



Entrepreneurship Education: A Veritable Tool for Employment Generation Among Faculty of Education Graduates, Nnamdi Azikiwe University, Awka, Nigeria

Nwankwo, Madeleine Chinyere
Science Education Department
Nnamdi Azikiwe University, Awka, Nigeria

Nnaji, F. N.
Vocational and Technical Education Department
Nnamdi Azikiwe University, Awka, Nigeria

ABSTRACT

The study examined entrepreneurship education (EE) as a veritable tool for employment generation among Nigerian graduates. A survey research design was used for the study. The population of the study was all the 987 final year students of faculty of education 2019/2020 academic session in Nnamdi Azikiwe University, Awka, Nigeria. Stratified sampling technique was used to select 10 % of students in each department, making a total of 99 students who constituted the study sample. The instrument for data collection for the study was a 31-item researcher-constructed questionnaire divided into four clusters. The instrument was validated by experts and tested for reliability using Cronbach's alpha which yielded a reliability index of 0.71. Mean and standard deviation were used to analyze the Data. The findings of the study showed among others that the method and techniques of teaching EE in Nigerian universities is not adequate. Based on the findings, recommendations were made which included among others that government should strive to adequately fund EE and provide functional EE centers in every Nigerian University.

Key Words: Entrepreneurship education, employment generation, faculty of education graduates

INTRODUCTION

Mass unemployment is a major problem that plagues many developing countries of the world today, including Nigeria. One of the major indices of development of a country is her ability to provide sustainable jobs for greater percentage of her citizens. It is the challenge of providing employment for graduates of tertiary institutions in particular that, in 2005, the world conference for higher education held in Spain, in its communiqué advised that tertiary institutions should aim at producing entrepreneurship graduates who are equipped with high-level man-power, mobilized to fight poverty and thoroughly oriented towards sustainable economy. This is possible through adequate entrepreneurship education (EE).

Entrepreneurship education (EE), according to Okey, Ayang and Ndum, (2012), is concerned with the acquisition of skills in local crafts and proper technological training for self-reliance

(also for employment generation). Ikeme in Uzoagulu (2012) further defines Entrepreneurship education as learning directed towards developing in people those skills, competences, understanding and attributes which equip them to be innovative as well as identify, create, initiate and successfully start and manage businesses. To Okey, Ayang and Ndum, (2012), entrepreneurship education eradicates poverty and unemployment while enhancing self-determination, capacity building / motivational skills and greater business opportunities for citizens of the state. The level of Entrepreneurship education differs from country to country in accordance with each country's needs.

In Nigeria, for instance, Entrepreneurship education was introduced for the first time in 1970 in her development plan, though nothing was said or done about it again till 1986 when it became a national theme. After some curriculum reforms, the school-industry partnership was introduced to train graduate entrepreneurs. This led to the graduate attachment programme (GAP) by the national directorate of employment and the education reform agenda of the national economic empowerment and development strategy (NEEDS) and others.

Recently, the federal government through national universities commission (NUC) in 2007 embarked on the promotion of entrepreneurship education in tertiary institutions in Nigeria. This, the NUC did by directing that the general studies units of Nigerian universities coordinate the programme with its objectives as follows:

1. Empowerment of the people
2. Creation of employment
3. Diversification of employment
4. Individual confidence

Laudable and promising though these objectives may look, it is still sad to note that since then, universities in Nigeria just design few entrepreneurship courses taught by lecturers who probably lack enough experience. Some students, on their part, only offer them as pre-requisites for graduation without manifesting any interest or commitment to the course. Hence, the purpose for which the programme was introduced was defied; which was the assumption that, by the time students finish formal education, those students should be able to begin to make successful transition from those institutions of higher learning to becoming productive workers, self-reliant entrepreneurs, responsible parents, good citizens, selfless leaders and in addition, live healthy lives (Babalola, 2007).

From a survey conducted by Federal Ministry of Education (FME) as reported by Chiachenem (2007), 71 % of students who graduated from Nigerian universities, polytechnics and colleges of education between 2001 and 2007 are yet to find paid jobs. Benson (2004) observed that only 10 % of about 100,000 graduates within the ages of 18 to 35 years have the prospect of securing employment on graduation from our tertiary institutions yearly. What is even more disturbing is that these available jobs are not offered on merit but most often, are reserved for quarks who are connected with the top politicians of the nation, thus leaving many of the nation's best brains unemployed.

CONCEPT OF UNEMPLOYMENT

Every nation is populated by employed and unemployed people. Active sector of a nation's population may fall into any of these groups. A person is said to be unemployed if, according to

Fajana (2000), s/he is economically active, willing and capable of working but is not engaged in paid employment. It is generally known that unemployment rate is directly related to the poverty level of any society. Fajana (2000) and Maugbo & John-Akamelu (2018) independently went further to classify unemployment into six types as follows:

1. Structural unemployment resulting from change in a company's structure or economic activities. Such change could lead to a change in technology making the company's product or services no longer relevant. This can result in the extinction or reduction in the demand of that company's product, leading to the retrenchment of some or all of its staff.
2. Frictional unemployment: this situation can occur when there is friction in the industry either because workers are unable to fill the existing vacancies either because they do not possess the skills or they are not aware of the existence of such vacancies.
3. Seasonal unemployment: this occurs when a particular industry is engaged in the production of goods whose demand is seasonal. Examples of such industries are those engaged in something like transportation who function better during festival seasons when people make a lot of movements and those in construction industries who work only when they get contract.
4. Technological unemployment: this occurs when there is a change in the technique or method of production of a company's goods or services. For instance, a company that has gone digital in its mode of production will definitely lay off most of its workers since most of the work will now be done by machines which will need few experts to operate.
5. Open unemployment: this is caused where young and able-bodied men and women remain unemployed because they prefer to roam around the streets rather than accept the available jobs because of reasons best known to them.

Today, in Nigeria for instance, there are many graduates who are unemployed and are not in the position to generate employment for themselves. These group of people fall into the group that are affected with open unemployment.

CAUSES OF UNEMPLOYMENT

The main cause of unemployment in Nigeria could be the mad rush of our able-bodied youths to urban areas in pursuit of the so-called 'white collar' jobs. The number of such available jobs, of course, cannot serve all those seeking for them.

Sporadic population growth rate is another factor responsible for mass unemployment in Nigeria. For instance, in 2006, Nigerian population is estimated to 140,431,790 (2006 census). Hence, the available jobs cannot meet up with this teeming population. The number of active people searching for such jobs is highly enormous making it impossible to get everybody fixed up. Often, those searching for such jobs are even ill-equipped to be fixed up in places where job vacancies exist.

Though Nigeria is a country blessed with rich human and material resources, the predominant corruption and wrongly oriented mind-set which plague most of the population have rubbed Nigerians from benefitting from these resources. Hence, people prefer to make money by any foul means rather than engage in such employment that may give them stress.

Another possible cause of unemployment in Nigeria is outdated school curriculum and lack of employable skills which make Nigerian graduates either ill-prepared or unqualified to pick up most of the available jobs of international standard. Such jobs are available in international research institutes and even in some prominent industries like road construction industries, heavy duty manufacturing industries and software development industries among others.

Factors like rapid proliferation of educational institutions with insufficient qualified and experience staff to give the students standard and quality education directly or indirectly leads to increase in the number of educated, though in most cases ill-qualified educated manpower above the corresponding demand for them. However, through quality entrepreneurship education, it is hoped that the social, political and economic situation of this nation can be improved tremendously.

Entrepreneurship education especially in tertiary institutions is another veritable tool that can be used to overcome the menace of unemployment in the country. This will help in job creation by providing a lot of entrepreneurs who could create job for themselves and will even be able to provide jobs for many citizens as is done in INNOSON Motors, Dangote group of industries and many small and medium-sized industries. Such entrepreneurial education will be better appreciated if our youths are well sensitized from the onset about the evils of bribery and corruption which hinders the country from developing a vibrant economy. Youths should rather be sensitized on the reward that can accrue from hard work that leads to creativity, a quality highly needed for the development of entrepreneurial spirit resulting in drastic reduction in poverty, hunger, frustration and leading to employment generation and growth in wealth.

ENTREPRENEURSHIP EDUCATION: A TOOL FOR EMPLOYMENT GENERATION

One of the objectives of entrepreneurship education is to see entrepreneurship as a means of making a living, avoiding education for paid employment only and embracing education for self-employment or in other word for employment generation (Hussaini, 2011). According to Iseke and Omoga (2008), entrepreneurship education is identification of general characteristics of entrepreneur which can be trained in management techniques needs for effective performance of persons for long term survival of organization. Integrating entrepreneurship education in tertiary institution curriculum will equip graduates of higher institutions with relevant skills, acute business knowledge, self-confidence and other attributes necessary for self-reliance and determination to generate employment. Through effective entrepreneurship education, students will be equipped with such competencies and skills that will help imbibe in them vocational and technical skills and knowledge capable of inculcating the spirit of creativity, innovation and will-power to face the challenges of risk taking needed for successful entrepreneurship and employment generation.

If properly implemented, entrepreneurship education has the ability to produce quality graduates capable of fostering employment generation and reducing poverty to the barest minimal in Nigeria. This will enable the graduates to establish and own their personal small / medium scale businesses; making them self-reliant.

Employment generation (E.G.), according to Nnaji and Bagudu (2017), is an act of making work in which one receives regular payment available to the citizenry either by self-employment or

by the government. Employment generation is one of the cardinal objectives of the millennium development goals whereby an ample of job opportunity is created which will invariably help to reduce poverty and enhance better standard of living in the society.

Hussaini (2011) opined that a good entrepreneurship education should be able to help the youth, especially the young graduates to realize and discover their untapped talent, strength and capability which will give them confidence to venture into employment generation. Through good entrepreneurship education, young graduates could be motivated to:

1. create self-employment which will help to solve the problem of unemployment and other social vices. It could also generate employment for others
2. produce goods and services that are important to the well-being, comfort and happiness of individuals and society as a whole
3. make profit, thus, uplifting the dignity of labour
4. raise their standard of living
5. create joy in the heart and life of others by empowering them to live meaningful and fulfilled lives

THEORETICAL FRAMEWORK

This study is anchored on Schumpeter's innovative theory of entrepreneurship which was propounded in 1949. The theory of Innovation assumed that entrepreneurs disturb the stationary circular flow of the economy by introducing an innovation and by so-doing taking the economy to a new level of development. The activities of the entrepreneurs represent a situation of disequilibrium as their activities break the routine circular flow. To Schumpeter, it is leadership rather than ownership that matters. Innovations of entrepreneurs are responsible for the rapid economic development of many countries.

In line with this theory, this study is mounted to encourage our tertiary institution graduates through entrepreneurship education to venture into bringing about innovation by taking risks and venturing into establishing both small-scale and medium-sized businesses rather than incessantly searching and waiting for few available ready-made and so-called white collar jobs.

STATEMENT OF THE PROBLEM

A major challenge facing Nigerian graduates, especially these of faculty of education, NAU, after leaving the tertiary institutions is the problem of whether or not there will be employment for them. This problem of unemployment has also been a global phenomenon of the 21st century. More so, the problem has been compounded by the frightening number of graduates churned out each year from the tertiary institutions in Nigeria.

What is more worrisome is that many of these graduates have been noted to be unemployable. This is because they pass through the universities and take away everything except functional skills and sound education. That will enable them fit into the society by generating employment for themselves and even others in case there is no ready-made one to access after graduation. The only way out from this ugly situation is through functional entrepreneurship education transformation in Nigerian tertiary institutions to see how such will help students to generate employment for themselves and others if need be. The problem of this study therefore is to examine how entrepreneurship education can serve as a veritable tool for employment generation among faculty of education, NAU graduates.

PURPOSE OF THE STUDY

The main purpose of this study was to examine entrepreneurship education as a veritable tool for employment generation among faculty of education, NAU graduates. Specifically, this study examined:

1. The adequacy of entrepreneurship education courses content of university programme in preparing faculty of education, graduates, NAU for employment generation
2. the extent to which the method and technique of teaching entrepreneurship education in the universities is adequate for employment generation among faculty of education, NAU graduate.
3. How the students' exposure to employment generation as offered by entrepreneurship education reduces graduate unemployment faculty of education, NAU graduates.
4. the constraints to effective entrepreneurship education curriculum content delivery in Nigerian universities

Research questions

The study was guided by four research questions

1. How adequate is entrepreneurship education course content of university programme in preparing Nigerian graduates for employment generation among faculty of education, NAU graduates?
2. To what extent is the method and technique of teaching entrepreneurship education in the universities adequate for employment generation among faculty of education, NAU graduates?
3. How does students' exposure to employment generation as offered by entrepreneurship education reduce graduate unemployment among faculty of education, NAU graduates?
4. What are the constraints to effective entrepreneurship education curriculum content delivery in Nigerian universities?

METHOD

The research is conducted using a survey design. The design is preferred because according to Nworgu (2015), this design is used to study a group of people or items by collecting and analyzing data from only a few people or items considered to be representative of the entire group. The population of the study constitute all the 99 final year students of faculty of education, Nnamdi Azikiwe University, Awka for 2018/2019 academic session. There was no sampling since the population is relatively small. A researcher-constructed questionnaire tagged entrepreneurship education for employment generation (EE-FEG) was used to collect data. The instrument was a 31- item questionnaire divided into four clusters in line with the research questions. The questionnaire was administered to this group because they have successfully completed the two entrepreneurship courses in their second and third year programme of the university. The questionnaire items were administered on the spot by the researchers to avoid item mortality.

The instrument was scored on the 4-point scale of Strongly Agree (SA= 4 points), Agree (A = 3 points), Disagree (D = 2 points) and Strongly Disagree (SD = 1 point). Copies of EE-FEG were given to experts for validation who critically examine the instrument in terms of its relevance, clarity of expression and its ability to measure what it purports to measure. The reliability of the instrument was established using Cronbach alpha in which a reliability index of 0.71 was

obtained; a value that according to Nworgu (2015) shows that the instrument was reliable. The collected data was analyzed using mean and standard deviation.

Results

The data collected were presented and analyzed in the Tables below in line with the research questions.

Research question 1

How adequate is entrepreneurship education course content of university programme in preparing faculty of education, NAU graduates for employment generation?

Table 1: mean rating and standard deviation of the adequacy of entrepreneurship education course content in university programme in preparing faculty of education, NAU graduates for employment generation

S/N	Adequacy of the entrepreneurship education course content in University programme in preparing Nigerian graduates for employment generation	SA	A	D	SD	N	$\bar{X}$	Std Dev.	Decision
1	EE content is relevant for Nigerian students to get committed for employment generation	99	64	28	13	204	3.28	1.01	Agree
2	EE content is relevant for Nigerian students to get themselves committed to employment generation	102	58	26	18	204	3.19	0.96	Agree
3	The EE content prepares students to face the challenges of work place	77	105	9	13		3.21	0.90	Agree
4	Unemployment rate in Nigeria is as a result of the deficiency encountered in EE content of institutions of higher learning	42	57	78	27		2.56	0.85	Agree
5	Exposing students to EE helps them to develop positive attitude towards sustainability	86	82	16	20		3.15	0.94	Agree
6	EE helps students to develop interest in initiating and controlling small scale businesses	95	72	24	13		3.22	1.13	Agree
7	EE helps students to make better carrier choice after graduation while waiting for paid jobs	69	103	18	14		3.11	0.89	Agree t
	Grand mean							3.10	Agree

From the analysis of students' responses as shown in Table 1, all the respondents agree that the content of entrepreneurship education in university programme is adequate in preparing Nigerian graduates for employment generation. This is inferred because respondents recorded mean rating values above 2.5 in all items with a grand mean of 3.10.

Research Question 2

To what extent is the method and technique of teaching entrepreneurship education in the universities adequate for employment generation among faculty of education, NAU graduates?

Table 2: mean rating and standard deviation of the extent to which the method and technique of teaching entrepreneurship education in the universities is adequate for employment generation among faculty of education, NAU graduates

S/N	Extent to which method and technique of teaching entrepreneurship education in Nigeria universities is adequate for employment generation	SA	A	D	SD	N	$\bar{X}$	Std Dev.	Decision
8	EE is taught without practical in the universities like every other subject	11	26	157	10		2.19	0.86	disagree
9	Adequate time is given to practical with engagement in EE to help students develop ability to establish and manage self-enterprise	47	29	84	44		2.39	0.76	disagree
10	During training, students are exposed to field trip to small scale industries to gain experiences	5	8	143	48		1.85	0.81	disagree
11	Learner-centered and skill-oriented method is used in teaching EE to help students develop interest and self-confidence required to be entrepreneurs	31	23	97	53		2.15	0.66	disagree
12	Students, during EE are exposed to career talks by successful entrepreneurs	15	12	138	39		2.01	0.79	disagree
13	Opportunity is given to students for inquiry and discoveries during EE	09	28	111	56		2.93	0.63	Agree
14	EE creates opportunities for students to explore and create	62	66	54	22		2.82	0.67	Agree
	Grand mean						2.19		disagree

Data on Table 2 shows that, with the exception of items 13 and 14 (means = 2.93 & 2.82 respectively), respondents all disagreed with the notion that the technique used in teaching entrepreneurship education in Nigerian universities is adequate (grand mean = 2.19). This implies that the method and techniques of teaching entrepreneurship education in Nigerian universities is inadequate for employment generation in Nigeria.

Research Question 3

How does students' exposure to employment generation as offered by entrepreneurship education reduce graduate unemployment among faculty of education, NAU graduates?

Table 3: mean rating and standard deviation of how students' exposure to employment generation as offered by entrepreneurship education reduces faculty of education, NAU graduate unemployment

S/N	How students' exposure to employment generation as offered by entrepreneurship education reduce graduate unemployment	SA	A	D	SD	N	$\bar{X}$	Std Dev.	Decision
15	More courses should be introduced in EE on employment generation	69	103	18	14		3.11	0.98	Agree
16	students' participation in EE helps to reduce unemployment	78	92	16	18		3.12	0.92	Agree
17	Students are encouraged through EE to be self-reliant	100	88	9	7		3.38	0.96	Agree
18	EE helps students to develop entrepreneurship spirit	82	113	5	4		3.34	0.87	Agree
19	EE prepares students to be bold in facing challenges and risks involved in self-employment	101	98	3	2		3.46	0.93	Agree
20	EE exposes students to be critical thinkers-a quality required for employment generation	61	64	27	52		2.66	0.88	Agree
	Grand mean						3.18		Agree

Table 3 also shows respondents' agreement, with grand mean score of 3.18, that students' exposure to employment generation offered by entrepreneurship education reduces graduate unemployment

Research Question 4

What are the constraints to effective entrepreneurship education curriculum content delivery in Nigerian universities?

Table 4: mean rating and standard deviation of the constraints to effective entrepreneurship education curriculum content delivery in Nigerian universities

S/N	ITEMS	Mean	Rank
1	Dart of skilled lecturers	3.07	5 th
2	Poor funding	3.81	1 st
3	Inadequate teaching method	2.52	10 th
4	Absence of or where present, poorly-equipped laboratories	2.56	9 th
5	Absence of or where present, poorly-equipped entrepreneurial centers	2.29	11 th
6	Epileptic power supply	3.10	3 rd
7	Large class size	3.08	4 th
8	Lack of networking and integration of functional skills	2.87	8 th
9	Students' poor attitude and lack of interest towards entrepreneurship	3.64	2 nd
10	Inadequate instructional materials	2.93	7 th
11	Lack of team spirit among students	2.96	6 th

The data on Table 4 reveals that 10 out of the 11 listed items have mean scores greater than 2.5 and therefore present constraints to effective entrepreneurship education curriculum content delivery in the universities. The same Table reveals that item number 5, with mean rating of

2.29 is not a constraint in the view of the respondents. The greatest constraint, according to the respondents is poor funding with mean rating of 3.81

DISCUSSION

The study examined entrepreneurship education as a veritable tool for employment generation among Nigerian graduates. The findings of the study as seen from Table 1 revealed that entrepreneurship education course content in Nigerian university programme according to the respondents, is adequate in preparing Nigerian graduates for employment generation. The finding however, is at variance with the findings of Thomas (2012) who in his study on EE and preparing Nigerian graduates for the labour market reported that Nigerian graduates do not acquire enough knowledge and skills in entrepreneurship and as such they are ill-prepared for the labour market.

Findings of Table 2 revealed that methods and technique of teaching EE is inadequate for employment generation. This is evident from the grand mean of 2.19 which is less than the cut-off point of 2.50. By critically examining students' responses to the items in this cluster, it is noticed that the main elements of EE such as exposure to field trips to small/medium scale enterprises and interaction with successful entrepreneurs are not given adequate attention during training. Hence, the prospective entrepreneurs are deprived of the opportunities of gaining firsthand information that will give them needed experience and courage to delve into entrepreneurship with all its involved risks.

The result concurs with that of Akpomi (2009) and Thomas (2012) who opined that the method of handling EE are too mechanistic and so inadequate for employment generation. Hence, there is need to revisit the method of teaching EE in our tertiary institutions in order to inculcate those skills needed for employment generation among prospective entrepreneurs.

Coming to the issue of how employment generation as offered by EE helps to reduce graduate unemployment, the respondents agreed on this with grand mean of 3.81. This is because, many graduates these days, while waiting for the so-called white collar jobs, get themselves gainfully employed with one type of business or the other. This reduces the number of graduates loitering on the streets and also reduces criminal propensity among these graduates. The findings align very well with that of Elugbadegbo in Thomas (2012) who reported that students in colleges and universities demand a more practical education that will allow them to be self-reliant by of course generating their own employment and even some for others.

The data on Table 3 shows that EE has the capability, if properly implemented to reduce unemployment among Nigerian graduates by empowering and enabling them generate their own employment as well as provide employment opportunities for other people. This is what obtains in such small / medium scale businesses (businesses with less than 250 workers) like Dangote group of industries, Ibeto group of industries, many private schools and health care centers as well as many private-owned transport corporations to mention just a few.

The findings agree well with that reported by Ihugba, Odii and Njoku (2013) that entrepreneurs as produced through EE create a lot of business which provide employment to great number of citizens. Ihugba, Odii and Njoku (2013) went further to say that the existence of small / medium

scale businesses in the country, of course managed by entrepreneurs, have provided jobs and employment to many citizens.

Engaging students in EE yields a lot of benefits in the area of employment generation. However, this cannot go without certain challenges and constraints. Among the constraints to EE reported by respondents, inadequate funding ranks first on the list while that of poorly equipped entrepreneurial center ranks least. The other constraints and their ranking are shown on Table 4. Our findings concur well with the findings of Mohammed (2012) that inability of government to provide financial assistance, lack of infrastructural facilities and shortage of qualified staff constitute great challenge to EE development in Nigerian tertiary institutions. In the same vain, Ejikeme (2012), still supporting the notion, listed lack of practical experience, problem of electricity and financial problem as hindrances to EE in tertiary institutions.

CONCLUSION

In conclusion, the paper has tried to examine EE as a veritable tool for employment generation among Nigerian graduates. The result of the study showed that EE is important not only in equipping the graduates, but also, in helping them to generate employment for themselves and even others. Hence, reducing unemployment in our society. However, though the course content is adequate, there is need to improve in the method and technique of presenting those contents to the students to make them more practical oriented so as to be able to respond to global challenges of wealth creation and employment generation. The government on their part should provide enough fund and facilities as these constitute constraint to EE in our institutions of higher learning.

Recommendations

Based on the findings of the study, the following recommendations were proffered;

1. The federal government through the Federal Ministry of Education should strive to fund properly EE programmes in our tertiary institutions
2. Entrepreneurship centers with well-equipped and functional laboratories should be provided in our tertiary institutions. Provisions should also be made for constant supply of electricity to run the centers.
3. EE lecturers should engage students in practical work and take them on field trips, thus, creating an environment for those prospective entrepreneurs to interact and rob minds together with successful entrepreneurs.

References

- Akpomi, M. E. (2009). Achieving millennium development goals (MDGs) through teaching entrepreneurship education in Nigerian higher education institutions. *European journal of social science*, 8 (1), 18-21.
- Babalola, J. B. (2007). Reinventing Nigerian higher education for youth employment in a competitive global economy. *A retirement lecture delivered in honour of Prof (Mrs.) Grace Mbipom, Department of education administration and planning, University of Calabar, Nigeria.*
- Benson, I. (2004). *Experiential learning on the source of learning and development*. New Jersey: England Chiefs.
- Chiachenem, T. (2007). 71% of graduates are unemployed. *Daily independent. Thursday, February 8*, p. A3
- Ejikeme, E. L. (2012). Entrepreneurship education at tertiary education level: A veritable tool for poverty eradication. *The Nigerian academy of education 27th congress proceedings*, Minna, 5th-9th November, 2012.
- Fajana, S. (2000). *Functioning of the Nigeria labour market*, Lagos. labonfin and company
- Hussaini, G. B. (2011). The role of entrepreneurship education in rebranding Nigeria for a better tomorrow. *International journal of research in education*, 8 (1), 49-50.
- Ihugba, O. A. & Njoku, A. C. (2013). Challenges and prospects of entrepreneurship in Nigeria. *Academic journal of interdisciplinary studies*, 2 (5), 25-36.
- Isike, O. R. & Emoga, O. (2008). entrepreneurship education: strategy for national development, *Delta business education journal*, 1 (3), 113-118.
- Mohammed, R. (2012). Entrepreneurship education in Nigerian tertiary institutions: A pathway for sustainable national development. *The Nigerian academy of education 27th congress proceedings*, Minna, 5th-9th November, 2012.
- Muogbo, U. S. & John-Akamelu, C. R. (2018). Impact of entrepreneurial skills in reducing youth unemployment in Nigeria. *European journal of business, economics and accountancy*, 6 (3), 1-12.
- Nnaji F. O. & Bagudu, I. A. (2017). Entrepreneurship education: A strategy for youth empowerment and employment generation. *Nigeria journal of business education*, 4 (2), 55 - 66
- Nworgu, b. g. (2015). *Educational research: basic issues & methodology* (3rd edition). University trust publishers, Nsukka, Nigeria
- Okey, S. M., Ayang, E. E. & Ndum, V. E. (2012). Entrepreneurship education in Nigerian tertiary institutions: A bridge for self-reliance and sustainable development. *The Nigerian Academic Forum* 23 (1), 1-6. Retrieved from: <https://pdfs.semanticscholar.org/7b4a/69b5a6413c1363743605ac301e7987cfff5b.pdf>
- ThomaS, A. O. (2012). Entrepreneurship education and preparing nigerian graduates for the labour market. *The Nigerian academy of education 27th congress proceedings*, Minna, 5th-9th November, 2012.
- Uzoagulu, A. E. (2012). Entrepreneurial education in Nigeria. A keynote address presented at the 27th annual congress of Nigerian academy of education held on November 5th – 9th, 2012 at Minna, Niger State. *Proceedings of the Nigerian academy of education congress*, 5th – 9th.November, 2012.