



Influence of Entrepreneurial Education on Skills Acquisition and Attitudes of University Graduates Towards Self Reliance in Nigeria

Mohammed Idris Abdullahi, Mohammed Khata Bin Jabor,
School of Education,
Faculty of Social Sciences and Humanities
Universiti of Teknologi Malaysis (UTM)
Johor Bahru Malaysia

ABSTRACT

Entrepreneurship education has continued to be a focus of fostering entrepreneurial interest and raise the attitudes of school leavers especially university graduates to start their own businesses in Nigeria. The believed is that through entrepreneurship education, school leavers will go out and create careers as entrepreneurs. This triggered educational policy to introduce entrepreneurship education into the curricula of tertiary institutions in Nigeria. In view of this, Nigerian Universities, Colleges of Education and Polytechnics started offering entrepreneurship education to their students as a way of creating awareness and encouraging future graduates to consider starting their own business ventures on graduation. The goal of introducing entrepreneurship education is in line with that of the National Policy on Education (FRN, 2013) which emphasized on developing intellectual capacity and values for the individual survival that will provide enabling environment to acquire both physical and intellectual skills for self-reliance and becoming useful members of the society. Based on these, the study wishes to investigate the influence of entrepreneurial education on skill acquisition and attitudes of university graduates towards self-reliance in Nigeria. The study has 7 objectives and nine null hypotheses. Survey design method was used for the study. The researchers targeted 10,900 undergraduate students serving in business enterprises in Nigeria. The instrument used for data collection is 60 item four rating scale structured questionnaire titled Entrepreneurship Education for Skills Acquisition and Self Reliance (EESASR). Data was collected by all the eight researchers assisted by 15 research assistants. Simple logistic Regression (SLR) was employed to test the null at 0.05 (5%) level of significance. The study revealed that entrepreneurship education provides recipients with requisite skills needed for self-reliance. It was therefore concluded that through entrepreneurship education, students are likely to recognize business opportunities, pursue the opportunities, create and operate a business. It was recommended among others that government should encourage tertiary institutions in Nigeria to establish entrepreneurial training partnership with business organizations, private investors, state and local governments and other relevant stakeholders; these will help to foster the attitude to graduates to engage in entrepreneurial activities in the country.

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INTRODUCTION

The term entrepreneurship education is used interchangeably with entrepreneurship training and skill acquisition. Conceptually, entrepreneurship education refers to a specialized educational programme that impacts entrepreneurship skills and develops in the learner the passion to start-up and carries out a business venture successfully. According

to the European Commission Communities (2006), entrepreneurship education refers to knowledge and skills that enable learners to turn ideas into action, promotes their creativity, innovation and risk taking abilities, as well as their ability to plan and manage business in order to achieve objectives. Mauchi¹, Karambakuwa, Gopo, Kosmas, Mangwende, and Gombarume (2011) explained that entrepreneurship



education is the process of providing learners with skills and knowledge to recognize commercial opportunities and the ability to act on them. Thus, entrepreneurship education inculcates knowledge to do with identifying something new, promoting students' creativity, innovative abilities, beliefs and requisite skills to be successful entrepreneurs. It therefore follows that entrepreneurship education is designed to inculcate competencies, skills and values needed to recognize business opportunities and start new business ventures.

Entrepreneurship skills are dynamic social skills needed to be successful entrepreneurs. These skills make individuals to become successful entrepreneurs or entrepreneurial thinkers. The skills enable individuals, solely or in collaboration with others to identify possibilities and utilize them to transform ideas into practical and goal-oriented activities in a social, cultural or economic context. Entrepreneurship skills involve a range of attributes, such as creativity, team work, risk management, and ability to handle uncertainty in a business venture. Famous and Okafor (2010) identified leadership, negotiation, creative thinking, exposure to technology, opportunity identification, idea generation and protection, tolerance, ability to tackle challenges at different entrepreneurial stages, ability to write and communicate business plans, new venture development, ability to diagnose business performance, networking and mentorship, environmental analysis, computer and simulation skills, invention and innovation as entrepreneurship skills.

Attitude is a psychological response to people, society, objects, events, occurrences and circumstances which determines real or possible activity of the individual in the social world. It consists of belief, perception and judgment that reflect the classification and evaluation of persons, objects and situations. Attitudes are inferred; they are not objectively observable, though they are manifested in conscious experience, verbal reports, overt behavior and physiological indicators. According to Van Den Berg et al., (2006) attitudes consist of three component constructs which are known as the ABC. A is the affective, or emotional component that influences behavior, whether one feels good or bad or ambivalent. B is the typical behavioral tendency of a person, and C is the cognitive evaluation or belief of a person, based on what that person learnt from experience or observations.

In Nigeria, educational stakeholders and scholars both agree that the educational system has influence on the knowledge base, the achievement of skills, competences and attitudes on which future career aspiration of graduates are based. Considering that education is essential to the future of the individual, the school has the responsibility to inform and expose students to a wide range of career options; entrepreneurship education was incorporated into the curriculum tertiary institutions in Nigeria. It is hoped that, through effective entrepreneurship education, graduates will acquire the skills and knowledge needed to start and grow up new businesses. Sánchez (2010) observed that entrepreneurship education provides graduates with a sense of independence and self-confidence, makes them to be aware of alternative career choices and provide them with knowledge that can be used to actualize new entrepreneurial opportunities. Accordingly, based on the foregoing, the researchers intend to find out the influence of entrepreneurial education on skills acquisition and attitudes of universities graduates towards self reliance in Nigeria is to be conducted.

Despite the introduction of entrepreneurial education in tertiary institutions to inculcate attitudes, values, psychological mind sets and strategies necessary for the subsequent take off venture among the university graduates, the rate at which it fosters the attitude of graduates towards considering entrepreneurship for self reliance is not encouraging. As a result, the rate of unemployment among graduates of tertiary institutions in Nigeria is increasing.

Interaction with university graduates revealed that curriculum implementation tends to inadequately equip them with the intricacies of managing across the range of functions in business organisation. The landscapes that will lead to realization of the objectives of entrepreneurial education are not translated into practical realities during the process of policy implementation. This probably explained why Adamu (2010) lamented that, most university graduates lack skills to work across boundaries on complex, interrelated problems needed for successful entrepreneurship. These have affected the expansion of pool of entrepreneurial talent needed to develop and manage new business ventures upon graduation in Nigeria. As a result, massive undergraduates are waiting for white collar jobs rather than starting their businesses for their self reliance which led to increase in the rate of

unemployment in the country. The recent research by the National Bureau of Statistics in Nigeria shows that the rate of unemployment in Nigeria is 50%.

The nature of entrepreneurship education given to students in Nigerian universities gives room for concern. There is general complain of inadequate funding, poor state of infrastructure in universities and dearth of experienced entrepreneurship teachers that will cope with the challenges of the new curriculum. All these affect the realization of the objectives of entrepreneurial education. According to Obeleagu-Nzelibe and Moruku (2010), the state of funding and infrastructure in the Nigerian university system is embarrassing. Considering that the unpleasant situations urged the researchers to empirically carry out this study.

Objectives of the Study

Specifically, the study:-

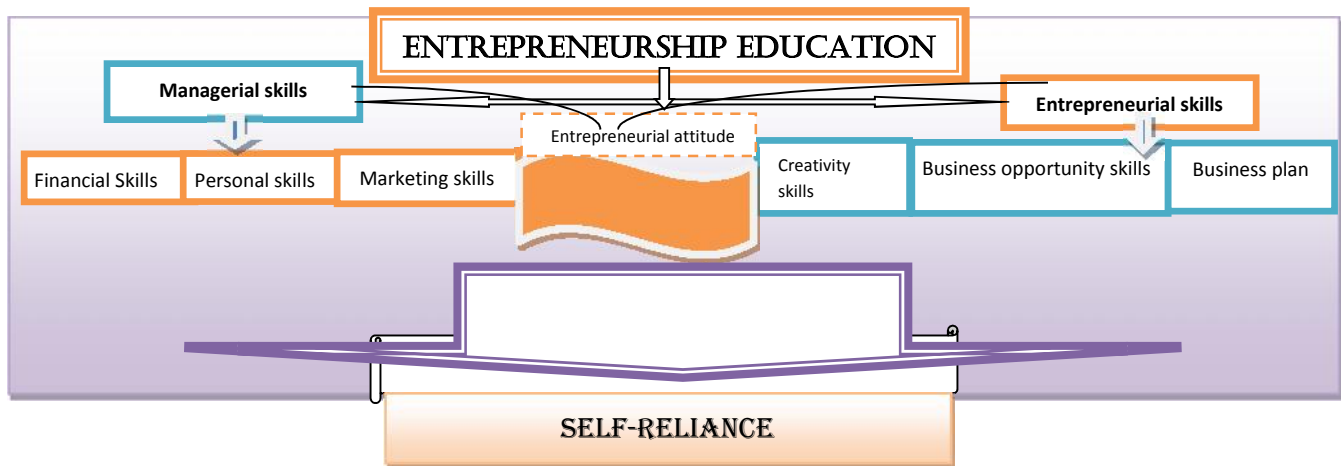
1. Assess the influence of entrepreneurial education on university graduates' acquisition of entrepreneur skills for business plans' in Nigeria.
2. Examine the influence of entrepreneurial education on university graduates' acquisition of entrepreneur skills to identify business opportunities in Nigeria.
3. Determine the influence of entrepreneurial education on university graduates' acquisition of entrepreneur skills for creativity and innovation to initiate business in Nigeria.
4. Find out the influence of entrepreneurial education on university graduates' acquisition of entrepreneur skills for marketing strategies in Nigeria.
5. Establish the influence entrepreneurial education on university graduates' acquisition of entrepreneur skills for personal/operational of business organisation in Nigeria.
6. Determine the influence of entrepreneurial education on university graduates' acquisition of entrepreneur skills for financial management in Nigeria.
7. determine the influence of entrepreneurial education on attitudes of towards self reliance in Nigeria
8. ascertain the difference between the views of university graduates based on their institution regarding influence of

entrepreneurial education on their attitudes towards entrepreneurship in Nigeria

9. determine the difference between views of university graduates based on their discipline regarding influence of entrepreneurial education on their attitudes towards entrepreneurship in Nigeria

THEORETICAL FRAMEWORK

The study is based on the theory of capital resources by Nyerere (1968) and Busia (1968). The theory considers education as a context that prepares individuals for a future which is not open to them. The proponents of the theory maintained that purposeful education for can provide skills necessary for graduates to make use of their acquired human capital resources in their own countries. The choice of this theory was based on consideration that educational training is capable of inculcating competencies, skills and values that will stimulate entrepreneurial zeal among graduates to be self-reliance. The bottom line for the choice of this theory is that entrepreneurship education is capable of equipping students with skills that will foster entrepreneurship spirit and develop in them the attitude to start up businesses for self reliance upon graduation. The theory had support of Uwameiye & Osunde (2000); Adenipekun (2004) and Bhandari (2006) who all opined that entrepreneurship education helps students develop skills and attributes that allow them to be innovative and to identify, initiate and successfully manage personal and work opportunities, including working for themselves. Conceptually, the framework of entrepreneurship is as presented in the Figure below.



Conceptually, entrepreneurship equip the recipients with managerial and entrepreneurship skills which in turn lead to requisite skills needed for self-reliance. The theory has gained worldwide recognition in countries such as USA, France, Germany, Britain and Nigeria to mention a few. Prince and Okafor (2010) rightly observed, more educational institutions now offer a wide range of entrepreneurship programmes and training. This theory, according to Akhemonkhan, Raimi and Sofoluwe (2013) suggests that the more favourable the attitude and subjective norms is and the greater the perceived behavioural control is, the better the objective of the training is achieved. Agreeing with this theory, the Federal Ministry of Education directed that entrepreneurship education be included as part of the curricula of the universities, polytechnics and colleges of education through the National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) effective from 2007/2008 academic session (ILO, 2010; Gabadeen and Raimi, 2012).

The increased interest in this theory by scholars in Nigeria, specifically business educators scholars like Ibrahim (2010); Sani (2010); Udoh (2010); Adamu, Umar, Amoor and Magaji (2012) and Adamu, Adamu & Bashir (2012) all opined that when students/learners are sufficiently motivated to have high need for achievement in life through entrepreneurship education, there is the greater tendency for them to set up their own businesses after graduation. In summary, this study is based on the theory which states that entrepreneurship

education improves the ability, capability and potentials of individuals to undertake risks for which economic benefits are assured. The theory perceives entrepreneurship education as the training that stimulates school leavers to take calculated risk for which future stream of benefits are guaranteed, and people taking big risks have to contend with great responsibilities.

RESEARCH METHODOLOGY

The design adopted for the study was survey design. This design allows the researchers' to collect data and subject the item to statistical analysis. The choice of the design was based on the suggestion of Amechi (2003) who stated that when a study involves a population or a sample of respondents from whom information is obtained either verbally or through questionnaire, the ideal design to be adopted is the survey design. Considering that the study involves the use of sample and questionnaire, the researchers consider the design appropriate for the study.

Undergraduate students serving in private organizations were used for the study. The population is enormous, however the researcher estimated the population size of >100,000 for graduates of 2015/2016 academic year. Based on this number (>100,000) Glenn (2009) suggested that at precision level of $\pm 3\%$ of this population, the sample size of 1,111 should be used. In order to get reasonable representation for the study, the researchers targeted 10,900 undergraduate students service in business enterprises in across the 109 senatorial zones in the country. This is in line with the view of Douglass (2006), who opined that sample size

has to be big enough to enable a researcher to detect the smallest worthwhile effect or relationship between variables. Bude (2007) affirmed that the estimate of relationship is less likely to be bias if participants are high enough.

The instrument used for data collection was a structured questionnaire, titled Entrepreneurship Education for Skills Acquisition and Self Reliance (EESASR). The instrument contains 60 items meant to gather data from the respondents used to test the null hypotheses raised. The instrument is structured using four rating scale. To ensure that the instrument meets the expected standard, consultations were made with experts in business administration, research methodology and statistics. The experts examined the test items for their appropriateness and clarity of the statement whether or not are well structured. After vetting the instrument, their corrections and suggestions were incorporated in the final copy. According to Uzosike (2008), face validity of a survey instrument of this nature is considered adequate. The instrument is therefore considered suitable for the study.

In order to determine the reliability of the instrument, a pilot study was conducted. One hundred (100) copies of questionnaire were distributed to universities graduates who served in 2017/2018 session. The groups of serving coppers used are outside the population of the study. The

data collected from the pilot study was used to establish the reliability of the instrument using test-retest method. The computation gave a reliability coefficient of 0.75. A reliability co-efficient of this value is high enough for studies of this nature, as observed by Uzosike (2008), who stated that the average value of correlation co-efficient should not be less than 0.65.

Data was collected by all the researchers aided by 15 trained research assistants covering the 109 senatorial zone of the country. Face to face delivery method was employed in data collection. This procedure is necessary because ensured high return. The respondents were given enough time (3 hours) to complete the instrument before are collected back. Simple Logistic Regression (SLR) was used to test null hypotheses. This decision is based on the opinion of Anthony (2006) who opined that Simple Logistic Regression can be employed to determine the influence of a dependent variable on independent variable if the variables are categorical. All the hypotheses were tested at .05 level of significance.

RESULTS OF THE STUDY

HO₁ Entrepreneurial education has not significantly influenced universities graduates acquisition of entrepreneur skills for creativity and innovation to initiate business in Nigeria.

Table 1: Regression model on Influence of Entrepreneurial education (EE) on graduates' acquisition of entrepreneur skills for creativity and innovation (GAESCI)

Model	B	Std. Error	T	Sig	Beta	R	R ²	Adj. R ²	Dec
EE (constant)	.210	.014	15.312	.000					
GAESCI	.914	.005	181.058	.000	.970	0.970	.941	0.845	HO ₂ Rejected

The analysis shows the r-value of 0.970 with R² of .941 and Beta value of .970. The analysis revealed that 94% of GAESCI in Nigeria is attributed to EE. The value was significant, the researcher therefore concluded that EE and influence on GAESCI. Based on the analysis, the null hypothesis was rejected at 0.05 level of significant.

HO₂ Entrepreneurial education has not significantly influenced universities graduates acquisition of entrepreneur skills to identify business opportunities in Nigeria.

Table 2: Regression model on Influence of Entrepreneurial education (EE) on Identify business opportunities (IBO) in Nigeria

Model	B	Std. Error	T	Sig	Beta	R	R ²	Adj. R ²
EE (Constant)	.210	.014	15.312	.000				
IBO	.889	.008	114.200	.000	.929	0.929	.864	0.681

Table 2 revealed that p = 000, r = .929, r² = .864 and Beta = .929. The contributing value of EE to

IBO of 86% was found to be significant. The result therefore shows that EE has influence on students



IBO in Nigeria. Based on this, the null hypothesis was therefore not retained.

HO₃ Entrepreneurial education has not significantly influenced universities graduates acquisition of entrepreneur skills for business plan in Nigeria.

Table 3: Regression analysis on influence of Entrepreneurial education on graduates acquisition of entrepreneur skills for business plan (GAESBP)

Model	B	Std. Error	T	Sig.	Beta	R	R ²	Adjusted R ²
EE (Constant)	.210	.014	15.312	.000				
GAESBP	0.063	.015	4.200	.001	5.981	.844	.712	.696

The regression analysis used to determine the influence of EE on GAESBP in Table 4.9 revealed the r value of .844 with R² value of .712 and adjusted R² of .676 at $\alpha = 0.05$. The result indicates EE has variance of 71% influence on GAESBP The observed effect (r=0.844) was significant, therefore EE has

influence on GAESBP in Nigeria. Thus, the null hypothesis was not retained.

HO₄ Entrepreneurial education has not significantly influenced universities graduates acquisition of entrepreneur skills for marketing strategies in Nigeria.

Table 4: Regression analysis on influenced Entrepreneurial education (EE) on graduates' acquisition of entrepreneur skills for marketing strategies (GAESMS)

Model	B	Std. Error	T	Sig.	Beta	R	R ²	Adjusted R ²
EE (Constant)	.210	.014	15.312	.000				
GAESMS	0.058	0.017	3.412	.001	5.694	.721	.504	.446

From the Table, the regression analysis indicated an R value of .721 at $\alpha = 0.05$. The observed value of (R = 0.721) was significant. The summary from the regression analysis Beta, the constant has a value of 5.694 indicating that the regression equation needs to be adjusted by 5.694 in order to get regression equation relating to influence of EE on GAESMS. The regression analysis revealed that 54% of

the variability in GAESMS was determined by EE. Thus, the null hypothesis was not retained

HO₅ Entrepreneurial education has not significantly influenced universities graduates acquisition of entrepreneur skills for personal/operational management in business organisation in Nigeria.

Table 5: Regression analysis on influence of Entrepreneurial education (EE) graduates acquisition of entrepreneur skills for personal/operational management in business organisation (GESPBO)

Model	B	Std. Error	T	Sig.	Beta	R	R ²	Adjusted R ²
EE (Constant)	.210	.014	15.312	.000				
GESPBO	0.215	0.296	0.73	0.4745	0.751	0.860	0.740	0.688

The regression analysis for test of null hypothesis five revealed the Beta value of .751, indicating that the regression equation needs to be adjusted by the value in order to get regression equation relating to EE and GESPBO. The calculated R value was 0.860 and R² was 0.740 indicating that 74% of variance in the GESPBO was accounted by EE. The analysis showed that EE has significant influence

GESPBO. Therefore, the null hypothesis was therefore not retained

HO₆ Entrepreneurial education has not significantly influenced universities graduates acquisition of entrepreneur skills for financial management in Nigeria.



Table 6: Regression analysis on influence of Entrepreneurial education (EE) on graduates' acquisition of entrepreneur skills for financial management (GAESFM)

Model	B	Std. Error	T	Sig.	Beta	R	R ²	Adjusted R ²
EE (Constant)	.210	0.014	15.312	.000	0.781	0.779	0.607	0.561
GAESFM	0.477	0.425	1.12	0.2723				

The result of data used to test null hypothesis two presented in the Table revealed the Beta value of 0.781 indicating the level of regression equation to be adjusted in order to get regression equation on influence of EE on GAESFM. The R value was 0.779 with R² value of 0.607 indicating that 61% of influence of EE on GAESFM. The analysis therefore

shows that EE had influence on GAESFM; hence the null hypothesis was rejected.

HO₇ Entrepreneurial education has not significantly influenced attitudes of universities graduates towards entrepreneurship in Nigeria.

Table 7: Regression analysis on influence of Entrepreneurial education (EE) on attitudes of graduates towards entrepreneurship (AGTE)

Model	B	Std. Error	T	Sig.	Beta	R	R ²	Adjusted R ²
EE (Constant)	.210	.014	15.312	.000	0.781	0.779	0.607	0.561
AGTE	0.344	0.319	1.08	0.2915				

The result of test of null hypothesis four presented in Table 7 revealed the Beta value of 0.644 indicates the equation that needs to be adjusted in order to get regression equation relating to the variables in the hypothesis. The calculated R value was 0.751 and the R² was 0.564. The analysis indicates the influence of 56% of variability in GAESFM to EE.

Based on the analysis, the null hypothesis was not retained.

HO₈ There is no significance difference among the views of graduates based on their institutions on the influence of entrepreneurial education on their attitudes towards entrepreneurship in Nigeria

Table 8: Analysis of Difference among graduates based on their institutions on the influence of entrepreneurial education on their attitudes towards entrepreneurship in Nigeria

	Sum of Squares	Df	Mean Square	F. Cal	F. Crit	Sig.
Between Groups	141.93	9	15.77			
Within Groups	3044.09	568	5.36	2.94	2.60	.02
Total	3186.02	577	21.13			

Source: Researcher's Fieldwork 2013

Result of test of null hypothesis eight presented in Table 8 revealed values of Sum of Squares for between groups and within groups to be 141.93 and 3044.09, the degrees of freedom stood at 9 and 568, with Mean Square values of 15.77 and 5.36 respectively. The F-cal value was 2.94 > 2.60 F. crit. The Alpha value was 0.02 less than 0.05 significance value. The analysis therefore revealed that there were significant differences exist in the mean

responses of graduates based on hypothesis eight. Hence the null hypothesis not retained.

HO₉ There is no significance the difference among the views of graduates based on their discipline on the influence of entrepreneurial education on their attitudes towards entrepreneurship in Nigeria



Table 49: Analysis of Difference among the views of graduates based on their discipline on the influence of entrepreneurial education on their attitudes towards

	Sum of Squares	Df	Mean Square	F-Cal	F. Crit	Sig.
Between Groups	96.76	3	32.25			
Within Groups	3441.94	568	6.06	2.77	2.60	.02
Total	3538.70	571	38.31			

Source: Researcher's Fieldwork 2013

Result of ANOVA used to test null hypothesis eight presented in Table 8 reveals the sum of squares between groups value of 96.76 with degree of freedom of 3 and mean square stood at 32.35. On the other hand, sum of squares within groups was 3441.94, the degree of freedom was 568 and the mean square was 6.06. The F-cal was 2.17 greater than 2.60 F-crit. This can also be seen in alpha value the result $0.02 < 0.05$ indicating that difference exists in the mean responses based on their programme related to null hypothesis nine. The null hypothesis was not retained.

DISCUSSION OF THE FINDINGS

The results of the study indicates that entrepreneurial education helps universities graduates to:- (i) acquisition of entrepreneur skills for creativity & innovation; (ii) identify business; (iii) acquired entrepreneur skills for business plan opportunities; (iv) acquired entrepreneur skills for marketing strategies; (v) acquired skills needed for personal/operational management in business organisation; (vi) gain skills needed for financial management; and (vii) foster their attitudes towards entrepreneurship in Nigeria. The findings further affirmed that of Cotton, O'Gorman and Stampfi (2000) who observed that entrepreneur education help graduates to acquire increased understanding of entrepreneurship, equip them with entrepreneurial approach to the world of work and prepare them to act as entrepreneurs and managers of new businesses. The European Union (2002) pointed out that entrepreneur education raise students' awareness of self-employment as a career option (the message being that you can become not only an employee, but also an employer); promoting the development of personal qualities that are relevant to entrepreneurship, such as creativity, risk taking and responsibility; and providing the technical and business skills that are needed in order to start a new venture.

Similarly, Basse and Archibong (2005) maintained that entrepreneurship education empowered graduates irrespective of their areas of

specialization with skills that will enable them to engage in income yielding venture, if they are unable to secure jobs in the public sector. It is a reorientation from job seekers to job creators. The study of Dana (2007) reported that entrepreneurship provides (i) meaningful education for the youths which can make them self reliant and subsequently encourage them to derive profit, and be self-independent after graduation; (ii) small and medium size companies with the opportunity to recruit qualified graduates who will receive training and tutoring in the skills relevant to the management of the small business centre;(iii) graduates with the training and support necessary to help them establish career in small business centre; (iv) graduates with the training in skills that will make them meet the manpower needs of the society; (v) graduates with enough training in risk management to make uncertainty bearing possible and easy and; (vi) graduates with enough training that will make them creative and innovative in identifying new Business Opportunities. All these attributes constitute a viable platform for economic development in any society. Nieuwenhuizen and Groenewald (2008) opined that through entrepreneur education, students were stimulated to have a high tendency to start their own business compared with those attending other business courses or not attending any courses. They maintain that entrepreneurship training is critical to venture success.

The United Nation Educational Scientific Cultural Organization Report (2008) observed that entrepreneurship education help to:- (i) raise the level of awareness among key stakeholders on entrepreneurship and enterprise creation as a viable and realistic option for career development; (ii) nurture and develop entrepreneurial characteristics an individual and encourage that individual to become an entrepreneur while acknowledging that not all graduates of entrepreneurial studies will become entrepreneurs; (iii) raise awareness that entrepreneurship education is not reading books or writing essays; (iv) develop strategy plans for

activities at different levels targeting different players; (v) develop innovation in young people and to develop their skills to identify, create, initiate business and work opportunity of which owning an enterprise is just one example; (vi) give young people opportunities to develop skills; (vii) focus on the idea of creating an "Entrepreneurship culture" and not limiting entrepreneurship education to teaching of business skills and learning about setting one's own business; and (viii) empower students with the competencies and skills necessary to prepare them to respond to their life needs including running their own business, so that they become productive citizens.

The findings of the study further shows that difference exists among the views of graduates based on their: - (i) institutions on the influence of entrepreneurial education on their attitudes towards entrepreneurship; and (ii) discipline on the influence of entrepreneurial education on their attitudes towards entrepreneurship in Nigeria. The findings corroborated the study by Jubril (2010) who maintained that some universities are more successful in terms of teaching facilities and equipment needed for successful implementation of curriculum which leads to observed differences on students' skills and preparations for the challenges in the labour market. Similarly Adamu (2010) observed that training provided to students in some universities is generally low. He added that in most universities, training involve passive or rote learning and no practical. Ahmed (2009) opined that due to the outdated nature of curriculum in Nigerian universities, teaching and learning in some universities as passive recipients training. He stressed that there has been a largely 'top down' supply driven process of skills transfer that ignored generic skills of 21st century.

The observed difference in the respondents' opinion could be as a result of difference in the curriculum content of the programme in which some universities emphasized on theory while others integrates theory and practical. In addition, some universities have sufficient modern facilities and equipment used for teaching and learning of practical. The result therefore shows that curriculum and facilities appear to be an important precondition for student learning, provided that other conditions are present that support a strong academic program in the school. A previous study by John (2010) has also linked difference on school achievement to curriculum, its implementation, available facilities

and manpower. He argued that teaching resources, teachers' skill, and curriculum play a vital role in education.

CONCLUSION

From the result of the study, the researchers observed that entrepreneurship education helps to develop in students certain beliefs, values and attitudes regarding entrepreneurship. The knowledge generated from it helps to encourage creative thinking and promotes a strong sense of self-worth and empowerment among school leavers. Through entrepreneurship education, students are likely to recognize business opportunities, pursue the opportunities, create and operate a business. However, not all students were equip with entrepreneurial skills and competencies in Nigeria, the inference would be that, the possibility of some graduates to engage in entrepreneurial activities in Nigeria would be thwarted by lack of generic skills needed by entrepreneurs.

RECOMMENDATIONS

1. Government should encourage tertiary institutions in Nigeria to establish entrepreneurial training partnership with business organizations, private investors, state and local governments and other relevant stakeholders; these will help to foster the attitude to graduates to engage in entrepreneurial activities in the country.
2. Tertiary institutions in Nigeria should be mandated to establish Entrepreneurship Education Centre. The Centre should be equipped with all the modern facilities which could enrich the students with both theoretical and practical skills. This will help to provide students with practical skills needed for successful business management.
3. Self-reliance of students should become reference points for the strategic development of the curriculum by taking into account that a modern, dynamic society is driven by new knowledge, new technologies, and new information and communication skills that will encourage students to engage in entrepreneurial activities.
4. The curriculum content of entrepreneurship taught to students in all disciplines in educational institutions in Nigeria should be the same. This would help to harmonize the



learning experience and understanding of students regardless of institutions and disciplines.

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