

Original Research Article

Entrepreneurship education and small-scale business development among students of College of Education, Warri, Delta State, Nigeria

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Abstract

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Entrepreneurship education has been introduced into the Nigeria educational system to help provide the necessary skills, competences, and understanding to help prepare the Nigerian graduate to be self-reliant and help in developing the nation. This paper examines entrepreneurship education and small-scale business development among students of college of education, Warri, Delta state, Nigeria. Data was obtained through self-administered questionnaire. Simple frequencies, mean, percentage, t-test and correlation analysis was employed to analyse the study. The result indicates that the respondents believe entrepreneurial education is a good policy and it has come to stay, they see it as a possible solution to the problem of high level unemployment, through self-employment and job creation, source of revenue to government; will promote industrialization, innovation and technology. The findings also revealed a significantly positive relationship between entrepreneurship education perception and age and programme. Furthermore, some perceived challenges to entrepreneurship education include- Poor funding, inadequacy of competent lecturers in the field of entrepreneurship, ineffective style of teaching that stresses theory instead of practical's, amongst others. Recommendation such as better funding of tertiary institutions to carry out entrepreneurship training and making entrepreneurship education compulsory at all levels should be encouraged.

Keywords: Entrepreneurship Education, Small Scale Business Development, Tertiary students, t-test and correlation analysis

INTRODUCTION

Entrepreneurship education in recent times has continued to feature as a captivating theme in local conferences, workshops and international conferences because of its potency as a tool for reducing unemployment and other social-economic challenges inhibiting sustainable development in all parts of the globe, of which Nigeria is not exempted (Akarue and Adogbeji, 2013).

Corroborating this view Idogho and Ainabor (2011) opined that the role of entrepreneurship in the economic

development of any nation is so crucial that it cannot be over-emphasized. They further pointed out that most economies in African countries are characterized by a growing population and a general decrease in formal employment. Similarly, Akhuenonkhan, Raimi, Sofoluwe, (2013) are of the view that Nigeria is a nation of paradox, blessed with enormous wealth, but a larger proportion of the citizens live in abject poverty and face worsening unemployment, and that in a bid to mitigate the scourge of poverty and unemployment, previous governments of

Nigeria initiated diverse poverty reductions policies (PRPs) with the objectives of boosting industrial production and level of employment thereby checkmating joblessness, hopelessness and crime.

The Federal Government of Nigeria in combination with these diverse strategies the PRPs precipitated a romance with Millennium Development Goals (MDGs) the Nation also made it compulsory for the inclusion of entrepreneurship education in the curricula of the Universities, Polytechnics, and Colleges of Education, this is expected to inculcate in students the practical skills and experience needed to be self-employed and be self-reliant, through the management of small-scale businesses, thus generating full employment which will guaranty stability, security and balanced economic development (Idogho and Ainabor, 2011; Aliu and Ibe, 2013; Akhuemonkhan, et al., 2013; and Nwekeaku, 2013)

Pursuant to the above directive, the Federal Government set up a Presidential Committee on the implementation of entrepreneurship education with a broad based membership drawing from National Universities Commission (NUC), National Board for Technical Education (NBTE), National Commission for Colleges of Education (NCCE) Education Trust Fund (ETF), International Labour Organisation (ILO), United Nations Education ,Scientific and Cultural Organisation (UNESCO) and the Hamiltle Consult, a consulting firm on entrepreneurship education in the country with the NUC as a coordinating agency.

The expected goal of entrepreneurship education is to inculcate the trainees with the ability to;

1. Identify and solve problems using critical and creative thinking;
2. Work effectively with others as a proactive team member and cultivate the ability to resolve conflict;
3. Organize and manage one-self and one's activities
4. Collect, analyze, organize and critically evaluate information (to make decisions that must be carried through);
5. Communicate and negotiate effectively;
6. Reflect on experiences and explore various strategies for effective learning ... learning to learn at all times;
7. Become curious leading to readiness to experiment and innovate (being never satisfied with the status quo);
- and 8. Consider self-employment as a viable option upon graduation from their institution.

Okojie, (2009) express fears that although the Federal Government made entrepreneurship education compulsory, some universities are yet to commence it with a modicum of seriousness. By making entrepreneurship studies compulsory, government is aiming at producing opportunity or knowledge-based entrepreneurs who are expected to be critical growth drivers of our economy

Statement of the Problem

The educational system in Nigeria is devoid of the

element crucial to averting the surging rate of unemployment in the country, thus the government through its monitoring ministry, and academic agencies made entrepreneurship education compulsory for tertiary institutions (Araba, 2012; Akarue and Adogbeji, 2013). Corroborating this view Araba (2012) noted that Entrepreneurial development through education will advance the economy of the nation and that much credence should be given to it and ingrained with focus on profitable personal development thus translating to overall development of the nation. This action if implemented is believed will reduce the present level of unemployment that is plaguing the Nigeria nation thus reducing the rate of violence, poverty and segregation amongst citizens. The reason deduced for this is due to the fact that the nation's educational system has fails to empower the young graduate leaving the system thus making them unemployed instead employers of labour.

Objectives of the Study

The broad objective of the research is to carry out an empirical analysis of vocational student's perception towards entrepreneurship education. The specific objectives are to:

- (1) Describe the demographic characteristics of the students in the study areas.
- (2) examine the perception about Entrepreneurship Education by students from Agricultural science and business education.
- (3) Ascertain the relationship between Entrepreneurship Education and demographic characteristics in the study areas.
- (4) Identify the perceived problems associated with Entrepreneurship Education.

Research Questions

The study sought to answer the following research questions:

- (1) What are the demographic characteristics of the students in the study areas?
- (2) Is there any difference in the perception about Entrepreneurship Education among students from Agricultural science and business education?
- (3) What is the relationship between Entrepreneurship Education and demographic characteristics in the study areas?
- (4) What are the perceived problems of Entrepreneurship Education in the study area?

Research Hypotheses

The research hypotheses for the study were stated as

follow:

H₀₁: There is no statistical significant difference in the perception about entrepreneurship Education among students from Agricultural science and business education

H₀₂: There is no significant relationship between entrepreneurship education and demographic characteristics in the study areas.

Review of related Literature

Entrepreneurship has emerged as the most potent economic force the world has ever experienced (Kuratko, 2005). This has led to most countries of the world to embrace entrepreneurship education. Idogho and Ainabor (2011) opined that Entrepreneurship has tremendous impact on the economy and on the society. Furthermore they noted that the introduction of entrepreneurship education in tertiary institutions in Nigeria has imparted in students, the management skill development needed to set up small-scale businesses. Corroborating this view to Idomeh, Ainabor and Okolie (2008), opined that the growing importance of the role of entrepreneurs in a country's economic growth and development has stirred up both developed and developing countries to formulate policies that would promote its development in their economies, hence the Federal Government of Nigeria directed that entrepreneurship education be introduced into the curriculum of Nigerian tertiary institutions. Furthermore they noted that a vibrant industrial sector that is governed by competent entrepreneurs will help the nation's economy to be largely export-competitive.

Similarly as noted by Barringer and Ireland (2006) Global Entrepreneurship Monitor in 2002 stated that "the national level of entrepreneurial activity has a statistically significant association with the national level of economic growth. It thus becomes necessary according to Adavbiele and Imeokparia (2006) that the training on entrepreneurship will help to check the imbalance in the educational system, which seems to be producing the wrong mix of manpower stock. The production of graduates from various disciplines without monitoring the manpower needs of the nation coupled with poor state of the Nigerian economy are identified as largely responsible for the high rate of unemployment.

Uwameiye (1994) argued that though graduates of vocational and technical education may possess the skills necessary for a better chance of success in self-employment, they may have tough times in succeeding in business because they have not been exposed to entrepreneurial culture. They require a lot of exposure in theoretical and practical terms.

Theoretical framework

Concept of entrepreneurship education

There has been a continuous debate as to whether or not entrepreneurship can be taught (Cooney and Murray, 2008). For Kirby (2006) it is general believe that 'entrepreneurs are born and not made', and while indeed some people are undoubtedly 'born' or 'natural' entrepreneurs and will display entrepreneurial skills and behaviour without any enterprise education or training, there is a school of thought that believes that entrepreneurship is a skill and thus can be learned. However in the view of Drucker (1985) he had argued that entrepreneurship is neither an art nor a science, but a practice, If Drucker's version of entrepreneurship is accepted then it implies that entrepreneurship is a practice and if it is a practice it can be learned, and thus it is something that can be taught. But in the view of Gibb (1987), entrepreneurial role can be both culturally and experimentally acquired but it is consistently being influenced by education and training. Strengthening this position Akpan, Effiong, and Ele (2012) observed that Entrepreneurship education is a learning process, starting as early as elementary school and progressing through all levels of education. The standards and their supporting performance indicators constitute a frame work for teachers to use in building or developing appropriate objectives, learning activities and assessments for their target audience. Furthermore using this framework, students, youths and citizens will have progressively more challenging educational activities; experiences that will enable them to develop the insight needed to discover and create entrepreneurial opportunities. Brown (2000) pointed out that entrepreneurship education is designed to communicate and inculcate competencies, skills, knowledge, and values needed to recognize business opportunity, organize and start new business venture. It is about transforming an idea into reality, rather than talking about how to do it. Garavan and Costine (1995) asserted that entrepreneurship education is the process of or series of activities which aims to enable an individual to assimilate and develop knowledge, skills, abilities, values and understanding that are not simply related to a narrow field of activity but which allow a broad range of problems to be defined, analyzed and solved. It emphasizes on teaching people or citizens with the passion and desired skills needed to create an entrepreneurial firm and guide the firm successfully via its initial stage to maturity stage. It seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings (Maria, 2010).

Finally, for Izedonmi and Okafor (2010), entrepreneurship education is focused on developing youth with the passion and multiple skills. It is aimed to

reduce the risk associated with entrepreneurship thought and guide the firm successfully via its initial stage to the majority.

METHODOLOGY

The descriptive-inferential survey design was used for the research. As noted by Boohene, Marfo-Yiadom and Yeboah (2012), this was deemed appropriate for a study of this nature due to the reasons mentioned below. First, the study involves the description of the dimensions that influence entrepreneurial orientation. Secondly, as opined by Saunders, Lewis and Thornhill (2007), that the survey strategy is perceived as authoritative by people in general and is both comparatively easy to explain and to understand. Finally, data obtained through the survey with a questionnaire (when it is used as data collection instrument) are standardized, allowing easy for comparison. Boohene et al., (2012).

Population and Sample

The study was conducted at college of Education, Warri. The population of the study comprises of all students of Agricultural science and Business studies from the Delsu programme mounted by the college of Education Warri, the Regular NCE programme of the college in 2012/2013 academic session.

A total of 105 questionnaires were returned and 85 were found useful for the analysis. The sample for the study consisted of 85 students. It included a random selection of 39 students from Agricultural science department and 46 students from the Business Studies department. A simple random sampling technique was employed to ensure each auto artisan had an equal chance of being selected for the study.

Research Instrument

The research instrument used for this study was adopted from Sofolowe, Shokunbi, Raimi, and Ajewole, (2013). However some slight adjustments were made. The questionnaire titled "EEQ" as shown in the Appendix, elicited demographic data, impact of entrepreneurship education and problems facing entrepreneurship education formed the basis of the findings reported in this study. The entrepreneurship education dimensions were measured with a five-point Likert-type rating scale, ranging from strongly agrees to strongly disagree.

Reliability and Validity Test

The Cronbach's coefficient alpha (α) was used in this

study to determine the mean reliability coefficient for the dimensions of on entrepreneurship education and problems. Fraenkel and Wallen (2000) assert that for research purposes, a useful rule of thumb is that reliability should be at least .70. The results of the reliability tests are depicted in Table 1.

Method of Data Analysis

The data collected was analyzed using frequency and simple percentage counts, T-test and correlation test were used to test the hypotheses for the study.

RESULTS AND DISCUSSIONS

The data obtained were analyzed using the Statistical Package for Social Science (SPSS) version 15.

Research Question one

What are the demographic characteristics of the students in the study areas?

The Personal Characteristics of students which include gender, age, Marital Status religion and programme are presented in Table 2. Data showed that male students comprise of (38.80%) while female students comprise of (61.20%). This means females students are the majority. The implication is that more female students are interested in vocational studies. The table further reveals that students between the ages 21-25 have the highest percentage (49.40%) followed by those between the ages 16 – 20 (18.8%) next are those between ages 26-30 years (15.3%).and those above 35 years are (5.9%). It can be concluded that, most of the students are in their active years. With regards to marital status, the study showed that majority (77.6%) of the students is single, whilst 22.4%are married. This implies that most of the students are singled. The data illustrated that .In terms of the religion affiliate of the student,

majority (96.5%) of the students are Christians, whilst another 2.4% were Muslims and only 1.2% are traditional worshippers.

Research Question two

Is there any difference in the perception about Entrepreneurship Education among students from Agricultural science and business education?

The result in Table 3 shows the Students' Perspectives on Entrepreneurship Education elicited from the questionnaire. The mean value ranges from 3.500 to 4.5652 while the standard deviation ranges from 0.68806 to 1.29883 for Business students while the mean value

Table 1. Reliability Statistics entrepreneurship education questionnaire (EEQ)

Cronbach's Alpha	No of Items
0.85	20

Source: Authors computation, 2014

Table 2. Frequencies and Percentages of Demographic Characteristics of the students in the study areas (n = 85)

Personal characteristics	Frequency	Percentage (%)
Gender		
Male	33	38.8
Female	52	61.2
Total	85	100
Age		
16 - 20 years	16	18.8
21 -25 years	42	49.4
26 - 30 years	13	15.3
31 - 35 years	9	10.6
Above 35 years	5	5.9
Total	85	100
Marital Status		
Single	66	77.6
Married	19	22.4
Total	85	100
Religion		
Christian	82	96.5
Muslim	2	2.4
Traditional	1	1.2
Total	85	100
Programme		
Delsu	61	71.65
NCE	24	28.35
Total	85	100

Source: field survey, 2013

Table 3. Students' perception on Entrepreneurship Education

S/N	Items	Business students			Agricultural students		
		N	Mean	SD	N	Mean	SD
1	Entrepreneurship is any creative, innovative and enterprising human action in pursuit of opportunities through the creation of commercial activity in whatever scope	46	4.52	.7223	39	4.413	.637
2	Entrepreneurship development programmes play a big role in success of small businesses	46	4.46	.7515	39	4.564	.788
3	Entrepreneurship education has the prospect of enhancing job creation in society with rising unemployment.	46	4.04	.918	39	4.231	1.087
4	Entrepreneurship education in the long run increases the gross domestic product of nation otherwise called wealth creation	46	4.13	.885	39	3.949	1.099
5	Entrepreneurship education can stimulate youth empowerment, peaceful society and economic development.	46	4.57	.6881	39	4.308	.863
6	Entrepreneurship education can be a catalyst for engendering peaceful society and economic development	46	3.50	1.261	39	3.744	1.094
7	Entrepreneurship education provides good and adequate preparation for starting up and growing new firms.	46	4.11	1.080	39	4.564	.788

Table 3. Continue

8	Government entrepreneurship education for clusters and business incubator centres (BICs) prepare SMEs for local and global competitiveness	46	3.52	1.150	39	3.769	.777
9	HCD(Human Capital Development) focused on innovation and research boost employability of graduates from higher institutions and other groups of trainees .	46	3.87	1.002	39	4.000	.649
10	Attendance of entrepreneurship capacity-building workshops and hand-on seminars by SMEs add value to their knowledge and economic competitive	46	4.04	.788	39	3.949	1.123
11	Graduates from international institutions, who have access to entrepreneurial education, are better economically empowered than graduates of Nigerian tertiary institutions.	46	3.96	1.299	39	3.769	1.224

As a decision rule any mean >3.0 accepted and any mean <3.0 is rejected

Source: Field survey, 2013.

ranges from 3.7436 to 4.5652 while the standard deviation ranges from 0.63724 to 1.23392 for Agricultural students. The results in table 2 indicate that the responses of respondents agreed with all the items, that is they have a positive perception towards Entrepreneurship Education. However taking a close look at this result shows that slight difference in the response of Business and Agricultural science student towards Entrepreneurship Education but whether this is significant is another issue altogether. This findings is corroborated by those of (Akhuemonkhan et al., 2013; Kuratko, 2005; Matlay, 2005; Nabi et al., 2006) that entrepreneurship has become an economic panacea, seen as generating employment and economic prosperity in both developing and developed countries.

Araba (2012) on his work Entrepreneurial Education as a tool for reducing Unemployment in Nigeria also found out that graduates from Covenant University have more aptness to creating value, and are self driven to developing some form of business whether or not they have an employment. Corroborating this view Dutse et al., (2013) from their study also noted that, majority of the respondents believes entrepreneurial education is a good policy and it has come to stay, they see it as a possible solution to the problem of high level unemployment, through self employment and job creation, source of revenue to government; will promote industrialization, innovation and technology

Research Question three

What is the relationship between perception of Entrepreneurship Education and demographic characteristics of the students in the study area? (Table 4)

The result in Table 3 shows a positive relationship with between perception of entrepreneurship education and age, marital status, and programme, with r value been

0.38, 0.94, and 0.325 while there exist a negative relationship between perception of entrepreneurship education and gender, religion, with r value of -0.205 and -0.088. The analysis shows that age, marital status and programme in which the students belongs to will affect the judgment positively and gender and religion will affect negatively.

This findings was corroborated by Tubey (2013) in her study in kenta the findings established that there is a positive relationship between the entrepreneurs' socioeconomic characteristics such as entrepreneurs' age, educational level, past business experience, previous employment and number of years in current businesses and the operation of their enterprises.

However, Hasan T., and Eyup A. (2009) studied the effect of entrepreneurial characters on type of ownership in an enterprise, the findings and results shows that, although it was seen that enterprise owners generally have entrepreneurial characters, no relation was found between enterprise ownership type and having entrepreneurial characters.

Research Question Four

What are the perceived problems of Entrepreneurship Education in the study area?

Table 5 shows the problems perceived problems associated with Entrepreneurship Education in study area. These includes Poor funding of entrepreneurship education (1st position), Inadequacy of competent lecturers in the field of entrepreneurship (2nd position), Ineffective style of teaching that stresses theory instead of practical's (3rd position), lateness in starting entrepreneurship education in Nigeria and Other unpleasant challenges facing individuals that opted for self-employment after receiving entrepreneurship education/training in Nigeria include: poor business

Table 4. Pearson Correlation Matrix between perception of Entrepreneurship Education and demographic characteristics

		Correlations					
		Gender	Age	MaritalStatus	Religion	progtpye	TOTALPEE
Gender	Pearson Correlation	1	-.053	-.036	.051	-.124	-.205
	Sig. (2-tailed)		.633	.743	.643	.257	.060
	N	85	85	85	85	85	85
Age	Pearson Correlation	-.053	1	.687**	-.059	.253*	.385**
	Sig. (2-tailed)	.633		.000	.593	.019	.000
	N	85	85	85	85	85	85
MaritalStatus	Pearson Correlation	-.036	.687**	1	.119	.086	.094
	Sig. (2-tailed)	.743	.000		.276	.436	.393
	N	85	85	85	85	85	85
Religion	Pearson Correlation	.051	-.059	.119	1	-.087	-.088
	Sig. (2-tailed)	.643	.593	.276		.428	.424
	N	85	85	85	85	85	85
progtpye	Pearson Correlation	-.124	.253*	.086	-.087	1	.325**
	Sig. (2-tailed)	.257	.019	.436	.428		.002
	N	85	85	85	85	85	85
TOTALPEE	Pearson Correlation	-.205	.385**	.094	-.088	.325**	1
	Sig. (2-tailed)	.060	.000	.393	.424	.002	
	N	85	85	85	85	85	85

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Source: Field Survey Data, 2013

Table 5. Perceived problems associated with Entrepreneurship Education

S/N	Perceived problems/constraint to entrepreneurship education in Nigeria	N	Percentage (%)	Rank
1	Entrepreneurship education curriculum is ineffectively implemented	26	8.3%	7th
2	lateness in starting entrepreneurship education in Nigeria	34	10.8%	4th
3	Inadequacy of competent lecturers in the field of entrepreneurship	45	14.3%	2 nd
4	Serious deficiency in the books, hand-outs and other learning materials entrepreneurship	25	8.0%	9 th
5	Poor funding of entrepreneurship education	58	18.5%	1st
6	Ineffective style of teaching that stresses theory instead of practical's	37	11.8%	3rd
7	Students perceive the entrepreneurship education as one of the unnecessary elective or general courses forced on them by their respective school/departmental authorities	27	8.6%	6th
8	echoes of unpleasant experiences of self-employed graduates send wrong signals to undergraduates taking a compulsory course in entrepreneurship education in several tertiary institutions	26	8.3%	7th
9	Other unpleasant challenges facing individuals that opted for self-employment after receiving entrepreneurship education/training in Nigeria include: poor business environment.	36	11.5%	4th
	Total	314	100%	

Multiple responses

Source: Field Survey Data, 2013

environment. (4th position), Students perceive the entrepreneurship education as one of the unnecessary elective or general courses forced on them by their respective school/departmental authorities (6th position), echoes of unpleasant experiences of self-employed graduates send wrong signals to undergraduates taking a compulsory course in entrepreneurship education in several tertiary institutions and Entrepreneurship education curriculum is ineffectively implemented (7th position) and the 9th position goes to Serious deficiency

in the books, hand-outs and other learning materials entrepreneurship. Lamnene (2013) had similar result when he conducted a study on agricultural science students. This finding corroborates the work of Ifedili and Ofofobu (2011) that lecturers face a myriads of problems, some of which are:- large class size, overcrowded classrooms with inadequate chairs, poor instructional facilities, constant power failures, heavy workload, few available text books, high cost of available text books, inadequately furnished libraries etc. These challenges made it difficult

Table 6. Summary of T-test Table on student's perception about entrepreneurship Education among students from Agricultural science and business education

Variable	N	Mean	Standard Deviation	T	df	P	Remark
Agricultural science students	39	43.8462	5.8962	-.629	83	0.531	Not Significant
Business Education students	46	44.6304	5.58314				

Source: Field Survey Data, 2013

for proper management, delivery and learning of the course. The students' problem in learning bothers on not being focused, poor accommodation, poor feeding, inadequately furnished libraries, few available books were expensive, course was boring, poor lecturers attendance etc, in a similar vein Nkwekeaku (2013) observed the following as challenges to entrepreneurship education in Nigeria, Lack of Sufficient and Skilled Manpower, Hasty Preparations by the government of Nigeria, Poor State of Infrastructure in Nigerian universities, Faulty Foundation- Education and Inadequate or outright lack of funding

Testing Hypothesis One (H₀₁)

There is no statistical significant difference in the perception about entrepreneurship Education among students from Agricultural science and business education.

The result in Table 6 indicated that agricultural science students had an average of 43.85%. In contrast to business education students which represent 44.63%.

Summarily, the independent sample test showed that there is no statistical significant difference in the perception of students of agricultural education (M = 43.8462, SD = 5.896) and those from business education (M = 44.63, SD =5.583) $t(83) = -.629$, $P = 0.531$. The result suggests that there is no statistical significant difference in the perception of students of agricultural education and those from business education in the study area; hence the null hypothesis is accepted.

Hypothesis 2

H₀₂: There is no significant relationship between entrepreneurship education and demographic characteristics in the study areas.

The result shows the relationship between entrepreneurship education and demographic characteristics. The result shows that there is a positive and significant relationship between the perception of entrepreneurship education with age ($r=.385$, $p<0.01$) and programme type (NCE, Delsu) ($r=.325$, $p<0.01$). However, there was a positive but not significant relationship between entrepreneurship education and marital status. This infers that as the perception of

entrepreneurship education increase with age and also the educational attainment (training) thus this finding does not reject hypothesis 2, since three of the variable are positive.

CONCLUSION

The study sought to examine the perception Entrepreneurship Education and Small-Scale Business Development among Students of College of Education, Warri, Delta State, Nigeria. The study recorded significantly positive relationship between two of the variable (age and programme) and entrepreneurship education, except marital status which recorded a weak positive relationship with entrepreneurship education.

This means that age and programme will have direct effect on their entrepreneurship desire. The perceived problems were mainly poor funding, Inadequacy of competent lecturers in the field of entrepreneurship, Ineffective style of teaching that stresses theory instead of practical's, lateness in starting entrepreneurship education in Nigeria and Other unpleasant challenges facing individuals that opted for self-employment after receiving entrepreneurship education/training in Nigeria include: poor business environment. The present initiative by the Federal Government of Nigeria through the various tertiary Commissions in integrating entrepreneurship education into the formal curriculum is making significant contribution in encouraging a positive orientation among tertiary undergraduates. Therefore it is hoped that this initiative will bridge the gap and change the mindset of tertiary education graduates from job seekers to job creators. This research has numerous limitations that arise from having a small sample size of 85 students. The study was conducted on student so the results are not generalized able for professionals. In spite of these limitations, our research adds up to the literature on the antecedents of entrepreneurial mind set and the variables that affect the perceived. The implication for entrepreneurial education is encouraging, since the results propose that taking a course in entrepreneurship enhances students' confidence regarding their skills to become entrepreneurs. Future research should study these topics with a large sample size. Future research should also address the impact of entrepreneurship education on entrepreneurial leadership development, intension etc among students.

RECOMMENDATION

Based on the findings of this study, the following recommendations are made:

- The duration of the entrepreneurship education should be increased for maximum impact on tertiary students.
- Entrepreneurship education should be encouraged at all level of education
- Better funding for Entrepreneurship education should be encouraged.
- Massive awareness and sensitization are required in order to embed entrepreneurship culture in the higher institution systems and the society at large.

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