

# *The Macrotheme Review*

*A multidisciplinary journal of global macro trends*

---

---

## AN APPRAISAL OF ENTREPRENEURSHIP EDUCATION (EED) AS A KEY TO EMPLOYMENT GENERATION IN NIGERIA A CASE OF SELECTED TERTIARY INSTITUTIONS IN ABIA STATE

Nwaeze Chinweoke and Avoaja Paul Chinagorom

*Department of Banking and Finance, Abia State Polytechnic, Aba, Nigeria*

---

### **Abstract**

*This research work on Appraisal of Entrepreneurship Education as a key to employment generation in Nigeria: A Case of selected Tertiary Institutions in Abia State, Nigeria aims at examining the relevance of Entrepreneurship Education in employment generation as well as the extent of effectiveness of Entrepreneurship Education Development of Nigerian Tertiary Institutions. The justification of this study stems from the fact that the Federal Government of Nigeria in 2006 directed all tertiary institutions to include Entrepreneurship Education (EED) as a compulsory course for all categories of students in their curricular in order to develop in them skills and expertise required for self-sustenance and employment generation. However, despite this noble vision and programme of government, unemployment among school leavers has continued to rise. This situation motivated the research work. This work adopted the survey research design in order to achieve the objectives of the study as it has the advantage of identifying the attributes of a large population from a small group of individuals and the rapid approach of individuals and the rapid approach to data collection. Three tertiary institutions comprising of a University, a Polytechnic and a College of Education in Abia State, Nigeria were used in this study. The population consists of graduating students of the Faculties of Management, Social Sciences, Sciences and Engineering of the Institutions under study. A sample size of 900 students was used. Data were sourced from primary sources such as questionnaires and interviews. The questionnaires were validated by three business educators in order to check and ensure that no irrelevant question is included. Data sourced were presented and analyzed using descriptive methods involving tables and percentages. The Spearman's Rank Correlation Coefficient was used to establish the relationship between entrepreneurship education and employment generation while the chi-square test statistics was used to test the opinion of the respondents on the effectiveness of Entrepreneurship Education in Nigerian Tertiary Institutions. The findings of this work reveal a significant relationship between Entrepreneurship Education and Employment Generation in Nigeria. It further reveals that the mode of offering Entrepreneurship Education in Nigeria is effective as to aid trainees acquire adequate skills and knowledge required for self employment. Thus, this work recommends that entrepreneurship education should be largely practical based to enable students acquire adequate skills and knowledge needed for self-employment. Further, there is the need for both the government and institutions to fund or sponsor*

---

*outstanding students/graduates with special inventions/products to enable them further create wealth in the society.*

Keywords: Entrepreneurship, Employment Generation, Skills, Wealth

## **1.0 INTRODUCTION**

### **1.1 Background of the Study**

Nigeria, like many other developing countries of the world is faced with a myriad of challenges such as unemployment and poverty with their attendant consequences such as low income, youth restiveness, social insecurity, kidnapping, frustration, idleness and drug addition etc. These issues contribute greatly to the slow rate of development of these countries. Unemployment and poverty according to ILO (2007) are two basic problems plaguing many developing nations today. Unemployment as a macroeconomic problem does not do one any good. Today in Nigeria, tertiary institutions turn out graduates into the labour market where jobs do not exist. This situation has very serious implications on the economy. Bassey and Atan (2012) defined graduate unemployment as a situation in which people who are willing to work at the prevailing wage rate are unable to find jobs. Fajana (2000) and Standing (1983) posit that unemployment can be described as the state of worklessness experienced by persons who are members of the labour force, who perceived themselves and are perceived by others as capable of working.

According to Fajana (2000), after the 1967 – 1970 civil war in Nigeria, the incidence of graduate unemployment was suspected, rumored and feared. Unemployment assumed a doomsday in Nigeria a decade after political independence. Akintoye (2008) revealed that between 1970 and 1980, national unemployment rate rose from 4.39% to 4.6% and further rose to 7.1% in 1997. This development was attributed to the economic depression which engulfed the nation from 1980, resulting to massive closure of businesses and retrenchment of workers. This was followed by the placement of embargo on recruitment which further worsened the graduate unemployment situation. The National Bureau of Statistics puts unemployment rate at 23.9% as at January 2012 from 21.1% in January 2011, representing about 20.3 million Nigerians who are jobless. Though, we may not have the latest statistics as at today, the rate is surely rising. The Nigerian tertiary institution students or graduates represent a major segment of the Nigerian youth. The unemployment rate among the youth is assuming a critical dimension. This is significant in the sense that youth is synonymous with energy and productivity (Oko, 2014). The high rate of unemployment especially among the youths in developing nations is as prevalent as the rate of underemployment which is the major factors responsible for low standard of living in developing nations. Poverty is thus, widespread both in cities and urban areas of Nigeria and other developing nations of the world (Amaghionyiwe, 2009).

The Federal Government of Nigeria in an effort to fight unemployment and create jobs for its teeming youths has at various times designed policies, programmes and established agencies such as:

- Directorate of Food, Road and Rural Infrastructure (DFRRI)
- Poverty Alleviation Programme (PAP)
- National Poverty Eradication Programme
- National Directorate of Employment (NDE)
- Subsidy Reinvestment and Empowerment Programme (SURE-P) etc.

However, poor funding as well as the irresponsible and corrupt implementation of these programmes have prevented government from achieving the noble objectives for which the programmes were instituted (Okoroafor and Nwaeze, 2012). Antai (2007) added that poor budgetary allocations, management and governance problems have afflicted most of the programmes, resulting in facilities not being completed, broken down, abandoned or ill-equipped. Again, lack of accountability and transparency made the programmes serve as conduit pipes for draining national resources.

The continuous increase in the rate of unemployment among Nigerian youths may indicate lack of entrepreneurship rather than lack of opportunities, (Dejeine and Chandler, 2004). This is very plausible in view of the fact that many foreigners are finding career opportunities in Nigeria.

In 2006, the presidency directed all tertiary institutions to include Entrepreneurship Education (EED) as a compulsory course for all students with effect from the 2007/2008 academic session. The essence is to inculcate in the trainees the ability to identify and solve problems using creative and critical thinking, thus making them self-reliant. Thus, Entrepreneurship education (EED) as structured by government is intended to achieve the following objectives:

1. To offer functional education to the youths that will enable them to be self-employed and self-reliant.
2. To provide the youths with adequate training that will enable them to be creative and innovative in identifying viable business opportunities.
3. To reduce the high rate of poverty among Nigerians.
4. To reduce rural urban migration.
5. To provide the young graduates with enough training and support that will enable them establish a career in small and medium sized businesses.
6. To inculcate the spirit of perseverance in youths and adults which will enable them to persist in nay business venture they embark on.
7. To create a smooth transition from traditional to a modern industrial economy.
8. To create employment.
9. To serve as a catalyst for economic growth and development.

According to Azubuike (2006), Entrepreneurship specifically refers to the ability to identify and evaluate business opportunities, gather the necessary resources, initiate appropriate actions to ensure success and implement actions to take advantage of the opportunities for rewarding outcomes. Entrepreneurship education is designed to enable students acquire skills, abilities and capabilities for self-employment rather than paid employment. It enables trainees or students to acquire basic skills, attitudes and ideas which will help them start new businesses, (Iheonumekwu, 2003 and Osuala, 2004). Generally, the main focus of entrepreneurship education in Nigeria is to empower our youths irrespective of area of specialization, with skills that will enable them to engage income generating ventures where they are unable to secure white collar jobs on graduation, (Bassej and Archibong, 2005).

Based on the foregoing background, the authors are motivated to investigate whether or not entrepreneurship education holds the key to graduate unemployment problem as well as the extent of effectiveness of Entrepreneurship Education in Nigeria tertiary institutions.

## **1.2 Statement of the Problem**

In Nigeria, year by year, the number of unemployed graduates keep increasing as more graduates produced by the various higher institutions are made to join the long queue of other unemployed who have earlier graduated from school. This situation portends danger for the graduates in particular and the economy in general. Unemployment is the undoing of graduates because it literally destroys them morally and ruptures the ties and relationships they form. It usually causes people to flee the rural areas looking for jobs which do not exist. Unemployment produces an unsettled labour force, and in urban areas, it may lead to overcrowding and all forms of crimes such as drug addiction, kidnapping, youth restiveness, armed robbery and so on and so forth, (Oluseyi and Elegbede, 2012).

Unemployment can lead to loss of status, loss of prestige and economic strength or power as a result of loss of wages and benefits of job, loss of responsibility, identity and respect which the position at work ensures, loss of purchasing power, loss of union check off dues, loss of production and stunting of gross national product, reduction in the pay-roll tax revenues of the state and stunting of gross national product (Nwaeze, et al, 2012).

The scenario painted above arises because majority of these graduates lack entrepreneurial skills to be self-employed. However, one great challenge facing entrepreneurship development in Nigeria is the redefinition of decent living by political office holders in the country. The wealth and pageantry commanded by the political office holders in the midst of unemployment, low remuneration of workers, poverty, poor power supply and bad roads, poor health care facilities and mass illiteracy create apathy towards sustainable entrepreneurship development among citizens. The bourgeois life style of political office holders in Nigeria creates a feeling of relative deprivation among entrepreneurs which results to apathy towards entrepreneurship, (Oko, 2011). In the same vein, the National Directorate of Employment (NDE) once noted that the greatest problem facing the directorate in the pursuit of its goal of reducing youth employment is the megalomania of Nigerian youths. They prefer businesses which will give them quick money to businesses such as agricultural ventures that take considerable time to mature to big profits. Until political office holders exhibit a moderate life style, it may be very difficult for Nigeria to achieve a sustainable enterprise development for the unemployed.

## **1.3 Objectives of the Study**

This study has the following objectives:

- i. To determine the extent to which entrepreneurship education offers a solution to graduate unemployment in Nigeria.
- ii. To determine the effectiveness or otherwise of the mode of offering entrepreneurship education in Nigeria.

## **1.4 Research Questions**

The following research questions are raised in this study:

1. To what extent is entrepreneurship education a solution to graduate unemployment in Nigeria?
2. How effective is the mode of offering entrepreneurship education in Nigerian tertiary institutions?

## 1.5 Research Hypotheses

The following hypotheses are formulated in line with the objectives of the study:

1. Ho: Entrepreneurship education do not offer a veritable solution to graduate unemployment problem in Nigeria.
2. Ho: The mode of offering entrepreneurship education is not effective as to aid trainees acquire adequate skills and knowledge required for self-employment.

## 1.6 Significance of the Study

This study on completion will be of immense importance to the Nigerian economy in general and to the following parties in particular:

1. **Government:** The findings of this work will be of great interest to Government Agencies in policy formulation and implementation in the area of Entrepreneurship Education and Employment generation. Regulatory Agencies and bodies in the education sector such as the Nigerian University Commission (NUC), National Board for Technical Education (NBTE), as well as the Federal Ministry of Education will benefit from the work in their effort to strengthen policies on skills required by students to enhance self-sustenance and employment generation on graduation.
2. **Tertiary Institutions Management:** This work will reveal areas of strengths and weaknesses in the implementation of the Entrepreneurship Education (EED) programme by tertiary institutions and therefore, provide an avenue for improvement.
3. **Students and Researchers:** Students of tertiary institutions will find this work a good companion as it will expose the relevance of entrepreneurship education to students – i.e. the need to acquire skills and competencies with which to be self-employed and also create jobs for others. Researchers on the other hand, will benefit from this work as it could serve as a reference on which works on entrepreneurship and other related areas could be based on.

## 1.7 Scope and Limitations of the Study

This work on the Appraisal of Entrepreneurship Education as a Key to Employment Generation in Nigeria: A Case of Selected tertiary Institutions in Abia State is delimited to five tertiary institutions in Abia State.

The major limitations which may hinder free flow of this work will include: how to get unbiased information from our respondents, time constraints, accessibility of the institutions under study due to poor road networks since they are scattered over the three senatorial zones of the state.

## 2.0 LITERATURE REVIEW

### 2.1 Theoretical Review

#### 2.1.1 *Schumpeter (1999): the discovery and opportunity theory of entrepreneurship (equilibrium destruction theory)*

Schumpeter looks at entrepreneurship as innovation and not imitation. Schumpeter's innovator as an economic and social leader does not care much about economic profits and only joy he gets from being an innovator and being a server to his society. Schumpeter's entrepreneur is an innovator in the entrepreneurship arena. In the Schumpeterian theory, the entrepreneur moves the economy out of the static equilibrium. Marz (1991), states that "Schumpeter hardly denied that

the process of accumulation is the ladder to social power and social prestige; but he thought the very mainspring of the exercise of the entrepreneurial function is the powerful will to assert economic leadership. The joy of carrying through innovations is the primary motive, the acquisition of social power a subsidiary to it. The entrepreneur is not (necessarily) the one who invents new combinations but the one who identifies how these new combinations can be applied in production. This line of reasoning implies that a business owner is considered an entrepreneur only if he is carrying out new combinations." The entrepreneur moves the economic system out of the static equilibrium by creating new products or production methods thereby rendering others obsolete. This is the process of "creative destruction"(creating uncertainty) which Schumpeter saw as the driving force behind economic development (Schumpeter, 1949).

#### **2.1.4 Modern theories of entrepreneurship**

New classical growth models do not derive growth and that they do not succeed in bringing population and households into the scene. To break through the development trap, a mathematical concept- „open set“ is used. The approach of the open set unleashes the power for unlimited growth. In addition to productive entrepreneurs, it also describes the behaviors of those unproductive and destructive ones. These latter ones are responsible for many financial crises, including the current mortgage-back crisis. (Hak Choi, Nov.2008). The theory of entrepreneurship and the economic theory of the firm thus have much to learn from each other. A good theory of entrepreneurship should explain the conditions under which entrepreneurship takes place: the concept of entrepreneurship as judgment provides the clearest link between entrepreneurship, asset ownership, and economic organization. Similarly, the economic theory of the firm can be improved substantially by taking seriously the essential heterogeneity of capital goods and the subsequent need for entrepreneurial experimentation.

## **2.2 Empirical Review**

Issues on unemployment, poverty and entrepreneurship development have been widely discussed in literature by scholars across the globe. Unemployment is measured annually as a percentage of labour force that cannot find a job (IMF, 1998). There is no precise definition of unemployment in economic literature. It could mean a state of joblessness. Unemployment could be defined as the percentage of the labour force that is without job but is able and willing to work, (Gbosi, 2005).

**Table 1: Unemployment Rate 2000 – 2012**

<i>Year</i>	<i>Unemployment Rate (%)</i>
2000	13.9
2001	13.6
2002	11.6
2003	14.8
2004	13.4
2005	11.9
2006	14.6
2007	12.7
2008	14.9
2009	19.7
2010	21.1
2011	23.9
2012	24.3

*Source: National Bureau of Statistics  
IMF (www.economywatch.com)*

As a result of the very high level of unemployment in Nigeria, poverty level is also high. The level of poverty in Nigeria is so much that what is taken as food in Nigeria can correctly be described as chaff in the first world, since a person lives on about a dollar per day (Alo, 2006). Poverty refers to the inability of individuals or families to obtain good nutrition and have the living conditions and amenities which are widely encouraged or approved in the societies to which they belong. The resources are so below those commanded by the average individual or family that they are in effect excluded from the ordinary living patterns, customs and activities including entrepreneurship (Oko, 2011). Poverty is seen both as a relative concept and as an absolute concept. Slavin (1999) in this wise differentiated between the poor, the middle class and the rich. According to him, people are poverty stricken when their income, even if adequate for survival, falls drastically behind that which is obtainable and acceptable in the country. On the other hand, absolute poverty is viewed as having limited or insufficient food, poor clothing as well as such crowded, cold and dirty shelter and having their life being painful and comparatively short. Absolute poverty also denotes a situation where the resources of families or individuals are inadequate to provide a socially acceptable standard of living; lack of means to change to change the situation (Johnson, 1996).

The government of Nigeria has over the years developed entrepreneurial support programmes such as the National Poverty Eradication Programme (NAPEP), Subsidy Reinvestment and Empowerment Programme (SURE-P), Youth Enterprise with Innovation in Nigeria (YOUWIN), National Directorate of Employment (NDE) etc. The establishment of these programmes to support entrepreneurship clearly showcases the importance government placed on entrepreneurship development. These programmes were well articulated and responsive measures to promote entrepreneurship in Nigeria by the government but the irresponsible and corrupt implementation of these programmes have constrained entrepreneurial growth in Nigeria. In addition to this, the Federal Government of Nigeria in 2006 directed all tertiary institutions in Nigeria to include Entrepreneurship Education in their curricular as a compulsory course for all categories of students. The essence is to teach the students, skills they require for self-employment.

However, it is important to note that apart from the entrepreneurial support from government in relation to the programmes and institutions, both the macro and micro economic environment in which the entrepreneur operates go a long way to influence his ability to finance his enterprise. The Nigerian macroeconomic policies comprise of fiscal, monetary policies, income and other policies used to generate productive activities in the economy. The Nigerian economic policies like other developing countries via entrepreneurship are essential for high rate of present and future economic growth (Onwumere and Onyeike, 2012). In the same vein, the microeconomic environment of the entrepreneur plays a vital role in entrepreneurship financing. Studies that have been conducted on determinants of entrepreneurial intention revealed that several factors traceable to individual characteristics like gender, age, marital status, employment status (Ritsila and Tervo, 2000), attitude (Wu and Wu, 2008), personality (Crant, 1996) Locus of control (Evans and Elighton, 1990), entrepreneurial related education and environmental factors are responsible for entrepreneurial intention.

## 2.3 Conceptual Review

### 2.3.1 *Need for Entrepreneurship Development in Nigeria*

As we have earlier noted in this paper, the dominant influence of government in the production of goods and services as well as in the employment of labour with little private sector entrepreneurship initiative largely accounted for the low level private sector contribution to overall economic growth.

Economic and social realities of today have made it imperative for orientation and re-orientation of people towards entrepreneurship and private sector based economy. The emerging social and economic problems in the country lend credence to the need for change. The increasing focus on entrepreneurship development in the country has become obvious for a number of reasons:

- **Government Economic Reforms:** Since the middle 1980s, the Nigerian economic environment has been witnessing extensive fundamental reforms. Major government induced reforms to strengthen the economy on a strong foundation include austerity measure, privatization, commercialization, structural adjustment programme, the new industrial policy in Nigeria and deregulation measures. A major feature of these reforms according to Akintoye (2008), is the steady but gradual withdrawal of government from direct involvement in production and distribution of goods and services.
- The Failure of past industrial policies, which were anchored on large capital intensive projects, to generate self-sustained growth, create employment, resulting in change in large scale industrial promotion strategy and import substitution strategy.
- The increasing population of school leavers and graduate of various higher institutions in the country who roam the streets searching for white collar jobs which are very scarce. The high rate of graduate unemployment in the country is gradually leading to underemployment for some people and various forms of exploitation for others.
- The influence of globalization and advancement in information technology on jobs and employment could be said to be the most extensive and pervasive globally. Advancement in technology has rendered many organizational systems obsolete, caused the need for restructuring and re-organization with consequential loss of old jobs. In a similar vein,



such changes have opened up avalanche of opportunities in all areas where technology can apply.

- Industrial downsizing as a result of recently experienced national and global economic recession, resulting in loss of jobs and low rate of new job creation.
- The federal government has also realized the significant importance of small and medium scale businesses in its current Poverty Eradication Programme. This could be seen from the entrepreneurship development aspect of small and medium enterprises (SMEs) that bear direct relevance to the empowerment of the population for sustainable development.
- The success stories of such countries like the United States of America (USA), India, Indonesia and Malaysia etc, where small business development has accelerated their economic and industrial transformation.
- Furthermore, the emerging social vision which supports women employment and economic empowerment to help reduce adverse economic pressures on the family has really created a need for entrepreneurship in our country.

### **3.0 METHODOLOGY**

#### **3.1 Research Design**

The research work adopted the survey research design in order to achieve the objectives of this study. This appears best suited as it would be a herculean task to interview or reach out to the entire population. Furthermore, the survey method was adopted because of its advantages of identifying the attributes of a large population from a small group of individuals and the rapid approach to data collection.

#### **3.2 Area of the Study**

The research work is carried out using three tertiary institutions in Abia State. Therefore, Abia State, Nigeria is the area of the study.

#### **3.3 Population and Sample Size**

The population of the study consists of all graduating students in the faculties of Management, Social Sciences, Sciences and Engineering of the institutions under study. Questionnaires were randomly administered on the graduating students and the number who completed and returned theirs formed the sample size of this study. It is nine hundred (900).

#### **3.4 Nature and Source Of Data**

Primary data were used in this study. In addition to the use questionnaires, interviews were held with key stakeholder on entrepreneurship in these institutions, especially lecturers involved in the teaching of entrepreneurship education.

#### **3.5 Validation and Reliability Of Instrument**

The questions continued in the questionnaires were validated by three business educators in order to check and ensure that no irrelevant question is included.

### **3.6 Method of Data Analysis**

Data sourced were analyzed using descriptive methods involving tables and percentages. The Spearman's Rank Correlation Co-efficient will be used to establish the relationship between Entrepreneurship Education and Employment generation while the chi-square test statistics was used to test the opinion of the respondents on the effectiveness of Entrepreneurship Development Education in Nigeria tertiary institutions.

## **4.0 ANALYSIS AND RESULTS**

### **4.1 Data Analysis and Results**

Descriptive methods involving the use of tables and percentages were employed in data analysis. This assisted us in delving into the opinions of the respondents so as to logically refute or accept our research hypotheses.

**Table 4.1: Field Responses on Entrepreneurship Education (EED) as a key to Employment Generation in Nigeria**

Responses	No. of Respondents	Percentage (%)
<b>(a) Availability of Entrepreneurship Studies</b>		
<input type="checkbox"/> Yes	900	100
<input type="checkbox"/> No	0	0
<b>(b) Existence of Unemployment</b>		
<input type="checkbox"/> Yes	900	100
<input type="checkbox"/> No	0	0
<b>(c) Effects of Unemployment</b>		
<input type="checkbox"/> Poverty/Poor Income	235	26
<input type="checkbox"/> Idleness and General Frustration	100	11
<input type="checkbox"/> Youth Restiveness/Insecurity	320	36
<input type="checkbox"/> Loss of Gross Domestic Product (GDP)	145	16
<input type="checkbox"/> Availability of Unsettled Labour	100	11
<b>(d) Mode of Entrepreneurship Training</b>		
<input type="checkbox"/> More Theoretical	500	56
<input type="checkbox"/> Less Practical	150	16
<input type="checkbox"/> Both Theoretical and Practical	250	28
<b>(e) Effectiveness of Mode of Training</b>		
<input type="checkbox"/> Very Effective	135	15
<input type="checkbox"/> Effectiveness	215	24
<input type="checkbox"/> Less Effective	550	61
<b>(f) Students' Interest in Entrepreneurship</b>		
<input type="checkbox"/> High Interest	754	84
<input type="checkbox"/> Low Interest	130	14
<input type="checkbox"/> No Interest	16	2
<b>(g) Challenges of Entrepreneurship Studies</b>		
<input type="checkbox"/> Theoretically Based	235	26
<input type="checkbox"/> Limited Practicals	175	20
<input type="checkbox"/> Lack of Industrial Attachment	155	17
<input type="checkbox"/> Incessant Strike Actions	215	24
<input type="checkbox"/> Inadequate Learning Facilities	120	13

**(h) Solutions to Challenges**

Practical Approach	250	28
Provision of Adequate Learning Facilities	175	20
Industrial Placement	200	22
Training and Retraining of Staff	100	11
Encouragement from Financial Institutions	175	19

**(i) Entrepreneurship and Employment Generation**

Highly Significant	600	67
Significant	270	30
Non-Significant	30	3

**Source: Researchers' Field Data and Computations, 2016**

In response to the first question in the table above, all the respondents agreed that entrepreneurship studies are available in all the tertiary institutions under study. This is in line with the directives of the Presidency in 2006, that all tertiary institutions in Nigeria should include Entrepreneurship Education (EED) as a compulsory course for all students with effect from the 2007/2008 academic session. The essence of this is to develop in the students skills and expertise required for self-sustenance and employment generation.

On the issue of the existence of unemployment in Nigeria, the responses of the respondents show that they are fully aware of the presence and existence of unemployment as one of the major challenges facing the Nigerian economy today. 100% of them are aware of the existence of the ill-wind-unemployment with its attendant consequences. The major effects of unemployment as revealed in the analysis include: Youth restiveness/insecurity (36%), Poverty and poor income (26%), loss of Gross Domestic Income (16%), Idleness and general frustration (11%) and Production of unsettled labour (11%). The situation revealed in this analysis portends very serious problems to the unemployed and the nation at large and calls for concerted efforts by both the government and individual towards solving this problem. The analysis on the training mode adopted in teaching entrepreneurship studies shows that 56% of the respondents are of the opinion that entrepreneurship education is mainly theoretical. 16% of them see the study of entrepreneurship education as mainly practical. However, 28% of them are of the opinion that entrepreneurship studies involves both theoretical and practical mode of training. The lack of practical training in entrepreneurship studies, many believe contributes to lack of entrepreneurship skills of graduates which in turn leads to the growing number of unemployed graduates in the country. On the level of effectiveness of training mode, 61% of the respondents affirmed that entrepreneurship studies training mode is less effective, 24% of the respondents are of the opinion that entrepreneurship training mode is effective, while 15% says it is very effective. These responses of the respondents will be empirically tested later in this work to form an opinion.

On the issue of students' interest in entrepreneurship studies, the analysis shows that 84% of the respondents have high interest in the programme. 14% of them have a low interest while 2% do not have interest in the programme. The analysis outlined various challenges facing students in

the study of entrepreneurship education. Among them are: theoretical mode of studies (26%), incessant strike actions (24%), limited practicals (20%), lack of industrial attachment (17%) and inadequate learning facilities (13%). All these in one way or the other pose serious challenges to achieving the aim of entrepreneurship education in Nigeria.

The result of the analysis on the solutions to the challenges of entrepreneurship education show various measures such as making entrepreneurship education a practical affair (28%), industrial placement (22%), provision of adequate learning facilities (20%), funding from financial institutions (19%) and training and retraining of staff (11%). All these measures will go a long way in enhancing positively entrepreneurship education in Nigeria.

On the issue of whether or not a significant relationship exists between entrepreneurship education and employment generation, 67% of the respondents are of the opinion that the relationship is highly significant, 3% significant and 3%, non-significant. Again, this response will also be put to test in our test of hypotheses.

## 4.2 Test of Hypotheses

### 4.2.1 Test of Hypothesis 1

$H_0$ : Entrepreneurship education do not offer a veritable solution to graduate unemployment problem in Nigeria.

$H_1$ : Entrepreneurship education offers a veritable solution to graduate unemployment problem in Nigeria.

In testing the above hypothesis, the Rank Difference correlation ( $r$ ) is used here and it is given by the formular

$$r^1 = 1 - \frac{6 \sum di^2}{N(N^2 - 1)}$$

(Spiegel, M. R., 1992).

Where:

$r^1$  = The coefficient of rank correlation expressing the level of relationship between two variables.

$i$  = Rank which expresses the value attributed to each variable by each category of respondents, relative to other categories.

$di$  = The difference between the ranking for each pair of variables under a category of respondents.

$N$  = Average number of respondents

**Table 4.1**

Category of Responses	No. of Respondents	Increased Situation	Rank (i)	Decreased Situation	Rank (i)	Rank Diff. (Di)	(Di) <sup>2</sup>
*Entrepreneurship and Employment Generation	870	600	1	270	2	-1	1
*Mode of Entrepreneurship Training	650	500	2	150	3	-1	1
*Effectiveness of mode of Training	685	135	3	550	1	2	4
N = $\bar{X}$ No. of Respondents	735						

$$r^1 = 1 - \frac{6 \times 6}{735(735^2 - 1)}$$

$$r^1 = 1 - \frac{36}{735(540225 - 1)}$$

$$= 1 - \frac{36}{735 \times 540224}$$

$$= 1 - \frac{36}{39707640}$$

$$= 1 - 0.0000009066$$

$$= 1 - 0.9999990934$$

$$0.999999$$

$$r^1 = 1.0 \text{ (approx.)}$$

This result is interpreted in table below:

**Table 4.2: Interpretation of a Correlation Coefficient**

Coefficient (r <sup>1</sup> )	Relationship
0.00 to 0.2	Negligible or insignificant
0.2 to 0.4	Low Correlation
0.4 to 0.6	Moderate Correlation
0.6 to 1.0	Highly correlated

*Source: Akueziulo, 1993.*

Based on the interpretation in table 4.2 above,  $r^1 = 0.999999$  or 1.0 (approx) implies a very high correlation between entrepreneurship education and employment generation. What this means is that as Entrepreneurship education is effectively handled, employment generation will be positively enhanced.

In order to test the significance of this result, we used the “t” test of significance. See Appendix A for the testing procedure.

From Appendix A, 't' tabulated = 2.62 under 0.005 level of significance. As a general rule, if the calculated 't' is greater than 't' tabulated, H<sub>0</sub> is rejected and H<sub>i</sub> accepted. This indicates a significant difference. On the other hand, if the calculated 't' is less or equal to the tabulated 't' there is no significant difference and we therefore accept H<sub>0</sub> and reject H<sub>i</sub> (Akueziulo, 1993).

With the above result, therefore, 't' calculated (13399650) is far greater than 't' tabulated (2.62) under 0.005 confidence level. We therefore reject H<sub>0</sub> and accept H<sub>i</sub> which states that there is a significant relationship between Entrepreneurship Education and Employment Generation in Nigeria.

**Test of Hypothesis 2**

H<sub>0</sub>: The mode of offering Entrepreneurship Education is not effective as to aid trainees acquire adequate skills and knowledge required for self employment.

H<sub>i</sub>: The mode of offering Entrepreneurship Education is effective as to aid trainees acquire adequate skills and knowledge required for self employment.

**Table 4.3: Observed Frequencies**

Responses	Very Effective Highly Significant	Effective Significant	Not Effective Not Significant	Total
Effectiveness of Entrepreneurship Education	135	215	550	900
Entrepreneurship Education and Employment Generation	600	270	30	900
TOTAL	735	485	580	1800

*Source: Field Responses (2016).*

Expected frequencies are given by the formula:

$$E = \frac{TR \times TC}{OT}$$

Where: E = Expected frequency  
 TR = Total in Rows  
 TC = Total in Columns  
 OT = Overall Total

$$E_{1,1} = \frac{900 \times 735}{1800} = 367.5 \quad E_{1,2} = \frac{900 \times 485}{1800} = 242.5 \quad E_{1,3} = \frac{900 \times 580}{1800} = 290$$

$$E_{2,1} = \frac{900 \times 735}{1800} = 367.5 \quad E_{2,2} = \frac{900 \times 485}{1800} = 242.5 \quad E_{2,3} = \frac{900 \times 580}{1800} = 290$$

**Table 4.4: Expected Frequencies**

Responses	Very Effective Highly Significant	Effective Significant	Not Effective Not Significant	Total
Effectiveness of Entrepreneurship Education	368	242	290	900
Entrepreneurship Education and Employment Generation	367	243	290	900
TOTAL	735	485	580	1800

**Table 4.5: Contingency Table**

O	E	O – E	(O – E) <sup>2</sup>	(O – E) <sup>2</sup> E
135	368	-233	54289	147.52
215	242	-27	729	3.01
550	290	260	67600	233.10
600	367	233	54289	147.93
270	243	27	729	3.00
30	290	-260	67600	233.10
$\chi^2_c =$				767.66

$$\begin{aligned} \text{Degree of freedom (df)} &= (C - 1) (r - 1) \\ &= (3 - 1) (2 - 1) \\ &= 2 \times 1 \\ &= 2 \end{aligned}$$

$\chi^2_c$  at df of 2 at 99.5% (5%) confidence level = 10.6

From the result shown above, the chi-square calculated (767.66) is greater than the chi-square tabulated (10.6) at 0.005 level of confidence. Therefore, the observed frequencies differ significantly from expected frequencies.

**Decision Rule**

Reject Ho if chi-square calculated is greater than the chi-square tabulated (i.e. if  $\chi^2_c > \chi^2_t$ ) otherwise Accept. Therefore, since chi-square calculated ( $\chi^2_c$ ) is greater than the chi-square tabulated ( $\chi^2_t$ ) we reject Ho and accept Hi which states that the mode of offering entrepreneurship education is effective as to aid trainees acquire adequate skills and knowledge required for self employment.

**4.3 Discussion of Findings**

Generally, in the course of this research work the following findings were made:

1. Entrepreneurship studies are available in all the tertiary institutions studied. This is in line with the directives of the federal government in 2006, that all Tertiary Institutions in the country should include Entrepreneurship Education (EED) as a compulsory course for all students with effect from 2007/2008 academic session.
2. Unemployment is real in Nigeria as a country with its attendant consequences such as poverty, youth restiveness, poor income, idleness and general frustration, loss of Gross Domestic Product (GDP) and the production of unsettled labour amongst others.



3. The work also reveals that given the unemployment situation of our country Nigeria today, the youths are embracing entrepreneurship studies as evidence abounds in products and services produced by some of the respondents.
4. The study also revealed that various challenges confront students in the study of Entrepreneurship Education in Nigeria. Among these challenges include: Incessant strike action by tertiary institutions in Nigeria, inadequate learning facilities, lack of industrial attachment, limited practicals as a result of inadequate facilities and equipment etc.
5. The hypothesis of this work shows a significant relationship between Entrepreneurship Education and Employment Generation in Nigeria. It also revealed that the mode of offering Entrepreneurship Education in Nigeria is effective as to aid trainees acquire adequate skills and knowledge required for self-employment.

## **5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Summary**

Nigeria like most developing nations of the world is faced with myriad of problems and harsh realities which include poverty, unemployment conflicts and diseases. These situations pose great challenges and danger to the very existence of individuals in most developing nations thereby calling for the training of educated men and women who can function effectively in the society in which they live.

The most effective antidote to poverty and unemployment of wealth creation through well-structured first class entrepreneurship training that is capable of guaranteeing not only poverty eradication but also wealth creation and sustainable development. Just as a nation needs more than oil to be self-reliant, a person needs more than a degree, certificate of proficiency, charter and brainpower to be self-reliant. He needs entrepreneurial (i.e. vocational and managerial) skills. This is what determines the difference between success and failures in life. If not, why do we have unemployed first class/distinction graduates, professional managers, Chartered Accountants and Bankers, Lawyers, Management Strategists and customer relations managers etc? But there has never, will never and can never be an unemployed entrepreneur.

### **5.2 Conclusion**

In conclusion, the data analysis and hypotheses have revealed that Entrepreneurship Education offers a veritable tool for employment generation in Nigeria as well as the fact that the mode of offering entrepreneurship education in Nigeria is effective as to aid trainees acquire adequate skills and knowledge required to exercise creative freedom, achieve high esteem and for self employment.

### **5.3 Recommendations**

Based on the findings of this study, the following recommendations are made towards employment generation through entrepreneurship education:

1. Entrepreneurship studies should be largely practical based to enable students acquire adequate skills and knowledge needed for self-employment.

2. There is the need for government to provide an enabling environment in the area of security as no meaningful entrepreneurial activity can take place in a volatile or crisis prone economy.
3. Government should provide basic infrastructures such as regular power, good roads, communication etc for entrepreneurship to boost the Nigerian economy.
4. It should be made compulsory for students of tertiary institutions to produce marketable products in their areas of entrepreneurial choice before graduation. This will enable them take entrepreneurship education very serious.
5. There is also the need to place students on industrial attachment in relevant firms and industries for a specified period of time. This gesture will help solve the problem of theoretical learning of entrepreneurship education.
6. Tertiary institutions require adequate funding by their sponsors. This will enable them acquire facilities for effective learning of entrepreneurship education.
7. Staff training and retraining should be encouraged. This will enable trainees acquire modern skills as well as rich knowledge in the teaching of entrepreneurship studies, since one cannot give out what he does not have.
8. There should be direct linkage between education and employment. To this effect, skills appropriate for the economic development should be emphasized in our educational institutions.
9. The youths should be properly encouraged to become entrepreneurs through implementation of relevant policies, in order to forestall the problem of graduate unemployment in the country.

#### **5.4 Contributions To Knowledge**

This study in my opinion will contribute a lot to existing literature on Entrepreneurship. I will expose issues such as traits and qualities required of an entrepreneur, Entrepreneurial activities in Nigeria, Problems and challenges facing entrepreneurship in Nigeria, the Relationship between entrepreneurship and employment generation in Nigeria amongst others. This work will also serve as a basis for further study or research on the area of entrepreneurship in Nigeria.

## REFERENCES

- Akintoye, I. R. (2008). "Reducing Unemployment through the Informal Sector: A Case Study of Nigeria". *Euro Journal of Economics, Finance and Administrative Sciences*. No. 11, p. 97-106.
- Akueziulo, E. O. (1993). *Research Methodology and Statistics*. Zaria: Heinemann Book Publishers.
- Alo, A. (2006). *Sensitization Workshop for HEI on Entrepreneurship*. Lagos: Pan African University.
- Amaghionyeiwe, L. (2009). "Economic Growth and Poverty Alleviation in Nigeria". *The Icfai University Journal of Public Finance*. Vol. 7., No. 2, p. 45-68.
- Antai, A. S. (2007). *In Search for a Corrupt Free Nation – A New Paradigm for Sustained Development in Nigeria*. *International Journal of African Culture, Politics and Development*. 12 (5), p. 21-51.
- Azubuikwe, R. N. (2006). "Challenges and Implications of Entrepreneurial Development for Business Education in Tertiary Institutions". *Business Education in Tertiary Institutions*. *Business Education Journal*. Vol. 2, p. 47-58.
- Bassey, G. E. and Atan, J. A. (2012). "Labour Market Distortion and University Graduate Unemployment: Issues and Remedies". *Research Journal of Economic Theory*. 4 (3), p.67 – 76.
- Bassey, U. U. and Archibong, I. A. (2005). "Assuming Quality Graduate Output Through Entrepreneurship Oriented Education in Nigerian Universities". *Nigerian Journal of Curriculum Studies*, Vol. 12, No. 3, p. 18-23.
- Grant, M. J. (1996). "The Proactive Personality Scale as a Predictor of Entrepreneurial Intentions." *Journal of Small Business Management*. Vol. 34 (3), p. 42 – 49.
- Dejeine, D. R. and Chandler, G. N. (2004). "Opportunity Identification and Its Role in Entrepreneurship Classroom; A Pedagogical Approach and Empirical Test". *Academy of Management Learning and Education*. Vol. 3, No. 3, p. 15 – 16.
- Evans, D. and Leighton, L. (1989). "Some Empirical Aspects of Entrepreneurship." *American Economic Review*. Vol. 79, p. 519 – 535.
- Fajana, S. (2000). "Functions of the Nigerian Labour Market". Lagos: Labofin and Company.
- Federal Government (1997). "Report of Vision 2010 Committee." September, 1997.
- Gbosi, A. N. (2005). *The Dynamics of Managing Chronic Unemployment in Nigeria's Depressed Economy*. An Inaugural Lecture Series No. 42. University of Port Harcourt, Nigeria.
- Iheonunekwu, S. N. (2003). *Entrepreneurship: Theory and Practice*. Owerri: Crown Publishers Ltd.
- ILO (2007). *African Employment Trends*. International Labour Office, Geneva.
- IMF (1998). [www.economicwatch.com](http://www.economicwatch.com). Retrieved 10/11/2014.

- Johnson, D. (1996). Degree of Rurality. (Questioning the Empirical Existence of Tropical Village. *The Rural Sociologist*. Vol. 4 (4), p. 301 – 305.
- Nwaeze, C., Egwu, C. C. and Uruakpa, N. I. (2012). “The Need and Relevance of Entrepreneurship Development in the Nigerian Economy” *Lagos Journal of Entrepreneurship and Development (LJET)*. Vol. 1, Issue 6.
- Oke, K. (1991). New Products and Market Uncertainties. *Business Concord*, August 20, pp.7.
- Okon, A. K. (2011). Influence of Social Environment on the Development of Entrepreneurial Attitude among Nigerian Youths. Seminar Paper: Abia State Polytechnic, Aba, Nigeria.
- Okon, A. K. (2014). The Need and Relevance of Entrepreneurship Development in Nigeria. A Paper Presented at the 2014 Annual Public Lecture of the Institute of Classic Entrepreneurship, Nigeria, Aba, Nigeria, 29<sup>th</sup> March.
- Okoroafor, O. and Nwaeze, C. (2012). Poverty and Economic Growth in Nigeria. A Paper Presented at the 2<sup>nd</sup> Macrotheme Conference on Business, Finance and Economics, Paris, France, October.
- Oluseyi, A. S. and Elegbede, S. T. (2012). “Graduate Unemployment in Nigeria: Causes, Effects and Remedies”. *British Journal of Arts and Social Sciences*. Vol. 5., No. 2, p. 142-154.
- Onwumere, J. and Onyeike, S. (2012). Effect of Nigerian Macroeconomic and Macro-Environmental Related Variables on Agricbusiness Sector of Nigeria. *Journal of Economics and Sustainable Development*. Vol. 3 No. 13.
- Ritsila, J. and Tervo, H. (2002). “Effects of Unemployment on New Firm Formation: Macro-Level Panel Data Evidence from Finland.” *Small Business Economics*. Vol. 19, p.31-40.
- Slavin, S. (1999). *Economics*, fifth Edition. New York: Irwin McGraw Hill.
- Spiegel, M. R. (1992). *Theory and Problems of Probability and Statistics*. New York: McGraw Hill Book Company.
- Standing, G. (1983). “The Notion of Structural Unemployment”. *International Labour Review*. Vol. 22, No. 2, p. 137 – 153.
- Wu, S. and Wu, L. (2008). “The Impact of Higher Education in Entrepreneurship Intentions of University Students in China”. *Journal of Small Business and Enterprise Development*. Vol. 15 (4), p. 752 – 774.