

ENTREPRENEURSHIP EDUCATION IN NIGERIAN TERTIARY INSTITUTIONS: A REMEDY TO GRADUATES UNEMPLOYMENT

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ABSTRACT: *Study investigated exposure of under-graduates students to entrepreneurial education for post-graduation job creation ability. The population consisted all the final year students of Educational Administration, Ebonyi state University 2013/2014 academic year totaling 200 respondents. The population served as the sample size. The instrument was a structured questionnaire, subjected to face and content validation by experts in Educational Administration; Measurement and Evaluation units, test for reliability yielded a reliability coefficient of 0.79. Pearson Product Moment Correlation (r) statistics and population t-test of analysis were used to analyze the data at 0.05 alpha level. The findings showed a significant relationship in the three hypotheses. The result implies that entrepreneurial education is relevant to students with regard to equipping them with skills for post-graduation job creation ability rather than job seekers. The study recommended collaborative efforts of National University Commission with Department of Educational Administration to identify other entrepreneurship programmes to address graduate unemployment on graduation.*

KEYWORD: Unemployment, Entrepreneurship Education, Job-creation, Entrepreneurial skills, Innovation and Competency.

INTRODUCTION

Tertiary education in Nigeria is the education given after Post Basic Education Institutions such as universities and inter-university centres such as Innovation Enterprise Institutions (IEIs) and Colleges of Education Polytechnics, Monotechnics and other specialized colleges (Federal Republic of Nigeria (FRN, 2013:52). According to the National Policy, University education should make optimum contribution to national development by “making entrepreneurial skills acquisition a requirement of all Nigeria universities” p. 54.

Within the context of rising unemployment rates in a skill constrained economy, rising graduate unemployment is particularly worrisome. Development Policy Research Unit (DPRU, 2006) states that 8 million youths are unemployed and it has been the fastest growing education cohort of unemployment since 1995. In a similar vein, International Labour Organization (ILO, 2011) noted that despite the rapid recovery in the global economy that took place in 2010 following two years of severely adverse labour market conditions, global unemployment remained elevated in 2010. According to ILO (2011) the number of unemployed stood at 205 million (6.2%) in 2010. In Nigeria, the scenario is the same and even appears worse. The National Population Census (NPC, 1998) of the Federal Republic of Nigeria showcased unemployment rates in Nigeria, state by state in 1991 and 1993.

Table 1: Unemployment Rates by States in Nigeria (1991 and 1993)

1993 Both Male and Female		1991					
		Male		Fe male		M	F
States	Unemployed population	Unemployed rate	Unemployed population	Unemployed rate	Unemployment Population	Unemployment rate	Unemployment rate
Abia	79,335	9.0*	37,856	8.3	41,479	9.7	4.2
Akwa- Ibom	76,021	9.2*	40,999	9.9	35,022	8.5	5.4
	31,589	5.1	21,522	5.0	27,544	6.0	2.8
Adamaw a							
Anambra	49,322	4.8	21,778	3.8	27,544	6.0	2,8
Bauchl	32,425	3.2	21,413	2.5	11,012	7.5	1.0
Benue	30,129	3.6	21,506	4.3	8,623	2.5	1.2
Borno	23,526	3.1	15,197	2.7	8,329	4.5	0.5
Cross Rivers	50,534	7.8*	29,680	8.4	20,854	7.0	3.4
Delta	64,824	7.2*	38,992	8.5	25,832	5.9	5,9
Edo	56,030	7.6*	35,592	8.8	20,434	6.2	5.1
Enugu	77,707	7.0*	34,828	6.1	42,879	7.7	3.5
Imo	92,792	11.8*	42,663	10.3	,50,129	13.4	9.1
Jigawa	18,772	3.1	14,023	2,6	4,749	6.9	0.2
Kaduna	46,331	5.0	30,400	4.1	15,931	9.4	3.6
Kano	39,580	3.0	28,799	2.5	10,981	5,8	1.3
Katsina	21,734	2.8	16,074	2.3	5,660	7.0	0,5
Kebbi	8,160	1.7	5,841	1,5	2,319	3.3	0,6
Kogi	47,655	6.6*	27,323	7.3	20,332	5.8	2.8
Kwara	11,135	1.8	5,718	1.8	5,417	1.8	0.7
Lagos	92,825	3.7	53,171	3.6	39,654	3.8	2,8
Niger	16,622	2.5	11,522	2.2	5,100	3.4	0.5
Ogun	15,053	1.4	8,067	1.5	6,986	1.3	1.7
Ondo	42,086	2.9	23,246	3.3	18,840	2.5	1,1
Osun	13,728	1.6	7,255	1.8	6,473	1.3	1,6
Oyo	20,208	1.3	11,122	1.5	9,086	1.2	1,3
Plateau	33,500	3.9	22,236	3.6	11,324	4,9	1.4
Rivers	176,214	12.6*	102,529	13.1	73,685	12.0	7.4
Sokoto	11,401	1.1	7,611	0.9	3,790	2.8	0.1
Tarabat	13,861	3.2	10,249	3.2	3,612	3.1	0.9
Yobe	9,544	2.7	6,693	2.3	2,851	5.0	0.2
Abuja	8,900	6.8*	5,910	5.6	2,990	11.3	4.2
Nigeria	1,311,603	4.7	753,909	3.4	548,794	5.3	

Source: *Notional population commission (NPC) 1998.*

The national unemployment rates mask the peculiarities of the state by State such as Abia, Cross River, Delta, Edo, Enugu (Ebonyi inclusive), Imo, Lagos, River and Abuja generally experienced very high unemployment rates. In another documentary evidence, the National Directorate of Employment (NDE 2007) displayed registered unemployed persons in six geo-political zones in Nigeria as follows.

Table 2: National Directorate of Employment (2007)

SN	Zone	Number of Registered Unemployed					
		Male Number	%	Female Number	%	Total	%
1	North West	647,631	19.42	199,241	5.97	846,872	25.40
2	North East	385,518	11.55	164,241	4.93	549,759	16.49
3	North Central	239,307	7.18	147,283	4.42	386,590	11.60
4	South east	121,986	6.38	217,859	6.53	430,845	12.92
5	South west	365,310	10.98	353,479	10.60	718,789	21.56
6	South south	230,900	6.93	170,334	5.11	401,234	12.03
	Nigeria	2,081,652	62.44	1,252,437	37.56	3,334	

Source: National Directorate of Employment 2007 (PRS) Abuja.

The data disclosed that North West had 846,872 (25.40%), North East 649,759 (16.49%), North Central 386,950 (11.60%), South East 430,845 (12.92%), South West 718,789 (21.56%) and South-South with 401,234 (12.03%) unemployed graduate and youths nationwide.

Ekpo (2010) succinctly stated that a study carried out by the Federal Ministry of Education from 2005-2010 showed that seventy one percent (71%) of graduate students from Nigerian Universities and other forms of tertiary institutions are yet to get job. Salimn (2003) blamed the high rate of university graduate unemployment to lack of collaboration between lecturers and methods of pedagogy delivery.

In similar development, Nwachukwu (2012) reported that Economic survey in 2011 doted unemployment rate in Nigeria at 23.9%. Put differently over 38million Nigerians are unemployed. It is disturbing to acknowledge that a greater number of this percentage are graduates from Nigeria universities, colleges of education and polytechnics who roam the street and in the job markets looking for non existing jobs for lack of entrepreneurial skills.

Lack of entrepreneurial skills is no doubt a major contributing factor to the problem of unemployment of graduates and youth in Nigeria (Adebisi and Oni, 2012). The incidence of graduate/youth unemployment is attributed to the educational system operated during pre and post independence era in the country which placed emphasis on liberal education rather than acquisition of vocational skills which prepares school leavers and graduates with vocational skills for better employment opportunities. Suffice it to say, that the system focused on and produced school leavers and graduates whose number are always on the rise year after year without commensurate provision of employment opportunities. Similarly, Development Policy Research Unit (DPRU, 2007) posits that many graduates are unemployed because they chose wrong fields of study; quality of education not up to standard, lacked soft skills and their expectation are too high. Graduate and youth unemployment is high not only because 'there are no job at all but because youths, especially well educated, face a costly search process earlier on in their career, they prefer to wait for well-paid jobs in the formal sector' (United Nations Economic Commission for Africa, (UNECA, 2005: 183). Beside, the one-year National Youth Service Corps scheme (NYSC) in Nigeria appears to be a temporary palliative measure to assuage the prevalent situation (Fasasi and Elejere, 2009). Again, in spite of federal government efforts to create 2 million jobs every year, most Nigerian university graduates fail

to get employed, (Babalola, 2007). This is evident as many graduates stay 3-4 or more years after graduation before getting a job or no job at all.

The above review saw the need to reposition and transform education in Nigeria especially the tertiary sector towards entrepreneurial drive for job creation, global competitiveness of Nigerian graduates and curriculum imbalance need to be addressed. To achieve this, entrepreneurial drive must be through effective teaching and research and promotion of entrepreneurial education in tertiary institutions cum private sector. The review of tertiary institution's curriculum that place emphasis on compulsory entrepreneurship education for all undergraduates in the Faculty of Education is another measure tailored towards averting graduate unemployment problem in the country. It is on this premise that the Faculty of Education, Ebonyi State University (EBSU) began floating entrepreneurship education in line with Nigerian University Commission (NUC, 2007) directives. The directive made it mandatory for all Nigerian universities to mount entrepreneurship education (EE) for the undergraduates beginning from 2007/2008 academic year (Yakubu; 2007 and Nwite, 2007). According to NUC, entrepreneurial studies are out to making beneficiaries to think creatively to job creation during their undergraduate days and after graduation from the university.

The NUC embarked on the promotion of the programme in tertiary institutions in Nigeria with the following objectives:

- Empowerment of the people (students)
- Creation of employment
- Diversification in business and
- Individual confidence

The objectives is promising towards reducing unemployment and boosting the economy of the nation. Uzoagulu (2012) argued that in practice some universities simply design one or two entrepreneurial courses, taught by some lecturers who have no practical experience of entrepreneurship while students take such courses as a requisite for graduation.

In their perception, Adeola and Bolarinwa (2010) sees entrepreneurship education as a collection of formalized teaching that informs, trains and educate anyone interested in business creation or small business development For Uzo-Okonkwo (2013) entrepreneurship education is the process of providing individuals with the ability to recognize commercial opportunities and the insight, self-esteem, knowledge and skills to act on them.

Highlighting the importance of promoting entrepreneurship education in tertiary institution, Ademiluyi (2007) affirm that it addresses some socio-psychological problems and delinquency that arise from joblessness.

Offusion, Nwolodo and Dele (2010) model advocated for job creation or venture through orientation, skill development, career development, and opportunities.

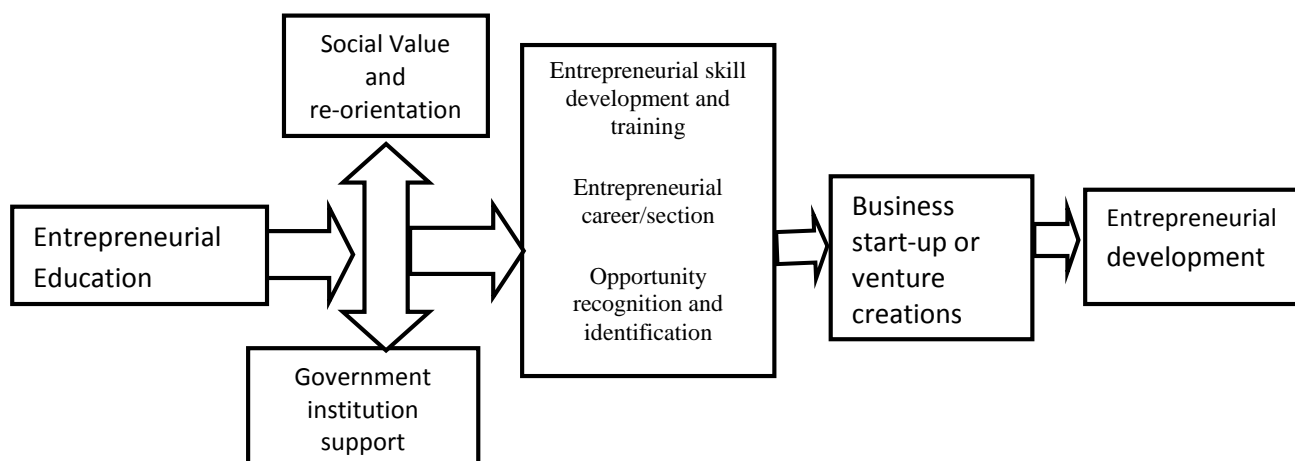


Fig 1: Entrepreneurship Model

Sources: Offusio, Nwolodo & Dede (2010)

Ofuasia, Nwalado and Dede's (2010) adopted model maintains that students while in school will acquire necessary training and skills, identify an opportunity to exploit and eventual creation of their venture. Hence the need to incorporate and fully integrate entrepreneurial education in schools to ameliorate persistent socio-economic problems of graduates unemployment. It is against this background that the study advocates full incorporation and implementation of entrepreneurial education in tertiary institutions in order to ameliorate the persistent unemployment saga among youth and graduates in Nigeria.

Statement of the Problem

The statement of the study's problem centers on the noticeable large-scale unemployment saga that has since been staring graduates of Nigerian universities in recent times. Unemployment is one of the most disturbing problems facing federal, state governments and unemployed graduates. Most Nigeria graduates and youths do not have access to entrepreneurship training, and equipment. Entrepreneurial learning environment and support tools are not available in our schools. Adequate teachers to provide the needed appropriate skills and attitude are not available and where available they are in short fall. The situation has been exacerbated by mass production of graduates and school leavers from primary, secondary and tertiary institutions without any commensurate arrangement for their gainful employment. The ugly situation has resulted in economic poverty among graduates thus requiring a way-out through entrepreneurship education transformation in Nigerian tertiary institutions. The question here is, can exposure of students in educational administration to entrepreneurship education alleviate the plight of unemployment prevalent among Nigerian university graduates by such graduate with job creativity?

Purpose of the Study

The main purpose of the study was to determine how exposure to entrepreneurial education on undergraduate students of educational administration could influence post-graduation job creation ability.

Research Questions

The following research questions were stated to guide the study:

1. What are the relationships that exist between entrepreneurial education and post-graduation job creation?
2. In what ways has entrepreneurial education exerted a significant effect on the acquisition of creative skills needed by post-graduation of educational administration students' job creation ability?
3. How can it be demonstrated that entrepreneurial education has significant influence on educational administration students' job creation ability?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance,

1. **H₀₁:** There is no significant relation between- entrepreneurial education and post graduation job creation.
2. **H₀₂:** There is no significant effect of entrepreneurial education on acquisition of creative skills needed by educational administration student and post-graduation job creation.
3. **H₀₃:** Entrepreneurial education has no significant influence on educational administration students' job creation ability.

LITERATURE/THEORETICAL FRAMEWORK

In an educational setting, entrepreneurship education is interested at individual level competency as it attempts to aspect students become more skilled and motivated to start and succeed in new ventures. For Bird (2002) a common concern among academics is to get students to become more entrepreneurship education instill in students the development of entrepreneurial competencies as to be better prepared for entrepreneurship life.

For Wikipedia (2009) entrepreneurship education seek to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. In other words, it is a competency-based education that focuses on knowledge and skills.

Aderinwale in Bolarin (2012) further described entrepreneurship education as the one that transverse the length of business formation, management, diversification and growth and ongoing process that equip entrepreneurs (students) with entrepreneurial skills. The European Union Commission (UNC) (2003) reported that:

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings; variations of entrepreneurship education are offered at all levels of schooling through graduate university programme, p1.

Nigeria National Universities Commission (NUC) should take cue from Europe Union Commission by injecting entrepreneurship education at all levels of education to encourage early introduction of entrepreneurship skills to students.

Theoretical Framework

This study is anchored on some theoretical background of entrepreneurship among the proponents of entrepreneurship include:

McClelland (1961). Psychological theory of entrepreneurship. McClelland postulated that traits, motives and personalities and major motivating factors that instill entrepreneurship spirit in an individual. The psychologist was of the view that there is an inner urge in someone that makes an entrepreneur to desire for a change of status and environment that may lead to innovation.

The inner urge or force should be injected into students (undergraduates) to see a desire for a change of status that inspires them to generate ideas and also energize them pursue small scale businesses for economic growth and achievement in life.

Hagen, (1962) theory of social change centers on various social context that enable the opportunities entrepreneurs leverage. In furtherance of Hagen's sociological theory, Kilby (1971) added that entrepreneurship results from "adaptation". For graduates to be an entrepreneur, he must be ready to adapt to his environment for easy identification of business opportunity. Adaptation metamorphoses into reality as an enterprise.

Schumpeter (1934) marked innovation as a theory of entrepreneurship. The theory credited to him is also called Schumpeterism. Schumpeter's theory of 1934 in his work in 1952 saw innovation as a major force behind entrepreneurship. In his postulation he argued that "every growth oriented venture is a function of innovation without which theory of entrepreneurship does not exist". The implication of Schumpeter's theory of entrepreneurship is that entrepreneurs (graduate entrepreneurs) must not only be innovative but should also be creative.

METHODOLOGY

To address the research problem, the survey research design was adopted for the study. This type of design is most preferred because it is concerned with the statistics that result when data are abstracted from a number of individual/groups cases (John & Kahn, 2008). The population of the study consists all the 200 final year students of educational administrations, Ebonyi State University, -Abakaliki for 2012/2013. There was no sampling because of its relatively small size and ready accessibility.

The instrument used for the study was a 20-item Questionnaire titled: Entrepreneurial Education and Student's Perception of Job Creation ability questionnaire (EESPJCAQ). The instrument was scored using 4 point scale of Very Great Extent (VGE - 4 points). Great Extent (GE = 3 points), Low Extent (LE= 2 points), and Very Low Extent (VLE = 1 point). Copies of EESPJCAQ were given to experts in Educational foundation and Measurement and Evaluation unit all in the Faculty of Education, Ebonyi State University for face and content validity. Data collected from pilot testing were used to estimate the reliability of the instrument. The

reliability of the coefficient of EESPICAQ was determined using split half reliability. The estimated internal consistency computed is 0.79.

RESULT

Table 3: Pearson Product Moment Correlation Analysis of Relationship between Entrepreneurial Education and Students Post-graduation Job Creation. N=200

Variables	$\frac{\sum y}{\sum y}$	$\frac{\sum x^2}{\sum y^2}$	$\frac{\sum xy}{\sum y}$	t-cal	Crit-val	Decision
Entrepreneurial education post-graduation job creation ability	2297	461492				
	2381	476564	461040	0.13	1.96	Reject

*p>.05, df = 199 r = 0.13

The data from table 3 indicate that the calculated r-value (0.13) is less than the critical-value (1.96) at 0.05 alpha level with 199 degree of freedom. This implies that the data support the rejection of the null hypothesis. In other words, there is no significant relationship between exposure to entrepreneurial education and students' post-graduation job creation.

Table 4: Population t-test Analysis of the Effect of Entrepreneurial Education on Acquisition of Creative Skills Needed by Educational Administration Students. N=200.

Variables	X	U	Df	t-cal	t-crit	Decision
Entrepreneurial education and need self employment skills	15.5	3.2	199	2.5	1.96	Reject

*p>.05, df = 199

Data presented on table 2 show that the calculated t-value (2.5) is higher than that of t-critical (1.96) at 0.05 level of significance with 199 degree of freedom. Given this result, the null hypothesis is rejected. This implies that entrepreneurial education has significant effect on Educational Administration Students' self employment skill acquisition. The implication of this study is an indication of the creative skills derived by students when exposed to entrepreneurial education.

Table 5: Population t-test Analysis of Entrepreneurial Education on Educational Administration Students' Job Creation Ability N=200.

Variables	X	U	df	t-cal	t-crit	Decision
Entrepreneurial education and students' job creation ability	13.1	12.0	199	6.0	1.96	Reject

*p<.05, df 199 crit val 1.96

Table 3, the data revealed that the calculated t-value is greater than the critical t-value, the null hypothesis is rejected. The finding implies that many university graduates do not possess

relevant skills which could make them self reliant. With this result, entrepreneurial education has significant reality of equipping students of Educational Administration with job creation ability during and after graduation.

DISCUSSION

The findings of this study show that hypotheses 1 to 3 were all statistically significant. This implies that entrepreneurial education had a significant relationship with post-graduate job creation ability. More importantly, beneficiaries of entrepreneurial education instantly will create jobs as undergraduates while undergoing the course in the university. That is to say, the main concentration of the hypotheses is the acquisition of entrepreneurial skills and job creation while student are at school or upon graduation.

The finding corroborate Falola (2009) who reported that the National University Commission (NUC) and National Board for Technical Education (NBTE) have been lauded over the introduction of entrepreneurial studies in the curriculum of Nigerian universities and polytechnics for job creation. The finding of the study is also in consonance with Illesanmi (2000) who confirmed that the position of entrepreneurial education is capable of creating entrepreneurs. The entrepreneur has the ability to seek and find business opportunities in his environment. Arguably, graduates/youths endowed with entrepreneurial skills through entrepreneurial education, acquires and utilizes strategy skills, planning, market skills, communication skills and moreso the negotiation skills for employability, job creators and agents of economic progress.

In line with the findings of the study, Onoriode and Ajokporise (2006) substantiated the efficacy of entrepreneurial education in their assertion that poverty alleviation and job creation promote entrepreneurial performance. The findings on the relevance of entrepreneurship education to graduate employment is also in accord with Papayannakis, KastelliDamigos & Movrotas (2008) and United Nations Human Settlements programme (UN-HABITAT, 2007), when they posit that entrepreneurship has emerged as an important mechanism for the generation of social returns of economic growth and job creation for graduates, while UN-HABITAT (2007) affirmed that effective youth entrepreneurship education prepares graduates and young people to be responsible, enterprising individual who will inturn become entrepreneurs or entrepreneurial thinkers contributing to economic development and sustainable communities. Therefore, entrepreneurship education is a source of job creation, employment and economic dynamism in a globalizing world like Nigeria, this is because of its inclination towards inculcating values that allow acquisition of necessary competencies for reliance, independence, youth employment and of course poverty reduction. The finding is in line with United Nation's Educational Scientific and Cultural Organization (UNESCO, 2005) opined that entrepreneurship education is a societal agent, enabling mechanism, a catalyst needed to develop new innovation necessary to achieve Education for All (EFA) and the Millennium Development Goals (MDGs).

CONCLUSION

Based on the findings, the study explored the causes of graduate unemployment and exposure of students to entrepreneurial education for the purposes of promoting entrepreneurship culture in the Department of Educational foundations, Ebonyi State University. The study concluded that there should be a paradigm shift from general education to integrated entrepreneurship

education in the present realities for the need to develop and empower post-graduation opportunities in the society and at same time ameliorate some socio-economic problems, unemployment and other social vices prevalent among unemployed youths. Therefore, formalized entrepreneurial training can enhance acquisition of relevant skills for graduate self-employment and self reliant. Finally, as more students graduate from tertiary institutions so also unemployment rate increases among graduates, consequently the entrepreneurial education proves that university as a prime human capital development is in a position to groom self-reliant graduates for possible job creation rather than job seekers.

Implication for Research and Practice

The findings of this study have some educational implications for researchers, unemployed graduates, teacher education programme, and the government. The results of entrepreneurship education in tertiary institution on entrepreneurial skills and competencies needed by graduate students of educational administration shows that skills and competencies are needed for successful management of small scale businesses. This implies full knowledge of entrepreneurial skills and competencies (office management, finance/ accounts, marketing) are relevant before starting any meaningful business. With such competencies; skill entrepreneurs will be in position to create employment opportunities, reduce high level of unemployment, vandalism among Nigeria youths.

The identified entrepreneurial skills and competencies is capable of injecting opportunities of creating job opportunities by entrepreneurs through innovation, and as well run their small scale business for his well-being and economic growth of the nation.

The curriculum planners and Nigeria University Commission (NUC) as recognized educational parastals should integrate entrepreneurship education into all levels of education curriculum for acquisition of early entrepreneurial skills for the preparation of job creation and self-reliance.

Finally, the era of white cola job is gradually becoming over, these who wants to escape the scourge of unemployment in Nigeria should make all efforts to acquire entrepreneurial skills necessary for job-creation that will guarantee self-employment.

RECOMMENDATIONS

Based on the documentary evidence of graduate unemployment and the findings of the study, the following recommendations were made:

1. The Department of Educational Foundations in collaboration with National University Commission (NUC) programme on entrepreneurship education should make more deliberate efforts to identify entrepreneurship as strategic attempt to address graduate unemployment. This could be done by cultivating entrepreneurship culture among undergraduates as a remedy to escalating unemployment challenges among graduates of educational administration.
2. There should be a linkage between seasoned lecturers and Industry/Guest lecturers on the application of different pedagogical approach in entrepreneurial educational studies in teaching and learning in the universities. The approach should emphasize simulation and

role play experimentation, that is, exposure of students to grasp close to reality experiences.

3. Lecturers and students in Educational Administration should partner with Industry/Guest Lecturers in excursions. This opportunity will not only avail but expose students and lecturers to successful practicing business people who would share their experiences on regular basis and at the same time serve as ideal breeding ground for planting entrepreneurial seed for post graduate job creation ability.
4. An Entrepreneurial Education Programme (EEP) should be formalized and integrated fully into the National Youth Service Corps (NYSC) scheme in the same spirit of weekly Community Development (CDS) of the NYSC. This if applied will in turn assist graduates with ideal job generation, creation and development ability.
5. There should be a distilled university syllabi to include newest technologies and business practice to enable students grasp business principles and enhance functional knowledge job creation ability.
6. Business tycoons in the private sector such as Dangote cement company should be involved in entrepreneurial education in training secondary and university graduates to set up business through soft loan from the company.
7. All industrial establishments in Nigeria should set up satellite institutions or schools of entrepreneurial studies to inculcate their skills of production of their goods in young graduates. This should also include all foreign firms operating in Nigeria, in line with the Nigerian indigenization decree.

Future Research

In the light of the scope of the study the following suggestions were made for future studies:

1. A similar study to compare entrepreneurial competencies needed by undergraduates in faculty of education in any six Geo-Political Zones of Nigeria Universities.
2. Rating entrepreneurial skills needed for successful management of small scale businesses.
3. Self-employment as a career choice: entrepreneurial intentions for university education in Nigeria.

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