

Entrepreneurship Development Education as Succour for Self-Employment: Evidence from Public Universities in The Southwest Nigeria

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ABSTRACT: *The number of unemployed graduates has been on the increase. In response to this, Entrepreneurship is made a compulsory course in all tertiary institutions at the undergraduate level. The entrepreneurship courses offered is aimed at creating self-employment so as to reduce the dependence on government employment. The study examined Entrepreneurship Development (Education) as succour for Self-employment among the students of public universities in the South west Nigeria that took entrepreneurship as a basic course. The aim of the course is to fill the gap between entrepreneurship education and capability to be self-employed by creating entrepreneurial ventures. Many business and innovative ideas were introduced to the students in the course of study but an evaluation of students' actions after class and graduation will determine the relevance and impact of the course. The descriptive research design of the survey type is adopted in the study. The population of the study comprises all the students of the universities in the southwest Nigeria. The study is delimited to all the public universities in the southwest Nigeria. This study involves a multi-stage sampling technique to select 360 students in the institutions. Simple random sampling technique is used to select four out of the six states in the southwest, Nigeria. The results showed that entrepreneurship development (education) greatly influenced self-employment among the university students. Therefore, teaching of entrepreneurship with the exploration of both theory and practice; creating commercial awareness and building venture creation skills should be strengthened and sustained in the universities.*

KEYWORDS: entrepreneurship development, self-employment, ventures, succour, institutions

INTRODUCTION

Entrepreneurship Education plays quite significant roles in promoting economic and social development. For these reasons, in recent decades, the problems of entrepreneurship are fixated by lots of scholars and policy makers. Because of the development of mass higher education in Nigeria, the unemployment problem among the university graduates is becoming alarming.

To solve this problem, Nigerian government emphasizes promoting self-employment through Entrepreneurship Education and starts to encourage and support university undergraduates and graduates to create their own business. However, at present the eagerness to be self-employed among the graduates is very low. To promote the entrepreneurship of graduates and drive self-employment through entrepreneurship, it is necessary to explore Entrepreneurship Development Education as succour for self-employment among the university students.

The tendency in the labour market is increasingly moving from seeking white-collar jobs to creating self-employments through entrepreneurship development. The formal sector is unable to meet the employment needs of the growing numbers of graduates in Nigeria. More emphasis is also laid on skills acquisition and business development in all sectors of the economy and the Nigerian government is strengthening awareness for entrepreneurship through teaching and training. Business consultants in the country are calling for a change of mind-set among the graduates so that they can lessen their attention of getting jobs in corporate organizations and start harnessing business opportunities in the country (Adeeko and Osunade 2022).

Entrepreneurship is considered as one of the vital development initiatives, which leads to employment and economic growth, therefore, alleviating poverty and inequity. Over the recent years, policymakers have focused on entrepreneurial education to manage graduate unemployment problems and to foster economic growth. The foundation of quality entrepreneurial education depends on our understanding of entrepreneurial competencies and the effects on a student's entrepreneurial ability. (Akingbade 2021).

Entrepreneurs occupy a crucial position in any market economy. They serve as the spark plug in the economy's engine, motivating and stimulating all economic activities. The economic success of nations worldwide is the result of encouraging and rewarding the entrepreneurial drive in their youths. A society is prosperous only to the extent to which it rewards and boosts entrepreneurial undertakings because it is the entrepreneurs and their activities that are the major determinant of the level of success, prosperity, growth and development in any economy. (Baliyan and Baliyan 2018).

Having observed in the country recently the increasing number of new tertiary institutions like universities, polytechnics and various colleges cum increasing number of graduates in these institutions without gainful employment even the few employed are under employed, the study examined the impact of entrepreneurship development education as succour for self-employment, evidence from public universities in the southwest Nigeria. It is saddening to note that the high rate of unemployment in the country has led to various forms of social vices, idleness, and high rate of poverty, unrests and overall retarded development in the country. The introduction of entrepreneurship education is expected to tackle the high level of unemployment among the University students by giving them the necessary entrepreneurial skills to be self-employed without having to depend on relatives, parents or government.

The aim of the study is to analyse the impact of Entrepreneurship Development Education as succour for self-employment: Evidence from public Universities in the Southwest Nigeria with

the objective of examining the role entrepreneurship education plays in creating entrepreneurial awareness, building positive entrepreneurial mind-set and developing entrepreneurial skills that are needed to create business ventures that lead to self-employment among university students.

LITERATURE REVIEW

Conceptual Review

Entrepreneurship education centres on the development and application of an entrepreneurial mind-set and skills in the particular ideas of setting up a new venture, developing and growing an existing business. It aims to turn out graduates with the mind-set and skills to develop innovative ideas in response to recognized wants and lacks, and the capacity to act on them. In short, this is about conceiving an idea and turning it to reality (Sirelkhatim and Ghangi 2015). Entrepreneurial skills include taking the creative, inherent decision making, and being realistic, networking, recognizing business opportunities, inventive problem solving, calculated thinking, and individual efficiency. Entrepreneurship education spreads beyond knowledge attainment to a wide range of emotional, rational, social, and real-world skills. Entrepreneurship education aims to produce graduates who have the ability to identify business opportunities and develop the opportunities into business ventures.

Entrepreneurship education furnishes students with the added knowledge, qualities and skills needed to set up a new business ventures. Entrepreneurship education refers to undertakings targeted at developing creative or entrepreneurial individuals and increasing their acquaintance and understanding of entrepreneurship and enterprise (Heinonen and Hytti 2016).

Entrepreneurship Education can be considered as an organized training and teaching that translate entrepreneurial knowledge and skills in students into creating business ventures (Engel and Charron 2015). Entrepreneurship Education is expected to change students' mind-set in the direction of Self-employment. Therefore, it is a systematic development of pertinent Entrepreneurial skills and practices whose understanding and application empower the students to contribute meaningfully towards the growth and development of Nigerian economy.

Entrepreneurship and the education of the entrepreneurs are the vital foundation of any country's economy. Entrepreneurship Education focuses on developing understanding of Entrepreneurs mind-set, skills and qualities in broadly diverse perspectives (Akpan, 2019). Entrepreneurship Education seeks to train students how to discover business opportunities and develop business ventures that will lead to creation of goods and services (Daniel 2021). It is concerned with the creation and identification of business opportunities, with the positive mind-set of pursuing the opportunities by turning them into wealth creating businesses that will add values within a limited period of time (Sampene et al. 2021). At the same, Entrepreneurship Education helps in building and arousing Entrepreneurial ideas, nurturing the ideas to new business venture startups.

Binks (2016) is of the opinion that Entrepreneurship Education refers to the informative process that helps in building and boosting entrepreneurial mind-set and activities. Entrepreneurship Education symbolizes all styles of giving knowledge that will enable students and individual to devise means of generating practical wealth creation ideas that will lead to economic development of a nation (Chukwuma 2017). Also, Entrepreneurship education is the process of imparting knowledge and teaching entrepreneurial skills to would-be entrepreneurs on how to create small business ventures that will add value and lead to economic development (Aminu and Pulka, 2015).

Having the right entrepreneurial skills and abilities is of great importance to the success of an entrepreneurial venture. To identify business opportunities and turn the opportunities into successful business ventures, individuals need right sets of entrepreneurial skills. (Adeeko 2019) Recognizing, Starting up and developing a new business venture, or any other form of entrepreneurial organization, involves a vast learning and informative process that can be enhanced by appropriate Entrepreneurship Education and training. Entrepreneurship Education plays a significant role in delivering knowledge on how to turn business ideas into business realities. This is the reason why higher education institutions must encourage Entrepreneurship Education training that is capable of imparting knowledge on how to create entrepreneurial ventures and promote self-employment.

Students acquire enterprise knowledge through Entrepreneurship Education and development. If they develop the entrepreneurial knowledge acquired, it will build their entrepreneurial mind-set and lead to creation of entrepreneurial activities which would be of great significance to the wider world. Students are to be encouraged and motivated to develop awareness of their own enterprising and entrepreneurial potentials, as well as the drive and self-discipline to apply these adaptably in diverse business settings to accomplish anticipated outcomes. This might include distinguishing themselves as a creative or innovative person, or as somebody who can transform business ideas into successful business ventures. An entrepreneurial mind-set embraces traits of personality and social uniqueness, personal determination and willpower in understanding one's own resourceful ability to step outside supposed limits and attain results in entrepreneurial dealings .

An entrepreneurial mind-set points to a way of thinking about business and its opportunities that cover the benefits of uncertainty (Kouakou et al 2019). Entrepreneurship Education shows the ground-breaking and active search for business opportunities and eases actions directed at exploiting opportunities and converting them to business ventures (Davidson and Sorensen 2017). Creating a positive entrepreneurial mind-set is crucial to sustain the effectiveness of economic organizations and the socioeconomic survival of the population through value addition and job creation. This importance is shown in the sense that it aids supporters of new ideas to establish entrepreneurial organizations with novel and valuable business ideas, which are developed in a positive and enabling entrepreneurial culture (Ubogu R. 2020).

Entrepreneurial skills are linked with capability in the process of business opportunity recognition, the ability to take advantage of identified business opportunities and a collection

of skills associated with creating and implementing business plans to aid such opportunities to be transformed into business ventures. Hence, entrepreneurial skills are the necessary skills to guarantee success in business dealings. Entrepreneurial skills are the rudimentary skills necessary to assist one to start, develop, finance and succeed in one's own business enterprise (Aremu 2011). Entrepreneurial skill is the capability of an individual to identify, develop business ideas and transform the ideas into an enterprise, either big or small for personal benefit and social developmental benefit (Olagunju, 2010).

Kassean H. et al. 2015 described entrepreneurial skills as the skills of identifying customer wants, practical or business opportunities, and following the opportunities to business success. Chell (2013) recorded that entrepreneurial skill refers to efficiency in business performance and may be improved by practice and training. She noted that entrepreneurial skills are multidimensional concepts that involve the perceptive knowledge that is, what is learnt, the affective countenance that is, what is experienced. This is a valuable outline within which to comprehend the skills that are needed to be a successful entrepreneur, the ways of acquiring these skills and the possibility for entrepreneurship skills to be developed and enriched within the settings of Entrepreneurship education.

THEORETICAL FRAMEWORK

Innovation Theory

The theory was promulgated by J.A Schumpeter. According to him, entrepreneur is fundamentally an innovator who creates novel business ideas. The aspects covered by this theory are introduction of a new product which consumers are yet to be familiar with, introduction of a new method of production that has not been tried by experience in the area of manufacturing, which need to be created upon a finding technically new and can also exist in a new way of handling a commodity commercially, opening of a novel market into which the particular outlet of manufacturing in the country has not formerly entered, whether this market has been in existence or not, takeover of a new source of supply of raw materials or semi-manufactured goods, carrying out of the new entrepreneurial organization.

Need for Achievement Theory

The theory was propounded by David C. McClelland. McClelland concerned himself with economic growth and the factors that influence it. He tried to find the human values and motives that lead man to exploit opportunities and take advantage of favourable business opportunities. That craved for the importance he gave to the innovative characteristics of entrepreneurial role. The entrepreneur is concerned with need for achievement which calls for the desire to do well, not only for the sake of social recognition but also for internal feeling of self-employment and self-accomplishment. It is this intention of need for achievement that monitors the actions of entrepreneur. People with high need for achievement act in an entrepreneurial way. So it is good to inculcate need for achievement among individuals to guarantee high level of economic development. In practice, need for achievement motive is cultivated through youth mentoring which stress for self-employment and self-reliance.

Conceptual Framework

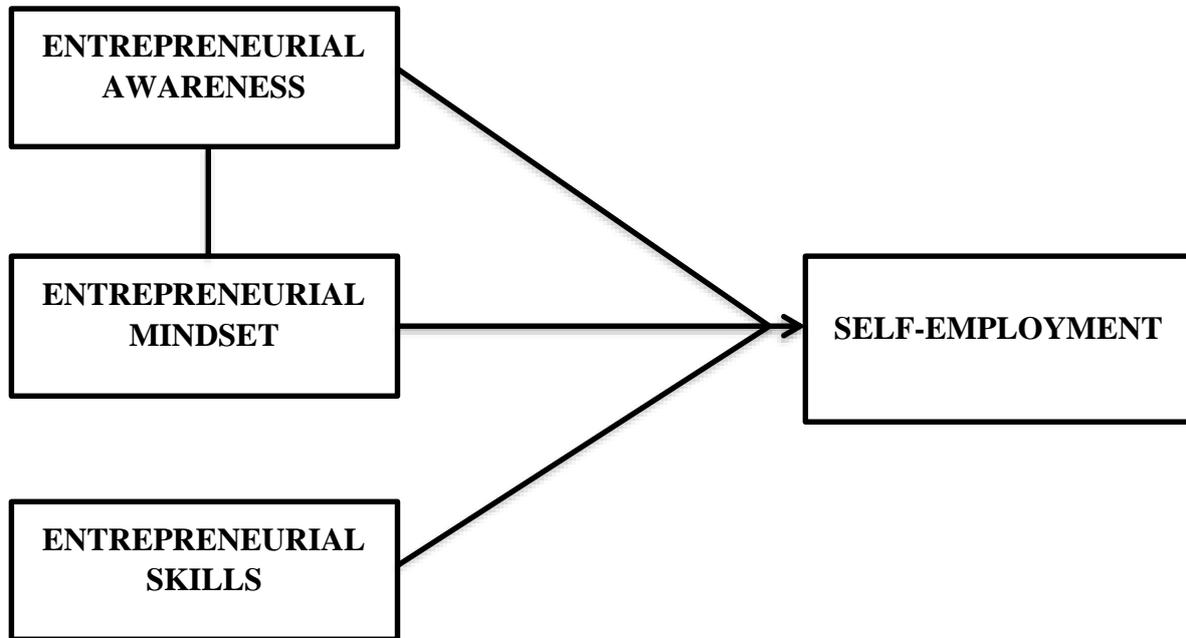


Figure 1: Entrepreneurship Development Education and Self-employment Conceptual Framework.

Source: Author (2023)

Empirical Review

A review of research measuring the impact of Entrepreneurship Education on entrepreneurial performance by Small Business Economic Report (2011), suggests three key generalizations which are robust, positive link between Entrepreneurship Education and Entrepreneurship performance, the link between necessity entrepreneurship and opportunity entrepreneurship is direct and the link between Entrepreneurship Education and selection into entrepreneurship is not linear in nature.

Some researchers have found that Entrepreneurship Education is positively related to business opportunity recognition. This was noted by Boldureanu et al (2020) in his empirical studies which concluded that empirical knowledge acquired by educated individuals equipped them with great entrepreneurial skills to pull contacts to new business ideas and develop business opportunities that will translate into innovative business ventures. Chell 2013 recognized cognitive skills with rational and logical thinking as essential for entrepreneurial growth in developing identified business opportunities into viable small businesses.

Empirical reviews with a large numbers of topics are shown in the paper published around the thematic of Entrepreneurship Education. Among them is the work of Ubogu (2020) which suggested Entrepreneurship Education can contribute to Economic development. They revealed a consensus among researchers that Entrepreneurship Education can be learnt or

taught and that entrepreneurial qualities can positively influence business opportunity and creation.

In the research work of Hardie et al. (2020), Entrepreneurship Education was seen as lifetime learning process which boosts the development of entrepreneurial skills and abilities to enable the learners to succeed in the area of business. A positive link has been established between Entrepreneurship Education and business venture establishment.

It was suggested in the research work of Chell 2011 that there was need for Entrepreneurship Education to increase returns to more technical training in the main informal sector area. In line with this, Timmons and Spinelli 2009 asserted that Entrepreneurship Education was gradually becoming progressively significant since it can be taught and it can contribute to employment creation which can make an impact on poverty reduction. In consensus with the work of Andow (2020), it was concluded that Entrepreneurship Education should be inculcated in students at their youthful age since the individual values, behaviours, attitudes, mind-set and skills acquired during this time might have enduring influence in the rest of their lives. In the light of this, Kurotimi (2020) claims that if Entrepreneurship Education is a strategy to strengthen an individual's ability to recognize and develop business opportunities in an economic, social and cultural perspective, then Entrepreneurship Education should be used as a positive strategy to build entrepreneurial capacities in students.

The research findings of Peterman and Kennedy (2012) showed that offering Entrepreneurship Education course will help students to develop a positive entrepreneurial mind-set. In the same vein, empirical findings of Watson (2009), cited by Liyu and Dandan (2019) specified that offering Entrepreneurship Education course has positive effects on students' entrepreneurial attitude. There are many others findings that supported the positive effects of Entrepreneurship Education on development of entrepreneurial attitude of students such as Saeed and Muffatto (2014), Gorman et al, (2008). In the work of Riaph (2014), cited by Daniel (2021) assert that attitude towards entrepreneurship is one of the determining factors on choice of becoming an entrepreneurs.

Also, Guerero and Urbano (2015) in their studies confirmed that individuals, who had a low positive awareness on entrepreneurial knowledge before following the Entrepreneurship Education program, witnessed significant changes in their mind-set towards starting a business after participating in the program. This is because Entrepreneurship Education programs offer opportunities to work out significant abilities to create individual's own businesses.

METHODOLOGY

The descriptive research design of the survey type was adopted in the study. The population of the study comprise all the students of the universities in the southwest, Nigeria. The study was delimited to all the public universities in the southwest Nigeria. This study involved a multi-stage sampling technique to select 360 students in the institutions. Simple random sampling

technique was used to select four out of the six states in southwest, Nigeria. The selected states are Ondo Ekiti Oyo and Osun states. Stratified random sampling technique was used to select six out of the eleven public universities in the selected states which are Federal University of Technology, Akure , Adekunle Ajasin University, Akungba, Ekiti State University, Ado-Ekiti, Federal University of Oye, University of Ibadan and Obafemi Awolowo University, Ife. Purposive sampling technique was used to select the 400 and 500 level students of the selected institutions to ensure that the questionnaire was administered only to students who have offered entrepreneurship courses. Google form survey was employed to gather data. This study adopted a questionnaire tagged “Impact of Entrepreneurship Education as succour for self-employment”. The questionnaire was on a 5 likert scale as follows: Strongly disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly agree (5). The face validity of the instrument was carried out by the experts in the department. Pilot test was carried out to pre-test the measurement instrument to ascertain its reliability. Hypothesis was tested and conclusion was drawn based on the sample. Tables were used to depict the demographic information of respondents as regards to their age, sex, and so on. The data collected was analysed using descriptive and inferential statistics.

FINDINGS AND DISCUSSION

Table 1: Demographic Data of the Students

			Frequency	Percentage(%)
1	Gender	Male	234	65.9
		Female	121	34.1
		Total	355	100.0
2	Age	15-20 years	70	19.7
		21-26 years	132	37.3
		27- 32 years	85	23.9
		33- 38 years	53	14.9
		39 years & above	15	4.2
		Total	355	100.0
3	Marital Status	Single	328	92.4
		Married	27	7.6
		Total	355	100.0

Source: Fieldwork (2023)

Analysis of the demographic data of the respondents revealed that, 234(65.9%) are male, while 121(34.1%) of the respondents are female, the age bracket of the respondents revealed that, majority of the respondents' age lied between 21-26 years which is 132(37.3%), while the closet age group is between 27- 32 years which is 85(23.9%), this is an indication that respondents are vibrant and able youths who are capable of venturing into a productive entrepreneurial business for self-employment

Table 2: Entrepreneurial awareness, mind-set and skills before attending entrepreneurship education class

S/N	Variables	Yes	No
1	Did you ever consider starting your own business before entrepreneurship education class?	76(21.4%)	279(78.6%)
2	Did you have any business of your own before entrepreneurship education class?	35(9.8%)	320(90.2%)
3	Have you acquired any form of entrepreneurial skills before entrepreneurship education class?	87(25.5%)	268(74.5%)
4	Did you have any orientation about self-employment before entrepreneurship education class?	64(18.1%)	291(81.9%)
5	Were you aware that entrepreneurship education could develop your entrepreneurial mindset and skills before attending entrepreneurship class?	58(16.3)	297(83.7%)

Source: Fieldwork (2023)

Table 2 shows the students' pre-knowledge about entrepreneurship and self-employment

Note: SD= Strongly disagree, D= Disagree, N= Neutral, A= Agree, SA =Strongly agree**Table 3: Entrepreneurial awareness, mind-set and skills during entrepreneurship education class**

S/ N	ITEMS	SA	A	N	D	SD
1	Entrepreneurship education encourages students to develop awareness of self-employment	192(54.1%)	97(27.3%)	(0%)	0(0%)	66(18.6%)
2	Entrepreneurship education familiarizes students with business startup ideas.	96(27.0%)	193(54.4%)	(0%)	48(13.5%)	18(5.1%)
3	Entrepreneurship education aids positive entrepreneurial mindset of the students towards self-employment	238(67.0%)	96(27.0%)	21(6.0%)	(0%)	0(0.0%)
4	Entrepreneurship Education plays a vital role in developing entrepreneurial skills that can be transformed to self-employment among students	185(52.1%)	120(33.8%)	(0%)	30(8.5%)	20(5.6%)
5	Teaching of entrepreneurship builds self-reliance among students	193(54.4%)	96(27.0%)	(0%)	18(5.1%)	48(13.5%)

Source: Fieldwork (2023)

Table 3 shows the students' knowledge and perception about entrepreneurship and self-employment during entrepreneurship class

Table 4: Entrepreneurial awareness, mind-set and skills after entrepreneurship education class

S/N	ITEMS	SA	A	N	D	SD
1	Entrepreneurship Education is a pointer to a means of creating jobs	227(63.9%)	96(27.1%)	(0%)	32(9.0%)	0(0.0%)
2	Entrepreneurship education has increased the aspiration of students to be their own boss rather than working for someone.	150(42.2%)	112(31.5%)	43(48.6%)	(0%)	50(13.0%)
3	Most Students start their own business after entrepreneurship courses they attended.	97(27.3%)	191(53.8%)	(0%)	48(13.6%)	19(5.3%)
4	Entrepreneurship education has enormously influenced my ability to start and run my business	193(54.3%)	96(27.1%)	28(7.9%)	38(10.7%)	(0%)
5	Students' decision to be self-employed is significantly related to entrepreneurship education received	157(44.2%)	144(40.6%)	(0%)	54(15.2%)	0(0.0%)

Source: Fieldwork (2023)

Table 4 shows the impact of entrepreneurship on the ability of students to create business for self-employment

Hypotheses Testing

H0₁: Entrepreneurial awareness has no significant effect on business startup among University Students

Table 5: Model Summary of significant effect of entrepreneurial awareness on business startup among University Students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.673	.613	.432	.723

a Predictors: (Constant), entrepreneurial awareness

b. Dependent Variable: business startup among University Students

Source: Field Survey (2023)

Table 6: Analysis of Variance of significant effect of entrepreneurial awareness on business startup among University Students

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	222.000	1	23.623	38.237	.0001
	Residual	128.000	354	.368		
	Total	355.000	355			

a. Predictors: (Constant), entrepreneurial awareness

b. Dependent Variable: business startup among University Students

Source: Field Survey (2023)

The model summary of table 6. shows that p-value = 0.001 which is less than 0.05. Hypothesis one, which stated that entrepreneurial awareness has no significant effect on business startup among University Students is rejected. This implies that entrepreneurial awareness has significant effect on business startup among University Students.

Hypothesis Two

H₀₂: There is no significant relationship between entrepreneurial mindset and self-employment among University Students

Table 7: Model Summary of significant relationship between entrepreneurial mindset and self-employment among University Students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.453	.361	.478	.641

a. Predictors: (Constant), entrepreneurial mindset

b. Dependent Variable: self-employment among University Students

Source: Field Survey (2023)

Table 8: Summary of Analysis of Variance of significant relationship between entrepreneurial mindset and self-employment among University Students

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	277.473	1	15.303	43.101	.0002
	Residual	68.488	354	.314		
	Total	354.311	355			

a. Predictors: (Constant), entrepreneurial mindset

b. Dependent Variable: self-employment among University Students

Source: Field Survey (2023)

The model summary table 4 reveals that p-value = 0.002 which is less than 0.05, hypothesis

two, which stated that there is no significant relationship between entrepreneurial mindset and self-employment among University Students, is rejected, and then conclude that there is significant relationship between entrepreneurial mindset and self-employment among University Students.

Hypothesis Three

H03: Entrepreneurial skills acquired in the university has no significant relationship with business creation among University Students

Table 9: Model Summary of significant relationship between Entrepreneurial skills acquired in the university and business creation among University Students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.472	.569	.154	.332

a Predictors: (Constant), Entrepreneurial skills acquired

b. Dependent Variable: business creation among University Students

Source: Field Survey (2023)

Table 10: Summary of Analysis of Variance of significant relationship between entrepreneurial skills acquired in the university and business creation among University Students

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	213.261	1	3.812	20.747	.000
	Residual	118.834	354	.277		
	Total	454.095	355			

a Predictors: (Constant), Entrepreneurial skills acquired

b. Dependent Variable: business creation among University Students

Source: Field Survey (2023)

The model summary table 10 reveals p-value is 0.000 which is less than 0.05, hypothesis three which state that Entrepreneurial skills acquired in the university has no significant relationship with business creation among University Students is rejected and then conclude that entrepreneurial skills acquired in the university has significant relationship with business creation among University Students.

The estimated results revealed that only 76 out of the 355 students which represent 21.4% ever considered starting their own business before attending entrepreneurship education class while 279 out of the 355 students which represent 78.6% never considered starting their own business. This is an indication that entrepreneurship development and education have positive impact on entrepreneurial awareness and mind-set of students as 78.6% of the students never

considered starting their own business until they attended entrepreneurship class. Also, before entrepreneurship class, 87 students which represent 25.5% had acquired entrepreneurial skills that could make them have business of their own while 268 which represent 74.5% did not acquired any form of entrepreneurial skills that could make them start their own business and be self-employed. This shows that entrepreneurship development (education) equips students with necessary skills needed to set up business of their own and be self-employed.

Based on the results, 289 students which represent 81% agree that entrepreneurship education encourages students to develop awareness of self-employment while only 66 students which represent 18.6% of the students disagree. This confirms that entrepreneurship education actually develops awareness of self-employment among students of universities and this lends credence to the work of Guerero and Urbano (2015) in their studies confirmed that individuals, who had a low positive awareness on entrepreneurial knowledge before following the Entrepreneurship Education program, witnessed significant changes in their mind-set towards starting a business after participating in the program. Also, 334 students which represent 94% agree that entrepreneurship education aids positive entrepreneurial mind-set of the students towards self-employment as against 21(6.0%) which disagree with the statement. This supports the submission of Hardie et al. (2020) that established a positive link between Entrepreneurship Education and business venture establishment. In the same vein, 305 students which represent 85% agree that entrepreneurship Education plays a vital role in developing entrepreneurial skills that can be transformed to self-employment among students while only 50 which represent 14.1%. This is in agreement with the work of Boldureanu et al (2020) which concluded that entrepreneurship education equipped with great entrepreneurial skills to pull contacts to new business ideas and develop business opportunities that will translate into innovative business ventures.

262 students which represent 73% agree that entrepreneurship education has increased the aspiration of students to be their own boss rather than working for someone while only 50(13.0%) disagree with the statement. Also, 289 which represent 81.4% agree that most Students start their own business after entrepreneurship courses they attended while only 38 students which represent 10.7% disagree with the statement.

CONCLUSION

The finding of the study revealed that, majority of the students did not have prior knowledge of entrepreneurial skills and the level of entrepreneurial awareness was low with a negative entrepreneurial mind-set before entrepreneurship education class. Entrepreneurial awareness has significant effect on business start-up among University Students, there is significant relationship between entrepreneurial mind-set and self-employment among University Students and entrepreneurial skills acquired in the university has significant relationship with business creation among University Students. This demonstrates that entrepreneurship development (education) greatly influence self-employment among the university students. Teaching of entrepreneurship with the exploration of both theory and practice; building commercial awareness and developing venture creation skills should be sustained in the universities. Greater interface between students, entrepreneurial organizations and alumni

entrepreneurs should be encouraged to allow students to learn from experience and strengthen the nexus between theory, concept and practice.

Ethic Statement

Ethical Clearance was collected from the Centre for Research and Development (CERAD) of Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti (BOUESTI), to carry out the research project titled: Entrepreneurship Development Education as succour for Self-employment: Evidence from the public universities in the six Universities, Southwest Nigeria.

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