

Entrepreneurship Education as a Correlate of Job Creation among Technical, Vocational Education and Training (TVET) College Graduates in Ekiti State, Nigeria

Jonathan Olanrewaju Fatokun
Ekiti State University

ABSTRACT

This study examined the entrepreneurship education as a correlate of job creation among Technical, Vocational Education and Training (TVET) College graduates in Ekiti State, Nigeria. The study adopted the descriptive research design of the survey type. The population for the study comprised of all the 4,176 students across the three technical colleges in Ekiti State as at the period of data collection. Using Taro Yamane, the sample size of this study was 365 students and the sample selection was based on simple random technique. The research question raised was answered using descriptive statistics of mean, and standard deviation. Inferential statistics of linear regression were used to test the formulated hypotheses. The findings from the study revealed that there is a significant effect of entrepreneurship education on self-productivity of TVET college students in Ekiti State. Also, it was discovered that there is a significant effect of entrepreneurship education on poverty alleviation, and career intention among Technical, Vocational Education and Training (TVET) colleges' students in Ekiti State. From the findings of the study, it was concluded that entrepreneurship education practices in TVET colleges is a strategic approach to poverty alleviation, entrepreneurial career intention and on self-productivity among graduates in Ekiti State and Nigeria as a nation.

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Entrepreneurship education; career intention; job creation; poverty alleviation; TVET colleges.

INTRODUCTION

The standard of education and its functionality has been a major concern for educational administrators in Nigeria, especially in this 21st century. This is probably due to global interest in education which has been identified as a means of development by the Millennium Development Goals (MDGs) targeted towards eradication of poverty across the globe. In a bid to improve educational standards in Nigeria, different governments had come up with different policies in education, all aiming at solving inherent social and economic problems like arm-robbery, kidnapping, hostage taking, and graduate unemployment amongst others.

Nigeria society, at a stage was faced with a high rate of unemployment because of failure of graduates to possess sound knowledge

of entrepreneurial education (Onuma, 2016). On this note, the federal government of Nigeria made it compulsory for every tertiary institution in the country to establish centre for entrepreneurship study (Olawale, 2019). It was further directed to technical, vocational education and training (TVET) colleges being an entrepreneurial oriented institute to promote its functionality in producing resourceful graduates in Nigeria. By so doing, the government believed that entrepreneurship education in tertiary education most especially, in TVET colleges would lead to acquisition of skills that would enable its graduates to be self-employed, thereby creates more employment opportunities.

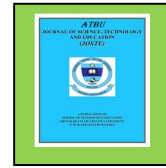
According to previous studies, entrepreneurship education enables learners to acquire basic knowledge, skills, attitudes and

Corresponding author: Jonathan Olanrewaju Fatokun

✉ jofatokun@gmail.com

Ekiti State University, Ekiti State, Nigeria.

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ideas which equip the individual starting a new business (Ogundele, 2020; Kaburi et al, 2019). Corroborating this, Adeyemo (2021) explained that entrepreneurship education is the formal structured learning that inculcates in students the knowledge, skills and training that will enable them engage in income yielding ventures, to become self-productive and alleviate poverty for national economic growth.

Entrepreneurship education should not be confused with general business and economic studies; its goal is to promote creativity, innovation and self-employment and also include the following elements: developing personal attributes and skills that form the basis of an entrepreneurial mind-set and behaviour (creativity, sense of initiative, risk-taking, autonomy, self-confidence, leadership, team spirit etc.) raising the awareness of students about self-employment and entrepreneurship as possible career option, working on concrete enterprise projects and activities and providing specific business skills and knowledge of how to start a company and run it successfully. The basic elements of entrepreneurship education include entrepreneurship education curriculum, Entrepreneurship Education Pedagogy (Teaching Method) and Entrepreneurial Skills. All these seems to influence the contribution of entrepreneurship education on job creation, self-productivity and poverty alleviation in Nigeria. The focus of this study is on the effect entrepreneurship education have on job creation, poverty alleviation and self-productivity of TVET College graduates.

Entrepreneurship Education and Job Creation

Job creation is the process of providing new jobs, especially for people who are unemployed (Adesanya, 2018). Job creation is no doubt, a pressing topic in Nigeria. It takes a center stage with policy makers at all levels of government. Stakeholders struggle with the fact that despite several years of 7-8% annual growth, unemployment remains high (Igwe et al., 2019). The rate of job creation is watched as one of the most important indicators of a nation's well-being. Job creation is critical to development and

fundamental for reducing poverty in Nigeria (Beegle, 2018). Umar (2021) defined job creation as the process of providing new jobs especially for people who are unemployed, the process of providing own job or the process of making jobs available for others. Job creation means to be able to start your own business or add value to an existing product and be employable due to entrepreneurial skill acquired. It can also be referred to as youth empowerment. Job creation according to Asade, Ali and Islam (2022) are programmes or projects undertaken by the government of a nation or state in order to assist the unemployed members of the population in seeking employment. There are three basic approaches for creating jobs in a free market system as asserted by Mando (2018). They include government spending, the market share and the new idea approach. The government spending approach involves government stimulating job creation when it invest in projects that improve or create new services. These activities could include releasing contracts to the private sector for infrastructure, defense, engineering, justice, education, health etc. Other ways that the government creates jobs is by issuing special grants for privately run programmes. The contribution of entrepreneurship to job creation and growth cannot be over-emphasized. It is estimated that in the last decade, new firms generated between 1 and 6 percent of employment in Organization for Economic Cooperation and Development (OECD) countries. Job is created when entrepreneurs establish firms and need people with suitable and needed skills to apply to fill the existing vacancies. Therefore, entrepreneurs create job opportunities through entrepreneurial development and helps to reduce poverty rate in Nigeria.

Entrepreneurship Education and Poverty Alleviation

Poverty is the inability of a person to meet his/her basic needs of food, shelter and clothing (Brandshaw, 2016). In other words, poverty connotes insufficient income to meet minimum required consumption of goods and services. Poverty is the state of being very poor.

Corresponding author: Jonathan Olanrewaju Fatokun

✉ jofatokun@gmail.com

Ekiti State University, Ekiti State, Nigeria.

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Nweje and Ojowu (2016) asserted that poverty can be categorized into absolute poverty (the poorest of the poor), relative poverty and subjective poverty. These three concepts form the basis of poverty alleviation programmes in Nigeria.

Absolute poverty is a situation where an individual or household is face with limited financial resources and as a result, unable to meet his/her or its basic needs of life such as food, portable water, shelter, education and health services (Brandshaw, 2016). Relative poverty is the comparison of income and standard of living in a particular society which may be different from another society. Relative poverty is a situation where an individual's income is less than the average income of the population in the society being considered. Subjective poverty, on the other hand is the perception of people about their standard of living. Poverty line is the lowest level of income in the measurement of penury (Davis & Martinez, 2019). Poverty alleviation is any process which seeks to reduce the level of poverty in a community or among a group of people or countries.

Many researchers have established that entrepreneurship reduces poverty. Oghojafor et al (2019) argued that governments of sub-Saharan Africa should encourage entrepreneurship to lessen poverty in their countries. Chinonye et al (2018) observed that population growth runs pace of employment opportunities in Africa; resulting in inadequate employment opportunities, therefore entrepreneurship should be embraced to lessen poverty. Ebiringa (2019) remarked that "entrepreneurship is strongly linked to small and medium sized enterprises (SMEs), which are the main development force of developed market economies that provide the spring board for industrial development and economic growth".

Garba (2017) observed that SMEs are channels of entrepreneurship and youth employment. Also, Ogundele (2020) opined that entrepreneurship will lead to 'sustainable wealth creation' which can help reduce poverty. Furthermore, entrepreneurship promotes capital formation, creates wealth, reduces

unemployment, increase self-employment, and reduces poverty (Kaburi et al, 2019). It follows that a priori expectation in a study involving entrepreneurship and poverty reduction is that the former should have positive impact on the latter.

The alleviation of poverty through job creation no doubt calls for sustainable life style which can be maintained when one is equipped with the necessary entrepreneurship skills (Obi, 2020). Corroborating this, Akanbi (2019) explained that a comprehensive entrepreneurship education in Nigeria will eliminate poverty, ensure sustainable growth of the economy and development of many people cannot be contested. This is supported by Osakwe (2021) who stated that the rationale for establishing entrepreneurship education in higher institutions stems from the fact that most university graduates are not self-employed. This could be due to the fact that, while many are risk averse, some do not possess the knowledge, skill and experiences to become entrepreneurs. Other lack creativity, innovation, ideas and are negative thinkers. The provision of entrepreneurship education and training becomes very significant and relevant to ensure that undergraduates' students develop personal skills and qualities which will make them, gain knowledge and understanding of the way in which the economy worked and also react to market forces to maximize their productivities.

Entrepreneurship can be currently regarded as part of a strategy to boost the economy, through enhancement of job creation skills, and poverty alleviation among unemployed youths. It can be undertaken as a challenging task, either internally within organizations, or externally, by the creation of new businesses that are sustainable in a market and in a complex economic environment. Despite the fact that entrepreneurship education is supposed to promote the development of personal qualities such as creativity, risk-taking and responsibility and provide the technical and business skills that are needed in order to start a new business venture.

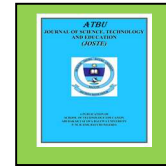
The increasing number of unemployed graduates in Nigeria is an indication that most graduates from higher institutions, including TVET

Corresponding author: Jonathan Olanrewaju Fatokun

✉ jofatokun@gmail.com

Ekiti State University, Ekiti State, Nigeria.

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Colleges seem not to possess the required entrepreneurial and vocational skills needed to set up own businesses, hence the likely reason for crave for white collar jobs that are not available. This trend has become worrisome and of great concern to the graduates of TVET colleges, their parents and the society at large. This might be attributed to certain factors which this study intends to unfold.

Research Questions

Sequel to the problem explained above, the following research question is raised to for this study:

1. What are the skills Technical, Vocational Education and Training (TVET) college students acquire after their training and entrepreneurial education in Ekiti State?

Research Hypotheses

This study also considered the following three (3) null hypotheses formulated and was tested at 0.05 level of significance:

H0₁: There is no significant relationship between entrepreneurship education and self-productivity of Technical, Vocational Education and Training (TVET) college students in Ekiti State;

H0₂: There is no significant relationship between entrepreneurship education and poverty alleviation among Technical, Vocational Education and Training (TVET) college graduates in Ekiti State;

H0₃: There is no significant relationship between entrepreneurship education and career intention among Technical, Vocational Education and Training (TVET) College students in Ekiti State.

METHODOLOGY

The study adopted the descriptive research design of the survey type. Descriptive research is considered appropriate because it involved collections of data in order to describe the characteristics as they existed for the study. The population for the study comprised all the 4,176 students across the three technical colleges in Ekiti State. The sample size of this study was 365 students using Taro Yamane formula and the simple random technique was used to select the participants. A closed-ended structured questionnaire was used as instrument for data collection. The instrument was tagged as Entrepreneurship Education as a correlate of Job creation among TVET College graduates in Ekiti State (EECJC). The instrument was face and content validated from experts from the department of Vocational and Technical Education, Ekiti State University and Technical Colleges in Ekiti State. Using a test-re-test method, the reliability of the instrument was determined from students outside the selected sample and reliability of co-efficient of 0.82 value was realized using the Pearson Product Moment correlation analysis, indicating that the instrument was reliable for the study. The instrument was finally administered to the students by the researcher, data was collated and analysed. The data collected were subjected to statistical analysis using the measures of mean, standard deviation and linear regression.

RESULTS

Analysis of Research Question

Research Question 1: What are the skills Technical, Vocational Education and Training (TVET) college students acquire after their training and entrepreneurial education in Ekiti State?

Table 1: Responses of the Respondents on the various skills Technical, Vocational Education and Training (TVET) college students acquire after their training and entrepreneurial education in Ekiti State

S/N	Vocational Skills	Mean	Std Dev.	Remark
1	Auto-mechanic maintenance and repair skills	3.30	0.668	Agreed
2	Radio and television repair skill	3.23	0.522	Agreed
3	Computer programming skill	3.11	0.754	Agreed
4	Machining skill	3.11	0.754	Agreed
5	Interlocking spurs skill	3.45	0.961	Agreed
6	Electrification skill	3.02	0.499	Agreed

Corresponding author: Jonathan Olanrewaju Fatokun

✉ jofatokun@gmail.com

Ekiti State University, Ekiti State, Nigeria.

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7	Surface Wiring skill	2.84	0.52	Agreed
8	Conduit Wiring skill	3.00	0.687	Agreed
9	Installation of distribution fuse board skill	3.16	0.839	Agreed
10	Fabrication skill	3.38	0.922	Agreed

Source; Field Survey, 2023.

Table 2 above reported that the respondents agreed that the various skills Technical, Vocational Education and Training (TVET) college students acquired after their training and entrepreneurial education in Ekiti State include Auto-mechanic maintenance and repair skills, Radio and television repair skill, Computer programming skill, Machining skill, Interlocking spurs skill, Electrification skill, Surface Wiring skill, Conduit Wiring skill, Installation of distribution fuse board skill and fabrication skill with mean and standard deviation scores of 3.30 (0.668), 3.23 (0.522), 3.11 (0.754), 3.11 (0.754), 3.45 (0.961), 2.84 (0.52), 3.00 (0.687), 3.16 (0.839) and 3.38 (0.922) respectively.

Analysis of Research Hypotheses

HO₁: There is no significant relationship between entrepreneurship education and self-productivity of Technical, Vocational Education and Training (TVET) colleges' students in Ekiti State.

To test this hypothesis, scores relating to entrepreneurship education skills and self-productivity of Technical, Vocational Education and Training (TVET) colleges students in Ekiti State were transformed and subjected to statistical analysis using simple regression.

Table 2: Simple Regression Analysis Showing effect of entrepreneurship education skills on self-productivity of Technical, Vocational Education and Training (TVET) college students in Ekiti State

Model	Unstandardized Coefficients		Standardized Coefficient	t	Sig
	B	Std. Error	Beta		
(Constant)	5.030	0.403		12.490	0.000
Entrepreneurship education skills	0.355	0.068	0.320	5.204	0.000

Dependent Variable: Self-productivity *p < 0.05 R = 0.320; R² = 0.102; Adjusted R² = 0.098; F = 27.082; Sig = 0.000

Source: Output of data Analysis, 2023.

The outcome in table 3 revealed that the correlation coefficient was 0.320 and this implies a moderate relationship between entrepreneurship education skills and self-productivity of Technical, Vocational Education and Training (TVET) College students in Ekiti State. The R² (0.102), which shows the overall explanatory power of the model, reveals that entrepreneurship education skills explain about 10.2% of the systematic variation in self-productivity of TVET college students in Ekiti State. The remaining 89.8% might be due to other variables not included in this study. The overall fitness of the model as shown in the F statistics of

27.082 with a probability of 0.000 is statistically significant as it is less than the standard critical p-value of 0.05. This indicates that there is enough evidence to reject the null hypothesis, reflecting that there is a significant effect of entrepreneurship education skills on self-productivity of TVET college students in Ekiti State.

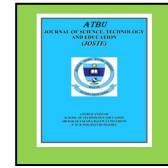
HO₂: There is no significant relationship between entrepreneurship education and poverty alleviation among Technical, Vocational Education and Training (TVET) College graduates in Ekiti State.

Corresponding author: Jonathan Olanrewaju Fatokun

✉ jofatokun@gmail.com

Ekiti State University, Ekiti State, Nigeria.

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To test this hypothesis, scores relating to entrepreneurship education skills on poverty

alleviation were transformed and subjected to statistical analysis using simple regression.

Table 3: Simple Regression Analysis Showing the relationship between entrepreneurship education and poverty alleviation among Technical, Vocational Education and Training (TVET) college graduates in Ekiti State.

Model	Unstandardized Coefficients		Standardized Coefficient	t	Sig
	B	Std. Error	Beta		
(Constant)	4.134	0.407		10.169	0.000
Entrepreneurship education skills	0.571	0.077	0.434	7.441	0.000

Dependent Variable: Poverty alleviation *p <0.05 R = 0.434; R² = 0.189; Adjusted R² = 0.185; F = 55.374; Sig = 0.000

Source: Output of data Analysis, 2023

The outcome in table 4 revealed that the correlation coefficient was 0.434 and this implies there is a high relationship between entrepreneurship education skills and poverty alleviation among Technical, Vocational Education and Training (TVET) College graduates in Ekiti State. The R² (0.189), which shows the overall explanatory power of the model, reveals that entrepreneurship education skills explain about 18.9% of the systematic variation in poverty alleviation among Technical, Vocational Education and Training (TVET) colleges graduates in Ekiti State. The remaining 81.1% might be due to other variables not included in this study. The overall fitness of the model as shown in the F statistics of 55.374 with a probability of 0.000 is statistically significant as it is less than the

standard critical p-value of 0.05. This indicates that there is enough evidence to reject the null hypothesis, reflecting that there is a significant effect of entrepreneurship education skills on poverty alleviation among Technical, Vocational Education and Training (TVET) College graduates in Ekiti State.

HO₃: There is no significant relationship between entrepreneurship education and career intention among Technical, Vocational Education and Training (TVET) College students in Ekiti State. To test this hypothesis, scores relating to the impact of entrepreneurship education skills on entrepreneurial career intention were transformed and subjected to statistical analysis using simple regression.

Table 4: Simple Regression Analysis Showing the relationship between entrepreneurship education and poverty alleviation among Technical, Vocational Education and Training (TVET) College graduates in Ekiti State

Model	Unstandardized Coefficients		Standardized Coefficient	t	Sig
	B	Std. Error	Beta		
(Constant)	5.725	0.486		11.787	0.000
Entrepreneurship education skills	0.236	0.086	0.176	2.750	0.006

Dependent Variable: Marketing Decision *p <0.05 R = 0.176; R² = 0.031; Adjusted R² = 0.027; F = 7.564; Sig = 0.000

Source: Output of data Analysis, 2023.

Corresponding author: Jonathan Olanrewaju Fatokun

✉ jofatokun@gmail.com

Ekiti State University, Ekiti State, Nigeria.

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The outcome in table 5 revealed that the correlation coefficient was 0.176 and this implies there is a low relationship between entrepreneurship education skills and entrepreneurial career intention among Technical, Vocational Education and Training (TVET) college students in Ekiti State. The R^2 (0.031), which shows the overall explanatory power of the model, reveals that entrepreneurship education skills explains about 3.1% of the systematic variation in entrepreneurial career intention among Technical, Vocational Education and Training (TVET) colleges students in Ekiti State. The remaining 96.9% might be due to other variables not included in this study. The overall fitness of the model as shown in the F statistics of 7.564 with a probability of 0.000 is statistically significant as it is less than the standard critical p-value of 0.05. This indicates that there is enough evidence to reject the null hypothesis, reflecting that there is a significant effect of entrepreneurship education skills on entrepreneurial career intention among Technical, Vocational Education and Training (TVET) college students in Ekiti State.

DISCUSSION

An attempt has been made to examine the entrepreneurship education as a correlate of job creation among TVET college graduates in Ekiti State, Nigeria. Through the analysis, it was revealed that the skills TVET college students acquired after their training and entrepreneurial education in Ekiti State include auto-mechanic maintenance and repair skills, radio and television repair skill, computer programming skill, machining skill, interlocking spurs skill, electrification skill, surface wiring skill, conduit wiring skill, installation of distribution fuse board skill and fabrication skill. All these vocational skills contribute to the development of entrepreneurship in the educational sector. This finding is in tandem with the conclusion of Adeyemi (2019) that the vocational skills include auto-mechanic maintenance and repair skills, radio and television repair skill, computer programming skill.

It was also revealed that there is a significant effect of entrepreneurship education skills on self-productivity of TVET college students

in Ekiti State. This implies that an increase in the entrepreneurship education skills would engender an increase in the self-productivity of TVET college students in Ekiti State at a significant level. This is in agreement with the objective of technical college programme which is to ensure independent and self-productivity of graduates in Nigeria (FGN, 2014). This outcome agreed with the conclusion of Adeyeye (2019) that a significant relationship exist between entrepreneurship education and self-productivity of the graduate of technical colleges in Nigeria.

Also, it was discovered that there is a significant effect of entrepreneurship education on poverty alleviation among TVET college graduates in Ekiti State. This implies that building of entrepreneurship education skills would ensure the maximization of poverty alleviation among TVET college graduates in Ekiti State. This is true because after graduation, many of the graduates of TVET colleges in Ekiti State become asset rather than liability to the state. Thus, help in creation job opportunities to the unemployed youths, generation of more revenue for the government, production of human wants and needs at a profit and improvement of the living standard of the masses. This finding is in tandem with the conclusion of Olabode (2020) and Okwuanaso (2020) that entrepreneurship education highly contribute to poverty alleviation and job creation in Nigeria.

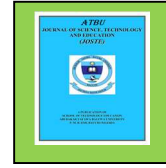
Finally, it was discovered that there is a significant effect of entrepreneurship education on entrepreneurial career intention among TVET college students in Ekiti State. This shows that entrepreneurship education skills have the independent capacity to cause an increase in entrepreneurial career intention among TVET college students in Ekiti State at a significant level. This might be due to the fact that technical colleges help in building of career choice of the students by providing the required skills and knowledge to the students. This outcome is in tandem with the discovery of Alabi (2018) and Zakwai and Zakwai (2015) that entrepreneurship education significantly influences career choice of students.

Corresponding author: Jonathan Olanrewaju Fatokun

✉ jofatokun@gmail.com

Ekiti State University, Ekiti State, Nigeria.

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CONCLUSION

Entrepreneurship education practice in a nation is a fast means of development of the nation's economy. Lack of skilled vocational and technical man-power provides a very serious gap in the development of under-developed nations like Nigeria. The study revealed that entrepreneurship education practices in Technical, Vocational Education and Training (TVET) colleges is a strategic approach to poverty alleviation, entrepreneurial career intention and on self-productivity among graduates in Nigeria. Therefore, a resourceful and productive personnel quality in entrepreneurship education could be seen as a meeting point of entrepreneurship development and job creation in this era of joblessness, unemployment and eradication of poverty in our society and bringing about technological advancement thereby surmounting the present economic recession in Nigeria.

RECOMMENDATIONS

In the course of the study, some lapses were discovered through investigation and observation hence, the following recommendation:

- i. Government should promote the functional technical colleges in Nigeria as they highly contribute to the development of Nigeria economy.
- ii. Authorities charged with the responsibility of managing poverty eradication programmes should enhance the management processes of the programmes.
- iii. Technical and vocational institutions curriculum planners should enhance the present curriculum to include present societal and industrial demands.
- iv. Non-governmental organizations and wealthy Nigerians should support technical college graduates to establish small scale industries in towns and villages to reduce the un-employment rate of the youths in the country

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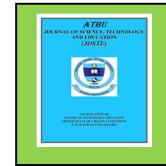
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Corresponding author: Jonathan Olanrewaju Fatokun

✉ jofatokun@gmail.com

Ekiti State University, Ekiti State, Nigeria.

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Corresponding author: Jonathan Olanrewaju Fatokun

✉ jofatokun@gmail.com

Ekiti State University, Ekiti State, Nigeria.

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