



Effectiveness of Entrepreneurship Education and Skill Acquisition among Undergraduate Students in Kano

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ABSTRACT

The paper examined the effectiveness of entrepreneurship education for skills acquisition among undergraduate students at Bayero University, Kano. Four research questions guided the study and a mixed design was used in the study. The population of the study was 7,701 students, and then random sampling was used to pick nine (9) faculties, having a total of 4,030 students with a sample size of 370 students through the research Advisor. An eleven-item questionnaire for Research question one was used for data collection, while another eleven items questionnaire for Research Question two was used for data collection respectively. The Interview was conducted to gather data for Research Questions three and four. The instrument was face-validated by experts in the department of Education, Bayero University Kano, Nigeria. Mean and standard deviation was used to answer the research questions. The study revealed that the extent to which entrepreneurship education curriculum inculcates entrepreneurial skills among undergraduates was very high, though infrastructural facilities such as skills acquisition centres equipped with state-of-the-art equipment, teaching and learning materials as well as the provision of ICT services were inadequate or under construction. Lastly, it was recommended that the government should provide needed skills acquisition machines, devices and equipment to facilitate an easy understanding of the subject matter.

ARTICLE INFO

Article History

Received: July, 2022

Received in revised form: August, 2022

Accepted: August, 2022

Published online: Spetember, 2022

KEYWORDS

Entrepreneurship, Skill acquisition, Education

INTRODUCTION

The effective education of the citizenry and the growth of human capital of any nation are significant to applying an everlasting remedy to the various problems the nation faces. The view countries of the world that have struggled to develop socially, politically and economically in the past century and as such gained relevance in the process, have succeeded on the back of a strong educational system. Asaju and Sunday (2014) maintained that no nation can develop beyond its educational standard or level. Thus, education is seen as a catalyst for the socio-economic and political development of a nation. The success of many nations in tackling major developmental problems such as poverty, unemployment, and inequality among others can be traced to their educational system.

However, a major deficiency in Nigeria's educational system, inclusive of the universities, is its theoretical practice. For instance, most Nigerian universities churn out graduands who are capable only of white collar jobs and lack basic entrepreneurial skills of any other vocational relevance. Naturally, such has caused a high unemployment rate, especially among university graduates (Ejere & Tende, 2012).

In 2006, the Federal Government compelled Nigerian Higher Education Institutions (HEIs) to include Entrepreneurship Education (EEP) as a must-course for all students with effect from the 2007/2008 academic session (Aliu, 2008). That led to the inclusion of EEP in the curriculum of all universities and other higher education in Nigeria. As a result of this,



universities in Nigeria now create a centre for entrepreneurship education in their respective institutions. The General Studies Unit of BUK (formerly known as the School of General Studies) was purposely named School of General Studies and Entrepreneurship to suit the purpose and as part of its effort to train a skill-based curriculum through the entrepreneurship education program. In Bayero University Kano, entrepreneurship courses with codes EEP 3201 and EEP 4201 for each level have come to stay and this paper critically examined the effectiveness of the courses offered at 300 and 400 levels.

EDUCATION

Education nowadays has become a prominent thing as it involves most people to take part in this matter. In addition, it cannot be separated from human endeavour. Education plays a significant role in the development of a country. If a country does not have proper education, it may be left behind by other countries which support education.

Falola T (2022) maintained that the education of citizenry and the development of the human capital of any nation are central to applying permanent solutions to the various issues the nation faces. The few countries that have striven to develop socially, politically, and economically in the past century and have thus, gained relevance in the process, have done so on the back of a strong and effective educational system. More so, effective education presents opportunities that keep people gainfully and productively occupied, keeping them away from nefarious activities. Rather, in academia, students get to study the various challenges that the country faces and proffer solutions to them. For instance, ground-breaking research in science and technology can emanate from our institutions of higher learning and as such certain skills that provide employment opportunities could be a greater breakthrough to the problem of unemployment in Nigeria.

ENTREPRENEURSHIP

An entrepreneur is a creative individual who comes up with fresh initiatives and makes good decisions and emerging opportunities.

According to Ikeme (2012), an entrepreneur identifies needs and generates ideas on how to proactively satisfy these needs at a profit. An entrepreneur can identify, and evaluate business opportunities and also initiate appropriate action to successfully execute the identified business. UNDP (2010) defined entrepreneurship as the process of using private initiative to transform a business concept into a new venture or to grow and diversify an existing venture or enterprise with high growth potential. To Shane (2010), entrepreneurship is the act of being an entrepreneur, which can be defined as "one who undertakes innovations, finances and displays business acumen to transform innovations into economic goods".

Garba (2010) asserted that the term entrepreneurship means different things to different people and with varying conceptual perspectives. He stated that despite these differences, there are some common aspects such as risk-taking, creativity, independence and rewards. He affirmed the concept of entrepreneurship has a wide range of meanings.

Given the above, Nigerian graduates are better trained as educated entrepreneurs who are ready to prioritise self-employment and jettisoned white-collar jobs to maximise opportunities in the world of entrepreneurship. Therefore, the universities and other institutions of learning should effectively carry out the teaching of entrepreneurship in such a way it brings about self-reliant citizens who create a job rather than seeking white collar jobs.

Entrepreneurship Education

Entrepreneurship education could be conceptualized as the type of educational process geared toward equipping students with creative and innovative ideas that will enhance self-employment and job creation. Entrepreneurship education inculcates in individuals entrepreneurial skills that enable them to confront situations in creative and innovative ways (Chiaha & Agu, 2013). Entrepreneurship education can also be viewed in terms of the skills that can be taught and the characteristics that can be engendered in individuals that will enable them to develop new and innovative plans. Ikeme (2013) argued that in



entrepreneurship education, students participate in real-life learning experiences where they have opportunities to acquire planning and organizing skills, take risks, manage the results and learn from the outcomes, and acquire communication skills to enable them to communicate freely with members of the society; acquire creative/innovative skills to enable them to become creative and innovative by adding value to work; students also acquire decision making/problem-solving skill which gives them an edge to solve delicate problems and proffer relevant solution when necessary.

Agu (2013) posits that entrepreneurship education and training programmes are aimed directly at stimulating entrepreneurship which may be defined as independent small business ownership or the development of opportunity-seeking managers within companies. Entrepreneurship education includes instruction in opportunity recognition, commercializing a concept, marshalling resources in the face of risk, and initiating a business venture. Entrepreneurship education, therefore, is specialized training given to students to enable them to acquire skills, ideas, managerial abilities and capabilities to enable them to become both self-employed and entrepreneurs in the country.

However, EEP 3201 and 4201 as a course in Bayero University, Kano should as a matter of urgency speed up the building of facilities that will enhance entrepreneurial skills in undergraduate of the school as that will allow students to become skilful individuals through the well-thought content of the entrepreneurship curriculum.

Objectives of Entrepreneurship Education

The objectives of entrepreneurial education are to equip the graduates and even undergraduates with skills, ideas and abilities needed for self-reliance and economic development of the nation. According to Olorumolo and Agbede (2012), the objectives of entrepreneurial education are stated as follows:

1. Providing meaningful education for youths could make them self-reliance and subsequently encourage them to derive profit and be self-independent.

2. To provide graduates with the training and support necessary to help establish a career in small-scale and medium-sized businesses.
3. To provide graduates with training skills that will make them meet the manpower needs of society.
4. To provide graduates with enough training in risk management to make uncertainty bearing possible and easy.
5. To sustain and stimulate industrial and economic growth of less developed areas.
6. To provide graduates and undergraduates with enough training that will make them creative and innovative in identifying new business opportunities.
7. To provide small and medium size companies with the opportunity to recruit qualified (manpower) graduates and non-graduates who will receive training and tutoring in the skills relevant to the management of the business centre.

Looking at the above-highlighted objectives, it can be seen that entrepreneurship education, if given adequate support and attention in Nigeria will virtually reduce if not eradicate graduates' unemployment. It will also produce graduates that will promote job and wealth creation and thus eliminate poverty. One of the most important objectives of the Millennium Development Goals (MDGs) is job creation and entrepreneurship education, it is a lot of avenues for its realization and invariably enhances a better standard of living among men and women in Nigeria.

Concept of Skill Acquisition

A society develops the type of theoretical or practical knowledge which is consonant with its values. These values are social, cultural, political and economic, and have been developed through the ages. Ekong (2008) maintained that the introduction of entrepreneurship skill acquisition into the educational system will enable the youth to become enterprising, innovative and creative.



They will be job creators rather than job seekers in the economic system of any country. The introduction of entrepreneurship education in the educational system will naturally consolidate developed partnerships that will promote the possibility of harnessing diverse ideas, knowledge, expertise, experiences and skills for national development. The resultant effect will be effective and efficient resource management, sustained economic development as well as a scientific and technological breakthroughs. The inculcation of entrepreneurship skills acquisition in education could provide the needed solution to the complex developmental problems of the nation such as resource wastage, hunger, disease control, etc. It will lead to opportunities for the individual and collective development of latent potentialities for self-fulfilment and actualization. Moreover, the general avoidable ignorance and poverty will be reduced if not eliminated among graduates in as much as entrepreneurship skills acquisition is embraced (Hafiz & Sa'ad 2015)

Based on secondary data, Onuma (2016) asserted that up to eight million Nigerian youths are unemployed, despite their education, lamenting that the unemployment rate among Nigerian youths is alarming. Adebisi and Oni (cited in Onuma, 2016) pointed out that the young graduates and youth unemployment statistics are at an alarming proportion because the vast majority of them do not possess entrepreneurial skills along with their respective certificates. Falola. T (2022) asserted that beyond getting certificates, graduates need practical skills for improved productivity. It is then expected that government leaves no stone unturned in ensuring that the teaching of entrepreneurship education goes beyond theory in class and skill development centres should be built across campus for effective skill acquisition. Kayode (2022) urged stakeholders in the Nigerian education sector to explore new approaches arguing that the white-collar-focused system can no longer support national development, he further maintained that 21st-century realities require digital, entrepreneurial and vocational skills as supplements to conventional education. It is a known fact that there are emerging skills through science and

technological breakthrough which are capable of creating employment. These skills including digital skills should be incorporated into the curriculum and taught by a vastly experienced individual with the main aim of solving the unemployment problem.

Given this, Ikwuka (2017) maintained that teachers should be trained in the effective use of new technologies in their teaching and be encouraged to imbibe multiplicity approaches in their class as that will ensure the acquisition of skills.

METHODOLOGY

This study adopted mixed methods for data collection, where quantitative and qualitative methods (questionnaire and interview) were used to enhance the greater validity of the research by ensuring that there was no gap in the information or data collected. However, as a mixed design study, an interview was also used as an instrument. An interview was granted to the EEP Coordinator, Bayero University, Kano alongside some students to balance the information from the school authority. The interview was formally granted and recorded for easy interpretation and unbiased analysis. In conducting the interview, Patton (1990) provides a guide for the researcher in selecting interviewees. The scholar claims that in qualitative studies, there are no scientifically validated rules guiding sample size selection. The scholar further argued that the validity, meaningfulness and insights generated from qualitative inquiry have more to do with the richness of the information from the selected case and the analytical capabilities of the researcher than with the sample size.

The population of the study comprised the 300 and 400-level students of Bayero University, Kano across the seventeen faculties. This is because the EEP as a course is offered at both the 300 and 400 levels. However, nine faculties were chosen out of seventeen which represents 53% of the faculties, a percentage sufficient to reach a logical conclusion.

This study employed a multi-stage sampling technique which involved purposive sampling, stratified random sampling and simple random sampling techniques. The first stage involved purposive sampling which was used to



select the university used for this study. The second stage involved a simple random sampling technique which was used to carefully select the nine faculties (53%) out of seventeen through the use of balloting simple random techniques. The last stage involved systematic sampling which was carried out firstly by assigning a number from 1st to the last number of the sampled population. Secondly from the list of students on the seat, a decision was taken, and the decision was anybody who fell on any given even number automatically emerged as a sample or respondent. Finally, a total number of students according to the research advisor (2006) were chosen from the population. Also, a table was drawn to show the allocation of copies of the questionnaire based on a proportionate ratio.

The sample size of this study was 370 students drawn from nine faculties which represented 53% of the entire faculties. The total number of students in the seventeen faculties was 7701; while the total number of students in the nine faculties was 4030. With the application of the table of sample size/ research advisor (2006), the population size of 7500-10000 requires 370 samples at a 95% confidence level and 0.5 margins of error.

The first instrument for the study was a questionnaire titled "Effectiveness of Entrepreneurship Education and Skill Acquisition Questionnaire" (EEESAQ). It was designed and organized in two sections, A and B. Section A,

dealt with the data of the respondents, while section B contained items built-in 4 clusters. Cluster I sought information on the extent entrepreneurial education curriculum contents enhances skill acquisition among undergraduates, Cluster II was on the various pedagogies used in teaching entrepreneurship education, Cluster III was on the resource persons used in teaching entrepreneurship, while Cluster IV was on facilities put in place for the enhancement of entrepreneurial skills. A "Yes or No response" format was provided for the choice of the respondent to be made clear.

Data Analysis

This section contains results presentation and interpretation based on the research questions stated earlier in Chapter One of this study. It is worth mentioning that this arrangement was done to aid comprehensive understanding and help in determining whether the said research questions of the study have been appropriately answered or not.

Research Question One: To what extent does an entrepreneurship education programme inculcate entrepreneurial skills in undergraduates? This research question was answered via the questionnaire, and data gathered was analysed using descriptive statistics of mean and standard deviation. The results were presented in Table 1.

Table 1: The Extent Entrepreneurship Education Curriculum Content Inculcates Entrepreneurial Skills among Undergraduates

S/N		Mean	St.d	Decision
1.	A better understanding of business is achieved as a result of taking an entrepreneurship course	3.30	0.48	Very effective
2	Does the course develop entrepreneurial knowledge and skills in you	3.37	0.48	High effective
3	Does the course raise interest in skill acquisition?	3.36	0.70	High effective
4	Is the course content capable of making you a successful entrepreneur	3.73	0.44	High effective
5	Does the EEP curriculum content improve your problem-solving skills	3.35	0.80	Very effective
6.	Are you now creatively better with the content taught in the EEP course	3.03	0.74	High effective
7	Do the business opportunity and constraints evaluation helps to generate some new venture ideas that will be		0.97	High effective

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	used in business planning	3.18		
8.	Are you better in managerial skills with the content of EEP being taught	3.70	0.49	High effective
9	Do you now improve in enterprise skills	3.52	0.53	Very effective
10.	Innovative skills are better gotten through the contents of the EEP curriculum	3.19	0.39	Very effective
11.	Do modules in the entrepreneurship programme stimulate your interest in entrepreneurship	3.30	0.48	Very effective
	Average Mean	3.37		Very effective

Table 1 reveals that out of 11 items on the entrepreneurship education programme inculcate entrepreneurial skills in undergraduates, items 1, 5, 9, 10 and 11, indicated very effective while items 2, 3, 4, 6, 7 and 8, were highly effective. With an average mean of 3.37, this shows that the entrepreneurship education programme

inculcating entrepreneurial skills in undergraduates was very effective.

Research Question Two: To what extent are entrepreneurship education pedagogies utilized for the enhancement of entrepreneurial skills in students?

Table 2: Entrepreneurship Education Pedagogy (Delivery Methods)

	Items	Mean	ST.D	Remark
1	The lecture method was/is used by my lecturer in teaching entrepreneurship	3.59	0.55	Very effective
2	The lecture methods help students to be able to diversify the scope of business.	3.29	0.46	High effective
3	Do the lecture methods expose you to management principles and best practices?	3.38	0.61	High effective
4	Do you discover innovation from reading the handouts on EEP?	3.49	0.79	High effective
5	The project method was/is used by my lecturer in teaching entrepreneurship education.	2.76	0.90	High effective
6	Do you discover new business opportunities through a project on new ventures in the university?	3.77	0.43	Very effective
7	Was there a classroom presentation during a lecture on EEP?	2.76	0.87	High effective
8	With the classroom presentation, do you discover a new area of skill acquisition?	3.49	0.53	High effective
9	Are those skills capable of making you a successful entrepreneur?	3.53	0.50	Very effective
10	Were practical examples of entrepreneurship included in classroom teaching?	3.52	0.58	Very effective
11	Do you get inspired by the criteria used by successful entrepreneurs?	3.66	0.47	Very effective
	Average Mean	3.39		Very effective

Table 2 reveals that out of 11 items on the entrepreneurship education pedagogies utilized for enhancement of entrepreneurial skills in students, items 1, 6, 9, 10 and 11, indicated very effective while items 2, 3, 4, 5, 7 and 8, were highly effective. With an average mean of 3.39,

this shows that entrepreneurship education pedagogies utilized for enhancement of entrepreneurial skills in students were very effective



FINDINGS ON INTERVIEW CONDUCTED

Theme 1: Understanding Entrepreneurship Education

Entrepreneurship education meant different things to different respondents based on the responses gathered from various participants. Participants 3 and 7 provided similar definitions of entrepreneurship education thus: "Entrepreneurship education is learning how to be creative, innovative and outstanding in anything a person ventures into". While Participants 2 and 11 viewed "Entrepreneurship education as the process of developing new skills and being able to come up with new things". The views of all the respondents are in agreement with Ossai (2012) who believes that entrepreneurship education is the process of creating new ventures that did not formerly exist and risk-taking; is the creation of wealth through the implementation of new concepts. Furthermore, Participants 5, 6 and 10 see entrepreneurship education as business education. Participant 5 asserted that: "Entrepreneurship education teaches people how to start a small business for themselves which will also result in the generation of incomes for themselves". Participant 6 claims that "Entrepreneurship education assists individuals in business creation, thereby increasing the country's GDP". Participant 10 described "Entrepreneurship education as educating young generations on how to make use of their talents and interest to get money and reinvest it for a greater purpose. It leads to profit-making". According to the Programme Coordinator, he claimed that "entrepreneurship goes beyond skill acquisition. You don't have to confine somebody to learn a vocation before he becomes an entrepreneur."

These views are in alignment with other scholars such as Omoloye and Baba (2013) who views entrepreneurship as the act of starting a company, arranging business ideas and taking a risk to make a profit through the education and skills acquired. Ikeme (2012) sees an entrepreneur as a person who recognizes the needs and develops ideas on ways to proactively satisfy these needs at a profit.

Theme 2: Inviting Successful Entrepreneur as Resource Person

The question was to find out the extent to which resource persons are used for the

enhancement of the entrepreneurial skill among undergraduates and its effectiveness on the current entrepreneurship education in Bayero University, Kano and ascertain if it is effective enough to get students or individuals to venture into businesses. Almost all the participants agreed that the invitation of a successful entrepreneur who started from the cradle was very essential to be a successful entrepreneur. According to Participants 1, 4, 5, 6 and 10, they were of the view that "the presence of well-known entrepreneurs who never worked under government and that are doing wonderfully well financially with a better standard of living will go a long way in changing our orientation as an undergraduate who might be looking for a job after completion of our study in BUK. While Participant 10 maintained that "a mentorship class with a successful businessman like Garba Karfe who does not hold any degree and is successful in his enterprise will convince me to venture into business because I have realised through EEP course that degree is not the only way to success as I believed before I was introduced to this course".

In furtherance of the interview, Participants 12 and 16 maintained that "the school authority should try and ensure that successful businessmen like Dangote, Otedola and the rest are invited to give a talk on how they build their businesses. I believe listening to such a successful individual will make me as a student want to be a renowned businessman like them because I have realised that salary earners have never made Forbes' List of The Richest Persons in The World. I like to establish my business, grow the product and excel like Dangote."

The EEP Coordinator thought that the practical aspect of the programme was not taken with levity. He said, "for example at the end of each semester we gave student assignment to go outside and get practical knowledge. We create questions from modules and asked them to go to various "small and medium enterprises" for business opportunity challenges. The objective is to expose the student to the practical aspect of what they have been taught in school."

These views aligned with Agu (2013) who claimed entrepreneurship education and training programmes are aimed directly at



stimulating entrepreneurship which may be defined as independent small business ownership and the development of opportunity-seeking managers within companies.

CONCLUSION

The extent to which the entrepreneurship education curriculum inculcates entrepreneurial skills in undergraduates was very high. The responses of the students in the questionnaire indicate that the teaching of the curriculum content of entrepreneurship education imparted such skills in them as communication skills, problem-solving skills, decision-making skills, creativity, self-management, planning, teamwork, innovation, interpersonal, organizing, enterprise and other needed skills.

The methods employed by lecturers in teaching entrepreneurship education at Bayero University, Kano were inadequate and less practical. This can be seen in the lack of modern facilities for teaching the course such as the use of live samples, simulations, demonstrations using modern machines and devices as well as guided excursions to factories, companies and corporate organizations owned by entrepreneurs.

The resource persons used to teach entrepreneurship education is at a lower extent going by the submission of the coordinator that some lecturers in the law department who are motivational speakers were being used as the resource person. Hence, the students are sent to small and medium enterprises outside the school environment as part of their Continuous Assessment.

Lastly, it was discovered that entrepreneurship education facilities such as adequate halls and seats for the teaching and learning of entrepreneurship education, Information and Communication Technology (ICT) services, and equipment for skills acquisition etc, were either inadequate or non-existent.

RECOMMENDATIONS

Because the methods employed by lecturers in teaching entrepreneurship education at Bayero University, Kano were inadequate and more theoretical, it is recommended that lecturers should be more receptive to the idea of

adopting new and modern ways of teaching the subject matter. In line with the opinion of the undergraduates of Bayero University, Kano on the establishment of a skill acquisition development centre. The school authority is advised to establish a modern and well-equipped skill acquisition centre for the enhancement and development of entrepreneurial skills in undergraduate students. However, resource persons should be given a premium in the process of implementing entrepreneurship education as they are considered the driver of the economy and has all it takes to inspire undergraduate students.

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