



NIGHTINGALE PUBLICATIONS AND RESEARCH INTERNATIONAL

EFFECT OF ENTREPRENEURIAL EDUCATION ON SELF EMPLOYMENT GENERATION IN KADUNA METROPOLIS

HELEN AFANG ANDOW Ph.D

*Department of Business Administration,
Kaduna State University, Kaduna, Kaduna
State*

Introduction

In the past, the high unemployment rate was strange to graduates in Nigeria. Where this high unemployment rate prevailed among people without basic education (Akintoye, 2018). The study made people with or not primary education people who were largely affected by unemployment in the 1970s. The study placed people with school status between 76.8 and 80.6 per cent of unemployment in 1974 and 1978, respectively among the unemployed labour force; showing that non-graduates have an unemployment problem. At the same time, graduate unemployment was less than 1 per cent of the labour force in 1974, but rose to 4 per cent in 1984 (Akintoye, 2018). This trend, however, has changed since then. The unemployment rate for graduates has risen astronomically since then. For example, between 1992 and 1997, it increased to 32 per cent; this is about 700 per cent above

Abstract

This study determines the effect of entrepreneurial education on self-employment generation in Kaduna Metropolis. The study adopted correlation survey design and the population consists of all citizens 96 trained in Kaduna state university entrepreneurship research and development Centre in Kaduna. Primary data was collected through copies of structured questionnaire. Data collected for this study were analyzed quantitatively using descriptive and regression statistical tools to test the hypothesis. The study revealed that Acquired vocational skills have no significant effect on self-employment, Government employment training programme does not significantly lead to self-employment and Acquired

Managerial skills do not significantly lead to self-employment. Thus, the study concludes that entrepreneurial education enhances self-employment. Based on the findings of the study, the study recommends that the government should create ways on which to motivate and promotes skills development and acquisition and develop a culture of openness and trust so that budding entrepreneurs can give their ideas and opinions for the entrepreneurial success also, training systems should be orientated to creativity as well. Much more, the importance of creativity should be understood in business sector as well as in government institutions, because government has the exceptional power to trigger the changes in business environment.

KEYWORDS: *Self-Employment; Entrepreneurial Education; Vocational Skills; Managerial Skills; Business Environment.*

and above the 1984 figure (Akintoye, 2018). In 2008, the unemployment rate for graduates had risen to 71.4 per cent (Egunsola, Dazala and Daniel, 2012). The implication of this is that for 10 graduates in Nigeria, 7 of them are unemployed among the unemployed labour force.

The general household survey conducted by the National Bureau of Statistics (NBS) in 2017 put the unemployment rate in Nigeria more than 30 percent. This is a very worrisome development to all stakeholders: the society, the unemployed and the government. Particularly worrisome is the rising rate of graduate unemployment among the unemployed labour force in the country over the years (NBS, 2018). Equally worrisome is also the alarming rate of unemployment among non-graduates. Oye, Ibrahim and Ahmad (2017) put the largest proportions (31-50%) of the unemployed in the country as being secondary school graduates with 40% of them representing urban youth ranging between 20 and 24 years. Another 31% of them fall within the age range of 15–19 years. Statistical reports from National Bureau of Statistics and Central Bank of Nigeria for various years shows that unemployment rate in Kaduna State was 8% in 2006, 14.9% in 2008 and 25.2% in 2011 and 31.7% in 2016 (Eme, 2018). The resultant effect of this high rate of unemployment in Nigeria is youth restiveness of all kinds such as blowing off of crude oil pipes, kidnapping as well as these youth organizing themselves into militant groups in the form of Egbesu Boys, Oodua People’s Congress, Bakassi Boys, Almajiris, “area boys” and Boko Haram to target the very society that alienated them (Liolio, 2013).

In order to get jobs, therefore, relevant skills must be acquired to carry out such jobs. However, Akutson and Udeh (2015) drew attention of how relevant skills acquired lead to the creation of millions of small businesses which create employment. From the foregoing, it is discovered that the unemployment rate is high among both non-graduates and graduates. It is in view of this rising rate of unemployment that this study seeks to find out if vocational skills actually lead to self-employment. In the attempt to provide the needed solutions to societal problems; process are set in motion and it is the processes put in motion that open up the opportunities for engagement of human effort for job creation. Jobs are said to be created when firms are established by entrepreneurs and require people with requisite skills to apply for existing vacant positions. In essence entrepreneurs through entrepreneurial education create job opportunities.

However, despite programs specifically set up by the government to combat the high unemployment rate among the unemployed labor force, the unemployment rate continues to grow steadily, particularly graduate unemployment. The unemployed in Kaduna State permanently depend on the Government as the only source of job creator (Anyadike, 2012). The youths of Kaduna State after acquiring entrepreneurial skills in school dump the acquired knowledge which leads to massive unemployment as it is seen in Kaduna State where majority of healthy individuals are idle looking up to the government to provide job opportunities to them. As a result of the fact that government at all levels seem to be the sole employer of labour, the unemployment rate continuous to increase at an alarming rate or proportionate to the number of people who graduate from the various institutions of learning in the country. It is in light of this rise in the unemployment rate that this study seeks to find out whether this entrepreneurial education has a means of enhancing employment in Kaduna Metropolis. The general objective of this study is to determine the effects of entrepreneurial education on self-employment generation in Kaduna Metropolis. The specific objectives are to:

- i. determine how acquired vocational skills provide self-employment;
- ii. determine how government employment training programme leads to self-employment;
- iii. determine how acquired managerial skills lead to self-employment

Based on the objectives of the study, the following hypotheses were stated:

H₀₁: Acquired vocational skills have no significant effect on self-employment.

H₀₂: Government employment training programme does not significantly lead to self-employment.

H₀₃: Acquired managerial skills do not significantly lead to self-employment.

Literature Review

Concept of Entrepreneurship Education

According to Danko (2006), not so long ago, anyone who went to school, college, polytechnic or university was almost sure of getting a paid job. In Nigeria today, this is no longer the case because of the unhealthy situation of the economy. Bukola (2011) estimated that the need for entrepreneurship education in Nigeria began to emerge in the mid-1980s. Indeed, before this period, unemployment and poverty were not a national concern as it was the case. this is currently the case. However, political instability and inconsistencies in the socio-economic policies of successive governments have led to the emergence of a high unemployment rate in Nigeria. In the mid-1980s, the Nigerian economy collapsed and youth unemployment and graduates soared. Large-scale layoffs of workers and early retirement have been caused by the countrys structural adjustment policies and poor economic trends. Faced with this situation, the entrepreneurial spirit that could have saved the situation was not encouraged.

According to Idris and Baba (2016), the federal government of Nigeria was apparently concerned about the soaring unemployment rate, falling per capita income, youth resistance in various parts of the country, asked all the country's higher institutions to conduct a program of studies on entrepreneurship. Compulsory course for all students, whatever their discipline, from the 2007/2008 academic session. By making entrepreneurship education mandatory, the government seeks to create entrepreneurs with opportunities or knowledge that should be key drivers of growth in our economy. Entrepreneurial Education aims to provide students, especially those in higher education institutions, with the knowledge, skills and motivation to encourage entrepreneurial activities in a variety of contexts. However, Emeraton (2008) described entrepreneurship training as one that addresses the attitudes and skills needed to enable individuals to adapt to their environment in the process of conservation, start-up and growth. management of a company. According to Oduwaiye (2005), entrepreneurship education prepares the individual to acquire the skills that can be sold that could be used to run his or her own business or that of others.

Enterprise education is therefore helps students develop positive attitudes, innovation and the skills needed for the economy, rather than depending on the government for employment. This in turn will produce graduates with self-confidence and independent thinking skills to discover new information leading to economic development (Emeraton, 2008). According to Agu (2006), entrepreneurship training is the type of training designed to change The attitude of the recipients and the process will equip them with the necessary skills and

knowledge to enable them to start and run a business. According to Isaac, Visser, Friedrich and Brijlal (2017), entrepreneurship education is the voluntary intervention of an educator in the life of the learner to survive in the business world. It focuses mainly on teaching students how to develop a business plan (Ronstadt, 2008). Entrepreneurial education develops and stimulates the entrepreneurial process by providing all the tools needed to start up new businesses (Postigo and Tomborini, 2002). It is generally accepted that entrepreneurship training is an imperative that would contribute positively to improving entrepreneurial entrepreneurship and the acquisition of skills, creativity, trust, dynamism and courage to create jobs for themselves and for others. Entrepreneurship education has come to mean all forms of knowledge transfer that seek to empower individuals to create real wealth in the economic sector, thus advancing the cause of nation-building in the world.

Concept of Employment

Self-employment can be defined on the basis of the traditional classification of employment used by the ILO and the OECD, or on the subject itself, self-employment. According to the ILO classification, self-employment is defined as such when wages directly depend on the profit (or future profit) earned on the goods produced or the services provided (Pedersini & Coletto, 2018). The subject-based definition considers self-employment as work involving a self-employed person, ie an incorporated self-employed person, a person who chooses a form of legal person to develop the entirely self-employed activity incorporated (Evans, 2009). However, Startiene (2010) is of the opinion that, based on previous studies of experts on the main characteristics of self-employment, self-employment can be defined as a simplified form of entrepreneurship, in which a person combines financial resources with personal abilities. to offer market goods / services (consumers) in order to obtain financial and / or non-financial benefits and to assume the risks of self-employment. Indeed, self-employment and its concept of the subject show that self-employment can be defined differently in different countries on the basis of tax regulations, social security contributions, unemployment benefits, sickness and disability benefits, social security and, finally, responsibility. for their work (Startiene, 2010). Therefore, in countries such as Hungary, Ireland, Norway and the United Kingdom, the description of self-employment is not legally guaranteed. In Sweden, Estonia and the Netherlands, self-employment is separate from salaried workers, while in countries such as Lithuania, Slovenia and Slovakia there is legal support for self-employment. Self-employment is perceived by this study as an activity generating income directly from customers, customers or other

organizations, as opposed to employment income. It's about generating revenue through profit.

Theoretical Framework

Theory of Planned Behavior

According to Ajzen and Madden (1992), the theory of planned behavior explains and anticipates a wide variety of human behaviors in various contexts. This theory is constructed from a literature of social cognitive psychology and has been developed in a model based on decision making and ensuring that there is enough information. The assumption of the model is that a significant amount of behavior takes control of the actor; thus, the behavior may be known by including the intention to behave of an individual (Ajzen and Fishbein, 1980). Intentions are a motivation, a willingness to make an effort and a willingness to try to adopt this behavior (Ajzen, 1991). The intent of a person is the pattern or behavioral plan that mediates between the person attitudes and the promulgation of that behavior (Ajzen and Fishbein, 1980). When an individual intention is based on his or her personal attitudes and translated into actions, the individual has adopted a planned behavior. Planned behavior theory is particularly applicable when the behavior under examination is rare, difficult to observe or involves unpredictable delays (MacMillan and Katz, 2009). This theory has been used by different entrepreneurs to define entry decisions. 'The possibility that a behavior; the transfer of a company will evolve according to the will of an individual, the entrepreneur to adopt this behavior, while the persons attitudes strongly develop his intentions (Ajzen, 1991, Ajzen and Fishbein, 1980). The Ajzen-Fishbeing model of behavioral behavior has long been used by social psychologists and marketing researchers. This model is used to predict intentions and behaviors. These models have been widely used in practice ranging from health care (weight loss, quitting) to safety (use of seatbelt) and marketing (use of vouchers). The Planned Behavior Theory examines three antecedents of attitude of interest, drawn from other existing theories. Two of these antecedents of attitude attitude show a performance perceived as desirable behavior, while the third shows that the subject perceives that the behavior can be controlled personally. The model also explains attitudes that have testable antecedents.

The theory of planned behavior is criticized at different levels. Some authors have said that the theory is causal because of the effect / cause relationship between the construction of the mind and the attitude. It is said that the concept of attitude partly determines the intent that can in turn be used to predict the actual behavior of an individual. Ajzen and Fishbein (1980) were of the opinion that since correlations are only measures of association and do not involve directionality, we can also predict

a person's attitude from his or her intention. This is not consistent with the implicit implicit hypotheses implicit in various theories as articulated by Armitage and Conner (2009). It is said to be complete in the sense that any other influence on behavior has its impact on external components (Armitage & Conner, 2008). Ajzen (1991) adopted the additional concepts of the theory of planned behavior and emphasized the fact that it must show a significant proportion of the variance of behavior after all the main variables of the theory have been taken into account. The theory laid emphasis on the need for an entrepreneur to possess the required capabilities and resources as prerequisite condition necessary for achieving a sustained competitive advantage. The aforementioned addresses the need for small scale enterprises to be proactive giving the changing business environment. In the light of the foregoing, small scale businesses that wish to survive in a changing business environment must possess an exceptional skill that would guarantee good understanding of the economic environment in attempt to achieve a sustained competitive advantage

Empirical Review

Obi (2019) studied the communication skills required for university graduates to succeed in professional organizations. The purpose of this study was to determine the communication skills needed by university graduates. Three research questions guided the study. A descriptive survey plan was used for the study. The study sample consisted of 250 people from the population of 780 respondents. A questionnaire of 30 questions was used to obtain information from respondents. The results of the study show that employees differed in the importance of the writing, speaking, reading, and listening skills required by university graduates to achieve satisfactory job performance, but not significantly. The study concluded that graduated university employees were perceived as deficient in the four communication skill groups.

Eziama (2019) conducted a study on the entrepreneurial skills needs of women in small enterprises in the state of Imo. The purpose of the study was to determine the entrepreneurial skills (management, personality and human relations skills, marketing, sales, financing and accounting) needed by women entrepreneurs who manage small businesses in the State of California. Imo, Nigeria. A descriptive survey plan was used for the study. The population used for the study was 985 people and the study sample consisted of 252 literate women (managers / owners) of small businesses. A questionnaire of 30 questions was used to obtain information from respondents. The findings of the study show that women entrepreneur who run small businesses in the state of Imo need entrepreneurial skills such as; managerial

skills, personality and human relations, marketing, financial management and accounting.

Shaibu (2016) conducted a study on digital literacy skills of technology and vocational teachers and students in higher education institutions in the north-central zone of Nigeria. The main objective of the study was to determine the level of electronic literacy skills of technical and vocational teachers and students from higher education institutions in the north-central area of Nigeria. Five research questions and five null hypotheses guided the study. The researcher used a descriptive survey plan for the study. The sample of the study included 500 respondents. The instrument used for data collection was a structured questionnaire. The study results revealed that the respondents did not have data management skills and had a low level of word processing skills. The study also revealed that most higher education institutions lacked competent staff to teach these skills and that teachers were not allowed to update their knowledge of new technologies. James (2016) conducted a study on pre-service skills needs in order to increase the employability of technical college graduates in the Niger state. The purpose of the study was to determine the pre-service skills required for technical college graduates in relation to the labor market skills required for increased employability. Three research questions and one null hypothesis guided the study. The design of the survey research was used for the study. The total population of the study was 286. There was no sampling because the population was of manageable size. A structured questionnaire consisting of 92 elements was used to obtain information from respondents. The mean and the standard deviation were used to analyze the data and answer the research questions. The researchers found that employers preferred finished products or graduates from universities with adequate employability skills and no need for expensive new training.

Onah (2016) conducted a study on entrepreneurship education needs of independent artisans and artisans in the city of Enugu. The purpose of the study was to determine the entrepreneurial education needs of artisans and artisans. Six research questions and three null hypotheses guided the study. The researcher used a descriptive design for the study. The study population consisted of 1,840 artisans / craftsmen while the sample used for the study was 600 artisans / craftsmen. The instrument used for data collection was a 30-point structured questionnaire. Mean scores were used to answer research questions, while a two-way ANOVA was used to test the null hypothesis. The results of the study show that six entrepreneurial skills, including management skills, accounting skills, public relations, marketing, communication and recordkeeping skills are very important to all independent artisans and artisans.

Agbogidi (2019) conducted a study on the entrepreneurial skills required of automotive technology students in technical colleges for the creation of small and medium enterprises in the Delta State. The purpose was to identify the entrepreneurial skills required by automotive technology students. A descriptive survey plan was used for the study. No sampling was done because the number of respondents was low. As a result, the entire population was used for the 59-person study. A questionnaire of 10 questions was used to obtain information from respondents. The researcher found that in the field of auto repair and other areas, workers needed the skills and knowledge they needed to do their jobs. These skills include management skills, financial management skills, marketing skills and communication skills.

Methodology

The study adopted correlation survey design and attention was paid to the variables of study which are entrepreneurship education measured with entrepreneurial skills and the dependent variables such as job. For the purpose of this study, the population consists of all citizens 96 trained in Kaduna state university entrepreneurship research and development Centre in Kaduna. Census sampling technique was used to adopt the population as the sample of the study. Data for the study was sourced from primary source. The primary source of data collection for the study was structured questionnaire. Data collected for this study were analyzed quantitatively using descriptive and regression statistical tools to test the hypothesis.

Model Specification

The Model for this study is expressed as follows;

$$SE = f (AVS, GETP, AMS)$$

$$OP = \beta_0 + \beta_1AVS + \beta_2GETP + \beta_3AMS + \varepsilon$$

Where: AVS= Acquired Vocational Skills; GETP= Government Employment Training Programme; AMS= Acquired Managerial Skills; SE= Self-Employment; ε = An error term with mean zero and constant variance; β_0 = Intercept; β_1 - β_3 = Coefficients of the independent variables.

Data Presentation and Analysis

The research questionnaire was administered to ninety-six (96) respondents which is the sample size representing the study population. Of this eighty-nine (89) questionnaires were properly treated returned. The responses of the respondents are presented in frequency tables and analyzed as follows:

Descriptive statistics**Table 1 Descriptive Statistics**

	Mean	Std. Deviation
SE	3.0480	.12926
AVS	3.2757	.38268
GETP	3.3375	.32987
AMS	3.1056	.03073

Source: SPSS Output, (2020)

The table 1 shows the risk management practices with the mean score and the standard deviations from the means of each of the data points collected from the respondents. In the table of SE, AVS, GETP and AMS are 3.0480, 3.2757, 3.3375 and 3.1056 respectively across all the SE under study. The standard deviations recorded by SE, AVS, GETP and AMS were minimal showing an indication that there was minimal variation in the variables between the SE under study.

		SE	AVS	GETP	AMS
Pearson Correlation	SE	1.000	.433	.356	-.277
	AVS	.433	1.000	-.369	.673
	GEPS	.356	-.369	1.000	-.811
	AMS	-.277	.673	-.811	1.000

Source: SPSS Output, (2020)

Correlation coefficient varies from -1 to +1. A +1 coefficient is an indication of a perfect correlation while a -1 shows a perfect negative correlation. In table 23, the correlation coefficient for the variables was positive and significant showing a clear indication that there is a correlation between entrepreneurial education and enhancing employment except for AMS which had a negative correlation.

Test of Hypotheses and Discussion of Results

Regression analysis are used to measure the effect of the independent variable to the dependent variable of hypothesis 1, 2 and hypothesis 3 and proper interpretation and analysis techniques were used to explain the hypotheses testing.

Hypothesis 1

H₀₁: Acquired vocational skills have no significant effect on self-employment.

Hypothesis 2

H₀₂: Government employment training programme does not significantly lead to self employment.

Hypothesis 3

H₀₃: Acquired managerial skills do not significantly lead to self-employment.

Table 3 Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.891 ^a	.794	.790	.05917	2.509

a. Predictors: (Constant), (AVS, GETP, AMS

b. Dependent Variable: SE

Source: SPSS Output, (2020)

The table above shows, R adjusted is 79.4% indicating how the statistical measures in the above study are closer to the fitted regression line. In this study we relied on adjusted R squared because of the number of study variables in the prediction of the dependent variable. The standard error shown in the study is .05917 which indicates a high accuracy of the prediction made in this study. This is a clear indication that 79% percent of changes in self employment in Kaduna Metropolis could be attributed to Entrepreneurial education under study. R in this study is shown by the correlation coefficient which determines the relationship between the study variables. Durbin Watson value of 2.509 shows there is no autocorrelation. From the above findings, we can, therefore, conclude that there is a positive correlation between the study variables.

Table 4 ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.124	3	.708	202.219	.000 ^b
	Residual	.550	157	.004		

	Total	2.673	160			
a. Dependent Variable: SE						
b. Predictors: (Constant), AVS, GETP, AMS						
Source: SPSS Output, (2020)						

Table 4 above shows the ANOVA presentation. The population parameters were found to have a significant p-value of 0% which is lower than the 0.001. This is a clear evidence that the data used in the study was adequate and reliable for concluding the variables under study since the value of significance (p-value) is lower than 5%. The F statistic critical at 5% level of confidence was 202.219, the study concludes that the overall model is significant and that AVS, GETP and AMS are influencing SE in Kaduna Metropolis.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.841	1.147		16.430	.000
	AVS	.409	.018	1.211	22.576	.000
	GETP	.094	.027	.241	3.556	.000
	AMS	.415	.358	1.287	15.118	.000
a. Dependent Variable: SE						

Source: SPSS Output, (2020)

The established multiple linear regression equation is

$$Y=18.841+0.409X_1 + 0.094X_2 + .415X_3 + \text{error.}$$

In the above regression equation, it was established that holding the Entrepreneurial education in the regression namely: AVS, GETP and AMS at a constant zero, self employment in Kaduna Metropolis will be at 18.841.

Further analysis from the study and the regression indicates that, the relationship between AVS and SE is significant and positive with a coefficient of .409 and a p-value of 0.000, a unit increase in AVS would result to increase to the SE by a factor

of 0.409, this suggests that the AVS has significantly positive impact on the SE in Kaduna Metropolis during the period of the study. Based on this, the study rejects the null hypothesis one (H01) which states that There is no significant relationship between AVS and SE in Kaduna Metropolis. As a result, the study deduces that AVS has a significant impact on the SE in Kaduna Metropolis during the period of the study.

From the coefficient table, the analysis from this study and the regression indicates that, the relationship between GETP and SE is significant and positive with a coefficient of 0.094 and a p-value of 0.000, a unit increase in GETP would result to increase to the SE by a factor of 0.094, this suggests that the GETP has significantly positive impact on the SE in Kaduna Metropolis during the period of the study. Based on this, the study rejects the null hypothesis two (H02) which states that There is no significant relationship between GETP and SE performance in Kaduna Metropolis. As a result, the study deduces that GETP has a significant impact on the SE in Kaduna Metropolis during the period of the study.

In addition, the analysis of study and the regression indicates that, the relationship between AMS and SE is significant and positive with a coefficient of 0.415 and a p-value of 0.000, a unit increase in AMS would result to increase to the SE by a factor of 0.415, this suggests that the AMS has significantly positive impact on the SE in Kaduna Metropolis during the period of the study. Based on this, the study rejects the null hypothesis three (H03) which states that There is no significant relationship between AMS and SE in Kaduna Metropolis. As a result, the study deduces that AMS has a significant impact on the SE in Kaduna Metropolis during the period of the study.

Discussion of Findings and Implication

The study found that AVS has a p-value of 0.000 and a beta value of 0.409 which is significant at 5%. This signifies that AVS has a positive impact on of SE in Kaduna Metropolis. It, therefore, implies that for every increase in AVS increases by 40.9%. This finding is however in conformity with that of Akinruwa (2013) & Aliyu (2017) The study also found that Personality competency has a p-value of 0.000 and a beta value of 0.094 which is significant at 5%. This signifies that GETP has a positive and significant impact on SE performance in Kaduna Metropolis. It, therefore, implies that an increase in GETP to increase in SE by 9.4%. This study is however in conformity with Nersia, (2005); Nusrat & Tarun, (2014) & Aliyu, (2017)

Finally, the study found that AMS shows a p-value of 0.000 and a beta value of 0.415 which is significant at 5%. This signifies that AMS has a positive, strong and significant impact on SE. It, therefore, implies that an increase in AMS leads to

increase in SE performance by 41.5%. This study is also in conformity with Nersia, (2005); Nusrat, & Tarun, (2014) & Aliyu, (2017)

Conclusion

The success of Nigeria entrepreneurs in today's global world cannot be over-emphasized. Businesses all over the world go as far as possible adopt strategies that they perceive would aid their performance. The study revealed that Acquired vocational skills have no significant effect on self-employment, Government employment training programme does not significantly lead to self-employment and Acquired managerial skills do not significantly lead to self-employment. Thus, the study concludes that entrepreneurial education enhances self-employment.

Recommendations

Based on the findings of the study, the following recommendations can be summarized;

- i. Thus, the study recommends that the government should create ways on which to motivate and promotes skills development and acquisition.
- ii. The study recommends that the government should develop a culture of openness and trust so that budding entrepreneurs can give their ideas and opinions for the entrepreneurial success.
- iii. The training systems should be orientated to creativity as well. Much more, the importance of creativity should be understood in business sector as well as in government institutions, because government has the exceptional power to trigger the changes in business environment

Reference

- Agbogidi, M. (2019). Real Effects of Academic Research: Comment American Economic Review, 82 (1), 363-367.
- Abebe, A. (2015). Entrepreneurial Intention of Undergraduate Students: Impacts of Attitudes and Role Model. (Master Thesis), Addis Ababa University, Ethiopia
- Ajzen, I. (1987). Attitudes, traits and actions: Dispositional Predictions of behavior in Social Psychology. *Advances in Experimental Social Psychology*, 20:1-63.
- Alemu, K. S. & Ashagre, K. T. (2015). Determinants of Entrepreneurial Intent among University Students: The Case of Ambo University. *Journal of Asian and African Social Science and Humanities*, 1(3):117-131
- Anderson, A. (2000). Paradox in the Periphery: an entrepreneurial reconstruction, *Entrepreneurship and Regional Development*, 12, 91-109.
- Bandura, A. (1986). *Social Foundations of Thought and Action*, Prentice-Hall, Englewood Cliffs, NJ.
- Bandura, A. (1997). *Self-efficacy: the exercise of control*. New York: W. H Freeman.
- Banu, D. P. (1984). *Attitude toward Science held by Secondary School Students in Gongola State of Nigeria*. Unpublished M.ed Dissertation.

- Baumol, W. J., (2002). Entrepreneurship in economic theory. *American Economic Review. Papers and Proceedings*.
- Biddle, S. J. H, & Chatzisarantis, N. (1999). Motivation for a physically active lifestyle through physical education.
- Bird, B. (1988). Implementing entrepreneurial ideas: the case for intention, *Academy of Management Review*,13,3,442-453.
- Boyd, N.G. & Vozikis, G. S. (1994). The influence of self-efficacy on the development of entrepreneurial intentions and actions". *Entrepreneurship Theory and practice*, 18(4), 63-77.
- Cambell, N., & Roberts, K. (1986). Lanchester market structures: A Japanese approach to the analysis of business competition. *Strategic Management Journal*, 7:189-206
- Chen, C. C., Greene, P. G. & Crick, A. (1998). Does entrepreneurial self-distinguish entrepreneurs from manager? *Journal of Small Business Venturing*, 13,4, 295-316.
- Egunsola, A. O. E., Dazala, I. U., & Daniel, J. D. (2012). Entrepreneurship education and attitude of undergraduate students to self-employment in Mubi, Adamawa State, Nigeria. *Journal of Education and Practice*, 3(8), 95-102.
- Ekundayo, B. B. & Durowaiye, B. E. (2014). The Impact Of Entrepreneurship Education On Entrepreneurial Intentions Among Nigerian Undergraduates. *Impact: International Journal of Research in Humanities, Arts and Literature*, 2(11), 15-26.
- Eziama, N. (2019). Assessing the impact of entrepreneurship education programmes: A new methodology. *Journal of European Industrial Training*, 30 (9),701-720.
- Gardner, D. G. & Pierce, J. L. (1998). Self-esteem and Self-efficacy within the organizational context: An empirical comparison, *Group and Organization Management*,23,48-70.
- Gibb, A. A. (1993), Enterprise culture and education. Understanding enterprise education and its links with small business entrepreneurship and wider educational goals. *International Small Business Management Journal*,11(3),11.
- Gist, M. E. & Mitchell,T.R.(1992),Self-efficacy: A theoretical analysis of its determinants and malleability, *Academy of Management Review*, 12,472-485.
- Glanz ,K.,Rimer, B. K.& Lewis, F.M.(2002). *Health Behaviour and Health Education: Theory, Research and Practice*, San Fransisco: Wiley and Sons.
- Hannan ,M., Hazlett, S. A. & Leitch, C.(2004), *Entrepreneurship Education: How Do We Measure Success? Working Paper* ,Queen's University Belfast.
- Hawkins,D.I.,Best,R.J.&Corney,K.A.(1983), *Consumer Behaviour-implications for marketing strategy*. Revised edition, business publications incorporate Plano, Texas.
- Hebert,R.,&Link,A.(1989).In *Search of the Meaning of Entrepreneurship*. *Small Business Economics*,1,39-49.
- Ibrahim,A.&Abdullahi,U.M (2014). Analysis of Mind-Set (Intention and Constraints) of Nigerian Students towards Entrepreneurship in the Country. *Journal of Education and Practice*, 5(24), 86-92
- James,K.(2016), *Running, or Stumbling through, Simulation Games for Learning*,19(4),160-167.
- Katz,J.A.(2003), The chronology and intellectual trajectory of American entrepreneurship education. *Journal of Business Venturing* 18(2):283- 300.
- Keat,O.Y, Christopher Selvarajah &Denny Meyer (2011), Inclination towards entrepreneurship among university Students: An empirical study of Malaysia nuniversity students. *Centre for Promoting Ideas, USA International Journal of Business and Social Science* 2(4).
- Kamit,W. (2008), *Entrepreneurial Intention Research: Implications for Entrepreneurship education*. *Journal of Entrepreneurship Education*, Annual 2008.
- Kollmann,T.,& Kuckertz,A .(2006), Venture types and the entrepreneurial event: cross-cultural empirical evidence. *Journal of Enterprising Culture*,14(1):27-48.

- Kidane A.& Harvey, B.H.(2009). Profile of Entrepreneurs: employing step wise regression analysis to determine the factors that impact the success of entrepreneurs. *Review Business Research*,9(3),55-65.
- Krousocas,J.A.(1999), Middle school students' attitudes toward a physical education program. Dissertation submitted to the faculty of the Virginia polytechnic institute and state university.
- Krueger,N&Brazeal,D.(1994), Entrepreneurial potential and potential entrepreneurs. *Entrepreneurship Theory and Practice*,18(3):91-104.
- Krueger,N., Reilly M.,&Carsrud,A.(2000), Competing models of entrepreneurial intentions. *Journal of Business Venturing*,15,5-6,411-432.
- Kuratko, D. (2005). "the Emergence of Entrepreneurship Education: Development, Trends and Challenges". *Entrepreneurship Theory and Practice*, 29 (5), 577-597.
- Lame, S.M.&Yusoff, W.F.W. (2013). The Perception of Students Towards Entrepreneurship Courses: An Empirical Study of Nigerian Polytechnics Students. 2nd International Conference on Technology Management, Business and Entrepreneurship, 227-240
- Lawan,U.M.,Envuladu,E.A.,Mohammad,M.A.,Wali,N.Y.&Mahmoud,H.M.(2015). Perceptions and Attitude towards Entrepreneurship Education Programme, and Employment Ambitions of Final Year Undergraduate Students in Kano, Northern Nigeria. *International Journal of Education and Research*,3(11),229-242
- Liñán,F.,Rodríguez-Cohard,J.C.,&Rueda-Cantuche,J.M.(2011).Factors affecting entrepreneurial intention levels: A role for education. *International Entrepreneurship and Management Journal*, 7(2),195-218.
- Onah,A.F.(2016). Entrepreneurship Education: A Viable Tool for Youth Empowerment in Nigeria. *Academic Journal of Interdisciplinary Studies*, 3(4),11-20.
- Pulka,B.M.&Aminu,A.(2014).An Assessment of Factors Influencing Students' Attitude towards Entrepreneurship Education in Nigerian. Universities. *Journal of Social Sciences*,3(4),505-515.
- Rudhumbu,N.,Svotwa,D., Munyanyiwa,T.&Misau,M.(2015). Attitudes of Students towards Entrepreneurship Education at Two Selected Higher Education Institutions in Botswana: A Critical Analysis and Reflection. *Academic Journal of Interdisciplinary Studies*,5(2),83-94.
- Schumpeter,J.(1995). *The Theory of Economic Development*. Cambridge, Mass: Harvard University Press.
- Segal,G.,Borgia,D.&Schoenfeld,J.(2005),The motivation to become an entrepreneur, *International Journal of Entrepreneurial Behaviour and Research*,11,42-57.
- Segumpan ,R.G.& Zahari, J.S.A(2012). Attitude towards Entrepreneurship among Omani College Students Trained in Business. *International Journal of Business and Behavioural Sciences*, 2(4),61-72.
- Sexton,D.L.(1997), Entrepreneurship research needs and issues. In Sexton, D. &Smilor,R. (Eds).*Entrepreneurship2000*.Chicago,IL:Upstart Publishing Company.
- Shapero,A.,Sokol(1982), Social dimensions of entrepreneurship. In Kent, C.(Eds), the encyclopedia of entrepreneurship:72-90.Englewood Cliffs, NJ:Prentice Hall.
- Simpson,R.D.&Oliver,J.S.(1990), A summary of major influences on attitude toward and achievement in science among adolescent students. *Science Education*,74,1-18.
- Shuaibu, R. W. (2016), Entrepreneurship reflections on subversive activity. *Journal of Business Venturing*. 12(5) 341-421.
- Summers,D.F.(2000), *The formation of entrepreneurial intentions*, Garland Publishing Inc.,New York, NY.
- Souitaris,V.,Zerbinati,S.,&Al-Laham,A.(2007), Do entrepreneurship program Raise entrepreneurial intention of science and engineering students? The effect of learning, inspiration and resources. *Journal of Business Venturing*, 22(4):566-591.

- Thurik,R.,& Wennekers,S.(2004). Entrepreneurship, small business and economic growth. Journal of Small Business and Enterprise Development,11(1),140-149.
- Tkachev,A.,&Kolvereid,L.(1999), Self-employment intentions among Russian students. Entrepreneurship & Regional Development, 11(3):269-280.
- Venkatachalam,V.B.& Waqif A.A.(2005)."Outlook on integrating entrepreneurship in management education in India." Decision 32(2):57-71.
- Venkatraman,S.(1997), the distinctive domain of entrepreneurship research, in Katz,J.A.(ed.), Advances in entrepreneurship, firm emergence, and growth. Greenwich, Connecticut: JAI Press, pp.119-138.
- Zhao,H.,Hills,G.E.,&Seibert,S.(2005) the mediating role of self-efficacy in the development of entrepreneurial intentions. Journal of Applied Psychology, 90,6,1265-1272.