

## CHAPTER FOUR

### UNDERGRADUATE STUDENTS PERCEPTION TOWARDS ENTREPRENEURSHIP EDUCATION IN COLLEGE OF ICT, KWARA STATE UNIVERSITY, MALETE.

#### **Abstract**

*This study investigated undergraduate students perception of Entrepreneurship Education teaching and learning for Self-employment in College of Information and Communication Technology, Kwara State University, Malete. The study adopted a survey research design and a total population of 179 final year undergraduate students of College of Information and Communication Technology were used. The study adopted purposive sampling techniques from which a sample size of 122 final year undergraduate students were drawn using Research Advisor (2006) and backed up by recommendation of Borg, Gall and Gall (2007). The major instrument used for data collection was questionnaire. A total of 122 copies of questionnaires were sent out, from which 82 copies were returned and 80 copies were found to be valid and found fit for analysis. The data were analyzed using descriptive frequency table with the aid of Statistical Packages for Social Sciences (SPSS). The study*

*established among others, that entrepreneurship education helps student with the knowledge and willingness to seek investment opportunity, emphasis of theoretical knowledge and the use of traditional teaching methods affect the graduates' entrepreneurial skills upon completion of their programmes. The study concluded that through the provision of effective and enabling environment for entrepreneurship education teaching and learning, every undergraduate student has the potential to be self-employed after graduation. The study however recommended that the teaching strategies adopted by lecturers should be changed to inculcate entrepreneurial skill in the students, funding of the programme, start-up capital and planning and establishment of entrepreneurship centre among others should be looked into.*

**Keywords:** Entrepreneurship, Entrepreneurship Education, Self-Employment, Undergraduate students

#### **Introduction**

The Nigerian government in her effort to ensure job opportunities for students after graduation established a compulsory entrepreneurship education course and training in all tertiary institutions in the country. With such background, students can set up small business enterprises rather than remain jobless for a long period after graduation. Entrepreneurship brings economic growth, innovations and creates new jobs. Hence in recent years, the interest toward entrepreneurship has been increased as an important alternative to professional occupation, especially for the graduates of tertiary education (Ismail, 2009). Aina and Salako (2008) describe entrepreneurship as the willingness and ability of an individual to seek out investment opportunities and takes advantage of scarce resources to exploits the opportunities profitably. It is the process of creating something new with value by devoting the necessary time and efforts, assuming the accompanying financial social risks and at the end receiving resulting reward. Although, Entrepreneurship Education (EEd) is not a new phenomenon in the annals of Nigeria; it has always been an age-long tradition, a culture and a habit that has consistently been transferred from one generation to another within the diverse ethnic nationalities that made up Nigeria (Ogunkule, Sofoluwe, & Kayode, 2012). Ojiefu (2013) reported that rising graduate unemployment and the low entrepreneurial drive amongst school

leavers in Nigeria, led to the need to reposition higher institutions as centers for building self-sustaining graduates that will be future captains of industries. Entrepreneurship Education was introduced in tertiary institutions to produce graduates with special professional and entrepreneurial skills needed to champion economic growth through investments. Entrepreneurship Education as a form of education is a process of adjustment. It involves the development of the social and economic efficiency of individuals by progressively upgrading their thought pattern and eventually, their way of life (Ogunkule, Sofoluwe and Kayode, 2012). Mauchi, Karambakuwa, Gopo, Kosmas, Mangwende & Gombarume (2011) reported that the objective of Entrepreneurship Education is to provide individuals with the ability to recognize commercial opportunities and the knowledge, skills and attitudes to act on them. Oduwaiye (2009) reported that Entrepreneurship Education focuses on assisting trainee students on how to develop positive attitudes, innovation and skills for self-reliance rather than depending on the government for employment. Perception is a process of being aware of one's environment through the senses. How one perceives the world consequently determines how one reacts to it. Perception involves analyzing and interpreting items picked out by the senses in order to assign meaning to them. How one analyzes and interprets a sensory reception is determined by many factors which include cultural setting, memories, values, imaginations and past experiences (Kabui & Maalu, 2012). Perception plays a critical role in entrepreneurship. If a person has a positive perception towards entrepreneurship, it is likely that the person will engage in an entrepreneurial act (Kabui & Maalu, 2012). Perceptions about entrepreneurship may affect the supply side and the demand side of entrepreneurship.

### **Statement of the Problem**

Despite the compulsory Entrepreneurship Education in Nigerian institutions, many graduates still remain unemployed for a long time after graduation. This is as a result of the content and management of the course which seems to be porous. There seems to be high failure rate and many students struggle for the minimum pass mark of 40%. Thus, the purpose of establishing the Entrepreneurship education seems to be defeated (Nwosu & Ohia, 2009). There is need to find out the perception of students towards Entrepreneurship education, how the course is been taught and delivered so as to meet the goals and objectives of the course. This study therefore aimed at investigating undergraduate students' perception towards Entrepreneurship Education learning for self-employment in College of Information and Communication Technology, Kwara State University, Malete.

### **Objectives of the Study**

The broader objective of this study is to examine undergraduate student's perception of entrepreneurship education for self-employment in College of Information and



Communication Technology, Kwara State University, Malete. The specific objectives are to:

- i. examine the perceived roles of entrepreneurship education on students entrepreneurial skills of undergraduate students in College of Information and Communication Technology, Kwara State University, Malete.
- ii. examine students perception towards entrepreneurship education courses offered in the institution.
- iii. investigate the perceived challenges facing entrepreneurship education in Kwara State University

## **Literature Review**

Entrepreneurship education is the type of education which has the ability to impact on the growth and development of an enterprise through technical and vocational training (Mohammed, 2015). Nwosu and Ohia (2009), entrepreneurship education is that aspect of education which equips an individual and creates in the person the mindset to undertake the risk of venturing into something new by applying the knowledge and skills acquired in school. This means that entrepreneurship education helps to provide students with the knowledge, skills and motivation to encourage entrepreneurship in variety of settings. Entrepreneurship education creates the willingness and ability in a person to seek out investment opportunities in the society and be able to establish and run an enterprise successfully based on the identifiable opportunities (Owoseni, 2007). Owoseni (2009) describes entrepreneurship education as the gateway to job opportunities and job creation which would constantly enhance self-reliance and self-employment among university graduates. Nwangwu (2007) articulates the objectives of entrepreneurial education at the tertiary level to include:

- (i) Offering functional education for youths so as to enable them to be self-employed and self-reliant
- (ii) Providing graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities
- (iii) Offering graduates adequate training in the acquisition of skills that will enable them to meet the manpower needs of the society. These objectives buttress the need for youth entrepreneurial empowerment through entrepreneurship education at the tertiary level to harness their potentials and intellectual creativity for job creation.

In this same vain, Yahya (2011) sees Entrepreneurship education as seeking to prepare people, especially youths, to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers and who contribute to economic development and sustainable communities. It is thus that type of education that enabled individual student to sell his or her major course of study, skills and or talents to the public, thus making the recipient self-employed, competent and having positive perception about entrepreneurship.

Uche and Adesope (2009) in their study discovered that university students lack entrepreneurial skills. Out of 2,500 students that were used for the study, only 3% acquired time management skill, 3.2% acquired sale and marketing skill, 3.6% acquired self-motivation skill, 6% acquired communication skill, 5.6% acquired information skill and 84% said they did not acquire any skill. These findings suggest that our university graduates do not acquire adequate entrepreneurial skills for job creation. It is apparent from the literature that the learning methods employed in entrepreneurship education and training programmes vary considerably, from lectures, presentations and handouts to video and case study-based learning, with group discussion and role plays (Henry, Hill & Leitch, 2006). Anderson and Jack (2008) posit that education can serve a preparatory function in relation to new venture creation, the transfer of knowledge and the acquisition and development of relevant skills would be expected to increase the self-confidence of the students to start their own businesses. According to Paul (2010) knowledge and skills are usually achieved through experiential learning. In order for learners to be effective in their learning, they need to acquire abilities such as concrete experience abilities, reflective abilities, abstract conceptualisation abilities and active experimentation abilities. Entrepreneurship Education is not just about teaching someone to run a business. It is all about encouraging creative thinking and promoting a strong sense of self-work and accountability. Through entrepreneurship education, students learn how to create a business and lots more. In this same vein Yahya (2011) sees Entrepreneurship education as seeking to prepare people, especially youths, to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers and who contribute to economic development and sustainable communities. It is thus that type of education that enabled individual student to sell his or her major course of study, skills and or talents to the public, thus making the recipient self-employed, competent and having positive perception about entrepreneur.

Ogundola (2016) investigated the perception of undergraduate vocational education students on the relevancy of entrepreneurial Studies in Ekiti State. He found out that entrepreneurship teaching and learning is desirable and therefore prepares students very well for future entrepreneurial careers. However, it was also observed that there are various challenges facing entrepreneurship education as perceived by the students and this includes; students not having the opportunity to interact with high level entrepreneurs, inability of students to be able to prepare business plan after attending entrepreneurship education classes among others. Entrepreneurship Education is not just about teaching someone to run a business. It is all about encouraging creative thinking and promoting a strong sense of self-work and accountability. Through entrepreneurship education, students learn how to create a business and lots more. In a study carried out by Akpan and Etor (2013), it was found that students were positive in their rating of the relevance of entrepreneurial studies to their learning need for entrepreneurship. It was also found that students agreed that inadequate skilled



lecturers, lack of laboratory and conducive classroom for practical work, lack of training materials and textbooks were the operational problems affecting effective teaching of entrepreneurial studies. Uche and Adesope (2009) in their study discovered that university students lack entrepreneurial skills. Out of 2,500 students that were used for the study, only 3% acquired time management skill, 3.2% acquired sale and marketing skill, 3.6% acquired self-motivation skill, 6% acquired communication skill, 5.6% acquired information skill and 84% said they did not acquire any skill. These findings suggest that our university graduates do not acquire adequate entrepreneurial skills for job creation.

In relation to studies regarding students' perception towards entrepreneurship education, vast amount of literature reveal that studies in this area had been carried out. For instance, a study in relation to entrepreneurship education conducted by Basu and Virik (2008) ascertained that entrepreneurship education often improve the attitude of students towards entrepreneurship. Following their study, Souitaris, Zerbinati and Andreas (2007) deduced that entrepreneurship education encourages students' subjective norm as well as their intentions towards entrepreneurship by providing the students with skills, knowledge and belief which inspires them to apt for a career in entrepreneurship. The findings of Ediagbonya (2013) also show that entrepreneurship education impacts positively towards the attitude of students to engage in entrepreneurship ventures if their knowledge and skills are developed. This is similar given the findings of Kauffman Foundation (2000) who ascertain that education in entrepreneurship increases the probability of business start-ups and self-employment which in turn brings about self-satisfaction and economic rewards. The challenges facing entrepreneurship education in tertiary institutions in Nigeria are multi-faceted. The first is that entrepreneurship education curriculum is ineffectively implemented hence the difficulty in achieving its goals (Garba, 2010), The curriculum objectives like other specialized education cannot be translated into practical realities at the implementation stage for the benefits of learners (Okebukola, 2004, & Onyeachu, 2008). Because of insufficient experts in the field of entrepreneurship, absence of relevant textbooks on entrepreneurship education/program, ineffective style of instruction, poor funding and insufficient teaching gadgets for practical-oriented training (Gabadeen & Raimi, 2012).

With entrepreneurship education in Nigeria still at its infancy, few challenges have started to emerge. Universities surveyed are burdened with the heavy initial outlay of implementing the programme. Trained personnel to deliver the quality entrepreneur education are short in supply. Nwosu and Ohia (2009) identified in their study curriculum content which is not practical-oriented, inadequate finance, poor entrepreneurial mindset, inconsistent government policy and poor infrastructure such as lack of stable electricity and water supply as challenges of entrepreneurship

education in Nigerian universities. Another key challenge stifling the growth of entrepreneurship education is inadequacy of competent lecturers in the field of entrepreneurship to make the course practically interesting and goal-oriented as opposed to too much focus on theoretical instructions (Gabadeen & Raimi, 2012). Ifedili and Ofoegbu (2011) noted that professionals in the education sector are having serious nightmare on the theoretical contents of entrepreneurship education being delivered to the undergraduates across Nigerian higher institutions.

### **Methodology**

This study adopted the descriptive survey design which is a research strategy that involves the collection of data using structured questionnaires. The population adopted for this study were the 179 final year undergraduate students for the three departments that formed College of ICT, Kwara State University, Malete (i.e. department of Library and Information Science (59), department of Mass Communication (60) and department of Computer Science (60)). Using Research Advisor (2006) with 99% level of confidence and 5.0% margin error, the sample size adopted for this study was 122 (68.15%). The choice also fell into the recommendation of Borg, Gall and Gall (2007) who stated that a minimum of 20% of the population can be used as sample size. Purposive sampling techniques was adopted, it is a type of sampling whereby the researcher believed that some subjects are fit for the research compared to other individuals (Tella, 2017). Questionnaire was used as the major instrument. The questionnaire was distributed to final year undergraduate students in order to gather relevant information that will aid the success of the research. The questionnaire, validated by two experts in Entrepreneurship Education from Centre for Entrepreneurship Development, Federal Polytechnic Offa and the reliability was achieved with the use of t-test. Data collected was statistically analyzed using descriptive frequency table with the aid of Statistical Packages for Social Sciences (SPSS 22) software. A total of 122 copies of the questionnaires distributed to the respondents and out of this, 82 copies (66%) were returned. Moreover, 80 copies of the questionnaire were valid and found fit for analysis.



**Table 1: Demographic Information**

Sex of Respondents		
Option	Frequency	%
Male	35	43.75
Female	45	56.25
Total	80	100.0
Age of Respondents		
20 - 25 yrs	64	80.0
26 - 30 yrs	16	20.0
Total	80	100.0
Marital Status		
Single	75	93.75
Married	5	6.25
Total	80	100.0

Table 1 shows that 45(56.25%) of the respondents were female while 35(43.75%) respondents were male. This implies that there are more female undergraduate graduates at the College of Information and Communication Technology, Kwara State University, Malete. The table also shows that 64(80%) respondents are within the age bracket of 20–25 years while 16(20%) respondents are within the age bracket of 26–30 years. The finding implies that most of the undergraduate students of the college were within the age bracket of 20–25years. Also, the table shows 75(93.75%) respondents are single while 5(6.25%) respondents are married. As expected, the result shows that there are young single undergraduate students at the college.

**Table 2: Perceived Roles of Entrepreneurship Education on Students' Entrepreneurial Skills in Kwara State University**

Items	SA/A		U		D/SD		TOTAL	
	F	%	F	%	F	%	F	%
Entrepreneurship education helps to provide students with the knowledge, skills and motivation	59	73.75	1	1.25	20	25	80	100
Entrepreneurship education creates the willingness and ability in a person to seek out investment opportunities in the society	78	97.5	1	1.25	1	1.25	80	100
It helps to enhance self-reliance and self-employment	75	93.75	2	2.5	3	3.75	80	100
It stimulates and develops in the individuals the zeal to be an entrepreneur as well as equipping the person with the tools necessary to set-up of new ventures	69	86.25	2	2.5	9	11.25	80	100
It aims at empowering the youth through the adoption and promotion of problem-solving pedagogical approach, familiarity with information and communication technology, environmental awareness and entrepreneurship skills	73	91.25	1	1.25	6	7.5	80	100

**Key:** SA/A = Strongly Agree / Agree,

U = Uncertain,

D/SD = Disagree/Strongly Disagree

Table 2 depicts the perceived roles of entrepreneurship education on student's entrepreneurship skills in the university. It revealed that 97.5% respondents claimed that entrepreneurship education create the willingness and ability in a person to seek out investment opportunities in the society; 93.75% respondents agree that entrepreneurship education helps to enhance self-reliance and self-employment; 91.25% respondents believed that entrepreneurship education aims at empowering the youth through adoption and promotion of problem solving approach, familiarity with



the use of ICT and entrepreneurial skills; while 73.75% respondents perceived entrepreneurship education to provide students with the knowledge, skills and motivation required. In different objections, 25% respondents disagree that entrepreneurship education helps to provide undergraduate students with the knowledge, skills and motivation. 11.25% of the respondents also disagree that entrepreneurship education stimulate and develops in the individual the zeal to be an entrepreneur. This is as a result of students aim to look for a white collar job.

**Table 3: Students Perceptions towards Entrepreneurship Education Courses Offered in Kwara State University**

Reponses	SA/A		N		D/SD		TOTAL	
	F	%	F	%	F	%	F	%
Entrepreneurship education courses have help to improve the attitude of students towards becoming entrepreneurs	63	78.75	12	15	5	6.25	80	100
Entrepreneurship education courses impacts positively towards the attitude of students to engage in entrepreneurship ventures	70	87.5	5	6.25	5	6.25	80	100
Entrepreneurship education courses increase the probability of business start-ups and self-employment	70	87.5	5	6.25	5	6.25	80	100
Entrepreneurship education courses helps in imparting entrepreneurial skills to students.	67	83.75	8	10	5	6.25	80	100
prior exposure to entrepreneurship education courses has a positive effect on students' attitudes toward a career in entrepreneurship	75	93.75	4	5	1	1.25	80	100
University graduate do acquire the required skills for job creation through the courses taught	60	75	6	7.5	14	17.5	80	100
Most students have the intention of becoming entrepreneurs upon completion of entrepreneurship education programme	36	45	4	5	40	50	80	100

**Key: SA/A = Strongly Agree / Agree, U = Uncertain, D/SD = Disagree/Strongly Disagree**

Table 4.6 portrays the students perceptions towards entrepreneurship education courses offered in Kwara State University. It was shown that 93.75% respondents agree that prior exposure to entrepreneurship education courses has a positive effect on their attitude towards a career in entrepreneurship; 87.5% respondents claimed that entrepreneurship education courses offered impacts positively towards the attitude of students to engage in business venture and increases the probability of business start-ups and self-employment; 83.75% respondents stated that entrepreneurship education courses helps in imparting entrepreneurial skills to student; 78.75% of the respondents agree that entrepreneurship education courses have help to improve the attitude of students towards entrepreneurship; 75% respondents claimed that university graduate do acquire the required skills for job creation through the courses taught, Surprisingly, despite all the benefits derived from offering entrepreneurship education courses, 50% respondents disagree that most students have the intention of becoming entrepreneurs upon completion of entrepreneurship education programme; and 17.5% respondents disagree that entrepreneurship courses offered in Kwara State University allow the graduate to acquire the required skills for job creation.

**Table 4: Perceived Challenges of Teaching and Learning Entrepreneurship Education in Kwara State University**

Reponses	SA/A		N		D/SD		TOTAL	
	F	%	F	%	F	%	F	%
Entrepreneurship education curriculum is ineffectively implemented	65	81.25	6	7.5	9	11.25	80	100
Inadequacy of competent lecturers in the field of entrepreneurship	66	82.5	7	8.75	7	8.75	80	100
Poor funding and insufficient teaching gadgets for practical-oriented training	65	81.25	9	11.25	6	7.5	80	100
Poor budgetary allocation	69	86.25	6	7.5	5	6.25	80	100
Unfavourable policy environment and lack of government support	72	90	5	6.25	3	3.75	80	100
Absence of standard learning materials/text-books on entrepreneurship education	64	80	8	10	8	10	80	100
Overemphasize on theory delivery	61	76.25	12	15	7	8.75	80	100
Inadequate funding of entrepreneurship education	68	85	5	6.25	7	8.75	80	100
Ineffective style of teaching	60	75	12	15	8	10	80	100
Poor State of Infrastructure	60	75	14	17.5	6	7.5	80	100



Absence of research support and linkages	61	76.25	13	16.25	6	7.5	80	100
Rampant political and bureaucratic corruption	67	83.75	5	6.25	8	10	80	100

**Key: SA/A = Strongly Agree / Agree, U = Uncertain, D/SD = Disagree/Strongly Disagree**

Table 4.7 indicated the challenges of teaching and learning entrepreneurship education in Kwara State University. The result revealed that most of the respondents (75% and above) agree to unfavourable policy environment and lack of government support 90%; poor budgetary allocation 86.25%; Inadequate funding of entrepreneurship education 85%; Rampant political and bureaucratic corruption 83.75%; inadequacy of competent lecturers in the field of entrepreneurship 82.5%; entrepreneurship education curriculum is ineffectively implemented and Poor funding and insufficient teaching gadgets for practical-oriented training 81.25%; Absence of standard learning materials/text-books on entrepreneurship education 80%; Overemphasize on theory delivery and absence of research support and linkages 76.25%; and Ineffective style of teaching and poor State of Infrastructure 75%.

### Summary of findings

The following were the major findings of the study based on the collected and analysed data:

1. The study revealed that the perceived roles of entrepreneurship education on student entrepreneurial skills include: providing students with the knowledge, creating the willingness and ability in a person to seek out investment opportunities in the society, helps to enhance self-reliance and self-employment and empowering the youth through adoption and promotion of problem solving approach, familiarity with the use of ICT and entrepreneurial skills. The finding was in line with that of Salami (2011) who noted the importance of entrepreneurship education is to reduce unemployment among Nigeria youth which final year students of College of Information and Communication Technology, Kwara State University are part of.
2. The findings of the study discovered that entrepreneurship education courses offered at Kwara State University has assisted the students a lot by helping them to improve their attitude towards entrepreneurship and establishing business ventures, imparting entrepreneurial skills to students, assisting them to make a career in entrepreneurship education and having the required skills for job creation. This result was in line with the findings of Ediagbonya (2013) which shows that entrepreneurship education courses allows students to engage in entrepreneurship ventures.

3. Ineffectively implemented entrepreneurship education curriculum, inadequacy of competent lecturers in the field of entrepreneurship; poor funding and insufficient teaching gadgets; lack of government support; absence of standard learning materials; overemphasizes of theory; poor state of infrastructure and rampant bureaucratic corruption are the perceived challenges of teaching and learning entrepreneurship education in Kwara State University. This finding is in line with the previous researches by Okebukola (2014), Onyeachu (2008) and Gabadeen & Raimi, (2012) who stated that because of insufficient experts in the field of entrepreneurship, absence of relevant text-books on entrepreneurship education/program, ineffective style of instruction, poor funding and insufficient teaching gadgets for practical-oriented training, brought about the difficulty in achieving the desired goals.

### **Conclusion/Recommendations**

Based on the findings of the study, it could be concluded that entrepreneurship education has the tendency to reducing unemployment rate of graduates if it is properly organized. Though, the study of entrepreneurship education has been marred with some hindrances which could be minimized through employment of more trainers by the university, provision of fund, provision of more business opportunities to students among others. The effective teaching and learning of entrepreneurship education has also been marred with low budgetary allocation, poor infrastructure among others. Therefore, students should have a positive perception towards entrepreneurship education training as it is the key towards a better entrepreneur. From the findings of the study, the following recommendations are proposed.

1. Since the roles of entrepreneurship education to students could create the willingness to identify opportunities; helps to enhance self-reliance and self employment among others, the students should be encouraged to put more interest in the learning the practical entrepreneurship education been taught.
2. For effectiveness and to further improve on the teaching and learning of entrepreneurship education to the students, the academic staff (lecturers) needs to adopt different teaching strategies as there is no single universal teaching approach that suits all situations. Thus, the following strategies are suggested: Problem based learning, creative problem solving techniques, case study/discussion method, Peer learning, project based learning, e-learning, learning diaries, portfolios and experiential learning.
3. Entrepreneurial education was found to be effective in enhancing the entrepreneurial intention of the students and in facilitating their subsequent business start-ups, financial aid should be advanced to the undergraduates by the university to enable them kick start their businesses, infrastructural facilities should be provided by the government, and the workload on the staff should be reduced.



4. The university management should provide enabling environment that will foster effective teaching and learning of entrepreneurship education in the institution. Also, more trainers should be employed, provision of network for both students and staff for outside collaborations and the continuous involvement of all departments in entrepreneurship programme.
5. In order to be in line with the NUC standard and to achieve maximum objectives for teaching and learning entrepreneurship education, the following courses should be incorporated into the entrepreneurship programme: Marketing and the new venture, determining your business capital requirements, starting a new business, insurance, introduction to entrepreneurship and new venture creation, innovation and creativity.
6. The effects of the Challenges identified in Teaching and Learning Entrepreneurship Education among undergraduate students in Nigerian Universities can be surmounted by emphasizing practical knowledge, provision of adequate funding, supply of teaching gadgets for practical-oriented training, effective planning, supervision and evaluation of the programme across board.

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