

Teaching Entrepreneurship Education in Tertiary Institutions and the Disposition of Social Studies Students towards Self-Reliance in Plateau State, Nigeria

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Abstract

Having incorporated entrepreneurship education into the curriculum of tertiary institutions in Nigeria with the composite aim of breeding creative and innovative graduates that can generate employment and thereby enhance national economy and consequently stem the terrific tide of mass unemployment with its attendant malady of poverty, youth restiveness and crime, it is therefore imperative to investigate the impact of this laudable efforts on the targeted students. To this end, this research examines the teaching of entrepreneurship education in tertiary institutions and the disposition of Social Studies students towards self-reliance in Plateau State. Data for analysis were drawn from 193 final year tertiary Social Studies students. Using the descriptive statistics of frequency count for research questions and chi-square test for the hypotheses formulated, the analysis reveals that practical demonstrations are abysmally used in the process of teaching the course. Equally, the linkage between industries and entrepreneur education is also very low. Besides, more than 75% of the students claimed that the training has not prepared them for self-reliant after graduation. Invariably, 53% of the potential graduates in the University and 79.3% of the College students preferred government job, while 47% of the University students and 20.7% of the College students preferred to be self-employed. In the light of this, the study strongly recommend among others that a well-funded model entrepreneurship centre should be established in all tertiary institutions in Nigeria, where practical exposure and functional skill acquisition will be well emphasised.

Keywords: Entrepreneurship Education, Tertiary Institutions, Social Studies Students, Self-Reliance

1.0 Introduction

In 2005, the National Economic Empowerment and Development Strategy (NEEDS) was launched by the Nigerian Government (FRN, 2005) with the aim of attaining the Millennium Development Goals (MDGs) in Nigeria. The subjects of entrepreneurship or entrepreneurship education, and entrepreneurial development became the subject of discussion in every quarter and have attracted attention by the nation's academic community and professional associations. Literature indicate that these themes and sub-themes have centred on poverty reduction from skills acquired through education and training, and entrepreneurship for sustainable national development through self-employment, employment generation and diversification of the national economy, among others (Onojetah & Amiaya, 2013).

However, inspite of fifteen years of the activities of NEEDS and the MDGs in Nigeria, unemployment is on the increase and it is a reality facing many families and communities. This situation is getting deeper and wider in terms of its spread. Unfortunately, most graduates of tertiary institutions always prefer government employments which are very rare to come by. Depicting this issue of unemployment, Obadan & Odusola (2010) lamented that in this 21st century, unemployment in Nigeria cut across all facets of age groups, educational strata and geographical entities. In specific term, Ogunmade (2013) opined that the unemployment level in Nigeria was above 40%. This problem especially among graduates of tertiary institutions can be attributed to many factors such as disconnection between the curriculum content and the needs of the industries in Nigeria context.

Every year thousands of graduates are turn out for whom there are no jobs. Nigerian streets are littered with youth hawkers who ordinarily would have found gainful employment in some enterprise. The self-employed are in quandary as scant infrastructure, lack of youth access to fund

and systematic failure of the educational institutions makes it impossible for them to ply their trade. The large number of youths who are unemployed are capable of undermining democratic practice as they constitute a serious threat if engaged by the political class for clandestine activities (Adepegba, 2011; Ibrahim, 2011; Lartey, 2011). This is worse in Plateau State as most of the working class are civil servants with no meaningful contribution from the private sector to improve the plights of youths roaming the streets of Jos, the State capital, no wonder the state has long been pseudonymized with civil servants state. In the light of this, Ahamed, Ajayi & Olakunle (2011: 138) asserted that:

Nigeria is a land of resources without productivity. We have large fertile and arable land, yet our Agriculture exportation is only 2% in 2010 against 75% in 1960 when cocoa, groundnut, rubber and other agricultural produce were high on our exportation list. We have land, yet people are homeless. We have minerals resources, yet we don't know how to interpret them to our benefit to create employments for our youths. We have crops and fruits wasting away at various seasons every year, yet we don't know how to preserve them for all seasons as they do in other countries. This calls for entrepreneurship development in tertiary institutions in Nigeria.

One now wonders how this tertiary education can be made functional to meet the needs of the growing Nigerian population.

In order to make tertiary education more functional, relevant and practical, the Federal Government of Nigeria, through its educational agencies made entrepreneurship education a compulsory course for all tertiary students. It was in this order that Osuala (2011) stated that entrepreneurship education is a specialized education offered to students to acquire relevant abilities, competencies and capabilities for self-employment instead of roaming the streets for unavailable paid employment. In the same vein, Social Studies was introduced into Nigerian school curriculum to make education more functional and relevant. It is a programme of studies in tertiary institutions as a human construct to foster nationalism and patriotism on the one hand and for man to realize his existence as both individual and citizen in a multicultural society on the other hand. In other words, Social Studies education in Nigeria is to construct possible approaches of fostering and implementing the national educational goals which Ireyefoju (2010) regarded as the ideal subject or course that can impact such knowledge in an integrated manner. More so, Social Studies education is fully rooted in facilitating the use of artefacts, historical monument archives and traditional technology of preserving foods that students can be taught and made to be improved upon by way of generating income and boosting domestic and international tourism.

1.1. Entrepreneurship Education in Nigeria

The concept of Entrepreneurship Education is defined by Emeraton (2008) as that which deals with those attitudes and skills that are necessary for the individual to respond to his environment in the process of conserving, starting and managing a business enterprise. On his own part, Onu (2008) maintained that it is the type of education geared towards producing a self-employed or self-reliant person. Hisrich & Peters (2002) simply captured the term as the dynamic process of creating incremental wealth. They went further to explain that entrepreneurship is the personalized version of actualizing one's desire, ambition, and expression. Okiti (2009) further describes entrepreneurship education as the gateway to job opportunities and job creation which would constantly enhance self-reliance and self-employment among university graduates. From these definitions, one can infer that it is a type of education which will assist students to think creatively in order to acquire knowledge, develop desirable attitude and skills for self-reliant. This

in turn will help them to contribute meaningfully to the political and socio-economic development of their society.

Interestingly, Entrepreneurship Education based on Katz's (2003) submission started in Harvard University in 1947 with a graduate course. However, it did not start in Nigeria until in the 1980s. This, based on Adamu (2012) assertion, was as a result of the collapsed of Nigerian economy which gave rise to unemployment of youths, underemployment, retrenchment and poverty. That Nigerian government decided to do this borrowing from the experiences of countries like USA, Japan, Germany, china and so on which used it to turn the economy and fortune of their country and citizens around is a welcome development. Initially, entrepreneurship education in Nigeria was dominated by courses in technical and vocational education but this trend has changed with its introduction as one of the General Studies courses in tertiary institutions in Nigeria. The main idea behind this is for students in higher education to be encouraged to think of innovation as a vehicle that can take them anywhere thereby reducing underemployment and unemployment among graduates of tertiary institutions. In specific terms, the objectives of Entrepreneurship education as highlighted by Paul (2005) are structured to achieve the following:

- i. To offer functional education for the youth that will enable them to be self-employed and self-reliant.
- ii. Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
- iii. Offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible.
- iv. Provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses.

However a closer look at the relevant documents of National Commission for Colleges of Education (NCCE, 2012: 22) and the students' handbook of Undergraduate students containing minimum standards for General Studies (GSE/GST) shows the following:

1. Nigeria Certificate in Education Minimum Standards for General Studies is a document that contains the philosophy and the objectives of GSE courses. Surprisingly, no mention was made of Entrepreneurship Education neither in the philosophy nor in the objectives. However, other aspects of the GSE Courses like Citizenship Education, Basic General Mathematics, General English. Computer Science and so on were mentioned. In addition to this, Entrepreneurship Education is coded GSE 224 as a second semester course in NCE Two with twelve major topics but unfortunately allocated only one credit unit. This implies that contacts with the students will be just for one hour per week with more than five sub-topics to be covered.
2. In the mode of teaching of GSE courses at this level including entrepreneurship education, no mention was made on how to exposure the students to practical either within or outside the institutions.

While at the undergraduate level, the course is also domiciled in the General Studies Department coded GST 223 as a 2 credits unit with the following course objectives;

1. To provide a hands-on, practical guidance to understand and discover critical aspects of entrepreneurship.
2. To develop competencies, know-how, experiences, attitudes, resources, and network required to pursue different entrepreneurial opportunities.
3. To introduce students to the key requirement for studying an enterprise.

4. To expose students to meaning of the vital issues and immerse them in key learning experiences such as the themes of entrepreneurship, the Nigerian business environment and the concept and management of innovations.

To achieve these objectives, the course has two parts. The first part has nine modules viz: Development of entrepreneurship, the Nigerian entrepreneurial environment, creativity and intellectual rights; technological entrepreneurship management of innovations, family business and succession planning, women entrepreneurship, social entrepreneurship and lastly business opportunity evaluation. While the second part has seven modules which are as follows; concept of business and new value creation, theories of growth (an overview), source of funds, marketing ethics and social responsibilities, new opportunities for expansion and lastly managing transition; from start up to growth.

Based on the foregoing, one can say that the listed course contents are a sort of theories and the usual academic exercise to be learnt in one to two hours a week in a semester without provision for practicals and internship. Also, a strong missing gap is the absence of skills acquisitions for students to learn one trade or more as a buffer in case white collar job is not forthcoming. If the government and policy makers are desirous of change, the course content can be taken in two semesters and provision for a sort of attachment or internship by students for practical experience in a reputable business organization for at least six weeks. This will go a long way in instilling the spirit of entrepreneurship in them. Secondly, the courses can be reorganized in such a way to include some specific business ventures in agro-allied, for instance, value chain in agriculture, solid mineral, tourism, sanitation business for sustainable development and reduction in extreme poverty. Thirdly, each institution should be encouraged to establish entrepreneurship centre for smooth learning and teaching of the course. Lastly, students should be encouraged to come with viable business proposal and department should establish link with industries for funding and endowment for such project. Even, best graduating students can be offered jobs by such industries.

1.2.Challenges of Entrepreneurship Education in Nigeria

Sadly, Ezugworie (2008: 57) hinted that Nigerian youths are being modelled into consumers instead of into creativity and innovations. He proffers that youths have the capacity to create, consequently, there is need to revisit the questions on the type of education we give them. He raised some salient issues such as;

- (1) Is their education a creative one?
2. Have their potentials been exploited and exhausted by the kind of education they have?
3. How is the educating environment?
4. Does it have the necessary technology for them to create?
5. How often have their teachers been trained to meet up with the challenges of modern globalization and technology?

In a study carried out by Etor, Akpama, Akpan, & Etor (2009), it was found that students agreed that inadequate skilled lecturers, lack of laboratory and conducive classroom for practical work, lack of training materials and textbooks were the operational problems affecting effective teaching of entrepreneurial studies. Furthermore, Uche, Nwabueze & Ememe (2009) in their study discovered that university students lack entrepreneurial skills. Out of 2,500 students that were used for their study, 84% said they did not acquire any skill. These findings suggest that our university graduates do not acquire adequate entrepreneurial skills for job creation. In the same vein, Oluwatoyin (2014) in a study on perception of Entrepreneurship Education in Adekunle

Ajasin University found that entrepreneurship education was not being learnt and taught accordingly.

However, the study of Ekpiken & Ukpabio (2015) showed different situation. In their study on entrepreneurship education, job creation for graduate employment in south-south geopolitical zone of Nigeria, the results were tested at 0.05 level of significance with a degree of freedom. The results revealed that career intervention in four dimensions of entrepreneurs' skills, and level of skills acquired after completing entrepreneurship course are significantly very high. It was recommended that more emphasis should be placed on technical and vocational education and training. Provision of infrastructures like electricity; qualified professional teachers for quality teaching were recommended.

1.3. Theoretical Framework

The need to improve theory of entrepreneurship was propounded by Inkeles and Smith in 1975 and they identified disposition to accept new ideas and try new method, a time sense that makes a person more interested in the present and future than in the past as attitudes which directly or indirectly affect entrepreneurship development as the fundamental features of theory. This is apt to this current study, since Nigeria is at cross road of trying other means and methods to reduce unemployment, reduction of extreme poverty and checking youth restiveness. This will help Nigerian students in the continual searching of the environment on how to move forward. Going back to traditional setting, each Nigerian community have different ways of teaching entrepreneurship in an informal way. For instance, a successful business man picks up a nephew or a young cousin and puts him under internship for some years in his own line of business until he is able to freelance on his own with seed (Mbaegbu, 2008). Also, many young people take farming, fishing, mat netting, tie and dye among others as a profession through apprenticeship.

1.4. Purpose of the study

The main purpose of this study was to find out the impact of the teaching of entrepreneurship education on the disposition of Social Studies students towards self-reliant in Plateau State. In specific terms, the study will attempt to:

1. find out the most prefer nature of employment among NCE and Undergraduate Students of Social Studies after graduation;
2. find out the extent to which the teaching of entrepreneurship education has prepared Social Studies NCE and Undergraduate students for self-employment after graduation; and
3. find out the impacts of the absence of practicals on the effectiveness of entrepreneurship education among social studies students.

1.5. Research Questions

1. What is the most prefer nature of employment among NCE and Undergraduate Students of Social Studies after graduation?
2. To what extent has the teaching of entrepreneurship education prepared Social Studies NCE and Undergraduate students for self-reliant/employment after graduation?
3. To what extent has the absence of practicals in the teaching of entrepreneurship education affects Social Studies students' knowledge of the course?

1.6. Research Hypotheses

1. There is no significant difference between the prefer nature of employment among NCE and Undergraduate Students of Social Studies in tertiary institutions in Plateau State after graduation.
2. There is no significant difference between the teaching of entrepreneurship education, Social Studies NCE and Undergraduate students' desire for self-employment after graduation in Plateau State.
3. There is no significant difference between knowledge of theory and practical aspects of entrepreneurship education among Social Studies students.

2.0. Methodology

2.1. Population

The population of this study consists of all the colleges of education and universities in Plateau State. There are two public colleges of education and two public universities.

2.2. Sample and Sampling Technique

For the purpose of this study, one University (University of Jos) and one College of Education (COE Gindiri) were used. Final year students were used in both institutions. The reason is because they have been exposed to the course and were about to graduate. This group of students are already thinking about what they are likely to do after their examination.

In the University selected, all the final year Social Studies students were used. They were only 49 in number and all returned completed questionnaires. For the College of Education, a total of one hundred fifty six (156) final year Social Studies students were selected. Out of this number, 144 students returned fully completed questionnaire given to them through purposive random sampling technique.

2.3. Instrument for Data Collection and its Administration

The instrument used for collecting data for the purpose of this study was a questionnaire. The instrument has three sections. The first section was on general information; the second was on the nature of employment after graduation while the third section was on relationship between the teaching of entrepreneurship education and linkages to practicals within and outside the schools.

The data were collected from the University students during one of their lecture session by one of the researcher while that of the College of Education were collected by one of the Social Studies lecturer of the institution.

2.4. Data Analysis

The data collected through the use of questionnaire was analysed using descriptive statistics of frequency count for answering the research questions and chi-square test for the hypotheses formulated. The purpose of the test was to determine whether the hypothesis would be rejected or accepted at 0.05 level of significant. This computation was done using the SPSS package.

3. Results

The results of this study are presented in line with the research questions and hypotheses as follows:

Research Question 1

1. What is the most prefer nature of employment among NCE and Undergraduate Students of Social Studies after graduation?

Table 1: Nature of employment preferred after graduation

Preferred work	University graduates	College of Education Graduates
Government	49	65.2
Private	4	14.1
Self-employed	47	20.7

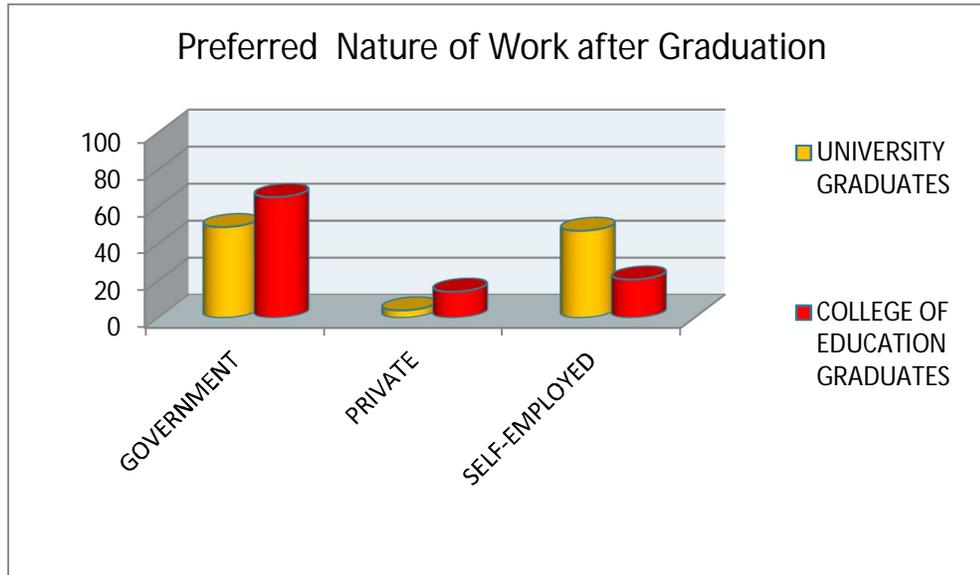


Chart 1: showing preferred work areas of both university and NCE graduates

Table 1 and chart 1 presents preferred nature of work by University and College of Education graduates. From the data, the two groups mostly preferred government employment with 49% for university and 65.2% for the college. The second most preferred nature of work is the self-employed with the university having 47% while that of the college is 20.7%. Their preference for engagement with private sector had the least for both but the college scoring a higher percentage of 14.1%.

Table 2: Chi-square result on most prefer nature of work after graduation

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.000 ^a	4	.199
Likelihood Ratio	6.592	4	.159
Linear-by-Linear Association	.795	1	.373
N of Valid Cases	3		

From table 2, the chi-square test for the preferred work by Social Studies graduates between university and NCE shows that the p value is 0.199, therefore, the hypothesis is accepted since it is greater than $\alpha=0.05$ level of significance. This means that there is no significant difference between the two groups in their preferred work place which further confirm the earlier result presented in table one.

Research Question 2

2. To what extent has the teaching of entrepreneurship education prepared Social Studies NCE and Undergraduate students for self-reliant/employment after graduation?

Table 3: Responses on how the teaching of entrepreneurship education prepared Social Studies NCE and Undergraduate students for self-employment

S/n o	Items	COE % response		University % response	
		Yes	No	Yes	No
1	Practical demonstrations were carried out in the course of studying Entrepreneurship Education.	14.3	85.7	10.2	89.8
2	There was linkage with relevant industries in the course of studying Entrepreneurship Education	16.7	83.3	14.3	85.7
3	My study of Entrepreneurship Education along my major course of study has adequately prepared me for self-reliance (self-employment)	23.8	79.0	24.5	75.5

From table 2, the responses shows that practicals were not included in the teaching of entrepreneurship education at both college of education (85.7%, disagreed) and university (89.8%, disagreed). On the second item, 83.3% college of education respondents disagreed that there was linkage with relevant industries in the course of studying entrepreneurship education while 85.7% of the respondents from university disagreed too. On the last item, 79.0% of the college of education disagreed that study of entrepreneurship education along my major course of study has adequately prepared them for self-reliance while 75.5% of the respondents from university disagreed.

Table 4: Chi-square result on how entrepreneurship education prepared students for self-reliant

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.000 ^a	20	.242
Likelihood Ratio	18.729	20	.540
Linear-by-Linear Association	1.738	1	.187
N of Valid Cases	6		

The table shows the chi-square test on how entrepreneurship education prepared Social Studies students after graduation for self-reliant. The data shows p value is 0.242 which is greater than $\alpha=0.05$ level of significant. Therefore, the hypothesis two which says that there is no significant difference between the extent to which the introduction of entrepreneurship education has prepared Social Studies NCE and Undergraduate students for self-employment after graduation in Plateau State is accepted.

Research Question 3: To what extent has the absence of practicals in the teaching of entrepreneurship education affects Social Studies students' knowledge of the course?

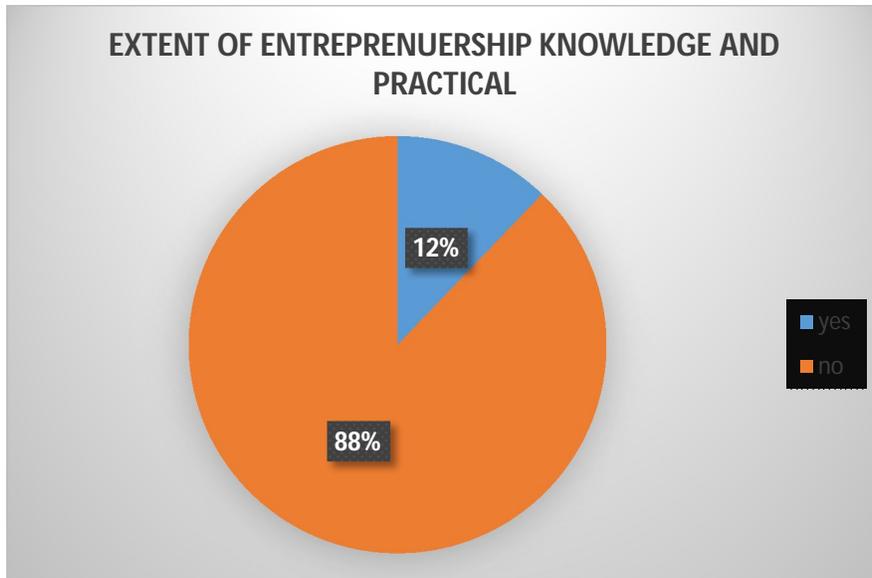


Chart 2: Students' entrepreneurship knowledge and practicals

The responses from the respondents on entrepreneurship knowledge and practicals were presented in the pie chart 2. The result revealed that only 12% of the respondents agreed that the absence of practicals in the teaching of entrepreneurship education has no effects on Social Studies students' knowledge of the course while 88% of the respondents disagreed that the absence of practicals in the teaching of entrepreneurship education affects Social Studies students' knowledge of the course.

Table 5: Chi-square result on significant difference between knowledge of theory and practical aspects of entrepreneurship education among Social Studies students.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.000 ^a	1	.157
Continuity Correction^b	.000	1	1.000
Likelihood Ratio	2.773	1	.096
Fisher's Exact Test			
Linear-by-Linear Association	1.000	1	.317
N of Valid Cases	2		

Table 5 shows the chi-square test on significant difference between knowledge of theory and practical aspects of entrepreneurship education among Social Studies students. The data shows p value as 0.157 which is greater than $\alpha=0.05$ level of significant. Therefore, hypothesis three which says there is no significant difference between knowledge of theory and practical aspects of entrepreneurship education among Social Studies students is accepted.

4. Discussion

The intention of the students for entrepreneurial activity is presumed to be depended on the perceived desirability and perceived feasibility. Therefore, understanding the antecedence for entrepreneurial intention requires analyzing not only demographics of the students but to look at other factors such as entrepreneurial family background and entrepreneurial experience of the students. The result revealed that majority of the respondents preferred

government job to self-employed job. This indicates that mentorship or role modelling could be an important factor in moulding the students to have positive attitude toward entrepreneurship. It is argued that teaching students about the realities of entrepreneurship may enhance their entrepreneurial self-efficacy, but at the same time it decreases their perceived desirability for starting a new business (Abubakar, & Salwa, 2014). It is important to understand different motivational factors for the students coupled with societal push for creativity and the desire for national development that will influence their attitude towards self-reliance.

The findings also revealed that the absence of practicals in the teaching of entrepreneurship thus have adverse effects on Social Studies graduate knowledge of the course thereby affecting the major status of entrepreneurship as a course in Nigerian institutions of learning because it has not been properly accommodated in the curriculum of Nigerian tertiary institutions. This is in line with Adepegba, (2011) who posits that Nigerian tertiary institution curriculum does not encourage creativity and innovation in students which in turn affects their job viability in modern competitive environment. The supervisory body, National Universities Commission (NUC) and National Commission for Colleges of Education (NCCE) though has been lauded for the introduction of entrepreneurship studies, a lot still needs to be done. The needful of entrepreneurship education to graduate employment has been emphasized as majority of the respondents positively asserted it. This was affirmed by Ibrahim (2011) that acquisition of skills, abilities and competencies equip the beneficiary with self-reliance which is necessary for societal development. It would not be out of place to say that Nigeria has embraced the idea of entrepreneurship education as a strategy to address the serious problem of unemployment of graduates of tertiary institutions.

5. Conclusion

Nigerian tertiary institutions should actively embrace and strategically sustain the good spirit of entrepreneurship that has begun. Entrepreneurship education and development in Nigerian tertiary institutions can take a good root by integrating classroom teaching with practicals to enhance students understanding and knowledge of the course. For entrepreneurship to evolve, from the present stage of imitation into the critical stage of invention, it requires a favourable entrepreneurship climate. Nigeria as a developing nation is facing many challenges ranging from institutional development to management of its enormous resources for industrialization and sustainable development. Entrepreneurship training will help the very many students in tertiary institutions to create new jobs and start new business on their own. Entrepreneurship will help to harness students' potentials and channel them to the development of our natural resources. This will industrialize the nation and sustain rapid growth and possibility of Nigeria meeting the aim of launching the NEEDS programme and actualizing the millennium development goal in no distant time.

6. Recommendations

The following recommendations were made for the teaching of entrepreneurship in tertiary institutions:

1. Adequate infrastructural and instructional facilities should be provided.
2. All tertiary institutions should establish a functional entrepreneurship centres.
3. Practical and skills acquisition should be part of entrepreneurship education in all tertiary institutions.
4. Government should give adequate funding and seriousness to entrepreneurship education.

5. Industries should work with tertiary education to examine the area of collaboration.
6. There should be training and retraining of entrepreneurship teachers to meet with the current needs of the global societal expectation.
7. Students should spend six months attachment on the field so as to bridge the existing gap between classroom and the actual business setting.

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