

**ENTREPRENEURSHIP STUDIES IN NIGERIAN HIGHER INSTITUTIONS:
PROBLEMS, ACHIEVEMENTS AND PROSPECTS.
(A CASE STUDY OF NASARAWA STATE UNIVERSITY, KEFFI)**

BY

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DECLARATION

I hereby declare that this project has been written by me and it is a report of my research work. It has not been presented in any previous application for state Diploma or Degree. All quotations are indicated and sources of information specifically acknowledged by means of references.

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CERTIFICATION

This project entitled Entrepreneurship studies in Nigerian Higher Institutions: Problems, achievements and prospects. (A case study of Nasarawa State University, Keffi) meets the requirements governing the award of Masters in Business Administration (MBA), of the school of Postgraduate Studies of Nasarawa State University, Keffi for its contribution to knowledge and literacy presentation.

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DEDICATION

This research work is dedicated to God almighty, my Dad, late Mother, sisters and my Darling wife.

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ABSTRACT

This study examined Entrepreneurship studies in Nigerian higher institutions: problems, achievements and prospects (a case study of Nasarawa State University, Keffi). This study was guided by the following objectives; to examine the extent entrepreneurship studies in Nigerian higher institutions have been financed, to evaluate the extent of which entrepreneurial studies has benefitted higher institutions, to examine the impending factors going against entrepreneurial studies in Nigerian higher institutions. The study employed the survey design; random sampling method was adopted. Questionnaires in addition to library research were applied in order to collect data. Primary and Secondary data sources were used and data was analyzed using the simple percentage/ranking method statistical tool at 5% level of significance which was presented in frequency tables and percentage. The respondents under the sample study were 133. The study majorly focused on entrepreneurship studies in Nigerian higher institutions: problems, achievements and prospects. The findings revealed that entrepreneurial studies in Nigerian higher institutions are not being financed by the government and relevant authorities, entrepreneurial studies have not benefitted students of Nigerian higher institutions, hence the scourge for white collar jobs, entrepreneurial studies in Nigerian higher institutions have so many impediments such as poor infrastructures. The following recommendations were made: That entrepreneurship in Nigerian universities should contain an extensive coverage on critical thinking and brainstorming sessions that motivates business idea generation. There should be a paradigm shift in the approaches adopted in Nigerian universities from being largely theoretical to experimental and practical approaches. Effective teaching methods such as invitation of guest speakers, individual and group project. Students should be devoted in the area of entrepreneurial studies in their various institutions of higher learning.

CHAPTER ONE

INTRODUCTION

1.1 Background Of The Study

The consortium for Entrepreneurship Education sponsored Think-Tank recently worked on group consensus about the different outcomes for Entrepreneurship programmes at various levels of education, as can be seen. Efforts were intensified to mobilize and enhance entrepreneurship activities which, is to consequently benefit individuals, governments and the public at large. Nwangwu (2007) opined that the failure of tertiary education to adequately inculcate the entrepreneurial philosophy in students has led to wastages in terms of both human and natural resources. This means that the youth and graduate from tertiary institutions today are not well equipped with the skills to exploit the natural resources that are in Nigeria.

In developed economic or industrialized economics, for example, the education system emphasizes the trail of inquiry – discovery application in teaching, and students to perceive problems (including societal problems) as challenges and opportunities that can be turned into goods and services of commercial value (Giwa, 2000, Adeyemi 2006). One of such approaches for achieving this in Nigeria is teaching and research at Entrepreneurship and Innovation centres by universities and other tertiary institutions and the promoting of universities - private sector collaborations. This will involve developing the capacity of staff and students in Entrepreneurship and Innovation, engaging in outreach activities with small and medium enterprises through such

interventions as business incubators. Training of entrepreneurs and conducting researches and consultancies by small business development centres in Universities are considered inevitable for contemporary Entrepreneurial Industrial and Economic Growth in Nigeria. This is the approach being adopted by the National Universities Commission (NUC) through its directive to all Universities in Nigeria to establish the centres for Entrepreneurship Linkage Programmes.

Historically, the need for entrepreneurship education started emerging in the mid-1980s. This is because before, unemployment and poverty were not a national concern as faced today. In Nigeria, the Federal Government in 2006 directed that students in institutions of Higher Learning undertake compulsory entrepreneurship study. The then Director for Students Support Services Department of National Universities Commission (NUC) and the Vice Chancellors of the nation's universities in a consultative meeting in Abuja, adopted the introduction of this course. The overall objective is to lower un-employability rating of Nigerian graduates and the general unemployment problems confronting the nation, to discourage Nigerian graduates from craving for non-existent white-collar jobs, to continuously foster entrepreneurship culture amongst students and faculty with a view of not only educating them but to also support graduates of the system towards establishing and also maintaining sustainable business ventures, including but not limited to those arising from research.

Against this backdrop, Entrepreneurial education being an intervention tool to influence students' attitudes towards social and economic desirability of

entrepreneurship as a career option, the Federal Government of Nigeria in 2006 issued a Presidential directive through the Federal Ministry of Education making Entrepreneurship Education compulsory for all students of Higher Education Institutions with effect from the 2007/2008 academic session. The National University Commission (NUC) was directed to supervise and coordinate the programme in Nigerian institutions of high learning in collaboration with all regulatory bodies of high institutions. The National Board for Technical Education (NBTE), National Commission for Colleges of Education (NCCE) .The team also anticipated that by the end of the first three years of establishing the programme (which would have been November/December 2010) at least 50,000 graduates that would have gone through the system are entrepreneurially skilled with at least 10,000 out of the 50,000 being self-employed and self-reliant. The National University Commission also conducted series of workshops to create awareness about the need for acquiring entrepreneurial skills. They further established international collaboration with many establishments and institutions like the National Science Foundation of United States of America, the British Council and a host of others who duly signed Memorandum of Understanding (MoU) with the National University Commission.

Mindful of the significance of the Entrepreneurship Education programme, Nasarawa State University Keffi, developed its academic programmes to embrace full regime of entrepreneurial knowledge, skills, attitudes, and values. Following the success of the pilot Entrepreneurship Education Programme in the Faculty of Administration, the

University Senate approved the implementation of the Entrepreneurship Education Programme in the other six Faculties in 2008.

In 2009, the University commenced an MBA programme in Entrepreneurship, while the Entrepreneurship Programme was expanded in 2011 to include an undergraduate degree programme and Entrepreneurship Development Centre (EDC) to coordinate the entrepreneurship programmes.

The Entrepreneurship Development Centre has three coordinating units, thus:

- (i) Enterprise Development and Knowledge Transfer Unit,
- (ii) Entrepreneurship Education Unit, and
- (iii) Experiential Programmes Unit.

The Management is supported by a team of resource persons and administrative staff. The Management team is unwavering in fostering a cohesive community support network that creates entrepreneurial opportunities for everyone.

Ayodele (2006) however, identified inadequate capital to be one of the principal factors hindering entrepreneurship in the country. Other problems that are identified by Ayodele include irrelevant education that is bookish, theoretic and “white collar job” oriented. Also Nigeria’s macro-economic environment is unhealthy and unstable for entrepreneurship development. Another problem is the fear of failure by the people to take risk on entrepreneurial activities; while unstable and non-conducive political environment drives away investors that are planning to embark on entrepreneurial programmes that are designed to promote entrepreneurship.

1.2 Statement of the Problem

It is very common that about 80% of graduates in Nigerian tertiary institutions find it difficult to be employed due to the numbers of graduates produced annually. This is due to the curricula of the universities and other tertiary institutions, which lays emphasis on training for white – collar jobs. Accordingly, a number of initiatives like the National Poverty Eradication Programme (NAPEP) and the establishment of Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) have been introduced (Okojie 2008, Osibanjo, 2006).

It therefore suggests that university students in Nigeria are not able to translate their intentions into the achievement of entrepreneurial goals and aspirations at graduation. It is important to state that the success of any knowledge or skill development initiative is largely determined by the participant's learning orientation. Hence, considering that students in Nigerian universities are hardly able to translate entrepreneurial intentions into the achievement of entrepreneurial goals and pursuit, it implies that the exposure to entrepreneurial education may not favorably motivate students learning orientation. Furthermore, the expression of actions in pursuit of a goal substantiates intentions and increases the likelihood of the achievement of a desired end (Gollwitzer, 1993). This implies that the rising rates of graduate unemployment in Nigeria may be a pointer to the fact that entrepreneurship programmes in Nigerian universities do not motivate students to initiate actions and behavioral responses in service of their entrepreneurial goals and aspirations at graduation. Therefore in proffering solutions to these challenges identified, there is a

need to highlight what areas have been covered by existing literature as regards the interplay between the components of an entrepreneurship programme, the dimensions of students' learning orientation and expression of actions in pursuit of entrepreneurial goals (entrepreneurial implementation intentions), in order to identify the lacuna that exist.

However, the situation remains unchanged. One of the possible causes is that this initiative in Nigeria addresses only the output-end of capacity development solving problems. In addressing the input-end, therefore, a complementary approach is required. Besides, even the educational system that addresses the output-end either lays more emphasis on content and knowledge acquisition for its sake or just the inquiry – discovery model of teaching and learning. Unfortunately enough, scholars in the academic community seems to focus little attention to this nation. Several issues and this is why a research of this kind becomes very imperative so as to come up with worthy recommendation that is capable of addressing the issues.

1.3 Research Questions

To achieve the above stated objectives, this research work is designed to provide answers to the following questions;

- i. To what extent have entrepreneurship studies in Nigerian higher institutions been financed?
- ii. To what extent have entrepreneurial studies benefited Nigerian higher institutions?
- iii. Does entrepreneurial studies in Nigerian higher institutions any impediments?

1.4 Objectives Of The Study

The overall objective of this study is to find out the Problems, Achievements and Prospects of Entrepreneur Studies in Nigerian Higher Institution; the specific objectives are to:

- i. To examine the extent entrepreneurship studies in Nigerian higher institutions have been financed.
- ii. To evaluate the extent of which entrepreneurial studies has benefited Nigerian higher Institutions.
- iii. To examine the impeding factors going against entrepreneurial studies in Nigerian higher institutions.

1.5 Research Hypothesis

In order to ascertain entrepreneurship studies in Nigerian higher institutions: Problems, achievements and prospects (a case study of Nasarawa State University, Keffi).The following hypotheses are postulated.

- i. H_0 : There is no significant relationship on the extent in which entrepreneurial studies in Nigerian higher institutions can be financed
- ii. H_0 : Entrepreneurial studies have not significantly affected Nigerian higher institutions.
- iii. H_0 : There is no significant relationship in determining the impediments against entrepreneurial studies in Nigerian institutions.

1.6 Significance Of The Study

The benefit to be obtained in this study is not measurable. Its advantage in spinning off an entrepreneurship culture amongst Nigerian students and graduates is monumental. An important justification of this study is that it will help aid better understanding of the trend in universities as well as revealing the extent to which entrepreneur studies has had positive impact on the lives of people and the nation in general. Ordinarily, a study like this will provide the initial scaffolding of an analytical framework capable of increasing our understanding of challenges facing the study of entrepreneur in our tertiary institutions. It will also determine proper way of curbing the problems and boosting the prospects of entrepreneurial studies in our universities.

Furthermore, conclusion reached in this research work would enable government, university administrators, curriculum planners and educational policy makers to identify which elements of policy areas needs urgent modification and that which is not.

This study is also justified as it will serve as a frontier of knowledge to upcoming researchers willing to carry out the same research work.

1.7 Scope and limitations of the Study

The scope of this research work is limited to knowing the various problems, achievements and prospects of entrepreneurship studies in Nigerian higher institutions. The case study is on Nasarawa State University, Keffi. The choice of this

research work is to focus on NSUK as a convenient environment in the conduct of the field work.

The study is limited to Nasarawa state University; Keffi. The study also covers a time frame from 2008 to 2018, as it will be difficult to cover other Nigerian higher institutions due to the duration of the study. For the fact that a survey study was used as the research design as well the questionnaire as the research instrument is not certain if the same result would be obtained if other designs and instruments were used.

The respondents could have been either over exaggerated or understate their responses while scoring the items in the questionnaire.

The nonchalant attitude of some of the respondents could affect the validity of their response to the questionnaire. The limitation should be taken cognizance of other researchers conducting similar studies.

1.8 Definition Of Terms

To ensure clarity, simplicity and also avoiding the cumbersomeness of this research work, the following major terms used in this project work are briefly defined for easy understanding.

Business Idea Generation: Business idea generation is defined as the process of creating, developing and communicating business ideas which may be abstract, concrete or visual.

Business Opportunity Identification: Business opportunity identification is defined as the outcome of the process of idea generation that may lead to the achievement of one or more economic ends.

Business planning: Business planning is defined as the creative development and documentation of a conceptual business model into a concrete form of viable venture.

Commitment to learning: Commitment to learning is defined as the degree to which an individual values and promotes learning which is salient to the development of the individual.

Critical Thinking: Critical thinking is defined as the readiness of an individual to critically assess, evaluate learning disposition and accept new ideas.

Entrepreneur: An entrepreneur is defined as an individual, who can successfully and efficiently organize resources in search of an opportunity to create value.

Entrepreneur Education: Entrepreneurship education is defined as any program or process of education targeted at motivating entrepreneurial actions and behavior.

Entrepreneurship Development: Peter and Clark (1997) as cited in Egai, (2008), defined it as a disposition to accept new ideas, new methods and making people work in the present and future than the past.

Education Curriculum Content: Entrepreneurship curriculum content is defined as information and experiences contained in the curriculum of an entrepreneurship program.

Entrepreneurship Pedagogy: This is defined as the teaching and learning models adopted in an entrepreneurship program.

Entrepreneurship Educator Competence: Entrepreneurship educator competence is defined as an integrated action based on skill and experience that enable individuals to perform adequately in inculcating entrepreneurial related knowledge and competencies in learners.

Entrepreneurial Intention: Entrepreneurial intention is defined as an individual's drive to make a mind full plan to execute the behavior of setting up a business.

Entrepreneurial Implementation Intention: Entrepreneurial implementation intention is defined as a volitional phase consisting of efforts to initiate an intended entrepreneurial behavior.

Innovation: Innovation is defined as new products and processes as well as significant changes of products and processes.

Interest: This when an individual generally continuing psychological (inclination) to re-engage in specific classes, occasions, or thoughts after some time and it is particular about content.

Perception: Perception refers to the process of being aware of one's environment through the senses

Shared vision: Shared vision is defined as a collective focus of learning

Tertiary Education: This is referred to as third stage, higher level, and post-secondary education is the educational level following the completion of a school providing a secondary education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Entrepreneurship is one of the important segments for economic growth. Basically entrepreneur is a person responsible for setting up a business or an enterprise. In fact, he is one who has the initiation skill for innovation and who looks for high achievement. A classic example is that of Mr. Dhirubhai Ambani because he had all the dynamic qualities of a successful entrepreneur, as a result of which today, he was the owner of the largest private company in India. All decisions which he had taken to grow were instinct and no one had taught him to take decisions.

Much has been written on entrepreneur and economic development of such live changing enterprise especially in relation to the challenges and prospect of entrepreneur studies in Nigeria higher institution of learning.

This chapter therefore reviews available conceptual framework, empirical review and theoretical framework. And literature on entrepreneurship studies, its challenges, success and prospect in Nigeria tertiary institutions was discussed.

2.2 Conceptual Framework

2.2.1 Concept of Entrepreneurship

Entrepreneurship according to Peter Drucker (2005), management is a discipline.

Collins Jones (2004), lecturer in entrepreneurship school of management, defined entrepreneurship education as the process of providing individuals with the ability to recognize opportunity and a gap in the society.

Entrepreneurship, according, to Kamruzza man et al (2008) can be defined as the process of using private initiative to transform a business concept into a new venture or to grow and diversify an existing venture or enterprise with high growth potentials.

According to Schumpeter (2001), entrepreneurship is a process of change where innovation is the most vital function of the entrepreneur. It is the basic requirement for economic development in a free enterprise or mixed economy where innovation in a system can increase the marginal productivity of the factors of production.

Tom (1994) defines entrepreneurship as the process of using initiative to transform business concept to new venture, diversify existing venture or enterprise to high growing venture potentials

The above definition and discussions point to the fact that entrepreneurship involves innovation, development, recognition, seizing opportunities and converting opportunities to marketable ideas and value while bearing the risk of conception. Entrepreneurial development is a catalyst for economic, social and industrial development.

Davis in 1983, as cited in Igbo (2005) sees entrepreneurship as the creation and running of one's own business.

Timmons in 1987 also cited in Igbo (2005) see it as creation, building and distribution of something of value from practically nothing to individuals, groups, organizations and society. He summed up by stating that it involves planning and organizing small business ventures through the mobilization of people and resources to meet people's needs.

Historically entrepreneurship development in Nigeria has remained excluded from industrial policy until changes began to occur in 1980 due to the level of competition, and increasing service sector. According to Audretsch and Thurik (2006) the role, of the entrepreneurial sector changed when industrial comparative advantages shifted towards knowledge-based economic activities. Large firms lost their competitive edge while smaller and more flexible entrepreneurial firms gained new importance in the increasing knowledge-based economy. New dynamic ventures are acknowledge being drivers of innovation.

2.2.2 Who is an Entrepreneur?

According to CORBON (2011), an entrepreneur is a person who destroys the existing economic order by introducing new products and services, by creating new forms of organization, or by exploiting new raw materials, these he does by finding a new business but may also do it within an existing one.

Entrepreneur according to Kamruzzaman et al (2008), identifies an innovation to seize an opportunity, mobilize money and management skills; and take calculated risks to open markets for new products, processes and service. It means therefore that an

entrepreneur is someone who starts a new business, a person who perceives or foresees an opportunity and creates an organization to pursue it.

For Hisrich and Peter (2002), an entrepreneur is someone who consciously moves economic resources from area of low yield to area of high yield. He redeploys people, material, money and co-ordinates the processes necessary for efficient large scale industrial/Trade development.

Joseph Schumpeter (1975) added that the entrepreneur is the motive behind capitalist development. Therefore, an entrepreneur in his entrepreneurial activities can bring about increase in production; create employment, income, facilities rapid growth of micro, small medium and large scale enterprises to reduce poverty and hunger among the people.

2.2.3 Characteristics and Traits of an Entrepreneur

According to James Stephenson (1987) highlighted the following characteristics and traits of an entrepreneur.

i. Plan Everything

Planning isn't just about setting goals and making a to-do list, writes Stephenson. Planning also builds habits and powers of analysis that every business owner should develop, implement, and maintain. "The act of business planning is so important because it requires you to analyze each business situation, research and compile data, and make conclusions based mainly on the facts as revealed through the research." No more making it up as you go.

ii. **Ask for the sale**

It sounds obvious, but many entrepreneurs get so busy pitching and promoting that they forget to ask for the order. “Marketing, advertising, or promotional activities are completely worthless,” says Stephenson, unless they’re accompanied by a specific call to action.

iii. **Remember: it’s all about the customer**

Your business “is not about the products or services that you sell,” or about the framework you build around being in business, Stephenson says. “Your business is all about your customers, or clients, period. Everything you do in business must be customer-focused, including your policies, warranties, payment options, operating hours, presentations, advertising and promotional campaigns and website.” If you want your business to grow, he says, “you must know who your customers are, inside out and upside down.”

iv. **Become Known as an expert**

When you have a problem, do you seek advice from just anyone, or do you go to an expert in the field? “Obviously, you want the most accurate information and assistance that you can get,” Stephenson says. “Therefore, it only stands to reason that the more you become known for your expertise in your business, the more people will seek you out to tap into your expertise, creating more selling and referral opportunities. In effect, becoming known as an expert is another style of prospecting for new business, just in reverse. Instead of finding new and qualified people to sell to, these people seek you out.”

v. **Follow –up Constantly**

Every business owner should adopt the mantra of “Contact, follow-up, and follow-through with customers, prospects, and business alliances,” Stephenson concludes. “Constant and consistent follow-up enables you to turn prospects into customers, increase the value of each sale and buying frequency from existing customers, and build stronger business relationships with suppliers and your core business team.” Never turn your back on a customer, he advises: “It’s easy to sell one product or service, but it takes work to retain customers and keep them coming back.”

2.2.4 Entrepreneurship Education Tool for Sustainable Development in Nigeria

Entrepreneurship education seeks to prepare people especially youths, to be responsible, enterprising individuals who become entrepreneur or entrepreneurial thinkers and who contribute to economic development and sustainable communities.

The need for entrepreneurship education started emerging in the mid-1980. In the mid 80’s the Nigeria economy collapsed while youth and graduate unemployment hit the roof Ayodele (2006) identified among other factors hindering entrepreneurship in the country as inadequate capital, unhealthy and stable macro-economic environment, fear of the people to take risk on entrepreneurial activities and government policies are not designed to promote entrepreneurship.

According to Shepherd and Douglas (1997) entrepreneurship education, can be defined as the essence of entrepreneurship is the ability to envision and chart a course for a new business venture by combining information from the functional discipline and

from the external environment in the context of extra ordinary uncertainty and ambiguity which faces any business venture.

Entrepreneurship education can be viewed from the distinction made by Laukk Annen (2000) in Education “about” entrepreneurship and education “for” entrepreneurship. The first is based on construct and transference about the field, while the second focuses on the learning experience and development thereof the teaching methods used in each of these areas are not the same.

Sustainable development is the development that meets the needs of the present generations. According to (Minzer, 1992) sustainable development is a stable relationship between human activities and natural world which does not diminish the prospect for future generations to enjoy the quality of life at least as good as our own. The concept of sustainable development required balancing environmental, societal and economic considerations in the pursuit of development and an improved quality of life.

2.2.5 Objectives of Entrepreneurship Education

Entrepreneurship education according to Paul (2005) is structured to achieve the following objectives:

To serve as a catalyst for economic growth and development;

To offer functional education for the youth that will enable them to be self-employed and self-reliant;

Provide the youth graduates with adequate training that will enable them to creative and innovative in identifying novel business opportunities; to reduce high rate of

poverty, create high job employment, create smooth transition from traditional to a modern industrial economic; reduction in rural-urban migration; and to combine the spirit of perseverance in the youths and adults which enable them to persist in any business venture they embark on.

2.2.6 Entrepreneurship Development and Employment Generation in Nigeria

The experiences of developed economics in relation to the role played by entrepreneurship buttresses the fact that the importance of entrepreneurship cannot be overemphasized especially among developing countries. Entrepreneurship has been variously referred to as a source of employment generation. This is because Entrepreneurial activities have been found to be capable of making positive impacts on the life of the people (Adejumo, 2000). Studies have established its positive relationship with stimulation of economic growth, employment generation, and empowerment of the disadvantage segment of the population, which include women and the poor Oluremi and Gbenga, (2011); Thomas and Mueller, (2000); Reynolds, (1987).

Nigeria as a country has numerous business and investment potentials due to the abundant, vibrant and dynamic human resources.

2.2.7 Prospects of Entrepreneurial Studies in Nigeria

Entrepreneurship has been recognized as an important aspect and functioning of organization and economies (Dickson et al, 2008). It contributes in an immeasurable

ways toward` creating new job, wealth creation, poverty reduction, and income generating for both government and individuals.

Schumpeter in 1934 argued that entrepreneurship is very significant to the growth and development of economies (Keister, 2005).

Having understood the vital role of entrepreneurship in economic development, it become clear that careful attention is needed to invest and promote entrepreneurship. Education is also seen as one of the production for entrepreneurship development particularly in a place where the spirit and culture is very minimal. It is said to be an important determinant of selection into entrepreneurship formation of new venture and entrepreneur success (Dickson, Solomon and Weaver, 2008). However, it equally assumes that there is a positive relationship between education and individuals' choice to become an entrepreneur as well as the result and outcome of his or her entrepreneurial activities.

Adejinola and Olufumilayo (2009) reported that about 70% of the graduates find it difficult to get employment every year and at the same time much has not been done in trying to bring collaboration between the entrepreneur and institutions. The universities, polytechnics and any other institutions community stand to benefit a lot from entrepreneurs out there. Similarly, the entrepreneurs may harness and use the expertise of faculties in those institutions.

2.2.8 The Challenges Facing Entrepreneurial Studies in Nigeria

Nigeria has one of the largest economies in the African continent, yet, there is nothing to write home about Nigeria economic. There are so many challenges but I shall examine a few of them.

The following are the most important challenges facing entrepreneur studies in Nigeria.

Absence of a proactive regulatory environment that encourages innovative enterprise development at the grassroots level.

One of the worst challenges faced by entrepreneurship studies in Nigeria is the issue of poverty.

The challenges of technological nature and sophistication, i.e. lack of knowledge of the new technologies constitute a barrier to the study of entrepreneurship in Nigeria.

Significant infrastructural deficits (especially with regards to roads and electricity) and systemic irregularities inimical to small business.

Poor access to vocational and skills-development training for rural and urban youths involved in the informal economy.

Absence of regulatory mechanisms for effective oversight of enterprise development initiatives, especially those in the MSME space.

2.2.9 Entrepreneurial Studies and Equipment Related Challenges

In this age of automation in which office equipment and procedures are changing dramatically, the entrepreneur studies position continues to provide employment and

promotional opportunities for entry level and experienced entrepreneur studies educators.

Equipment in the broad sense includes machines, furniture and fittings. According to Keeling in Osuala and Okeke (2006), equipment is the intermediary between man and his work. It enables him to accomplish more work in fewer hours with greater accuracy and better quality. Osuala and Okeke (2006), defines office equipment as all the office requirements that can be classified under machines, furniture and fittings. Chandra (2006) says that technology is viewed as the mechanism that transforms input to output for decades now, fast changes have been taking place in all area of human life including the school environment.

According to Spencer (1981) who opined that automation remains a prominent factor that has contributed immensely and positively to the complete information processing revolution. In recent times, the entrepreneur studies learner in the high institution routine has reached an advanced stage due to the invention of automated office equipment.

Business studies required equipment and machines such as computers, dictating machines, microfilm equipment, line telephones. These equipments are lacking.

Facilities are of fundamental and primary entrepreneur studies in higher institution just like any other subject. Usually, facilities are fixed structures such as dormitories, classrooms, laboratories. Olaitan (2002) said, the late technological take off in Nigeria sometimes affect the provision of equipments in some the entrepreneur studies Centre's and schools. Ndinaechi (1990) says it is believed that physical environment in

the classroom may have important psychological effects in setting the climate or tone of the class, thereby influencing the work and behavior of the learner (students) in teaching and learning of business entrepreneur studies in higher institutions.

2.2.10 Entrepreneur Studies and Teachers Related Challenges

In business and entrepreneur studies like every other type of studies, the role of the teacher is very important because this is the person who controls and directs learning. He has the responsibilities to create conducive, intellectual and emotional climate for purposeful and effective teaching and learning to take place. Commenting the role of the teachers who create an atmosphere conducive to learning generates interest in projects, problems and class activities and who ultimately motivates the desire for learning in attempting to see the significance in teaching, there is much that is relevant in what Kidd (1997) said of a teacher as a leader. He further said that, the teacher role lies in animating and inspiring attention and commitment presenting information or demonstration process, raising relevant questions developing habits of self-questioning, clarifying difficulties and obstructing reflecting feelings, expressing agreement and support and evaluating or developing the learner (students) capacity for self-evaluation.

For this, Ukeje (1996) says that, “an inadequate supply of good teacher’s becomes the cross of the educational problem. In fact, the defects of the present Nigeria educational system are partly the result of poor teaching skills”.

Olaitan (2002) in his own view, that qualified teachers in entrepreneur studies are few. These are because entrepreneur studies lecturers are trained in almost the same pattern as the general education teachers. In comprehensive high schools the grammar section are always well staffed. Yet the provisions of qualified teachers to teach Business studies to ensure that students are taught the required skills are understaffed. The real value of a sound educational principle lies in effective implementation and in the final analysis, as it is the teachers who translate theory into practice.

The casualty of untrained teachers create big problem in teaching and learning of entrepreneur in tertiary institutions. Olaitan (2002) opines that it is not enough to provide machines and materials without those who would be able to use them effectively as instructional materials. In the very few schools that are to some extent equipped, there are no well qualified teachers or adequate number of laboratory entrepreneurial technician to handle the equipment most in variable. A good number of those available are inadequately or occupations. It is therefore easily seen that this situation in our university systems create problem in teaching and learning of entrepreneur studies in Nigeria.

The decision to become a teacher according to Morrison (2011) is supposed to be for conscious people. Teachers are in general relatively intelligent and articulate young adults the reasons which people gives for choosing teachers career according to social and economic condition “if teachers are to do their work very well, they must enter the field with the conviction that what they have to teach is important and they must come with the loving attitude of a father to his or his students.

2.2.11 Entrepreneurial Studies and Students Related Challenges

In entrepreneur studies, students are those bodies or learners that need to acquire the basic knowledge of business career as earlier discussed in chapter one. Sinn and Ugwuegbu (2001) say “University students consider the doing well in school is more important in their lives, they wait for parents or their lecturers to stress them to being punctual in classes. Lecturers, doing assignment regularly, paying attention in the class and general responding to the lecturers demand and expectations in entrepreneur studies.

According to Ogunlade (2003) observe that students from literate homes have records of higher academic achievement in entrepreneur studies than those from illiterate home. This shows that one of the most important facts to students’ academic performance in teaching and learning of entrepreneur studies is the parent’s educational level and social status. Checchi (2000) said family income provides an incentive for better student performance in entrepreneur studies; richer parents internalize this effect by investing more resources in the education of their children. Once the investment is undertaken, the student fulfills parents’ expectations by performing better than those poorer families. Syed and Raza (2006) found that there is negative relationship between students’ performance in entrepreneur studies and student family income. Beblo and Caver (2014) also found that parents’ income and their labour market status have a weak impact on children education.

According to Ermisch and Francesconi (2001) there is significant different between each parent’s education level and their child’s educational attainment. Relative to a

parent with no qualifications, mothers' education has no stronger association with her child educational attainment than the education of the father. Agus and Makhbul (2002), they indicate that the level of education of mother has been found excerpt the achievement as compared to level of education of father.

Collett, Gyles and Hrasky (2007) said that students who missed class on a given date were significantly more likely to respond incorrectly to questions relating to material covered that day than students who were present.

Moore (2006) indicated that class attendance enhances learning of entrepreneur studies, on average, students who come to the most classes made the higher grades, despite the fact that they receive no points for coming to class.

2.2.12 Nigeria Education Policy and Entrepreneurship

The history of Nigeria education system could traced back to the colonial period, the educational policy then was geared toward serving the interest of the colonial master in term of supply of manpower for their effective administration of Nigeria colony and protectorates (Aladekomo, 2004). The policy was writes to hold certain positions such as clerks, interpreters, and inspectors etc. without any entrepreneurial or professional skills to stand on their own or even establish and manage their own ventures.

However, later in the mid 70's, the government because of perceived importance of small scale industries to the economy decides to focus attention on small and medium sector. Institution set up were, Nigeria Industrial Bank (NIB), Nigeria Bank for Commerce and Industries (NBCI), Nigeria Agricultural and Co-operatives Bank (NACB) etc. In the 1981 National Policy of Education attempt has been made by the

government to link the policy with the issue of self-employment and the industrial policy. The higher education policy was mainly concerned with the development of both higher and middle manpower (Aladekomo, 2004).

The national policy on education of 2004 described technical education as “aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge”. The technical education aims at: Providing the technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

Providing people who can apply scientific knowledge to the improvement and solution of environmental problems for the use and convenience of man.

Giving an introduction to professional studies in engineering and other technology.

Technical and vocational institutions were designed largely to prepare technicians at occupational levels. Fakae (2005) asserted that emphasis is on skill-acquisition and sound scientific knowledge, which gives ability to the use of hand and machine for the purpose of production, maintenance and self – reliant.

Entrepreneurship education focuses on developing understanding and capacity for pursuit of entrepreneurial behaviours, skills and attributes in widely different contexts. It can be portrayed as open to all and not exclusively the domain of high flying growth – seeking business persons. The propensity to behave entrepreneurially is not exclusive to certain individuals different individuals will have different mix of capabilities for demonstrating and acquiring entrepreneurial skills behaviour and attributes.

This behaviour can be practiced, developed and learned; hence it is important to expose all students to entrepreneurship education. According to Idike (2011), he noted that entrepreneurship education is a new programme introduced by NNC into Nigerian universities. It is also aimed at equipping graduates with entrepreneurial values, attitudes and mental capacity for creative thinking and innovative behaviour that can provoke their venture spirit to generate new ideas and ways of doing things.

Entrepreneurial skills and attitudes provide benefits to society, even beyond their application to business activity. As a matter of fact, personal qualities that are relevant to entrepreneurship such as creativity and a spirit of initiative can be useful to everyone in their working responsibility and in their daily existence (Akpomi, 2008).

Entrepreneurship should be taught to students in all disciplines in the universities. It is not out of place to say that many business ideas emerge from non-business disciplines but are often wave aside or ignored because students are not sufficiently educated in the knowledge and skills required. Students have avail themselves and use the opportunity to break new grounds, develop new products or add value to existing ones in addition to their degree.

It is generally observed that for an individual to have a fulfilled life, the type of entrepreneurship activity he engages in, has an important role to play. This therefore calls for the need to employ career guidance in guiding students into various entrepreneurial activities, especially in situation that demands for matching students with the demands of their prospective ecosystem. An appropriate career guidance and choice, changes one's life forever. It is a way that leads to a healthier and better future

for students. It helps them become better individuals, parent's workers and citizens later in life. However, as observed by Oluwole (2003), it is sad that even today in Nigeria, there still exists among students confusion and ignorance about entrepreneurial activities, careers and choices. Many university graduates, according to him, confessed that they were ignorant of programme they went in for at the university.

This implies therefore, that such student's choice of programme had either been based on trial and error or on the advice of ill-informed relations and acquaintance.

This observation further stresses the dire need for career guidance, to providing fundamental information to students on the relationship between university education and economic realities and the implications of their disciplines and economic realities for their future careers, self-reliance and development.

Developmental theories like Ginzberg et al (1951) were of the opinion that take place over a period of time. It is implied thus that, if the Nigerian youths are helped in their entrepreneurship plans at the tertiary level, that will turn the economic fortunes of the country. This therefore emphasizes the need for career guidance at all levels of education, starting from primary to tertiary institutions. It is particularly noted that in Nigeria today, there is a high rate of unemployment. According to Yakubu (2000), gone are the days when in Nigeria, education used to be a guarantee for any type of jobs. It has now become a story that in the days of old, all categories of graduates from the university, secondary and even primary schools had the opportunity to access to any type of job among a pool that was begging for selection.

2.3 Empirical Review

Few studies have been carried out on entrepreneurship studies in Nigerian higher institutions and the reviews are seen below.

Mahajar and Yunus (2012) explored the inclination towards entrepreneurship among university students. The total population in his study was 181 and the respondents were selected by using simple random sampling. The findings of the research showed that the role of universities in promoting entrepreneurship, entrepreneurial curriculum and content and role models had significant impact on the inclination of the students towards entrepreneurship. In a similar study, Gafar, kasim and Martin (2013) examined entrepreneurship training in the tertiary institutions and development of innovative business idea to the business venture start up stage. The business team project partnership program (BT-PPP) was identified as a strategic teaching curriculum for facilitating entrepreneurship idea generation. The study was based on a survey among the students of real estate students and facilities management students of universities Tun Hussein Onn Malaysia (UTHM), in 2012 business team projects partnership program. The result showed that PPP passed the suitability fitness for motivating entrepreneurial idea generation, interaction and networking as entrepreneurial learning outcomes.

Conversely, Caloghirou, Protogerou and Deligianni (2013) focused on the role of education in the promotion of entrepreneurial activity among students and young university graduates. The study examined the link between relative educational programmes designed to stimulate knowledge-intensive entrepreneurship with

emphasis on engineering education. The study was based on a survey undertaken among graduates of the National technical University of Athens (NTUA). The findings showed that contents of the curricular offered by NTUA was weak in offering the necessary non-technical knowledge and skills that would assist young graduates in setting up entrepreneurial ventures. In a similar work by Papadimitriou (2017), the study compared the entrepreneurial intention of business students attending the first and the fourth year of Business studies, in a Greek University in order to determine the impact of curriculum and to explore the role of the Theory of planned behavior (TPB) in explaining students' entrepreneurship studies. Copies of questionnaire were distributed to a sample of 186 students attending the 1st (108) and the 4th (78) year of studies at Business management. The results of the research showed that entrepreneurial curriculum contents were insignificant in influencing the intentions of business students to pursue a self-employed career.

In a related research, Bilic, Prka, and Vidovic (2011) assessed the influence of education curriculum on entrepreneurship orientation and intention. The study adopted a survey method using 253 undergraduates and graduate students enrolled in entrepreneurship courses in the faculty of Economics University of Split, Croatia. The main goal of the research and study was to assess the effect of education system as well as the curriculum in terms of its role and effectiveness in providing relevant knowledge and tools necessary for implementing and engaging entrepreneurial or business idea in practice or in real life situation. The study also examined the willingness and abilities of students to employ additional opportunities such as

scholarships, grants and international work experience which should provide additional ample evidence of their considerations for a career in entrepreneurship after graduation. The findings of the research suggest that there is a low correlation between the education system and entrepreneurship orientation. According to the authors, this may be as a result of the inability of the curriculum to stimulate entrepreneurial ideas.

In a study carried out by Kickul, Gundry, Barbosa, and Whitcanack (2009) on the critical role of various cognitive styles in opportunity identification and recognition, individuals with an intuitive cognitive style were observed to be positive about their capacity to identify opportunities, while individuals with an analytical cognitive style were observed to be more certain about their capacities to identify, assess, plan and marshal resources. In another research by Nab, Bulte, and Pilot (2013) on fostering the competence of science students in identifying business opportunities, an educational design resign approach was employed using a case of 23 graduate students of Utrecht University. The findings showed that students were able to identify business opportunities and other entrepreneurial outcomes in pursuit of entrepreneurial goals and aspirations.

In the same light, Kickul (2009) illustrated a set of assignments for teaching students, particularly the aptitude of writing an opportunity proposal that determines how students ought to exploit business opportunities following an analysis of the industry. The assignments resulted in an increase of students' entrepreneurial self-efficacy and students were able to identify business opportunities. This is also similar to the study

of Muzychenko (2008) on international opportunity identification. The author stressed the role of a competence-based and experimental approach to teaching. According to the author, this approach centers on opportunity identification and the self –perceived task competence (self-efficacy) of the entrepreneur, especially on the grounds that self –efficacy and opportunity identification are unequivocally connected and correlated.

Nkala and Wanjau (2013), examined factors influencing implementation of the entrepreneurship programme conducted in tertiary technical institutions in Kenya. The study investigated the influence of teaching and assessment methods, teachers' network with entrepreneurship practitioners and availability of training resources. A census survey of entrepreneurship education teachers in technical training institutions in Nairobi County was conducted, using a structured self-administered questionnaire. The authors asserted that teachers use traditional pedagogical approaches that are not practical oriented. According to the authors; this has a negative effect on students as regards entrepreneurial learning and identification of opportunities.

Arasti, Falavarjani and Imanipour (2012) who examined the skill of entrepreneurial educators and appropriate teaching methods required for business planning competence of entrepreneurship graduate students. The research was based on a M.Sc. entrepreneurship Management course in three Universities of Tehran, Iran. The study adopted a qualitative approach using ten semi structured interviews on a sample of business plan experts and entrepreneurship lectures respectively. The results for the sample of experts showed that formal lectures, group project and simulation were effective teaching methods however, the results for the sample of lecturers showed

that group project, case study, new venture creation project and problem solving approaches are deemed appropriate. Nevertheless, the authors argued that students effectiveness in writing business plan can only be achieved based on the teacher's skill and knowledge of teaching methods in entrepreneurship education.

Similarly, McGing (2016) investigated the present practice and comprehension of the teaching of the double weighted final year Business plan module to undergraduate level for BA (Hons) in Business studies students in Griffith College Dublin. The author focused on the teaching approach utilized on the course and analyzed its viability. A quantitative approach was utilized which included the majority of the students, various supervisor, and the Business plan Co-ordinator. The author posited that business planning in tertiary education is important and that business planning and entrepreneurship education should go hand in hand with a specific goal to encourage students to be more proactive in the full business cycle.

Lame and Yusoff (2013), evaluated the relationship between entrepreneurship education and Nigerian Polytechnic students' perception towards the entrepreneurship education courses. A descriptive study was conducted in three Nigerian Polytechnics. The authors argued that one of the major challenges facing entrepreneurship development in Nigeria is that there are very few trained entrepreneurship lecturers in Universities hence inculcating entrepreneurship skills in students becomes a challenge.

University support systems tend to motivate knowledge sharing among entrepreneurship students which may culminate in innovations. This is in line with the

study of Amalia (2012) which was based on a survey of 51 students with the aim of exploring the role of the university support systems and development of student entrepreneurship. The result showed that 26 students were sufficiently supported by faculty through seminars, training, mentoring entrepreneurs, business incubators and similar activities. The author asserted that university support systems enhance innovative business building by students. In a similar research, Shirokova, Tsukanova, and Bogatyreva (2015) assessed different types of entrepreneurial capital provided by universities and their impact on student involvement in entrepreneurship. The authors used data from the Global University Entrepreneurial spirits students' survey (GUESSS) as empirical basis for research. Based on the result of a hierarchical regression data analysis, the authors concluded that university initiatives to develop human and social capital influence positively based on the extent to which students were engaged in innovative entrepreneurial activities. In the same vein, the study of Saeed, Yousafzai, Yani-De-Soriano, and Muffatto (2015) proposed and tested an integrative, multi-perspective framework. The authors hypothesized that the three dimensions of university support, which is perceived educational support, concept development support, and business development support, together with institutional support, shape students' entrepreneurial self-efficacy and intentions. A sample of 805 university students took part in the study and data were analyzed using structural equation modeling. Based on the findings of the research, the authors asserted that perceived educational support exerted the highest influence on entrepreneurial self-efficacy, followed by concept development support, business development support and institutional support.

Munoz, Mosey, and Binks (2011) also concluded that entrepreneurship courses need to motivate a change in the perception of students regarding reality and also interpret information to enable them to more effectively and efficiently identify new business opportunities. However, what these studies have not been able to explain is how the engagement of an appropriate pedagogy, motivate students to identify business opportunities. Therefore, the role of experiential pedagogical approaches in motivating a shared vision/focus and opportunity identification by entrepreneurship students cannot be over emphasized. Identification of business opportunities is consequent upon the fact that experiential approaches to pedagogy, can create a shared vision about real life scenarios as regards what entrepreneurship is about. Hence, understanding the main crust of the process of entrepreneurship in a real life context may motivate opportunity identification by entrepreneurship students. This implies that the place of entrepreneurship pedagogy, in creating a shared vision for identification of business opportunities by students in Nigerian universities, is not clearly established in related empirical literature.

In the same vein, White, Hertz, and D'Souza (2014) on an empirical research on business plan argued that although business plan writing is one of the most important elements in sound entrepreneurship education, however, the discipline has not yet agreed on accepted criteria for how the craft can most effectively be taught. Arasti, Falavarjani, and Imanipour (2012) argued that students effectiveness in writing business plans can only be achieved based on the teacher's skill and knowledge of teaching methods in entrepreneurship education. However, an entrepreneurship

educator's competence must also infuse a drive, energy and commitment in students to learn and write business plans. The argument here is that an educator could possess the required skill and knowledge in business plan writing and still fail to motivate students' to be committed to learning the craft, as well as actually writing a business plan to chart the course of their entrepreneurial goals and aspirations. Therefore, it implies that the role of the competence of an entrepreneurship educator, in motivating the commitment of university students to learning and business plan writing, is not clearly discussed in literature especially in the Nigerian context.

2.4 Theoretical Framework

Although, there are few theories in the explanation of entrepreneurship studies and development in Nigeria, there are theoretical evidences of factors responsible for entrepreneurship studies, development and success among people generally. This section will briefly review human capital theory and Revans Action learning model, McClelland psychological theory, risk taking theory and the pecking order theory. The five theories though differ in focus, view education as an important factor in entrepreneurship development.

2.4.1 Human Capital Theory

The human capital theory advocates education as a tool for improving human capital, stimulating labor productivity and boosting the levels of technology across the globe (Robert, 1991). Human capital theorists encourage investment in nation's workforce (people working with public and private sector organization) because expenditure on training and development is a productive investment like investment on physical assets

(Olaniyan and Okemakinde, 2008). Besides, human capital enhancement through quality education is a critical factor that peoples economic growth and sustainable development in East Africa, Hong Kong, Korea, Singapore and Taiwan (Olaniyan and Okemakinde, (2008).

Further Schumpeter (1934) views entrepreneurship training as responsible for creative destruction, implying that education acts as an impetus for creating new ideas, improved techniques, new technologies and new products. In addition, Van-Den-Berg (2001) establishes a correlation between the level of education and new products development in knowledge-based economies that invested massively in education, technology and related growth elements.

According to Abubakar (2010) the human capital theory provides a framework for examine the impact of acquired variables such as education, learning and experience on career outcomes and it was further develop on the assumption that education can serve as a key determinant of decision choice and providing benefits to specific ventures. Generally most of the theories examined on this topic assumed education as a means of enhancing managerial capabilities and generating broader option of making entrepreneurial selection leaser or great value (Dickson et al, 2008).

In cognizance of this fact (Adejimola and Olufumilayo, 2009) contents that education should be refined with a view to create and enhance the supply of entrepreneurial initiative and activities. The bottom line here is to inculcate the spirit of entrepreneurship in the student through education. In fact, this calls for more serious adjustment of policies and new curriculum in line with demand of the present time.

2.4.2 Revans' Action Learning Model

Revans in 1971 developed a model of action learning (Dickson et al, 2008) which focuses on learning by reflecting on actions that solve real problem of an organization. In their review of work of some researchers on this issue, a number of question were raised that will aid in generating understanding about relationship between education and entrepreneurship spirit and skills among youngsters. There are, first the probability of selection into entrepreneurship increases with the level of individuals general education. Secondly, is the level of general education linked to entrepreneurial performance and if so what types of performance have been linked to education. In the final analysis, from the reviewed researchers, it was concluded that in both developing and industrialized countries that there is evidence to support a positive and significant relationship between education and entrepreneurial performance, whether performance is measured as growth and profit or earning power of the entrepreneur. (Abubakar, 2010) they further concluded that evidence linking general education to selection into entrepreneurship is ambiguous and cannot be classified as either positive or negative (Dickson et al, 2008). Similarly, another important question is on the reason to become an entrepreneur is the selection of an entrepreneurship by the student a matter of opportunity or necessity. Opportunity entrepreneurship came into being as a result of exploiting certain opportunity that exist while on the other hand necessity come as a respond to employment crisis, this necessitate second option of being self-employment (Koster and Rai, 2009, Lippman et al in Keister 2005).

2.4 3 **Pecking Order Theory**

Ohanga (2005) asserts that, from the borrower's perspective, if faced with a cost of lending that is above the true risk-adjusted cost, the borrower will have incentives to seek out alternative sources of funding. Bank lending theory suggests that, where information asymmetry and moral hazard are prevalent, firms are likely to fund themselves firstly from retained earnings and then from bank debt rather than issuing equity. This is referred to as the pecking order theory/hypothesis. The theory further suggests that the mix of debt and equity should be the cumulative result of hierarchical financing decisions over time.

Evidence around the world indicates that small scale enterprises provide an effective means of stimulating indigenous entrepreneurship, enhancing greater employment opportunities per unit of capital invested and aiding the development of local technology (Sule, 1986: World Bank 1995). Through their wide dispersal, they provide an effective means of mitigating rural-urban migration and resource utilization. Furthermore, by producing intermediate products for use in large scale enterprises, SMEs contribute to the strengthening of industrial linkages. These explain the increased interest which developing countries have shown in the promotion SMEs since the 1970s (Ekpenyong and Nyong, 1992).

Akabueze (2002) asserts that the significance of finance in the drive for economic growth is fairly well established and generally accepted. For instance, the take-off and efficient performance of any industrial enterprises, be it small or large, will require the provision of funds for its capitalization, working capital and rehabilitation needs,

as well as for the creation of new investments. Aladekomo (2003) notes that successive governments in Nigeria have, since the last three decades, shown great interest in financing of SMEs, by establishing specialized banks and other credit agencies/schemes to provide customized funding to the sub-sector to enhance growth and stability. In addition to these, programmes like the Nigerian Directorate of Employment (NDE), Better Life for Rural Women, Family Support Programmes, Child Care Trust, People's Bank, National Poverty Eradication Programme (NAPEP), to mention a few have been introduced.

2.4.4 McClelland Psychological Theory of Entrepreneurship

This theory was propounded by McClelland in 1961 and it postulated that traits, motives and personalities and major motivating factors that instill entrepreneurship spirit in an individual. The psychologist was of the view that there is a minor urge in someone that makes an entrepreneur to desire for a change of status and environment that may lead to innovation.

The inner urge or force should be injected into students to see a desire for a change of status that inspires them to generate ideas and also energize them pursues small scale businesses for economic growth and achievement in life. McClelland explains that there would be a relatively greater amount of entrepreneurship activities in the society, where the average level of need achievement is relatively high. The import of the theory is that when students/learners are sufficiently motivated to have high need for achievement in life through entrepreneurship education, there is greater tendency for them to set up their own businesses after graduation

2.4.5 Risk Taking Theory (RTT)

Another theory that supports entrepreneurship education is the risk taking theory of Richard Cantillon and John Stuart Mill. The theory perceives entrepreneurship as a mental education that stimulates individuals to take calculated risk for which future stream of benefits are guaranteed and people taking big risk have to contend with a great responsibility (Alam and Hossan, 2003). The summary of the theory is that entrepreneurship education improves the ability, capability and potentials of individuals to undertake risks for which economic benefits are ensured.

2.5 Summary

The researcher has been able to look at the chapter two and its components such as the conceptual framework where meanings of such variables as entrepreneurship and the word entrepreneur were looked at. Empirical reviews of scholars thought on related subject matter and variables were also unraveled and theories befitting for the studies were examined which gives a road map for continuation of the study to the next chapter.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides description of sample and data collection procedures. It provides guidelines which direct the researcher towards solving the research problem. Data will be collected by use of questionnaire, while the secondary data will be from website, academic research journals and other literature related to the study. The operational measures of variables used in the study, as well as the statistical tests used to evaluate the hypothesis are also presented in this chapter.

This chapter equally treats subject areas such as the research methodology, research design, population and sampling technique, the methods of data collection, procedure for data analysis and model specification, justification of methods and the summary. This will be seen accordingly to aid the researcher in his findings.

3.2 Research Design

The researcher in this study used the survey research in order to simplify and understand the complex issue concerning the topic under study. This research work employed the use of questionnaires and personal interviews in the collection of data. It involves studying a large population, sample survey from the population and also characteristics of the population.

3.3 Population and Sampling technique

The population of this research work is a census of all subjects that are directly affected by the phenomenon under the study. The subject of the study therefore includes all entrepreneur students and lecturers in the centre for Entrepreneurship studies in Nasarawa state University, Keffi. Information will be drawn from the randomly selected male and female students and staff in the area under study.

From available statistics, the population of the centre under study is 200 people including both students and staffs.

The techniques of sampling adopted in the study are the random sampling. This is adopted with the view of reducing bias of the respondents' opinion on the topic during the distribution of questionnaires.

In determining the appropriate sample size, the formula below was used:

$$n = N / 1 + N(e)^2$$

Where n = sample size

N = Population size

e = Sampling error

1 allowed a sampling error of 5% or 0.5

$$n = 200 / 1 + 200(0.05)^2 = 200 / 1 + 200(0.05)$$

$$200 / 1 + 0.5 = 200 / 1.5 = 133.3$$

$$n = 133$$

Therefore the optimum sample size is 133 people representing the questionnaires that were administered.

3.4 Methods of Data Collection

Questionnaires and personal interviews were the instrument used in data collection and the distribution was by self (by hand). Out of the 133 questionnaires administered only 120 were returned and used as the sample size.

The study employed both primary and secondary sources for collecting important information needed for effective analysis, interpretation and presentation in order to find solution to the research problem. The primary source contained raw data collected from the subjects (the respondents) of the study population through a systematic administration of the research instrument to yet first-hand information.

Secondary source of data collection from journals, texts and seminars papers, internet to complement the raw data collected from the primary source.

3.5 Procedure for Data Analysis and Model Specification

The data collected through the administration of the instrument given to the respondent will be carefully analyzed with the use of the simple percentage and interpretation will be represented in tabulated form for easy understanding.

The responses to each item of the questionnaires are regarded as raw scores. The ranking method will be used to rate the propensity for the highlighted factors considered as impeding entrepreneur studies in Nigerian Higher Institutions, the ranking method is a simple and useful form of statistical scale where subjects are ranked according to character or poverty. The reason for the use of this method in this research work is the power of usual presentation in identifying idiosyncrasies in relationships. Using the ranking method, scores are important hence the formula:

$$\text{Rank Sum}(s) = n.w$$

Where n = number of respondents

w = Severity chosen

relative index, $R.I = s/xn$

x = Highest severity number

n = number of respondents

The relative index (R.I) ranges from 0 to 1, where the item with the highest relative index is the first in the rank order.

3.6 Justification of Methods

The study made use of questionnaires and personal interviews with the aid of well-structured questions to enrich the study. The survey method was justified by the nature and distribution of the population and also to encourage high degree of representation, thereby reducing the sampling error (Anyanwu).

The simple percentage was then applied to entrepreneurship students in Nigerian higher institution, problems, achievement and prospects. The method is to make and draw inference about the research population relying on the content of the information in the sample and it seems to be the most appropriate for study of this nature because it will facilitate the successive conclusion and useful recommendations that will be useful and beneficial to all.

3.7 **Summary**

This chapter has been able to describe the methods that will assist in justifying Entrepreneurship studies in Nigerian higher institutions: problems, achievements and prospects using Nasarawa State University as a case study.

Therefore, the following sub-headings were looked at in the chapter viz: introduction, research design, population and sampling technique, methods of data collection, procedure for data analysis and model specification, justification of methods and the summary.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter is devoted to the presentation and analysis of data obtained from the questionnaire. The data are based on the number of copies of the questionnaire completed and returned by the respondents. The data were grouped into basic characteristics of age, sex, educational qualifications, marital status, and position of respondents and years of service of respondents. The questions relevant to the hypotheses would be presented and analyzed for the purpose of confirming them; the questions not directly related to the hypothesis would also be presented and analyzed accordingly.

4.2 Bio Data of Respondents

Table 1: sex of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	16	50.0	50.0	50.0
Female	16	50.0	50.0	100.0
Total	32	100.0	100.0	

Source: field survey, 2017.

Table 1 above shows the gender distribution of the respondents used for this study.

16 respondents which represent 50.0percent of the population are male.

16 respondents which represent 50.0percent of the population are female.

Table 2: Age Grade of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid below 20 years	3	9.4	9.4	9.4
21-30 years	6	18.8	18.8	28.1
31-40 years	8	25.0	25.0	53.1
41-50 years	10	31.2	31.2	84.4
51-60years	5	15.6	15.6	100.0
Total	32	100.0	100.0	

Source: field survey, 2017.

Table 2 above shows the age grade of the respondents used for this study.

3 respondents which represent 9.4 percent of the population are below 20yrs.

6 respondents which represent 18.8percent of the population are between 21-30yrs. 8

respondents which represent 25.0 percent of the population are between 31-40yrs. 10

respondents which represent 31.2 percent of the population are between 41-50yrs. 5

respondents which represent 15.6 percent of the population are between 50-60yrs.

Table 3: Educational qualification of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid WASSCE/SSCE	4	12.5	12.5	12.5
OND/HND/BSC	10	31.2	31.2	43.8
PGD/MSC/PHD	10	31.2	31.2	75.0
OTHERS	8	25.0	25.0	100.0
Total	32	100.0	100.0	

Source: field survey, 2017.

Table 3 above shows the educational background of the respondents used for this study.

Out of the total number of 32 respondents, 4 respondents which represent 12.5 percent of the population are FSLC holders. 10 respondents which represent 31.2percent of the population are SSCE/WASSCE holders.10 respondents which represent 31.2percent of the population are OND/HND/BSC holders.

8 respondents which represent 21.0 percent of the population are MSC/PGD/PhD holders

Table 4: Marital status of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Single	10	31.2	31.2	31.2
married	20	62.5	62.5	93.8
divorced	1	3.1	3.1	96.9
widowed	1	3.1	3.1	100.0
Total	32	100.0	100.0	

Source: field survey, 2017.

Table 4 above shows the marital status of the respondents used for this study.

Out of the total number of 32 respondents, 10 respondents which represent 31.2 percent of the population are single. 20 respondents which represent 62.5 percent of the population are married.1 respondent which represent 3.1 percent of the population is divorced.1 respondent which represent 3.1 percent of the population is widowed.

Table 5: Position of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid junior staff	20	62.5	62.5	62.5
senior staff	12	37.5	37.5	100.0
Total	32	100.0	100.0	

Source: field survey, 2017.

Table 5 above shows the level or position of respondents used for this study.

Out of the 32 respondents, 20 which represent 62.5 percent of the population are junior staff. 12 which represent 37.5 percent of the population are senior staff.

Table 6: years of service of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0-2 years	8	25.0	25.0	25.0
3-5 years	11	34.4	34.4	59.4
6-11 years	10	31.2	31.2	90.6
above 12 years	3	9.4	9.4	100.0
Total	32	100.0	100.0	

Source: field survey, 2017.

Table 5 above shows the years of experience of the respondents used for this study.

Out of the 32 respondents, 8 which represent 25.0percent of the population have had 0-2yrs experience at work. 11 which represent 34.4 percent of the population have had 3-5yrs experience. 10 which represent 31.2percent of the population have had 6-11yrs

experience. 3 which represent 9.4 percent of the population have had more than 12yrs experience.

4.3 **Research Question 1: To what extent have entrepreneurship studies in Nigerian higher institutions are financed?**

Responses	No. of Respondents	Percentage (%)
Strongly Agree	20	6
Agree	18	13
Undecided	10	20
Disagree	25	25.5
Strongly disagree	60	35.5
Total	133	100

Sources: Field survey, 2018

From the above table 4.3, 20 respondents represents 6% strongly agree to the question, 18 respondents agree with 13%, while 10 respondents undecided representing 20%, 25 respondents disagreed with 25.5% and 60 respondents strongly disagreed with 35.5%.

4.4 Research Question II: To what extent have entrepreneurship studies benefitted Nigerian higher institutions?

Responses	No. of Respondents	Percentage (%)
Strongly agree	25	8.7
Agree	20	16.7
Undecided	15	25
Disagree	18	18.2
Strongly disagree	55	30.5
Total	133	100

Sources: Field survey, 2018

From table 4.4 above, it shows that 25 respondents who strongly agreed represented 8.7%, while 20 respondents who agreed represents 16.5%, 15 respondents undecided represents 25%, 18 respondents disagreed with 18.2% and 55 respondents with 30% who strongly disagreed.

4.5 Research Question III: Does entrepreneurial studies in Nigerian higher institutions any impediments?

Responses	No. of Respondents	Percentage (%)
Strongly agree	30	23
Agree	22	18.5
Undecided	18	13
Disagree	15	18
Strongly disagree	48	37.5
Total	133	100

From the above table, 30 respondents of 23% strongly agreed, while 22 respondents of 18.5 agreed. 18 respondents of 13% undecided, 15 respondents of 18% disagreed and 48 respondents of 37.5% strongly disagreed.

Using table 4.3 above, we can test hypothesis one as it is in line with the research question.

Responses	Fo	Fe	Fo-Fe	$(Fo-Fe)^2$	$(Fo-Fe)^2/Fe$
Strongly agree	20	50	50	2500	50
Agreed	18	50	-32	-1,024	-20.48
Undecided	10	50	-40	-1600	-32
Disagree	25	50	-25	-625	-12.5
Strongly disagree	60	50	10	100	2
Total	133				-12.98

Calculated

$$X^2 = -12.98$$

Expected frequency is gotten as follows: $\frac{133}{4} = 33.25$

4

Critical value of X^2 with a degree of freedom of 3 and level of significance of 0.05

Decision:

The calculated -12.98 is less than the critical value .Therefore, the null hypothesis is accepted while the alternative rejected which states that entrepreneurship studies in Nigerian higher institutions have not been adequately financed with Nasarawa State University, Keffi as a case study.

Using table 4.4 above, we can test hypothesis two as it is in line with the research question

Responses	Fo	Fe	Fo-Fe	$(Fo-Fe)^2$	$(Fo-Fe)^2/Fe$
Strongly agree	25	50	-25	-625	-12.5
Agree	20	50	-30	-900	-18
Undecided	15	50	-35	-1,225	-24.5
Disagree	18	50	-32	-1,120	-22.89
Strongly disagree	55	50	5	25	0.5
Total	133				-77.39

Calculated

$$X^2 = -77.39$$

Expected frequency is gotten as follows: $\frac{133}{4} = 33.25$

Critical value of X^2 with a degree of freedom of 3 and level of significance of 0.05.

Decision: The calculated -77.39 is lesser than the critical value. Therefore, the null hypothesis is accepted while the alternate is rejected which states that entrepreneurial studies have not benefitted Nigerian higher institutions, using Nasarawa State university as a case study.

Using table 4.5 above, we can test hypothesis 3 as it is in line with the research question.

Table 4.5

Responses	Fo	Fe	Fo-Fe	$(Fo-Fe)^2$	$(Fo-Fe)^2/Fe$
Strongly agree	30	50	-20	-400	-8
Agree	22	50	-28	-784	-15.68
Undecided	18	50	-32	-1024	-20.48
Disagree	15	50	-35	-1,225	-24.5
Strongly disagreed	48	50	-2	-4	-0.08
Total	133				-68.74

Calculated:

$$X^2 = -68.74$$

$$\text{Expected frequency} = \frac{133}{4} = 33.25$$

Critical value of X^2 with a degree of freedom of 3 and level of significance of 0.005

Decision:

The calculated -68.74 is less than the critical value. Therefore, the null hypothesis is accepted while the alternative is rejected which states that entrepreneurial studies in

Nigerian higher institutions have impediments, with Nasarawa state University as a case study.

4.6 Discussion of findings

It was found in the analysis of :to what extent have entrepreneurial studies in Nigerian higher institutions are financed, that 20 respondents represented 6% strongly agreed to the question, 18 respondents agreed with 13%, while 10 respondents were undecided which represented 20%, 25 respondents disagreed with 25.5% and 60 respondents strongly disagreed with 35.5%.

It was also found in the research question II above in the analysis of to what extent have entrepreneurship studies benefitted Nigerian higher institutions that 25 respondents who strongly agreed represented 8.7% while 20 respondents who agreed represented 16.5%, 15 respondents remain undecided which represented 25%, while 18 respondents disagreed with 18.2% and 55 respondents with 30% who strongly disagreed.

In the analysis of research question III,does entrepreneurial studies in Nigerian higher institutions any impediments; it was analyzed thus: that 30 respondents, which represented 23% of responses who strongly agreed that entrepreneurial studies in Nigerian higher institutions have no impediments, while 22 respondents of 18.5 agreed. 18 respondents of 13% undecided, 15 respondents of 18% disagreed and 48 respondents of 37.5% strongly disagreed that entrepreneurial studies in Nigerian higher institutions have no impediments.

4.7 Summary of findings

The summary of the research work could be seen thus:

It could be deduced from the analysis that entrepreneurial studies in Nigerian higher institutions are not being financed by the government and relevant authorities.

It was also seen that entrepreneurial studies have not benefitted students of Nigerian higher institutions hence the surge for white collar jobs. This could be seen as a result of poor knowledge of teachers/lecturers in entrepreneurship studies.

In the analysis of question III, it was found that entrepreneurial studies in Nigerian higher institutions have so many impediments ranging from poor infrastructures such as access road, electricity supply, capital, poor management skills, lack of financial literacy and poor government regulatory framework.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

This encompasses the summary of the entire work on entrepreneurship studies in Nigerian higher institutions: problems, achievements and prospects.

Chapter one, goes with an introduction leading to 1.1 background of the study, 1.2 statement of the problem, 1.3 research questions, 1.4 objectives of the study, 1.5 research hypothesis, 1.6 significance of the study, 1.7 Scope and limitations of the study and 1.8 been definition of terms.

Chapter two entails the literature review, with 2.1 as introduction, 2.2 Conceptual framework, 2.3 empirical reviews, 2.4 Theoretical framework and 2.5 Summary.

Chapter three, is the research methodology with 3.1 as introduction, 3.2 research design, 3.3 population and sampling technique, 3.4 methods of data collection, 3.5 procedure for data analysis and model specification, 3.6 justification of methods and 3.7 summary.

Chapter four, data presentation and analysis with 4.1 as introduction, 4.2 research question I, 4.3 research question II, 4.4 Research question III, 4.5 discussion of findings and 4.7 summary of findings.

Chapter five, summary, conclusion and recommendation, with 5.1 summary, 5.2 conclusion, 5.3 recommendation and 5.4 suggestions for further study.

To this end, we also have the appendices which includes references, appendix I and questionnaire (appendix II).

5.2 Conclusion

Based on the findings outlined above, this study concludes as follows:

Entrepreneurial studies in Nigerian higher institutions are not being financed by the government and relevant authorities.

Entrepreneurial studies have not benefitted students of Nigerian higher institutions, Nasarawa state University, Keffi as a case study. Hence the surge for white collar jobs.

Entrepreneurial studies in Nigerian higher institutions have so many impediments ranging from poor infrastructures such as access roads, electricity supply, capital, poor management skills, lack of financial literacy and poor government regulatory framework

5.3 Recommendations

In view of the above findings and discussion, the researcher hereby made the following recommendations:

Entrepreneurship in Nigerian universities should contain an extensive coverage on critical thinking and brain storming sessions that motivate business idea generation.

There should be a paradigm shift in the approaches adopted in Nigerian universities from being largely theoretical to experimental and practical approaches.

Effective teaching methods such as invitation of guest speakers, individual and group project, and particularly business simulations activities should be adopted by Nigerian universities to stimulate students' interest and business startups. Students' business

startups should be a prerequisite activity of an entrepreneurship programme because it increases the likelihood of students engaging in entrepreneurial activities at graduation.

Entrepreneurship educators should ensure to utilize their experience and skill to motivate students commitment to entrepreneurial related learning with particular emphasis on business plan writing. Business plan writing should be a prerequisite for graduation alongside with undergraduate projects and dissertations.

Nigerian higher institutions should employ qualified entrepreneurial studies teachers.

The governments should build more entrepreneurial study classes and laboratory in our tertiary institutions to accommodate the over populated students.

The government should pay entrepreneurial studies teachers very well for them to be serious in the field.

Students should be devoted in the area of entrepreneurial studies in their various higher institutions.

Teachers/lecturers should go for service training to update their knowledge and skill in entrepreneurial studies.

5.4 Suggestions for further studies

- i. Further research could examine the relationship between entrepreneurship education, student learning orientation and the expression of entrepreneurial implementation.
- ii. Further research on perceptions of students on entrepreneurship education and entrepreneurial intentions in selected Nigerian universities.

iii. Effects of Small and medium scale enterprises (SMEs) and poverty reduction in FCT, Abuja.

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APPENDIX 1

Department of Business Administration
Faculty of Administration
Nasarawa State University Keffi
10th October, 2018

Dear Sir/Ma,

LETTER OF INTRODUCTION

I am a student of the above department, conducting a research on the topic “Entrepreneurship studies in Nigerian Higher Institutions: problems, achievements and prospects with a case study of Nasarawa State University, Keffi”.

This is in partial fulfillment for the award of Masters in Business Administration (MBA). I will be glad if you help fill the attached questionnaires to enable me carry out this research successfully.

I assure that your responses will be treated in confidence and used solely for this research.

Thanks for your cooperation.

Yours faithfully,

Aya Yakubu Ayiwulu.

APPENDIX II

QUESTIONNAIRE

Instruction: Some of the questions contain response alternative, you are expected to tick against the alternative(s) of your choice, as thus (√)

SECTION A

1. Sex: Male Female
2. Age Bracket: Below 25 yrs. 26-35 yrs. 36-40 yrs. 41 yrs. and above
3. Marital Status: Single married others
4. Educational Qualification: GCE/WASCE A 'Level/OND

B.Sc./HND/BA M.Sc./MBA

SECTION B

1. To what extent have entrepreneurship studies in Nigerian higher institutions been financed? Strongly disagree, Disagree, Undecided, Agree, strong agree.
2. Has entrepreneurship studies in Nasarawa State University been financed through the state government subvention?? Strongly disagree, disagree, undecided, Agree, Strongly agree
3. Has entrepreneurship studies in Nasarawa state University been financed through the internally generated revenue (IGR)? Strongly disagree, Disagree, Undecided, Agree, strongly agree
4. Does entrepreneurship studies in Nasarawa state University any problems, challenges and prospects? Strongly disagree, Disagree,

Undecided, Agree, strongly agree.

5. To what extent have entrepreneurship studies benefitted Nigerian Higher institutions? Strongly disagree, Disagree, Undecided, Agree, Strongly agree.
6. In what ways has entrepreneurship studies benefitted Nasarawa state University Keffi? Strongly disagree, Disagree, Undecided, Agree, Strongly agree
7. To what extent has entrepreneurship studies reduced students dependency level on their parents/guardian? To a large extent, to a small extent
8. How has entrepreneurship studies contributed to standard of living to Nasarawa state university keffi? Strongly disagree, disagree, Undecided, Agree, strongly agree.
9. Has entrepreneurship studies in Nasarawa state university reduced social vices amongst youth (students)? Strongly disagree, Disagree, Undecided, Agree, strongly agree.
10. Does entrepreneurship studies in Nigerian higher institutions any impediments? Strongly disagree, disagree, Undecided, Agree, Strongly agree.
11. Can the Impediments of entrepreneurship studies in Nasarawa state University be linked to finance and management meddlesomeness? To a large extent, To a small extent.
12. Are there ways the impediments of Entrepreneurship studies in Nasarawa State University can be curtailed or avoided? Yes No.

13. Has entrepreneurship studies in Nigerian higher institutions contributed to employment generation? Adequate, Inadequate
14. Does a relationship exist between SMEs and economic growth and development? Strongly disagree, Disagree, Undecided, Agree, Strongly agree.
15. To what extent can SMEs development lead to growth in GDP? To a large extent, To a small extent