the Study

The research work will be of great benefit to the Students: Entrepreneurship education programme can equip students with entrepreneurial skills that will enable them create and develop enterprises in various areas. The emphasis here is that the programmes have a way of shifting the focus of students from paid employment to self-employment.

The research work will also be beneficial to the academic institutions: Entrepreneurship education is that it has the tendency of equipping and

making students experts in the production of certain items. The curriculum framework of this programme has been designed such that individuals will be able to channel their creative abilities and skills to an area or areas of interest. The interest area may be barbing, soap making, farming and so on.

It will be of benefits to Kaduna North Local Government: Entrepreneurship education can greatly help in addressing the level of poverty in the local government. The issue of poverty eradication has been a top priority of many governments and institutions, especially in developing countries where extreme poverty is conspicuous and has become pandemic. In other words, the relevance of Entrepreneurship education is felt more in the area of checking or reducing poverty. Entrepreneurship education equally helps in checking high dependency ratios (That is, the ratio of dependent population to working population) in the country. Once the working population are adequately equipped with these entrepreneurial skills thereby leading to self-employment, burden arising from dependent population will be reduced.

The researcher will also benefit for the fact that it is part of the requirement for the award of Masters in business administration, Ahmadu Bello University, Zaria.

1.6 Scope of the Study

The study assesses the role of entrepreneurship education in the social development of Nigeria, its significance in the reduction of the unemployment in Nigeria and comparison between universities that implement Para-entrepreneurship educational systems. The study considered the undergraduates of the current university teaching system, from levels one to the final year, assumably those who gained admission into the university in the last five (5) years. The study considers period to be relevant because of its immediate impact on the future of Nigeria, in order to be able to discover if the role education plays currently in Nigeria will facilitate national development.

The study will consider students and graduates residing in Kaduna north by administering the questionnaire to them. This will help in giving insight into how it is operated and the effectiveness to consider which system will worth determining if the country would be able to survive the huge downpour of graduates that will be on the increase as against the limited jobs from available employers.

1.7 Limitations of the Study

In any research work of this nature, there are to be some certain factor of data as it is relevant for the preparation of the project. Some of the problems encountered by the researcher when conducting this research include the following:

- i. **Lack of sufficient cooperation:** the researcher encountered some obstacles in getting adequate data for the project from the targeted respondents under study that promised to be given valuable information (data) failed to fulfill such a promise. Disclosing some valuable data were also to be an amount to divulging of the entitles secrets. Also the researcher has been disappointed several times in an attempt see one or two persons who are helpful to the successful compilation of the project.
- ii. **Financial constraints:** as the researcher work involves movement from place to place for collection of relevant information, the researcher faced problems of finance due to the cost involves. Also the acquisition of writing materials, typing of questionnaires and involves some financial considerations.
- iii. **Time constraint:** The time limit, within which the research is required to submit the project was too short, has the work could not be covered within

the stipulated time due to its scope of nature, any attempt to delay more than necessary amount to paying a complete school fees.

1.8 Definition of Terms

This is all about defining some of the concepts within the confines of the subject matter:

- i. **Entrepreneurship:** Entrepreneurship is the process of ideation, conceptualization, enterprise creation, commercialization and business growth.
- ii. **Development:** It is the process of unfolding and realization of man's creative potential that enables him to improve his material conditions and living through the use of resources available to him.
- iii. **Economic Growth:** It shows or it's the ability of the country to satisfy the needs and wants of their people.
- iv. **Value Creation:** This is the process of making products and providing services that customers find consistently useful and profitable to providers
- v. **An Entrepreneur:** The individual who possess the drive, ambition, foresight and imagination to break through traditional barriers, overcome social inertia, and transform theory into practice
- vi. **Entrepreneurship Development:** A process of advancing or improving the entrepreneurial ability of an individual by means of the

re-orientation and reorganization of the entire economic and social systems

- vii. **Creativity:** The ability to process information in such a way that the result is new, original and meaningful.
- viii. **Innovation:** Originality. The ability of an entrepreneur to develop new products, new technology, new distribution outlets and supply modification for enhanced services.
- ix. **Marketing:** As a social and management process by which individuals and groups obtain what they need and want through creating, offering and exchanging products of value with others.
- x. **Marketing Mix:** This refers to all elements of an organization strategies, tactics, programmes and techniques which are designed in relation to available resources to meet marketing objectives and ultimately the needs and wants of the customers.
- xi. **Advertising:** It is a non-personal form of communication, involving persuasion and promotion of ideas, goods or services through paid media under identified sponsorship.
- xii. **Public Relations:** It is a non-personal stimulation of demand for a product, service or business unit by planting commercially significant news about it in the media, without paid sponsorship.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter will discuss the views of other authors on the role of entrepreneurship education in job creation. To this end, the literature highlights expert opinions and concepts about the subject matter in accordance with the objective of the study. As such the chapter is segmented into the following subheadings: conceptual definition of entrepreneurship, concept of entrepreneurship education, concept of unemployment and job creation in Nigeria, how quality entrepreneurship education could help in job creation, objectives of entrepreneurial education and challenges of quality entrepreneurship education in Nigeria.

2.2 Conceptual Definition of Entrepreneurship

The concept of entrepreneurship, like other social sciences has been defined differently by different authors and scholars.

Centre of Miami University of Ohio (2003:32) defined entrepreneurship as “the process of identifying, developing and bring a vision of life.” The vision may be an innovative idea, an opportunity, or simply a better way to do something. The end result of this process is the creation of new venture,

formed under conditions of risk and considerable uncertainty. This definition expanded the scope of entrepreneurship to include all areas of human endeavor such as politics, engineering, medical, social welfare, academia, etc. That means that entrepreneurial practice is not restricted but applicable to all aspects of human endeavors.

Erlinda (2005 and 2011:20&38) defined entrepreneurship as “the process of ideation, conceptualization, enterprise, creation, commercialization and business growth.” That is the concept requires some degree of creativity, innovation, managerial skills and marketing strategies for success.

Kuratko in Erlinda (2011:16-18) defined entrepreneurship as “the dynamic process of vision, change, and creation.” It illustrates further that, it acquires an application of energy and passion toward the creation and implementation of new ideas and creative solution. Essential ingredients include the willingness to take calculated risks in terms of time, equity or career, the ability to formulate an effective venture team, the creative skill to marshal needed resources, the fundamental skill of building a solid business plan, and finally the vision to recognize opportunity others see chaos, contradiction and confusion.

Acheneje (2009:29) defined entrepreneurship “as the coactive ability and innovation and the best way(s) to invest scarce resources (funds) into viable business”.

Entrepreneurship is the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on the identified opportunities (Gana, 2002:15).

His rich, Peters and Shepherd (2009:41) opined that entrepreneurship is “the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risk and receiving the resulting rewards of monetary and personal satisfaction and independence.”

This justifies that the definition connotes four basic elements such as: process of creation to bring about value to entrepreneur and audience, secondly, it deals with devoting necessary time and effort to create value. Thirdly, it gives reward of independence to entrepreneurs and personal satisfaction. Finally, entrepreneur must assume the necessary risks for success to be attained.

However, as a process, entrepreneurship involves identifying and evaluating business opportunities, development of a business plan, determination of the required resources, and management of resulting enterprise (Nawoli, 2010:19).

2.3 Concept of Entrepreneurship Education

Entrepreneurship education is an indispensable ingredient for job creation. Sanda (2010) asserted that Nigeria and other countries of the world are seeking to increase the entrepreneurship capacities of their citizens with the understanding that it will contribute to economic growth and development. Therefore, there is a need for quality entrepreneurship education if the recipient is to acquire appropriate knowledge, attitude, abilities and skills that would make them to be job creators instead of job seekers.

Quality according to Hornby (2000) is the standard of something when it is compared to other things like it. That is to make the standard better so as to meet the targeted goals. The recipient should be able to acquire the essential knowledge and experience needed to meet life challenges.

Entrepreneurship education and training can be defined as the purposeful intervention by an educator in the life of the learner to impart entrepreneurial qualities and skills to enable the learner to survive in the world of business.

Albert, Sciascia and Poli (2004:692-705) defined entrepreneurship education as the structured formal conveyance of entrepreneurial competencies, which in turn refers to the concepts, skills and mental awareness used by individuals during the process of starting and developing their growth-oriented ventures. Entrepreneurship education and training is an accepted element of the high school curriculum. There is general agreement by researchers in the field of entrepreneurship that more emphasis should be placed on entrepreneurship education and training as opposed to business education. Business education has a more limited coverage than entrepreneurship education and training, which include additional topics, such as innovation and risk-taking, for example.

The Consortium for Entrepreneurship Education (2004:196-202) points out that entrepreneurship education is a life-long learning process and consist of five stages, namely, basics, competency awareness, creative applications, start-up, and growth, a Ladzani and Van Vuuren (2002), on the

other hand, include motivation, entrepreneurial skills and business skills in their entrepreneurship performance training model.

However, as Niemen (2000) points out, confusion exists between entrepreneurship and small business training and the terms are used interchangeably (Zeithaml & Rice, 2005). Niemen's view is also supported by Solomon and Fernald (2005) who believe that a small business management course is about starting and operating a business, and engaging in the functional aspects of an existing business; whereas Wilson (2004) states that an entrepreneurship training course is about the creation of a new business venture where the emphasis will be on profitability, growth and exit strategies.

According to Ladzani and Van Vuuren (2002), very few programmes are assessed and there is a need for research to be undertaken to assess the content and impact of training programmes. By implication, all business owners may not necessarily be entrepreneurs. In addition, significant numbers of small businesses are started as a means to survive, and are referred to as survivalist entrepreneurs. Similar problems of introducing entrepreneurship education at school level are experienced at tertiary level. For example, according to Davies (2001), introducing entrepreneurship as a discipline especially in tertiary institutions is problematic due to different

mindsets, funding mechanisms and confusion between entrepreneurship training and creation of small business managers.

A vast majority of academic departments do not offer entrepreneurship training; instead entrepreneurship is “packaged” as a component of other business programmes. Ladzani and Van Vuuren (2002) further stated that many training institutions conduct training in only one functional area, even though a broad range of options is available. Another concern is that these institutions offer very little entrepreneurial skills training, which is a disservice to the SME sector they serve. In addition, research output on most of these elements is also very low on SMEs, with very little research (if any) on entrepreneurship.

To conclude, the major problem lies therein that research is required to document the training programmes offered and the effectiveness of these programmes. The objectives of this type of teaching, as succinctly presented by the European Union (2002) is to include raising students’ awareness of self-employment as a career option (the message being that you can become not only an employee, but also an entrepreneur); promoting the development of personal qualities that are relevant to entrepreneurship, such as creativity, risk-taking and responsibility; and providing the technical and business skills that are needed in order to start a new venture.

Having identified the elements of entrepreneurial education, the Niemen and Van Vuuren model of entrepreneurial performance training is presented for consideration in the promotion of entrepreneurship at high school level. The model includes three components, namely, motivation; entrepreneurial skills; and business skills (Ladzani & Van Vuuren, 2002).

Entrepreneurship education seeks to prepare people particularly the youths: to be responsible, enterprising individual who became entrepreneurs or entrepreneurial thinkers by immersing them in real life learning experience whereby they can take risks, manage result and learn from the outcome (Suleiman, 2010).

Entrepreneurship education is teaching people that they can either take or create a job. This will enable them to be self-employed and not relying on other job security. Often, it creates new job for others at the same time. Entrepreneurship education training could be given to interested individuals both adults and students through workshops, classes, and conferences thereby learning basic ideas of starting their own businesses and keeping it running.

Entrepreneurial education is a specialized training given to students of vocational and technical education to acquire the skills, ideas and managerial

abilities and capacities for self-employment rather than being employed for pay. Osuala (2010) defined entrepreneurship education as a programme or part of a programme that prepares individuals to undertake the formation and or operation of small business enterprises which also includes franchise operations for the purpose of performing all business functions relating to a product or service with emphasis on social responsibilities, legal requirement and risks for the sake of profit involved in the conduct of private business enterprises.

From the above definition, it is evident that entrepreneurship education could turn around the economic fortune of Nigeria by providing jobs and reduce the unemployment rate in Nigeria hence reducing the poverty level of Nigerians. It could also help an individual to identify investment opportunities and help them to harness untapped natural resources in Nigeria in order to produce the goods and services needed in the country. These will no doubt reduce or eliminate poverty and help to increase per capital income in the country which is one of the cardinal points of Millennium Development Goals (MDGs).

2.4 Concept of Unemployment and Job Creation in Nigeria

Unemployment, by default, is the difference between the labours gainfully employed at the wages and working conditions that exist, and the amount of labour available, however, Gbosi (2006) defined unemployment as a situation in which people who are willing to work at the prevailing wage rate are unable to find jobs. This implies that not just anyone who is to be counted as part of the unemployed labour force, in order to avoid overestimation of the official rate of unemployment.

The International Labour Organization (2005) defined unemployed in this manner, “the unemployed is a member of the economically active population, who are without work but available for and seeking for work, including people who have lost their jobs and those who have voluntarily left work (World Bank, 2000). The application of this definition across countries has been faulted, especially for the purpose of comparison and policy formulation, as countries characteristics are not the same in their commitment to resolving unemployment problems. (Kollmann, T., & Kuckertz, A. (2006).

The rate of unemployment in Nigeria can be attributed to a lot of factors, including the depression in the 1980s and during the late 1970s.

Economic downturn leads to the implementation of stabilization measures which includes restriction on exports, to increase dependency on Nigerian manufacturing enterprises and the resultant effects are mostly not positive.

The analysis by educational status in past years suggests that people who have been majorly affected by unemployment are those without basic education, however today, even the educated have acute troubles getting employed. It is impressive to note here that, in 2003, Nigerian's unemployment rate declined substantially to 2.3 percent. This decline was attributed to the various government efforts aimed at addressing the problem through poverty alleviation programmes. This decline also pointed to an increased number of people who got engaged in the informal sector activities. They also found that education of owner of a business enterprise was a significant factor influencing efficiency. They conclude that the evidence of variations in efficiency is indicative of the need for more proactive actions to raise the level of efficiency and employment among the firms in the sample.

Employment generation has been seen as a means of alleviating poverty, increasing the level of economic activities which translate into economic growth. The situation of unemployment in Africa, Nigeria as a case study has been on the increase which has resulted in increase in social

vices among other negativities. Although the Nigerian Government put in place policies and programmes which are meant to combat this menace, but the inadequacies of implementation and up till now these programmes have not made much impact.

According to Bloom (2000), if Nigeria is able to overcome its challenges and collect its demographic dividend, we estimate that: • Nigeria can obtain almost 12% increased GDP per capita over the default scenario by 2020, and more than 29% increased GDP per capita by 2030. With additional modest institutional improvements, the extra GDP per capita over the default scenario could be almost 13% by 2020 and about 31% by 2030.

- i. With the demographic dividend, Nigeria's economy can be 3 times larger than today in 2030, instead of only 2 times larger without the demographic dividend.
- ii. By realizing the demographic dividend, Nigeria can lift about 5.8 million more people out of poverty by 2020 and about 31.8 million by 2030, over and above the default scenario. With institutional improvements, the number of additional people lifted out of poverty can be 34 million by 2030.
- iii. By increasing investment in human capital as fertility rates decline, Nigeria could increase GDP by nearly 50% and sustain that gain

indefinitely. But to realize its demographic dividend, we estimate that Nigeria will need to create around 24 million new jobs in the next decade and around 50 million new jobs over 2010-2030.

Further, the jobs will have to be productive. This will require increasing Nigeria's human capital which cannot be achieved without strong investments in health, education, gender parity, and institutions. In particular, the role of education is so closely tied together with health, gender parity and institutions that any specific intervention that ignores the other three aspects is very unlikely to work. Even if some benefits are realizable in the short term, they will not be sustainable. (Bloom, 2010)

According to the Northern Illinois University Outreach (NIU, 2005), Higher education has historically included economic development as part of its core mission. Colleges and universities have allocated fiscal, physical, and human resources and created entrepreneurship systems within the institutions to advance economic development. Senior administrators provide strong, visible leadership designed to:

- i. Create a quality workforce by growing, training, and attracting the finest talent, support current business and industry, improve learning and teaching from pre-school through graduate school

- ii. Take strong and visible roles in regional initiatives □ Disseminate research and promote technology transfer
- iii. Enhance the technology infrastructure
- iv. Promote livable communities
- v. Employ a diverse workforce

2.5 How Quality Entrepreneurship Education Could Help in Job Creation

Quality Entrepreneurship Education plays a vital role in the social, political and economic development of any Nation. This is possible when jobs are created for the citizenry by establishing a lot of businesses that will accommodate the unemployed youth in Nigeria. A qualified graduate of entrepreneurship education would have acquired enough skills relevant to management of small business centre.

Creation of self-employment. An entrepreneur provides job for himself by establishing small business centre. This, according to Aiyeduso in Olorunmolu (2008) helps to reduce the problem of unemployment and other social vices in Nigeria. The entrepreneur does not only provide jobs/employment for himself alone, but provides for others too. This in turn helps the individual to increase per capital income hence improve standard living. The Entrepreneur determines or identifies the specific wants of the

people and the type of goods and services that will fulfill those wants most comfortable. In this regard, Emeruwa (2005) asserted that the entrepreneur does not only identifies but mobilizes and organizes the resources to tap the opportunities by assisting men, materials, money and machines to explore the opportunity.

Production of goods and services that is important to the well-being, comfort and happiness of individuals in the society at large. Entrepreneurship stimulates rural, economic and industrial development. They contribute to the development of rural areas. They do this by establishing their small/medium scale enterprise in such areas by discouraging rural migration. They provide ample job opportunities to the rural dwellers. They also provide goods and services, which could be found in an urban area and sometimes provide infrastructural facilities. The entrepreneurs are usually motivated in their activities not only by the need for material contributions to the welfare of the communities but also desire to make profit. This uplifts the dignity of labour.

Through entrepreneurship education, utilization of local resources is made possible. The graduates of this specialized education set up their small/medium scale business, which will enable them to utilize the local resources available in their vicinity. The uses of local raw materials are

discarded by products of large firms as primary input in their production processes. Owualah in Olorunmolu (2008) asserted that in terms of their economic benefits small firms can be said to be greater in local resources maximizes than their large counterparts. The provision of raw materials for the big firms help them to increase their production ,hence employ more personnel thereby creating jobs for unemployed youth in the country.

Through entrepreneurship education, a pool of potential entrepreneurs who are well equipped with skills and technical know how to manage small/medium scale industries are produced. This will equally help in job creation. Through quality entrepreneurship education, Nigeria could produce a lot of entrepreneurs who could establish and manage businesses on their own. Based on the above merits, it is no doubt that entrepreneurship education could be used as major weapon in achieving the Millennium Development Goals (MDGs) by empowering the individual in the society to be self- reliant. This will help reducing poverty in Nigeria.

It is impossible to consider economic development or reduction of unemployment in Nigeria, without first considering the indices that create its existence. Primarily; the curriculum, the system of teaching, and execution of practical learning gives an introductory idea of the fact that the Nigerian graduate may be prepared to serve, but not to create. Many courses in

Nigerian Universities have nothing to do with business management, development or business start up; courses taken in Sciences and Arts predominate on the technicalities of the courses and not the direct application for profitability outside the walls of the institution.

Competitiveness, innovation and economic growth depend on being able to produce future leaders with the skills, attitudes and behavior to be entrepreneurial and to act at the same time in a socially responsible way. Entrepreneurship is not only about creating business plans and starting new ventures. It is also about creativity, innovation and growth, a way of thinking and acting relevant to all parts of the economy and society as well as the whole surrounding ecosystem.

This interdependence comprises both institutional rules and environmental conditions that define the range of socially and economically viable entrepreneurial opportunities and the way in which entrepreneurs and other stakeholders shape these surrounding institutional and environmental conditions. It is important to start as early as possible at all levels of formal and informal education. It should be integrated into the education system of primary and secondary schools as well as higher and further education. For effective entrepreneurship education, the curricula over the years must be consistent and coordinated and entrepreneurship education should continue

at higher education institutions. Entrepreneurship programmes and modules can have various objectives, such as:

- a. Developing entrepreneurial drive among students (raising awareness and motivation)
- b. Developing the entrepreneurial ability to identify and exploit opportunities
- c. Training students in the skills they need to set up a business and manage its growth (European Commission, 2008).

Without the influence of education in introducing entrepreneurship to the average Nigerian student, it will be difficult for unemployment to be reduced in the country, as it is important to encourage students to think and act entrepreneurially as well as ethically and socially responsible.

The importance of higher education in Nigeria is gradually becoming an increasing enterprise judging by the rise of new private institutions being licensed. The impact of education on the rise in unemployment is however negligible, else unemployment should be on the decrease in the country. Nigeria being a developing country follows the educational systems established since the colonial era. This brings about a dearth in local content and application to the economic and economic development in Nigeria.

Twaalfhoven (2004) put it in perspective, that globalization, the rapid development of technology and the lower cost of travel have completely changed the nature of work. Students, as an essential part of the future work force, have to deal with an increasingly complex and uncertain world due to profound economic, social and technical structural change. Indicators of these changes are shifts to service and knowledge-based economies, the rise of emerging economies as well as societal challenges such as environmental sustainability and aging populations. In addition, the explosive growth of social networks demonstrates that boundaries are less easy to define. It is a challenge for higher education institutions to prepare students for work in a dynamic, rapidly changing entrepreneurial and global environment. In this context there is a specific opportunity for high-growth entrepreneurship at higher education institutions.

Universities, especially technical universities, can be seen as engines of scientific invention and technological development. Invention and technological development can be transformed into innovation. Entrepreneurship is important as a diffusion mechanism to transform scientific inventions into new product and service innovations.

Universities play key roles in promoting the talents of students, graduates and researchers. What distinguishes institutions of higher

education from other institutions in society is their role in creating knowledge and producing high-potential graduates and researchers. For entrepreneurship education, focusing on institutions of higher education offers the chance to develop knowledge intensive high-growth enterprises from all academic disciplines, not just technical ones. Higher education institutions should create an environment that fosters entrepreneurial mind-sets, skills and behaviors across their organizations. Universities can teach students how to start and grow enterprises in ways that benefit society.

Technical universities in particular provide potential breeding grounds for high technology and high-growth companies or gazelles, therefore universities play a pivotal role in the development of entrepreneurship in Nigeria, while acting as a resource hub, connecting researchers, students, entrepreneurs, companies and other stakeholders. It is important to involve stakeholders inside and outside of higher education institutions. For example, entrepreneurs and entrepreneurial leaders acting as role models for students should be an essential part of entrepreneurship modules and programmes. If the young people and students are to enter the business world and entrepreneurship it is necessary to involve business people and entrepreneurs in the academic education process.

Academic start-ups have the potential to grow faster than others, universities can obviously offer support in entrepreneurship education for high growth. In this context it is important to boost regional business potential and activities and to promote international networking and cooperation. Moreover, it is important to offer students techniques that can be applied in the real world. Therefore, a shift from classical models of teaching to experiential learning approaches is essential.

Entrepreneurship education at universities can be regarded as theoretically based real life experience. High-growth entrepreneurship can be seen as an adequate form of education for developing high potential students and graduates that can become future opinion leaders and perhaps role models.

2.6 Objectives of Entrepreneurial Education

Entrepreneurial education according to Paul (2005) is structured to achieve the following objectives.

- i. To offer functional education for the youth that will enable them to be self-employed and self-reliant.
- ii. Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.

- iii. To serve as a catalyst for economic growth and development.
- iv. Offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible.
- v. To reduce high rule of poverty.
- vi. Create employment generation.
- vii. Reduction in rural-urban migration

The objectives of entrepreneurship education clearly show that it is concerned with the development and survival of both the individual and society-. Infact, it is a tool through which social, economic and political development could be achieved. If it is properly planned, funded and implemented. The objectives of entrepreneurship education are spelt out by Osuala (2010) as to provide meaningful education for youth which could make them self-reliance and subsequently encourage them to drive profit and be self independent. Entrepreneurship education also provide graduate with the training and support necessary to help them establish a career in small and medium size business as well as provide graduates with training skills that will make them meet the manpower needs of the society.

Similarly, entrepreneurship education provide graduates with enough training in risk management to make uncertainty bearing possible and easy, stimulate industrial and economic growth of rural and less developed area,

provide graduate enough training leer will make them creative and innovative in identifying new business opportunities as well as provide small and medium sized companies with the opportunity to recruit qualified graduates who will receive training and tutoring in the skills relevant to management of the business centre.

From the above objectives, it is evident that this type of education if it is given all it deserves and properly implemented will produce quality graduates that will foster job creation and reduce or eliminate poverty in Nigeria. This could be realized when the graduates are self-reliant by establishing their own business small/medium scale enterprises. Job creation is one of the cardinal objectives of Millennium Development Goals. When an ample job opportunities is created it will invariably help to reduce poverty and enhance better standard of living of an individual in Nigeria. Job creation is an act of making work in which one receive regular payment available to the citizenry. That is creating an enabling environment for ample employment opportunities in the society. This is done by establishing cottage, small/medium scale enterprises in Nigeria.

Research on successful and unsuccessful new and young growing enterprises can aid understanding of growth processes and barriers to growth. Research on how the growth of new enterprises can be better

supported, particularly through education at colleges and universities also would be useful. Hence, all over the world increasing attention is being paid to the potential of university education to facilitate high growth enterprises. For example, research has demonstrated that high-growth entrepreneurs in Europe are better educated than other entrepreneurs and the general population. In Europe, most founders of technology based enterprises have a university degree. Research carried out in Germany has shown that enterprises started by individuals with university degrees tend to grow faster than enterprises founded by non-academics (Egeln, 2000).

Ley (2006) states that, Research is also needed on how to motivate and nurture the entrepreneurial potential of female students who traditionally may be less inclined to found and manage innovation-oriented high-growth firms. Another group of specific interest is ethnic and immigrant entrepreneurs, who – though often not innovative in the beginning – may introduce novel business practices and subsequent product and service innovations within established communities.

Universal antecedents of start-up behavior displayed by different groups of society and success factors for high-growth enterprises are hard to determine due to the heterogeneity of technology sectors and individual development paths. The strength of entrepreneurship education however, is

to influence people's attitudes towards entrepreneurship and the prospects and feasibility of becoming a growth entrepreneur. Entrepreneurial activities of university students depend to a large extent on perceived barriers to and support for new venture creation. "A perceived lack of relevant experience and a lack of self-confidence" are two reasons often cited by students and new graduates for not engaging in entrepreneurship after graduation (European Commission, 2008; Linan, 2008).

The perception of graduates as to whether founding one's own business is desirable personally and socially also impacts entrepreneurial activity (Krueger 2000).

Generally, it is necessary to sensitize students to entrepreneurial thinking and taking action in the right direction. One focus can be to sensitize students that creating a new venture can be an alternative to employment. It is important to raise awareness and generate motivation for the discipline of entrepreneurship. Strategically, two target groups may be addressed; first, entrepreneurship education in "a wider sense" and entrepreneurship education in "a narrower sense" (Koch, 2003).

The former entails offering courses to students who will be involved in catalyzing entrepreneurship in their future employments. Raising the

awareness and understanding of the specific needs of country and being able to step up to it profitably in different sectors (for example, venture capital and market acceptance of product innovation) will be the essential catalyst here. Entrepreneurship education in the narrower sense follows a direct approach, developing students' competences and entrepreneurial intentions towards starting a business as a career option. In particular, interested students can be offered suitable modules or events for qualifying in different entrepreneurial fields of competence in order to deepen their knowledge in the further course of their studies.

With this in view, it is essential to train students in the skills they will need to develop the entrepreneurial ability of creating business ideas, identifying and recognizing opportunities, setting up a business and managing its growth. Students must be prepared “for a life world of much greater uncertainty and complexity involving frequent occupational, job and contract status change, working in a world of fluid organizational structures, greater probability of self-employment and wider responsibilities in family and social life” (Gibb & Hannon 2006).

A supportive learning environment for entrepreneurial education is essential. Business formations do not regularly take place directly after the completion of one's studies. Graduates often prefer to gain practical

experience before they start their own businesses. The systematic setup of alumni organizations to facilitate sustained contact with graduates is of special importance, in particular to perpetuate awareness that entrepreneurship is a viable career option. A particular challenge will be to address the substantial opportunity costs of becoming an entrepreneur within the group of high potential university graduates with excellent employment prospects (Wiklund, et al., 2004).

2.7 Challenges of Quality Entrepreneurship Education in Nigeria

Quality Entrepreneurship Education could play a vital role in equipping individual with necessary intellectual capacity, skills and right type of work habit and attitude to be able to create jobs for the growth of the Nigeria economy.

However, what is quite essential is the extent to which the entrepreneurship Education programme can be implemented to realize these goals. The programme is confronted with a lot of challenges which brought a setback in the attainment of its objectives. These challenges have not enable Nigerian to enjoy the benefits of this programme as expected. This limits the achievement of the millennium development goals (MDGs) in Nigeria.

Some of the challenges have been pointed out by eminent scholars such as Gana 2000; Aiyeduso, 2004; Osuala, 2010) and they include:

- i. Poor funding by government and Non-governmental organizations.
- ii. Poor or ineffective planning, supervision information and evaluation of the programme across the board.
- iii. Inadequate teaching materials, equipment and infrastructural facilities.
- iv. The challenges posed on globalization, information and communication technology (ICT) have effect on curriculum, methodology, facilities, staff and equipment.
- v. Inadequate qualified teachers and instructors as well as supporting staff at all level.
- vi. Inadequate motivation for available teaching and non teaching staff which affects staff efficiency, retention, creativity and initiative.
- vii. Emphasis on theoretical Knowledge rather than practical knowledge due to lack of entrepreneurship education centre.
- viii. High level of corruption and very poor maintenance culture in the system.

- ix. Poor enabling business environment, access to credit/ loan, infrastructural decay, mass poverty, inflation, technological infraction, political instability and insecurity of lives and properties which hamper economic and business activities.

2.8 Summary of the Chapter

The progress of a nation is a function of the level of the resourcefulness of the people which to a great extent, relates to the level of quality of the training and purposeful development of education in that nation. Such progress or development could only occur when an individual in the society is gainfully employed and per capital income is enhanced. This could only be possible when government educational policies are geared towards a functional education that can lead to job creation and also self reliance. Entrepreneurship education is a means through which government could attain such development in the society.

Entrepreneurship education can greatly help in addressing the level of poverty in the country. The issue of poverty eradication has been a top priority of many governments and institutions, especially in developing countries where extreme poverty is conspicuous and has become pandemic (Akpomi, 2009; Kalirajan, 2009). The incidence of poverty in Nigeria is on

the high side, where about 70% of the total population has been classified as poor (Ewhrudjakpor, 2008). This state may be seen as a direct consequence of the absence of entrepreneurial spirit and culture which Entrepreneurship education is suppose to foster. In other words, the relevance of Entrepreneurship education is felt more in the area of checking or reducing poverty. Entrepreneurship education equally helps in checking high dependency ratios (That is, the ratio of dependent population to working population) in the country. Once the working population are adequately equipped with these entrepreneurial skills thereby leading to self-employment, burden arising from dependent population will be reduced.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes methods and procedures used in conducting this research work. The description of the procedures used is done under the following headings: research design, population of the study, sample size and sampling technique, sources of data collection, administration of data collection instruments and techniques of data analysis

3.2 Research Design

The design for this study was a survey method since it involves gathering data about the target population from a selected sample and generalizing the findings obtained from the analysis of the sample to the entire population. The method was suitable because it aided the researcher to discover relative incidences and distribution on the characteristics of the population.

3.3 Population of the study

The population for this study consists of one hundred and sixty two (162) respondents in Kaduna north. Nworgu, (1991), their data was obtained from National directorate of employment Kaduna. In order to obtain a sample from the population, the researcher took into cognizance those occupying positions that would enable them have first hand information and knowledge, including facts that the researcher needs in order to draw reasonable conclusions.

3.4 Sample Size and Sampling Technique

Out of total population of 162 respondents, 82 was draw by simple random sample, the researcher write numbers from 1 – 162 on pieces of paper fold them and put them in one container. After shaking the container thoroughly, the researcher asked the respondents to pick. Those who picked even numbers were 82 and therefore formed the study sample size.

3.5 Sources of Data collection

The questionnaire was the source used to collect empirical data (primary data) from the field. While the secondary source was used to obtain secondary data required for the literature review.

Primary Data

This consists of original information from the specific purpose at hand (Fraund & Williams, 1989). The answers given by respondents to the questionnaires administered will constitute one type of primary data. Personal observations will be another type of Primary data. Each of the primary data is discussed briefly as thus;

Questionnaires: This serves as one of the major research instruments adopted by the researcher to retrieve information needed from the stakeholders. It has been expedient for the researcher to use questionnaire because of the large sample size and the type of data needed. The questionnaires contain multiple choice questions with possible answers which are designed to reflect different shades of opinions. Simple alternative questions having various options to be chosen from based on individual stake holder's perspective. This helps achieve unbiased and immediate answers. Also, open-ended questions which allow respondents to express views more precisely were included.

3.6 Administration of Data Collection Instruments

The researcher personally collected data from the respondent through the help of the human resources, manager. After distribution of the questionnaire, respondents were given five days to fill out the questionnaire; this time frame was given in order to give ample time to the respondents to reflect on the items in the questionnaire so as to facilitate valid responses.

3.7 Technique of Data Analysis

The statistical mean scores and standard deviation was used to analyze the likert- four point questionnaire while the frequency count and simple percentage was used to analyze respondent's characteristics.

The Likert four point rating scale is thus:

Strongly Agree (SA) = 4 points

Agree (A) = 3points

Disagree (D) = 2points

Strongly Disagree (SD) = 1point.

The arithmetic mean was also used as statistical technique for making inferences. The arithmetic mean is presented as:

$$X = \frac{\sum fx}{\sum f}$$

$$\frac{4 + 3 + 2 + 1}{4} = 2.5$$

Where:

X = mean

\sum = summation

F = frequency

N = Total number of respondents

Decision Rule: Any mean score below 2.5 will be rejected and any mean score above 2.5 will be accepted.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

In this chapter, primary data collected for this study from the questionnaires administered to the stakeholders in the Kaduna north are presented. Furthermore, in order to reduce the bulkiness of the data, the data presented and analyzed are those that are considered relevant to the objectives and research questions of this work.

4.2 Data Presentation and Analysis

This section deals with the analysis of the data collected from the questionnaires. These include demography, background of the respondents, the various frequencies, tables on specific questions in the questionnaires.

Table 4.2.1: Presentation on response analysis

Number of questionnaires administered	Number of questionnaires returned	Percentages(%) of respondents	Percentages(%) of deviations	Total Percentage (%)
162	82	50.6%	49.4%	100%

The sampling techniques in this work are based on the stakeholders in the Kaduna North local government who have been ideally identified in the field. They might be more than the 162 as demonstrated by the researcher. All the same, the researcher decides to make use of the aforementioned so as to reduce the number and make accurate deductions from their various contributions. It was not possible to study all the population because, out of the 162 questionnaires administered, only 82 were completed and returned using the simple random selection technique in form of hat drawn (balloting).

Table 4.2.2: Distribution of the Respondents by Sex

Sex	Frequency	Percentage
Male	47	57.32 %
Female	32	42.68%
Total	82	100%

From table 4.2.2 above, it is observed that most of the respondents are male with 47 (57.32%) in number while the remaining 32 (42.68%) are female. This shows that there were more males than females in the study.

Table 4.2.3: Distribution of the Respondents by Marital Status

Married	Frequency	Percentage
Married	50	60.98%
Single	32	39.02%
Total	82	100%

From table 4.2.3 above shows that 50 (60.98%) of the respondents are married while 32 (39.02%) are single. The result also shows that there were more married respondents than singles.

Table 4.2.4: Distribution of the Respondents by Age Brackets

Age	Frequency	Percentage
Below 20	NIL	0%
20 – 35	8	9.76%
36 – 50	67	81.71%
51 – Above	7	8.54%
Total	82	100%

From table 4.2.4 above, it can be seen that there is no stakeholder who is a respondent with the age below 20 years of age. That is why it has a Nil Frequency and 0%. The stakeholders whose ages range

between 20 and 35 is 8 (9.76%) those whose ages are between 36 and 50 are 67 (81.71%), and those between 51 and above are 7 (8.54%). This shows that all the stakeholders are majors and are competent and qualified to take decisions.

Table 4.2.5: Distribution of the Respondents by Qualification

Qualification	Frequency	Percentage
WASC	40	48.78%
ND	18	21.95%
NCE	-	-
HND/BSC	22	26.83%
MSC	2	2.44%
Others	-	-
Total	82	100%

From table 4.2.5 above, it is observed that most of the respondents by qualification are WASC holders 40 (48.78 %) those with ND are 18 (21.95%). There is no NCE holder, while 22 (26.83%) are HND/BSC holders, while MSC has 2 (2.44%), no other

qualification could be seen. The result shows that there are more WASC holders than the other educational qualifications.

Table 4.2.6: *Distribution of the Respondents by Income*

Income Per Annum	Frequency	Percentage
₦ 10,000 – ₦ 20,000	NIL	0%
₦ 20,001 – ₦ 30,000	NIL	0%
₦ 30,001 – ₦ 40,000	NIL	0%
₦ 40,001 – ₦ 50,000	8	9.76%
₦ 50,001 – Above	74	90.24%
Total	82	100%

From table 4.2.6 above, it has been observed that, no respondent earns less than N40,000 per annum. Those that earn between N40, 001 and N50, 000 per annum are 5 (9.76%), those that earn N50, 001 and above are 49 (90.24%). This implies that those that earn (N50, 001) reasonable salaries are more than the others in the study.

Table 4.2.7: Distribution of the Respondents by Rank

Rank	Frequency	Percentage
Directors	24	29.27%
Senior staff	42	51.22%
Managers	-	-
Junior staff	16	19.51%
Total	82	100%

From table 4.2.7 above, 24 out of 82 have been observed to be Directors (29.27%) whereas 42 (51.22%) are senior staffs while 16 (19.51%) were junior staffs. The result shows that there are more senior staffs than the other rank.

Research Question 1: Do the educational strategies uses in teaching entrepreneurship arouse students to set up small scale enterprise after graduation?

Table 4.2.8

Option	Frequency	Percentage
Agree	38	46.34%
Strongly agree	35	42.68%
Disagree	5	6.10 %
Strongly disagree	4	4.88%
Total	82	100%

From table 4.2.8 above, 38 (46.34%) respondents agreed with the statement that educational strategies uses in teaching entrepreneurship arouse students to set up small scale enterprise after graduation, 35 (42.68%) strongly agreed with the statement. 5 (6.10%) disagreed while 4 (4.88%) strongly disagreed with the statement.

This means that educational strategies used in teaching entrepreneurship strongly arouse students to set up small scale enterprise after graduation.

Research question 2: Are the entrepreneurial development strategies being implemented truly effective in Tertiary institutions in the Kaduna North?

Table 4.2.9

Option	Frequency	Percentage
Agree	16	19.51%
Strongly agree	30	36.59%
Disagree	20	24.39%
Strongly disagree	16	19.51%
Total	82	100%

From table 4.2.9 above, this shows a summary of the sample of respondents to the questionnaire, as given, whether or not, the entrepreneurial development strategies being implemented truly effective in Tertiary institutions in Kaduna north. 16 (19.51%) agreed with the statement, 30 (36.59%) strongly agreed that the entrepreneurial development strategies being implemented truly effective in Tertiary institutions in Kaduna North, while 20 (24.39%) Disagreed with the statement, about 16 (19.51%) strongly disagreed with same.

This means that the entrepreneurial development strategies been implemented in Tertiary institutions in the Kaduna North are truly effective.

Research question 3: Does current education stimulate creativity necessary for entrepreneurship in students of Kaduna North?

Table 4.2.10

Option	Frequency	Percentage
Agree	17	20.73%
Strongly agree	38	46.34%
Disagree	8	9.76%
Strongly disagree	19	23.17%
Total	82	100%

From table 4.2.11 above, the analysis reflect that, 38 (46.34%) of the respondents strongly agreed that the current education stimulates creativity for entrepreneurship in students of Kaduna North, 19 (23.17%) of the respondents strongly disagreed. 8 (9.76%) disagreed with the question, while 17 (20.73%) agreed with the question.

This means that the current education system stimulate creativity necessary for entrepreneurship in students of Kaduna North.

4.3 Discussion of findings

Nigerian youths tackle daily series of problems—poverty, unemployment, conflicts and diseases is not an easy task. These problems therefore will demand that the youths be empowered with creative problem-solving skills. The training of educated individuals who can function effectively in the society for the betterment of self and the society will require special attention as the system will be deliberately set to concern itself with the development of sound human capital required for national development (Ocho, 2005). Practically speaking therefore, he/she must do the following:

- i. Ensure that schools deliberately provide sector specific skills needed for the development of human capital, use professional and entrepreneurs as instructors and mentors.
- ii. Teach entrepreneurship and creativity at an early age.
- iii. Organize for curricular integration of education, entrepreneurship and community development and plan programme to transform Nigerians.

Finally, in Nigerian repositioning youths for the eradication of unemployment, there would be need to transform them into confident, aggressive and purposeful individuals. The ideal profile for emerging professionals (products of our ivory towers) with respect to entrepreneurial

education, this would include a strong scientific, technical and factual base with good background information and research skills. The individuals who opt for non-degree training in skill acquisition with entrepreneurial background are also not left out. All must have a high level of creativity and innovation and the ability to think about the future and relate these ideas to his/her business. The “dream-youths” should have strong skills in business planning, finance and accounting, as well as ability to create new and innovative marketing plans that utilize modern communication technology. Desired attitudes for Nigeria would-be entrepreneurs include a respect for democratic principles and the legal processes of our nation and the highest level of integrity and ethics. The Nigerian youth therefore need to learn that life is partnership in which the individual strives to fulfill himself/herself with the active support of others. that is, he/she needs to realize the fact that he/she needs to develop his/her potentials and to contribute his/her talents to the common good of all (Etuk, 2000). With the spirit of collaborating, inter-existence and the desire for collective survival of all, there will be a steady growth of development, mutual support and networking. This is in an agreement with Agoha, (2011) that the knowledge of Entrepreneurship education helps the students to gain information that will help to boost teaching and learning. Entrepreneurship education builds the spirit of being

entrepreneurs in the minds of the students. Thus, Entrepreneurship education has a way of discouraging laziness and idleness among our teeming population. Most people that are idle today or probably lazy are those that seem to know little or nothing about entrepreneurship. That is, what it takes to develop business plans, start and manage businesses.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Summary

This study is organized into five chapters. the first chapter comprises background to the study, statement of the problem, research questions, objectives of the study, significance of the study, scope of the study, limitations of the study and definition of key terms.

Chapter two is the literature review which examines a review of existing relevant literature on conceptual definition of entrepreneurship, concept of entrepreneurship education, concept of unemployment and job creation in Nigeria, how quality entrepreneurship education could help in job creation, objectives of entrepreneurial education, challenges of quality entrepreneurship education in Nigeria and summary of the chapter.

Chapter three is the research methodology, which dwells on the research design, population of the study, sample size and sampling technique, sources of data collection, administration of data collection instruments and technique of data analysis.

Chapter four presents and analyses data collected for the study. The statistical mean scores and standard deviation was used to analyze the likert-

four point questionnaires while the frequency count and simple percentage was used to analyze respondent's characteristics.

While the last Chapter which is chapter five presents the summary, conclusions and recommendations of the study.

5.2 Conclusion

This project has successfully x-rayed the concept of job creation in relation with Entrepreneurship education. The term job creation was examined in relation with enhancing the productivity of the country and this in turn leads to the development of the nation. National development, either from the socio-economic or political context is concerned with the entire life and needs of citizens. It is also concerned with the solving national problems and addressing pressing national issues. Thus the role of youths in the process of building a virile nation and igniting the fire of self-reliance which is necessary for national development cannot be over emphasized. The youths can only play the laudable roles of national development if they are empowered through entrepreneurship education. Through well planned and executed entrepreneurship education, the Nigerian youths will learn to be happy and fulfilled persons. They will be productive and committed as

employees or employers of labour. They will allow their unique abilities to be used for the development of the national and global goal.

5.3 Recommendations

It is obvious that economic empowerment and development cannot take place if there is no proper implementation of Entrepreneurship education programme. Based on this, the following recommendations are therefore necessary in ensuring job creation and development:

- i. All stakeholders must encourage the proposed introduction of Entrepreneurship study across faculties and departments as general courses in the country. The federal government in collaboration with state governments should provide scholarships/bursaries for performing students by way of encouragement.
- ii. Universities should start to commercialize their research findings instead of leaving them in the shelves.
- iii. The National Universities Commission (NUC) should as usual set the minimum benchmark of the courses in Nigerian universities. This development should not be politicized, rather, the entire policy frameworks needed for its sustainability and improvement should be provided so as to salvage Nigeria from the clutches of poverty.

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