



DYNAMICS OF ENTREPRENEURSHIP EDUCATION AND SMALL AND MEDIUM ENTERPRISES (SMEs) DEVELOPMENT IN NORTH CENTRAL NIGERIA

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Cite this article:

Egrinya F.O., Ogbo A.I., Laven U.J., Peter S.M. (2022), Dynamics of Entrepreneurship Education and Small and Medium Enterprises (SMEs) Development in North Central Nigeria. International Journal of Entrepreneurship and Business Innovation 5(2), 104-169. DOI: 10.52589/IJEBI-ASCLIZKP

Manuscript History

Received: 28 Oct 2022

Accepted: 18 Nov 2022

Published: 6 Dec 2022

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ABSTRACT: *This study sought to determine entrepreneurship education and small and medium enterprises development in North Central, Nigeria. The nonchalant entrepreneurial attitude and intention of youths and individuals in the society has posed a lot of challenges leading to slow development of small and medium enterprises, with the resultant effects of poor economic growth and development. The specific objectives of the study were to: (i) Ascertain the extent to which entrepreneurship vocational training affects products development of small and medium enterprises in North Central, Nigeria; (ii) Determine the extent to which entrepreneurial skill acquisition enhances productivity of small and medium enterprises in North central, Nigeria; (iii) Determine the extent to which entrepreneurial networking affects market expansion of SMEs in North Central, Nigerian. On the conduct of the study, the survey design was used. The target population of the study was 17,973 consisting of all staff of private enterprises (including owner-founder) that are registered with the various state ministries of Trade, Commerce, Industry, and Tourism in North Central, Nigeria. A sample size of 377 was drawn from the population using Krejcie and Morgan sample size determination. Bowley's proportional statistical technique was used to determine the proportional allocation of questionnaire to the number of enterprise and staff in each state. The instruments used for data collection was the mixed method: which is quantitative (structured questionnaire) and qualitative (interview) method. Face and content validity, a panel of management experts in the department was used to critiques the validity of the instrument. The instrument was*



checked for reliability using Test-retest method and the results computation was carried out using Spearman Ranking Correlation Coefficient of test-retest results and a value of 0.98 indicated a high degree of item consistency. The hypotheses were tested using Pearson product moment correlation technique for hypotheses one and two; simple linear regression for hypothesis three. The findings revealed that: To a large extent entrepreneurship vocational training enhances products development of small and medium enterprises in North Central, Nigeria ($r=.979$, $p<0.05$): Entrepreneurial skill acquisition enhances productivity of small and medium enterprises in North Central, Nigeria ($r=.949$, $p<0.05$). Based on the findings of the study, it was recommended that there should be more government and private sector involvement in the concept of entrepreneurship education; more so, policy makers and implementers should see entrepreneurship as a pivot engine that steers the economic hub of any nation to a virile and greater height. More importantly taking a turn from the “Asian tigers” economy, that has strategic turnaround was from entrepreneurship development.

KEYWORDS: Entrepreneurship Education, SMEs Development



INTRODUCTION

Entrepreneurship was first coined “entrepreneur” in the eighteenth century by Richard Cantillon (1755). Cantillon, described an entrepreneur as an “adventurer”, who invest in the purchase of goods and material with the incentive of selling these in the future. Entrepreneurship became dominant by the influence and understanding of Schumpeter (1934). Schumpeter’s economic literature of the term became prominent and dominant in the world’s understanding of the term, entrepreneurship has come to occupy a primary role in the theory of economic development. The economic literature by Schumpeter helps establish entrepreneurship as a substantive area for research, this helped to deepen the significance of the business historians by linking entrepreneurship to a theory of economic change. The history of entrepreneurship education could be dated back to 1938, when Shigeru Fijii, who was the teaching pioneer at Kobe University, Japan, had initiated education in entrepreneurship (Alberti, Sciascia, Poli, 2004). Despite that, most of the entrepreneurship courses and programmes were pioneered and introduced among American universities.

Entrepreneurship has been simply captured as the use of human courage to seek investment opportunities and establish a profit-oriented enterprise (Ikeme and Onu, 2007). Entrepreneurship involves creation process, conscious devotion of time and effort, involves risk and has some rewards. Gana (2001), pursues it as willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on identified opportunities.

Globally, America stand on entrepreneurship development is evident in the recent introduction of the future entrepreneurs of America Act by congress, which provides further evidence of the need for people economic empowerment and self-employment as a viable career option for young people. Research revealed that the supply of entrepreneurs can be increased by developing a positive perception about the feasibility and desirability of entrepreneurship through educational preparation at an early age (Kourilsky, 1995). When rooted in solid learning theory, entrepreneurial education, develops entrepreneurs, by increasing business knowledge and promoting psychological attributes associated with entrepreneurs (Kruegar and Brazeal, 1994; Kourilsky and Walstad, 1998; Walstad and Kourilsky, 1999). The American extent to the buildings of entrepreneurs through entrepreneurship education cannot be over emphasized as there are practical evidence to portray, their leading intention in-entrepreneurship development. American entrepreneurs are great cultivators of entrepreneurial spirit, have greatly contributed to economic growth and development within the U.S. by creating and successfully managing countless venture companies.

Taking a turn from “Asian tigers,” Malaysia hopes to achieve its full industrial nation status by the year 2020. In achieving this aim, the country recognizes the importance of having a productive, knowledgeable and skilled workforce that can contribute towards national growth; included in this workforce are the “entrepreneurs” considered as a critical catalyst to increase productivity and ensure the competitive edge in the global market.

The importance of entrepreneurship education is derived from the importance of the entrepreneurs to the economic system. Entrepreneurship is a permanent concern in most countries, since new and small firms are the major contributors to new jobs, wealth creation, self-employment, viable and sustainable economy. The purpose of teaching entrepreneurship



is to give exposure towards a better understanding of the concept of entrepreneurship and to nurture interest and awareness in business and to help them discover possibilities of various opportunities out there in the business world (Norasmah and Mazura, 2011).

Jamieson (1984), recognized three category framework for entrepreneurship education. The author distinguished between: education about enterprise, education for enterprise, and education in enterprise, recognizing the roles that the different types of education represent. The first category deals mainly with awareness creation, and has the aim of educating students on the issues about setting up and running a business. Education for enterprise, the second category deals more with the training of aspiring entrepreneurs for a career in self-employment, with the aim of encouraging participants to set up and run their own businesses. Here participants are taught the practical skills required for business management, what is obtainable here are courses directed towards the preparation of business plan, business start-up and start your own business. The third category, education in enterprise, includes management training for established entrepreneurs and focuses on ensuring the expansion and development of the business. In this category the programmes can be business management and growth training, product development and marketing courses. Such training provides skills, knowledge and attitudes for entrepreneurs to go out and innovate and solve their own and the firm problems. With particular reference to this work, the third category of, education in enterprise is adopted as the reference point and hallmark of this work.

The global perspectives of entrepreneurial education speaks volume of country's readiness to absorb entrepreneurship programmes, which tends to produce competent and effective entrepreneurs, that play vital role in enhancement of venture creation and management, wealth and job creation, and above all the enhancement of sustainable economic growth and development. In 2002, a European commission's report indicated significant differences between countries, related to the situation of entrepreneurship education in national educational system. For instance, "only Finland has extensively included the curriculum in both primary and secondary school, as well as in initial vocational training" (Kyro, 2006: 95). In Great Britain, Spain and Netherland there is a relatively broad range of activities related with the entrepreneurship education. Other countries such as Germany, Austria and Switzerland have begun significant efforts in order to establish entrepreneurship education.

Rushing (1990), defends that entrepreneurship education can enhance and develop traits that are associated with entrepreneurial success and provide skills that entrepreneurs will need much latter. The authors stated further that entrepreneurship education should be integrated and continued throughout all formal education.

More research have come to support the idea that the psychological attributes, related to entrepreneurship can be culturally acquired (Gibb and Ritchie, 1982). To this extent, it is pertinent to conduct an analysis concerning the contribution of education to foment entrepreneurship. Entrepreneurship education based on a theory of solid learning can contribute to increase the knowledge, management and to promote the psychological attributes associated with entrepreneurs. To this end, human capital development programmes enshrine in entrepreneurial education play a vital role in predicting and developing entrepreneurial traits.

Countries such as Australia, Brazil, England, Ireland, Germany, Netherlands and France incorporated entrepreneurial education programmes at tertiary institutions level. There was a



followed up in the recent years by Poland, Czech republic, Hungary and Slovenia. The American experience has shown that entrepreneurship-oriented education and culture created a vast infrastructure of organizations. Entrepreneurial education strengthened small and medium enterprises (SMEs) and forced them to exploit competitive advantages by creating innovative products and services (Timmons, 1991).

Evidence is emerging that increasing numbers of young people and high-caliber entrepreneurs across the globe are expressing a preference for starting their own businesses either within their country of origin or across the border, as foreign direct investment (FDI) and becoming entrepreneurs rather than being employees of large corporations, as a result of entrepreneurship education acquired as participant in one or two training attended (Zimmer, 2007; Kelly, 2011). Concurrent with this trend, the demand for entrepreneurship education at various academic levels has also increased steadily (Solomon, 2007). Traditionally, one of the key purposes of entrepreneurship education is to give entrepreneurs a thorough understanding of business start up and teach courses as business strategy, marketing, key management skills and purchasing (Keogh and Galloway, 2004). Common pedagogies such as lecturing and practical presentation of business management, writing a business plan, interactive session with successful entrepreneurs and studying a business model should be encouraged or taught entrepreneurs (Mckeown, 2006).

Fayolle (2006), advanced a theory that tends to evaluate the effects of entrepreneurship education on the entrepreneurs, the theory of planned behaviours (TPB). The theory is probably useful in explaining entrepreneurial behavior because it addresses the processes that influenced entrepreneurship education program. The primary determinants of entrepreneurial intention is a person's conviction that starting a business is a suitable career alternative (Davidson, 1995). This signifies that it is plausible to assume that the short term objectives of an entrepreneurial education are to create a positive attitude toward entrepreneurship. More so, the belief that becoming an entrepreneur is a realistic possibility is also a key predictor of people's intentions. According to Linan, Rodriguez – Cohard and Rueda Cantuche (2011), the difficult perception of becoming an entrepreneur, also known as perceived behavioural control is something that can be influenced by entrepreneurship education, as such intentions are assumed to be a motivation to engage in certain behaviour and intentions, which can be influenced by entrepreneurship programmes and education to bring to reality the intention to own and run a business for self-reliance, economic growth and development and improve standard of living of the people in Nigeria.

Business and entrepreneurship educators and the generality of Nigerians should move away from the notion the entrepreneur are born or inherited and not made. This thinking has become obsolete. It is an accepted fact that entrepreneurship education encourages innovation, creativity, idea generation, productivity, job creation and improve healthy competition. Empirical studies indicated that entrepreneurship can be taught or at least encouraged by entrepreneurship education (Gorman, Hanlon and Kin, 1997; Dabalén, Oni and Adeleke, 2014).

Alberti, Sciscia and Poli (2004), postulate that for effective entrepreneurship education there is need for relationship between the goals of the entrepreneurship programme, the audience to which the programme is delivered, the content of the entrepreneurship courses, the pedagogies of the programmes and the assessment that will be used. Entrepreneurship educational programmes encourage Nigerian to become jobs creator rather than job seekers,



it tends to equip the participants with skills for constant improvement and innovations in their endeavours. Based on the various definitions postulated by different authors and researchers, this thesis tends to see entrepreneurship education as the various experience, pedagogies, innovations, skills and creativity to harness and transform opportunities into viable business venture, aim at providing values for the effort used as a means to an end.

The link among entrepreneurship education, the establishment, survival and growth of small and medium enterprises (SMEs), and job creation has been established (Tungan, 2009). In Nigeria, where government, institutions, public and private attention is devoted to the growth of entrepreneurship education, studies have shown that over 2.5 million Nigerians are gainfully employed by industries classified under small and medium enterprises, this assertion is supported by (Ariyo, 2005), who postulated that the SMEs sector provides an average of 50% of Nigeria's employment and 50% of its Industrial output. Clive Carpenter (2001), states that all over the world small business are crucial for economic growth, poverty reduction, and wealth creation.

The consortium for entrepreneurship education (2008) states that entrepreneurship education is not just about teaching someone to run a business. It is also about encouraging creative thinking and promoting a strong sense of self-worth and empowerment. Through entrepreneurship education, entrepreneurs learn how to create business and also learn a lot more. The core knowledge created via entrepreneurship education include:

- i. The ability to recognize opportunities in one's life;
- ii. The ability to pursue opportunities, by generating new ideas and found the needed recourse;
- iii. The ability to create and operate a new firm;
- iv. The ability to think in a creative and critical manner.
- v. Moreso, the ability and knowledge to improve on the performance of Small and Medium Enterprises (SMEs), which form the basis for this research work.

Statement of the Problem

There have been several policy intervention and plans put in place by several Nigerian government with the aims of stimulating entrepreneurship development through small and medium enterprises. The government at various level have increasingly invested in supporting small businesses by launching a number of schemes to help the unemployed either to set up their own business and become self-employed, thereby creating wealth for themselves and restructuring the economy.

Despite all these policies and programmes, UNDP, report 2018, has it that, Nigeria still falls short of the economic and social progress required to impact on the well-being of their citizens, as most Nigerians still lives on less than one dollar a day. Nigeria is still far-off in achieving the Sustainable Development Goals (SDGs) especially the goals of poverty reduction, increase employment status, etc. Nigeria is rated low on the Human Development Index (HDI), an index that measures the average achievement of a country in terms of the



welfare and quality of life of her citizens. The unemployment rate in the country continues to be on the increase unabated.

The non-chalant entrepreneurial attitude of the youth is on the increase, thereby forcing large number of graduates to continue to look for jobs in both private and public sectors. In spite of government effort towards entrepreneurship development which its implementation, has not been able to yield the desired result, due to the peoples' lack of interest in entrepreneurial intention continue to pose challenges in economic growth and development, poverty rate is on the increase, unemployment is on the high side.

More importantly, school leavers today cannot be employed due to absence of employability skills, the reasons for this is that the school system prepare students for paid employment, rather than inculcating in them skills for self-employment, venture creation, growth, and development of small and medium enterprises. The resultant consequences are: High rate of unemployment; increase crime rate; and high level of migration. It is on the above basis that this study becomes imperative, to harness the potency of Entrepreneurship Education and small and medium enterprises, development, in North central, Nigeria.

Objectives of the Study

The main aim of this study is to examine entrepreneurship education and small and medium enterprises development, in North Central, Nigeria. The specific objectives of the study are to:

- i. Ascertain the extent to which vocational training affects product development, of small and medium enterprises in North central, Nigeria.
- ii. Determine the extent to which skill acquisition enhances productivity of small and medium enterprises in North central, Nigeria.
- iii. Determine the extent to which entrepreneurial networking affects market expansion of small and medium enterprises in North central, Nigeria.

Research Questions

For the accomplishment of the set objectives, the following research questions are presented thus:

- i. To what extent does vocational training affect product development of small and medium enterprises in North central, Nigeria.
- ii. How does skill acquisition enhances productivity of small and medium enterprises in North central, Nigeria.
- iii. How does business networking affect market expansion of small and medium enterprises in North central, Nigeria.

Research Hypotheses

Based on the highlighted objectives and research questions, the following hypotheses are formulated to effectively guide and direct the study, they are:



- i. Vocational training has significant effect on product development of small and medium enterprises in North Central Nigeria.
- ii. To a large extent skill acquisition enhances productivity of small and medium enterprises in North Central Nigeria.
- iii. Business networking has significant effect on market expansion of small and medium enterprises in North central, Nigeria.

Significance of the Study

This study will be very useful to facilitators, resource persons and lecturers in higher institutions to design effective entrepreneurship programs and courses to improve the entrepreneurial intention of entrepreneurs. More so researchers will find this work helpful and a good compendium for further research work.

This study will attempt to fill the gap in literature and will contribute to knowledge in the field of entrepreneurship development. It will also add to the existing field of knowledge and stimulate further research.

This thesis will expose graduates or an already established entrepreneur to essential training that will enable them to be innovative and creative in an identified economic engagement, this would further position the students to appreciate wealth creation rather than thinking of becoming an employee.

The relevance of this study cannot be over-emphasized due to the importance of entrepreneurship education on the establishment, management and development of SMEs. Despite certain challenges encountered on the pedagogies of entrepreneurship education, entrepreneurship programmes such as, entrepreneur workshop, seminars, conferences, business networking, etc; continue to impact positively on entrepreneurs, participants, students, etc. This study will give an in-depth analysis on the dynamics of entrepreneurship education on entrepreneurial intention and perception on the establishment, management and growth of businesses. As such there is need for wider definition of entrepreneurship education in our educational system, so as to incorporate other wider dimensions of entrepreneurial activities, not only the creation of new venture and lack of managerial acumen to ensure its survival and growth. Therefore in this study, entrepreneurship education will provide functional educational programmes to enable the entrepreneurs to be self-reliance and skillful in the running of their enterprises. More so, the study will provide the entrepreneurs and other persons with theoretical background for meaningful economic activities. This study also will enable entrepreneurs make meaningful decisions on what, how and when to carry out any economic activities that will be viable.

More importantly, this study will reveal certain educational components that influence attitudes, intentions and perception of entrepreneurs towards entrepreneurship development. The study also will reveal how to improve these entrepreneurial factors through education, training and practical review of management for the entrepreneurs. Hence, this study will explain which of these components could be taught to develop a favourable attitude towards entrepreneurship and why, the one that can enhance perceptions about social norms on entrepreneurship and which one can improve ability to control entrepreneurship behaviour.

This study will serve as a referral point for the growth and development of Small and medium enterprises (SMEs) in Nigeria in general, it will enable the government and the appropriate



authorities to make provision in the economic and educational sectors for the enhancement of entrepreneurship training towards economic development and stability. The research findings and recommendations will form a base for further research inquiries on the relationship between entrepreneurship education and development of Small and Medium Enterprises in Nigeria.

LITERATURE/THEORETICAL UNDERPINNING

Concept of Entrepreneurship Education

Entrepreneurship education has seen an explosive growth, both in number of courses and programmes available worldwide and in amount of different approaches in the educational set-up (Mwasalwiba, 2010, Henry, Hill, & Leitch, 2005a; Henry, Hill, & Leitch, 2005b). In the recent literature study, the reasons are based in both demand and supply side approaches. On the demand side, policy makers, academia and students are realizing that an entrepreneurial intentions is on increasing demand in today's globalized, hypercompetitive, uncertain and complex society. Many of these actors also review entrepreneurship education, as a means to spur graduate start-up a new ventures (Bager, 2011). On the supply side, scholars and practitioners continue to uphold their task of advancing academia and satisfying students and policy makers requirement and expectations.

Jones and English (2004), who preferred using entrepreneurial education to entrepreneurship education defines it as "a process of providing individuals with the ability to recognize commercial opportunities and the insight, self-esteem, knowledge and skills to act on them." It is worth knowing here that the term entrepreneurship education is used inter-changeably with entrepreneurial education. Entrepreneurship education is the study of source of opportunities and process of discovery (Shane and Venkataraman, 2000; NKC, 2008; Timmons, 1989), in which an individual endeavours, ability of creativity, risk taking, can turn their ideas into action (Communication commission, 2006; European commission, 2003).

Some researchers have pointed out that entrepreneurship education is training for uncertain future (Kuratko, 1997), which provides the capabilities of venture creation (Kirby, 2004; Garavan and O'Conneide, 1994). Most focus on entrepreneurship education is on fostering entrepreneurial attitude, skill, managerial attributes (Henry, Hill, & Leitch, 2005a; Co and Mitchell, 2006; Galloway, Anderson, Brown, & Wilson, 2005; Hytti and O'Gorman, 2004; Kirby, 2004; Bechard and Toulouse, 1998; Gibb, 1993 as cited in Frank, Korunka, Luegar, Mugler, 2005; Hills, 1998). The review literature has it that entrepreneurship education refers to some kind of educational training or process that is aimed at influencing individuals attitudes, behaviours, values or intentions towards entrepreneurship either as a possible career or to enhance among them an appreciation of its role in the community. Some other literature review relates entrepreneurship education to new business formation, opportunity recognition and managing of existing small firms.

Accordingly, entrepreneurship education can be defined as the process of professional application of knowledge, attitude, skills and competencies. It is more than teaching entrepreneurs how to become independent business owners. It is about creating and nurturing a learning environment that promotes entrepreneurial traits and behaviours, such as becoming creative and independent thinker, risk-takers, assuming responsibility and valuing diversity.



The basic characteristics of entrepreneurship education as obtained from critical review of the work by some authors are as follows:

- i. It is a function of innovation (Contillion, 1931, and Kirby, 2004)
- ii. It is an organizational building function (Vesper and William 1997)
- iii. It is a high achievement functions (Vesper and William 1997).
- iv. It is a function of creation and operation of an enterprise (Kuratko and Jennings, 1999)
- v. It is a process of creating values for customers by exploiting untapped opportunities (McGrath, Macmillian and Scheinberg, 1992).
- vi. It is a function of strong and positive orientation towards growth in wealth, knowledge and employment (Robert, 1998).
- vii. It is concerned with attitudinal change, risk-taking, abilities and turning idea into actions (Gunday and Kickal, 1998).
- viii. It is a function of fostering leadership (Kuratko and Harnsby, 1996).

Entrepreneurship education includes all activities aiming to foster entrepreneurial mindsets, attitudes and skills and covering a range of aspects such as idea generation, start-ups, growth and innovation (Fayolle, 2009).

Kuratko and Hogges (2004), posit that entrepreneurship education is a dynamic process of vision, change and creation. The consortium for entrepreneurship education (2008) believes that entrepreneurship education is not just about teaching someone to run a business, it is about encouraging creative thinking and promoting a strong sense of self-worth and empowerment. That through entrepreneurship education, entrepreneurs learn how to create business and also learn a lot more on the course of the education. The authors believes that the core knowledge created via entrepreneurship education includes:

- i. The ability to recognize opportunities in one's life
- ii. The ability to pursue opportunities, by generating new idea and found the needed recourse
- iii. The ability to create and operate a new firm
- iv. The ability to think in a creative and critical manner

Therefore, beside knowledge and skills in business, entrepreneurship education is for the development of certain belief, values and attitude with the aim to get aspiring entrepreneurs consider entrepreneurship as an attractive and valid alternative to pay employment or unemployment (Holmgren, Olofsson, Karlsson, synder, & Sundrom, 2004; Sanche, 2010a).

Jamieson (1984), affirms that entrepreneurship education is classified into three categories; thus – education about enterprise, education for enterprise and education in enterprise, recognizing the roles that the different types of education represent. The first category, that is education about enterprise, is all about “awareness creation” and has the aim of educating entrepreneurs on the issues about setting up and running a business (from a theoretical perspective).

The second category, Education for enterprise, deals more with the training of “aspiring entrepreneurs for a career in self-employment with the aim of encouraging participants to set-up and run their own business”. Here participants are taught the practical skills required for



business management. The courses here are often directed towards the preparation of a business plan, business start-up and start your own business, would be those things peculiar with the entrepreneurship training. The third category, Education in enterprise; here the courses or training includes, management training for established entrepreneurs and focuses on ensuring the expansion and development of the business. Here such programmes include, business management and growth training, product development and marketing courses. Such training provides skills, knowledge and attitudes for entrepreneurs to go out and innovate and solve their own, and the firm, problems. The entrepreneurship education and training programmes are aimed directly at stimulating entrepreneurship (mostly directed to entrepreneurs whose aim is the development of opportunity – seeking within firm).

Entrepreneurs are not “born” rather they become through the experience of their lives. Through effective entrepreneurship education an individual can access the skills and knowledge needed to start and grow up a new business. Entrepreneurship is a disciplined, and like any discipline it can be learned (Drucker, 1985). Kuratko and Hodgets (2004), state that entrepreneurship is a dynamic process of vision, change and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. In the light of this summation entrepreneurship is more than the simple business creation. To Kuratko (2005), an entrepreneurial perspective can be developed in individuals. This perspective can be exhibited inside or outside an organization, in profit or non-profit entity, in business or non-business activities, for the purpose of bringing forth creative ideas. The entrepreneurship is an integrated concept that permeates an individual’s business in an innovative manner.

Entrepreneurship education provides entrepreneurs motivation, knowledge and skills essential for launching a successful venture company (Cho, 1998). The study furthermore, reveals that entrepreneurship education promotes the intention of venture creation because entrepreneurship related knowledge and skills stimulate an individual’s motivation to create a new venture. Entrepreneurship education is all about “content, methods and activities supporting the creation of knowledge, competencies and experiences that make it possible for entrepreneurs to initiate and participate in entrepreneurial value creating processes.” (Moberg, Stemberg, Vestergaard, 2012). This definition of entrepreneurship education leans on the underlying definition of entrepreneurship, which is expressed as, when you act upon opportunities and ideas and transform them into value for others. Olawulo and Kaegon (2012), postulate that entrepreneurship education prepares the youth to be responsible and make the individuals become entrepreneurs or become entrepreneurial thinkers by exposing them to real life learning experiences, where they will be required to think, take risks, manage circumstances and incidentally learn from the outcome. Ebele (2008), was of the same view with other authors, when he observed that entrepreneurship education is the teaching of knowledge and skill that empower the entrepreneurs to plan, start and run their own business.

Garavan and O’cinneide (1994), adopt a wider perspective to categorizing entrepreneurship education and training, thereby differentiating between entrepreneurship education and education, and training for small business owners. They described the first category as entrepreneurial education which is aimed at providing an opportunity to learn about the conditions favouring new business creation, as well as the various theories concerning the type of characteristics required for successful entrepreneurship. However, these authors were more focused on education and training for small business owners and have classified the type of training into three categories:



- i. Business awareness education, that usually appears in ordinary level schools;
- ii. In field education and training for small business ownership;
- iii. Specialist education conceived to enable people to update their skills.
- iv. These authors opined that the most aims of entrepreneurship education are the following:
- v. To get knowledge useful to entrepreneurship;
- vi. To increase capacities in the use of techniques in the examination of business situations and in the creation of action plans;
- vii. To identify and stimulate entrepreneurial skills;
- viii. To develop empathy and support for all issues of entrepreneurship;
- ix. To develop attitudes towards change;
- x. To promote new start-ups and other ventures.

Following the various assertion of entrepreneurship education, the most relevant objectives of enterprise education are to develop enterprising people and encourage an attitude of autonomy using suitable learning processes. The entrepreneurship education and training programmes are aimed directly at stimulating entrepreneurship (mostly directed to entrepreneurs whose aim is the development of opportunity- seeking within firms).

Entrepreneurship education is made up of all kinds of experiences that give participants or entrepreneurs the ability and vision of accessing and transforming opportunities of different kinds (Olorundare and Kayode, 2014). It goes beyond business creation. It is about increasing entrepreneur's ability to participate and respond to societal changes. This is the type of education that seeks to provide entrepreneurs with the knowledge, skills and motivation for encouraged entrepreneurial success in a variety of settings. The entrepreneurship education program was designed to develop the vast human potential for entrepreneurship that exists in Nigeria. The encouragement of proper attitudes towards self-employment and entrepreneurship is important, as these concepts need to complement instructions in specific vocational and technical skills.

We can all agreed that the operational definition of entrepreneurship education stemmed from the ability and willingness of individual(s) to acquire educational skills to explore and exploit investment opportunities, established and manage a business enterprise successfully. The main objective of entrepreneurship education is to contribute towards the creation of an enterprise that will add values to the economy of a country or society (Bolaji and Nneka, 2012).

Entrepreneur Coaching

Is meant for the person who is committed to creating, a thriving, successful business. Entrepreneur coach, focus on where your business is currently; evaluate what is working and what is not working, determine goals; and create an action plan. A coach can identify what areas in your thought and behaviour are preventing or slowing your business growth and help you improve those personal issues so that they no longer affect your business adversely, rather the increase your business growth.

Entrepreneur or Business Networking

Entrepreneur or business networks are defined as the patterns of interpersonal relations emerging from entrepreneurial activities. In their everyday activities entrepreneurs get in



contact with a variety of other actors playing important roles in the functioning of their business. (Baghdiantz-mccabel, Harleftis, G; Pepelase Minoglou, 1(eds) (2005).

In ecosystem of entrepreneurship, communication and presence with strength are useful ways to help individual build strong relations with other entrepreneurs. They may belong to different age groups, nationality, and interest fields. Business and networking conferences provides direct opportunities to increase ones business ideas; because after the session, large number of participants meet each other irrespective of their working fields and relations to get knowledge, guide, inspiration, motivation, etc. Entrepreneurs could also derive important advantages from these conferences, like getting a new investors, customers, mentors, etc. More so, it enables entrepreneurs to share their different experiences, offering a learning platform for both the entrepreneurs and their associates.

Darling and Diane, (2010), opined that business is driven by relationship and marketing the firms, which requires building strong and meaningful relationship, many that will be long term. They went further to observed that people who have a vast network of contacts, who are involved in professional and community activities outside their business, and who look for opportunities to be visible are more successful in their business careers. Further, more the authors also agreed that, the more you try to be of service to others, the more people will want to do things for you, and in the initial stages of a new business this will be a huge help.

Pierson, (2009), advanced a lot of reasons to be very imperatives to networking and marketing of goods/services as; gaining support for a major project; finding funding, or setting up a partnership with other businesses; if you are hoping to gain a new job or promotion you may get expert guidance through networking. The author argue further that, it is important to continually build relationships, it is much more effective to know from the onset why you are building these relationships and what you hope to accomplish. Every one has limited time, and this will help you to decide how to prioritize you networking activities.

Steven Ginsburg of the Washington post describes networking as “ building social capital” you may not see results overnight and at first should expect to give more than you get. But over time your network will become one of your most valued assets; that as you network many people will offer you information, opportunities, and valuable contacts, it also helps to have someone who is willing to celebrate your success and accomplishments with you. In summary, networking is not about selling something to someone who does not want it. You are looking for opportunities to expand the market shares either within the local markets or foreign direct investment (FDI), and franchising, through mutual relationship where there is give and take. In order for networking to be successful, you have to be interested in developing a long term relationship between interested individuals or firms partnering relationship.

Idea Generation or Ideation

Is the act of forming ideas. It is a creative process that encompass the generation, development, and communication of new thoughts and concepts, which become the basis of your innovation strategy. Idea generation is important because it enables you to expand your range of ideas beyond your current range of thinking. It is believe that you must first expand thinking to include more questions, more variables, and more ideas before you begin the refinement process.



Entrepreneurship Creativity

Is the act of turning new and imaginative ideas into reality. Creativity is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena and to generate solutions. Creativity involves two processes: Thinking, then Producing. “Creativeness is the ability to see relationships where none exist” (Thomas Disch, 1974).

Entrepreneurship and Entrepreneurship Education: Historical Perspective

Schumpeter argued that the essence of entrepreneurial activity lay in the creation of “new combination” that disrupted the competitive equilibrium of existing markets, products, processes and organizations (Schumpeter, 1947). The creation of such new combinations, he elaborated, was a constant source of change within markets, industries and national economies. It underlay the “creative destruction” that replaced old forms of economic transaction with the new forms in capitalist economies. Drucker (1985), called entrepreneurship an “innovative act which includes endowing existing resources for new wealth - producing capacity.” Accordingly, Gartner (1985), describe entrepreneurship as the “creation of new organization” it is important to note that entrepreneurship, a primary source of innovation, may involve the development of new visions and business methods for established companies as well as the creation of new organizations (Carnier, 1996). It is worth mentioning here that entrepreneurship can be applied to all kinds of organizations including non-profit institutions.

Entrepreneurship education in Nigeria can be traced to the birth of Nigeria with the practice of our traditional/indigenous education, which functionally prepared individuals for the world of work. Be that as it may, the rate of unemployed graduates in Nigeria is becoming alarming, in the recent findings, (Onwukwe, 2009), reported that about 200,000 graduates are produced each year and only 25% are absorbed in the employment sector, leaving 75% in a perpetual labour market without any hope of gainful employment. This may be partly due to the curricula of tertiary institutions of learning, in Nigeria, which placed emphasis on training for white-collar jobs. It is obvious that no nation can survive with this kind of unemployment trends, because of the attendant waste of human resources involved. In this era of global economic and socio-cultural challenges, functional knowledge and skills, remains the key to sustainable economic development. Based on these there is the need to overcome certain hardship caused by the global economic meltdown as such many countries of the world have introduced one form of economic policy or the other to improve on their economic conditions. The most successful and important one of these policies is the entrepreneurship programmes. Demonstrating this fact Ucheghara (2008), observes that, many theorist from the social science and business discipline have developed theories and hypothesis that tried to explain the relationship between these two variables: economic development and entrepreneurship. At least, it was agreed that entrepreneurship cuts across all academic discipline and affects levels of stratification in societies by shaping life opportunities.

The Development of Entrepreneurship Education - A Brief Overview

Many American universities have comparatively long tradition as entrepreneurship education providers, through its business schools since the 70s and had begun to receive the attention of scholars globally, and have well documented entrepreneurship courses. Paving way for



entrepreneurship studies as a legitimate area of academic programmes (Franke and Luthje 2004; Raich and Huri 2005). Binks (2005), refers to “the pedagogical process involved in the encouragement of entrepreneurial activities, behaviours and mindsets.” Entrepreneurship education has been lauded as being able to create and increase awareness as well as promote self-employment as a career choice among young people (Clayton 1989; Fleming, 1996). Therefore, the role of entrepreneurship education is mainly to build an entrepreneurial culture among young people that, in turn, would improve their career choices towards entrepreneurship (Deakins, Glancey, 2005). In the same vein, the objectives of entrepreneurship education are aimed in changing entrepreneurs’ state of behaviour and intention that makes them to understand entrepreneurship, to be entrepreneurial and to become an entrepreneur that finally resulted in the formation of new businesses as well as new job opportunities (Fayolle and Gailly 2005; Hannon 2005; Venkatachalam and Waqif 2005).

Entrepreneurship Education and Entrepreneur

Many authorities have pointed out that entrepreneurs are different from non-entrepreneurs. Gartner (1985) when he developed his conceptual framework for describing the phenomenon of new venture creation based on previous studies, summarized that the difference among entrepreneurs or new ventures is more considerable than between entrepreneurs and non-entrepreneurs in terms of personality and background. This implies that entrepreneurial talents can be “nurtured-up” by post natal education, based on this assumption an individual’s personality and ability can be uniquely developed according to the context of his/her education and will-power, and motivation can be differentiated according to postnatal environment where an individual grows. It is therefore, pertinent that great diversity exists among entrepreneurs based on their “growing background” of social, cultural and educational environments (Mckelvy, 1982).

Gartner (1989), was of the opinion that job satisfaction, previous work experiences, entrepreneurial parents, age and education are the factors which differentiate entrepreneurs from non-entrepreneurs. From previous studies, education is one of the critical factors in distinguishing entrepreneurs from non-entrepreneur. Based on the point that home-education from parents has a significant impact on an individual’s life, entrepreneurial parents should also be included in the education category. In addition, many organizations allocate a great deal of resources to training their members through external as well as internal education opportunities. Cho (1998), study reveals that entrepreneurship education promotes the intention of venture creation because entrepreneurship-related knowledge and skills stimulate an individual’s motivation to create a new venture. Entrepreneurship, along with strong intent, are the two basic requirements for successful venture creation. Launching ventures without relevant knowledge is reckless even when there is strong intention for venture creation. On this basis appropriate entrepreneurship education is a precondition for bringing up the right perception and intention about entrepreneurship.

Schumpeter (1934), Timmons (1999), and Carnier (1996), postulate that corporate entrepreneurs who plan new start-ups within their organizations or participate in the process of “creative destruction” can be classified as entrepreneurs alongside their individual business counterparts. Therefore, individuals who hope to work in established companies and non-profit organizations as well as those who plan to launch their own ventures may be categorized as potential entrepreneurs. Entrepreneurship education should be available to all



entrepreneurs regardless of discipline to enhance competitive advantage, of the societies and nations where they are involved. At this juncture we summarized that entrepreneurs refers to an individual who has the ability to turn ideas into action. It includes creativity, innovation and risk-taking as well as the ability to plan and manage projects in order to achieve objectives.

These indicate that entrepreneurship education has taken a form and occupied a niche that is quite different from that of management even though they are related. Based on various studies reviewed by Kuratko (2003), entrepreneurship education includes skill building in negotiation, leadership, new product development, creative thinking and exposure to technological innovation. There are other areas that some other authorities highlighted as mostly related to entrepreneurship education, these areas cut-across ideas such as characteristics of entrepreneurs, idea protection, challenges of venture creation and development and awareness of entrepreneurial career options. Blenker, Frederiksen, Korsgaard, Muller, Neergaard, & Thrane, (2004), explain that there are some central problems associated with entrepreneurship, thus; How to discover opportunities, how to evaluate the opportunities, how to assemble the needed resources and how to create a competitive advantage.

Entrepreneurship Curricula

Several existing research studies, has demonstrated that entrepreneurship curricula is a critical factor in providing the best learning and training models (Gartner and Vesper, 1994; Kourilsky, 1995; Gottlieb and Ross, 1997; Gibb, 2002). Therefore entrepreneurship education is viewed as skills taught to individuals to enable them to develop new and innovative plans, and focus on expertise to initiate and commercialize a business opportunities. Gibb (2002), opined that curriculums should address important functions of running a business, rather than the elements of creating one. Moreso, Kourilsky (1995), in his own work states that curriculum components is divided into three parts: opportunity recognition, marshaling and commitment of resources and the creation and operation of business organization. Here opportunity recognition requires observation of the market, customer needs, invention and innovation. Marshaling resources tends to emphasized, the willingness to take risks. Meanwhile, creation and operation of a business organization is to deliver products and services which include: financing, marketing and management skills. In the same vein, Gottlieb and Ross (1997), state that Bhide and Hart (1992), focused their attention on three main concepts which include: evaluating opportunities, securing resources, growing and sustaining an enterprise in their entrepreneurship courses. Looking at the three categories developed by Kourilsky (1995), and that of Bhide and Hart (1992) tend to be similar in their intentions to teach the skills that were necessary and required to create a new business enterprise.

Based on the review of leading entrepreneurship education center's curriculums, it is indicated that: venture initiation, entrepreneurial skills and behaviours, venture financing, managing growth and field assessment are core areas in entrepreneurship education (Upton, 2004).As entrepreneurship curriculums have been identified, it is worthy to put in place the best approaches to inculcate the skills desirable for potential entrepreneurs. These would include: How to teach: How to teach entrepreneurship, addresses the issues of how best to stimulate individuals interest in entrepreneurship, how best to transfer information, skill and attitudes relevant for successful venture creation and sustainability.



Experiential Learning: Researchers have found widespread use of experiential learning in entrepreneurial education in most business schools (Strecker, Jacquette and Hovis, 2002; Blender, Dreisler, Paergemann and Kjeldsen, 2004; Sandercock, 2001). Experiential learning is an effort at integrating real world experiences with conceptual learning. It includes techniques such as “live” case analysis, business plans, consulting with practicing entrepreneurs, interviews of entrepreneurs by participant, use of entrepreneurs as guest speakers, internship in entrepreneurially-run businesses, participant involvement in product development teams, stimulation, field trip, use of video and films etc. This learning process has unequal advantage because the entrepreneurs are actively involved in the learning process.

Pedagogies of Entrepreneurship Education

It is still been observed that, the traditional pedagogies such as lecturing and business planning are still been used, often and frequently, in the development of entrepreneurship knowledge and skills (McKeown, Millman, Sursani, Smith, & Martin, 2006). However, it has been argued that such pedagogies are not necessarily effective (Jones and English, 2004; McKeown et al, 2006; Solomon, 2007). The most unfortunate, is the existing paradigms and conceptual models of entrepreneurship education, that is mixed with or borrowed from business management education, without a full understanding of the complexity and uniqueness of entrepreneurship education (Matlay, 2008). More so, these traditional teaching pedagogies concentrate on management theories and are intended to educate entrepreneurs more “about” entrepreneurship rather than educating them “for” entrepreneurship (Kirby, 2003; Solomon, 2007).

This can be experimented further by using Bloom’s taxonomy of learning (Bloom, Englehart, Frust, Hill, Krathwohl, 1956), in which learning is classified into three categories or domains of educational activities:

- i. Cognitive
- ii. Affective
- iii. Psychomotor

Looking at these three domains in the context, entrepreneurship: “cognitive” refers to subject knowledge on entrepreneurship; “affective” refers to attitudes and feelings about entrepreneurship; and “psychomotor” refers to the skills needed to be an entrepreneur (Hegarty, 2006). Accordingly, teachers or lecturer and facilitators or instructors adopting traditional pedagogies and assessment methods (typically consisting of lectures, writing business plan, taking a test or an examination) may be able to or are addressing only the cognitive and, to some extent, the psychomotor domains of entrepreneurship education.

Based on this, Fayolle, Gailly, Lassas-cleric, (2006), found that lectures could have a positive but not very significant effect on the perceived behavioural control and entrepreneurial intentions of entrepreneurs. As a result of certain deficiency observed in the traditional pedagogies, there is a need for further enhancement of the teaching for entrepreneurship education. The contemporary approach adopted by some lecturers and instructors of entrepreneurship education as an active pedagogies are: role playing, management simulations, team projects and participative discussion sessions (Jennings, 2002; Birdthistle, Hynes, Fleming, 2007; Pittaway and Cope, 2007). It is even argued that the best teaching



methods for entrepreneurial learning should be: “learner-centered”, using active-application and active experimentation approaches (for example, setting up a business and practical training) rather than “teacher-centered” approaches (such as lecturing and questioning), on this note, entrepreneurs can acquire “real-life” experiences and develop techniques of reflective observation and abstract conceptualization during the “enterprising” learning process (Garavan and O’cinneide, 1994; Hytti and O’Gorman, 2004; Hagarly, 2006; Birdthistle, *et al.*, 2007). Entrepreneurship education curriculum designers and scholars are therefore being encouraged to consider incorporating different active and interactive learning activities into curricula, in order to enhance the effectiveness and attractiveness of entrepreneurship education as a whole (Jones – Evans and Williams, 2000; Johnson and Spicer, 2006; Mckeown, *et al.*, 2006).

Action Learning in Entrepreneurship Education

According to several existing research studies, action learning, has been distinguished, as one of the active application learning approaches; it was originally developed during the 1940s by Revans as a means by which managers could engage with authentic work tasks as part of their learning experience (Johnson and Spicer, 2006; Horan, 2007). It was argued that in most circumstances no learning without action and no action without learning could ever be achieved or successful (Revans, 1998). Action learning provides more opportunities, involvement and autonomy to entrepreneurs in their learning process so that, as learners they can develop critical and fundamental levels of thinking in an applied context and hence nurture mutual support and friendship and receive feedback (Bourner and Frost, 1996; Anderson and Thorpe, 2004). It is agreed also that action learning emphatically enables learners to achieve learning outcomes that extend beyond knowledge and skills.

In the context of entrepreneurship education, Pittaway and Cope (2007), define action learning as a learning process that stimulates entrepreneurial learning, such as emotional exposure and situated learning, by means of experiential learning. Most researchers have agreed that action learning can be viewed as one of the most effective tools for enhancing the effectiveness of any entrepreneurial development programmes for developing entrepreneurial skills, knowledge and attitude (Jones – Evans and Williams, 2000; Jones and English, 2004; Collins, Smith, and Hannon, 2006). The outcomes of action learning in entrepreneurship are better and more useful than those arising from the use of traditional pedagogies, such as direct instructions and use of case studies, because action learning allows entrepreneurs to learn through “contextualized action as well as critical reflection”, (Clarke, Thorpe, Anderson, and Gold, 2006). On this note, it is agreed that if teachers wish to teach entrepreneurship education effectively, they must be fully prepared to change from didactic teaching to using enterprising teaching, by becoming facilitators rather than being the initiators in the classroom (Gibb, 1996; Birdthistle, *et al.*, 2007).

Most studies have revealed also that setting up an enterprise or managing a real company within an education or training programme is one of the most popular and practical action learning approaches: it can provide a multi-faceted education, to develop the knowledge, capabilities, skills and attributes of learners as well as behaviours relating to entrepreneurship (Gibb, 1993; Jack and Anderson, 1999; Lewis and Massey, 2003; Hytti and O’Gorman, 2004; Yu and Man, 2007). Most particularly, Hytti and O’Gorman (2004) postulate that setting up an enterprise, by the nature of the process, should help entrepreneurs “learn to understand entrepreneurship.” “learn to become entrepreneurial” and “learn to become an entrepreneur.”



Entrepreneurs and other participants can make good use of the enterprise to develop their business ideas and then turn their creative and workable ideas into commercially viable propositions (Pittaway and Cope, 2007). It is worth mentioning at this level some of the negative aspects of action learning to be able to weigh the pros and cons, so as to enable one to take a stand. Jennings (2002), notes that action learning projects or activities are very time-consuming to establish and monitor and may require a rather longer period than anticipated for participants to develop their understanding, propose solutions and reflect on their learning during the process. Johnson (1998), also argues that action learning activities may sometimes fail to live up to entrepreneurs expectations, subsequently causing dissatisfaction among the participants. Therefore, in contrast, the authentic exposure that occurs during such activities could affect the outcomes (Man and Yu, 2009). In fact, action learning, like any other educational programme, can be effective or ineffective depending on how well it is managed and monitored (Bourner and Frost, 1996).

Importance of Entrepreneurship Education

Entrepreneurship education in Nigeria focus on developing entrepreneurial knowledge, capacity, skills as well as entrepreneurial attitudes and intentions that are congruent with the needs of the economy (Tung, 2011). There have been many studies which postulate on the importance of entrepreneurship education to new business creation and economic development. Cho (1998), in his study revealed that entrepreneurship education promotes entrepreneurial intention because the entrepreneurial knowledge and skills acquired by the participants can arouse their interest and motivation to start up new business.

Most recently the studies carried out by Menzies and Paradi (2002) revealed that out of 287 engineering students, (177 entrepreneurship students and 110 control group students) they were tracked for 15years for entrepreneurial behavior, it was found out that 48% of the entrepreneurship group participants had created their own companies after graduation within 15years, it was such that this figure was much higher than the start-up rate of 26% of those who did not receive the entrepreneurship education course. This was further supported by the longitudinal study of Henry (2004), who found that entrepreneurship education significantly increases the start-up rate. The authors investigation about start-up rate after the participants, participation in entrepreneurship program or course, after three (3) years, it was found out that it increased up to 35%, which was much more higher than that of the control group of 17%.

Another investigation carried out by Levie and Autio (2008) revealed that entrepreneurship education is a good means to encourage entrepreneurship. The authors used 7 years of Global Entrepreneurship Monitor (GEM) data, consisting of 232 participants observed, in 54 countries and showed that entrepreneurship education significantly impacts entrepreneurial activities and improves actual and potential entrepreneurial activities. More so, the study of Fox and Pennington (2009) also showed that entrepreneurship education has a positive impact on economic development through business start-up that create additional jobs and revenues. In the study, 35% of 142 participants started their own business after completing an entrepreneurship course and the average number of years that the business survived was 3.54 years.

Increasingly popular entrepreneurial behaviour has evoked a demand for better entrepreneurial skills and abilities for dealing with risks and uncertainties, innovation,



creativity, self-confidence, risk – taking, readiness for change and solving problems in different ways have become more and more relevant to tackle the dynamic economic, social and political challenges. All these attributes are indeed related to entrepreneurship education; therefore, the need for entrepreneurship education has ever been greater (Tung, 2011).

Entrepreneurship education is expected to promote entrepreneurship by advancing cognitive abilities required for business opportunity exploration and new business creation (Detienne and Chandler, 2004; Honig, 2004). According to these cognitive effects, entrepreneurship education tends to enhance opportunity discovery or identification (Parker, 2006). More so, entrepreneurship education can also enhance entrepreneurship through the cultural effect on entrepreneurs' attitudes and intentions (Peterman and Kennedy, 2003).

Entrepreneurs are considered more as a generalist with multiple skills (Lazear, 2004; Michelacci, 2003). Both not for technical skills and innovation skills for setting up a new venture. The entrepreneurs exhibit multi-functional role, which includes domain-specific as well as general management skills, which enable the entrepreneurs to deal with risks and uncertainties involved in the entrepreneurial process (Lazear, 2005). Entrepreneurship education should be wide-ranged, practically-oriented and should provide management techniques, leadership attributes, organizing skills and placed emphasis on business planning (Detienne and Chandler, 2004; Garavan and Cinneide, 1994; Honig, 2004).

Wealth and a high majority of jobs are created by small businesses started by entrepreneurially minded individuals, many who go on to create big businesses. Entrepreneurship education, frequently expose people to express creative freedoms, higher self-esteem and an overall greater sense of control over their own lives. As a result, many experienced business people, political leaders, economists and educators believe that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local, national and global scale. More so, entrepreneurship education tends to define entrepreneurs' contribution to society. Entrepreneurship education tends to encourage risk-taking and learning from failure; participants learn to identify and recognize opportunities. In the same vein entrepreneurship education makes people aware of alternative career choices and also broaden the horizons of individuals, thereby making people better equipped to perceive opportunities. The knowledge gotten can be used by individuals to develop new entrepreneurial opportunities.

Classification of Entrepreneurship

The term entrepreneurship is most often associated with launching a business venture, these days it has assume a more complex meaning. It is more used to identify people who stimulate economic progress in an innovative way.

Jean Baptiste Say (1975), postulate that the “entrepreneur” managed resources in an area with low productivity and efficiency to one with greater productivity and efficiency. The tendency to enter into business venture creation can be classified into:

1. Social entrepreneurship
2. Commercial or corporate entrepreneurship
3. Nascent entrepreneurship or family business



Social Entrepreneurship: Social entrepreneurs identify opportunities arising from “neglected problems in society involving positive externalities,” which are neither incorporated into the market nor addressed by the government (Santos, 2012: 342). On the course of realizing those opportunities, social entrepreneurs create “social welfare” (Mair and Marti, 2006; Zahra, Gedajlovic, Neubaum, Shulman, 2009). The choice to engage in social entrepreneurship can be conditioned by individual’s human capital that enables the identification and formation of relatively complex venture which is characterized by the joint supply of commercial output and positive externalities effects. Here the commercial output refers to the supply of goods and services needed in the market and positive externalities, refers to the creation of job and employment opportunities. The social goals and positive externalities pursued by social entrepreneurs add greater complexity to their activities, thereby making social entrepreneurs to mobilize for bottom-up social change through empowerment process (Santos, 2012; Stephan, Patterson, Kelly, & Mair, 2016). By these the scope of activities are extended beyond the boundaries of the enterprises, which entails that the enterprises is open to diverse stakeholders influences in the local communities and is “relational” in its approach by shaping networks across sectors (Commercial, non-profit and government) to stimulate social change as well as to leverage resources (Stephan, Patterson, Kelly, and Mair, 2016). Social entrepreneurship emphasized that the objective of the organization is to address social needs, by social wealth creation.

As business entrepreneurs measures performance in profit and return, a social entrepreneur focuses on creating social values and social capital. The main aim of social entrepreneurship is to further Social and environmental goals. Social entrepreneurs are most commonly associated with the voluntary and not-for-profit sectors. They engaged in a continuous process which involves innovation, learning and overcoming limitations imposed by scarce resources and they show greater responsibility for the results and the values achieved. Social entrepreneurship can be practiced in multiple sector using different organizational forms and the decisions as to form a business venture depends, among other things on the objective of the activity and the optimal strategy for mobilizing the required resources.

Commercial or Corporate Entrepreneurship

This entrepreneurship intention implies entry into business activities that rely on market exchange structure with the entrepreneur’s objective being to maximize profit. Commercial entrepreneurs maximize “private welfare” by creating value while capturing the residual for themselves (Santos, 2012). Commercial entrepreneurs, once they have achieved a minimum level of economic success, will generally have access to capital from a range of investors and financial institutions offering a wide scope of financing instruments and terms. Entrepreneurs in this category are used to dealing with consumers with bargaining power including the ability to switch their buying activities to competitors of the entrepreneurs. Commercial entrepreneurship tends to focus on break through and new needs.

Nascent entrepreneurship or family business

Nascent entrepreneurs are people engaged in the creation of new ventures. This process involves a stage by stage approach, which has four (4) stages. The conception, gestation, infancy and adolescence, these four stages, has three (3) transitions.

The first transition



This occur when one or more persons start to commit their time and all the necessary resources for the founding of a new venture. If this venture is financially funded by them, then the new venture can be considered as an independent venture, then they are called Nascent entrepreneurs. On the other hand if they are sponsored by an existing business organization, then these entrepreneurs are called nascent intrepeneurs.

The Second Transition

This stage occurs when the gestation (period) process is complete, and when the new venture starts as an operating business concern, or when the nascent entrepreneurs abandon their effort and a stillborn happens.

The Third Transition

This is the process of passage from infancy to adolescence, this occurs when the new venture is a full-fledged established new firm (Reynolds, Hay, and Camp, 1999; and Reynolds, Bosma, Autio, Hunt, DeBono, Servais, Lopez-Garcia, and Chin, 2005). As such this Kind of business undertaking is most peculiar with family members who have the time and resources to commit to the creation of business venture, for the achievement of the organizations goal, which is most at times based on the maximisation of profit, continuous existence and survival of the business and above all the growth and development of the enterprise.

Small and Medium Enterprises in Nigeria

The issue of what constitutes a small or medium enterprises is major concern in the literature. Different authors have usually given different definitions to this category of business. The definition of business by size varies among researchers. Some attempt to use the capital assets, while others use skill of labour and turnover level. Others define small and medium enterprises (SMEs) in terms of their legal status and method of production. At the 13th council meeting of the National Council on Industry held in July, 2001, micro, small and medium enterprises (MSMEs) were defined by the council as follows:\

- i. **Micro/cottage industry:** An industry with a labour size of not more than 10 workers, or total cost of not more than ₦1.5million, including working capital but excluding cost of land
- ii. **Small-scale industry:** An industry with a labour size of 11 – 100 workers or a total cost of not more than ₦50 million, including working capital but excluding cost of land.
- iii. **Medium – scale industry:** An industry with a labour size of between 101 – 300 workers or a total cost of over ₦50 million but not more than ₦200 million, including working capital but excluding cost of land.
- iv. **Large – scale industry:** An industry with a labour size of over 300 workers or a total cost of over N200 million, including working capital but excluding cost of land.



There is also a different definition, based on “economic” categorization that a firm is said to be small if it meets the following three criteria:

- i. It has a relatively small scale share of the market place.
- ii. It is managed by owners or part owners in a personalized way, and not through the medium of formalized management structure.
- iii. It is independent in the sense of not forming part of a large enterprise.

More so, the “statistical” categorization has it that a firm is said to be small based on the following criteria:

- i. The size of the small firm sector and its contribution to gross domestic product (GDP), employment, export, etc.
- ii. The extent to which the small firm sector’s economic contribution has changed over time.
- iii. Applying the statistical definition in a cross-country comparison of the small firms economic contribution.

The Bolton Committee (1971), applies different definitions of the small firm to different sectors, such as firms in the manufacturing, constructing and mining were considered in terms of work place (in which case, 200 or less qualified the firm to be small firm) whereas, those in the retail, services, wholesale, etc. were defined in terms of monetary turn-over (in which case the range is from 50,000 – 200,000 British pounds to be classified as small firm). In the road transport sector, industries are classified as small if they have five or fewer vehicles.

The European Commission (EC) (2003), defines small and medium enterprises largely in terms of the number of employees as follows:

- i. Firms with 0 – 9 employees: micro enterprises
- ii. 10 – 99 employees: small enterprises
- iii. 100 – 499 employees: medium enterprises

In the same vein, the small and medium enterprises sector comprises of enterprises (except agriculture, hunting, forestry and fishing) which employ fewer than 500 workers. The European Commission (EC) definitions are based solely on employment rather than a multiplicity of criteria. More so, the use of 100 employees as the small firm limit is more appropriate, given the increase in productivity over the last decades (Storey, 1994). The applicability of size has been defined in various different contexts, i.e. in terms of the number of employees, annual turn-over, industry of enterprise, ownership of enterprise and value of fixed assets. In the view of Van der Wijst (1989), small and medium businesses are privately held firms with 1 – 9 and 10 – 99 people employed respectively.



Jordan, Lowe, and Taylor (1998), define small and medium enterprises as firms with fewer than 100 workforce and less than 15million turn-over. The United Nations Industrial Development Organization (UNIDO) also defines small and medium enterprises in terms of number of employees by grouping small and medium enterprises in terms of industrialized and developing countries (Elaine, 1996). The categorized definition for industrialized countries is as follows:

- i. Large: firms with 500 or more workers
- ii. Medium: firms with 100 – 499 workers
- iii. Small: firms with 99 or fewer workers

The classification for developing countries is as follows:

- i. Large: firms with 100 or more workers
- ii. Medium: firms with 20 – 99 workers
- iii. Micro: firms with fewer than 5 workers

In Nigerian context, the Central Bank of Nigeria defined small and medium enterprises on the basis of assets base and number of staff-employed. As such the criteria for asset base – is N5million and N500million and staff strength of between 11 and 300 staff. It is conspicuous from the various definitions that there is not a general consensus over what constitutes small and medium enterprises definitions, it varies across industries and also across countries. It is important to examine definition of small and medium enterprises in the African context. In the new definition, an enterprise is “any entity engaged in an economic activity, irrespective of its legal form.” Thus, the self-employed, family firms, partnerships and associations that are regularly engaged in an economic activity may be considered as enterprises. On such basis it is the economic activity that is the determining factor, not the legal forms.

Many researchers tend to give a distinct classification between small businesses and medium businesses as stratified below; the small business is an establishment with the total capital of over N1.5million but not more than N50million, excluding the cost of land and labour size of between 10 – 100 workers (national Council of Industries, 2002:13). In the Nigerian context about 28.9% of small business activities constitute the total population of industrial establishments in the country (Federal office of statistics, 2001:403). The flexible nature of small businesses allows them to move quickly, develop and adopt new products, services and technologies, create and enter new markets. It is agreed that small businesses are entrepreneurially oriented because of their flexibility, innovative methods that lead to economic growth and the “bedrock” of twenty-first century global economy. Most importantly, small businesses bring about new ideas, opportunities, wealth creation and new job opportunities that sustained growth. The experience of the “Asian tigers” proved the small and medium enterprises development strategy is highly effective for developing economies. On the other hand, medium businesses can be distinguished based on its total capital base of above N50million but not exceeding N200million including working capital, but excluding land and labour size of 100 to 300 workers (NCI, 2002:13). This category of



entrepreneurial businesses are generally well-established formal sector firms with vibrant networks both locally and internationally. This sector has an average of 1.49% to the total number of industrial establishment in Nigeria (National Bureau of Statistics, 2001:403). In Nigeria, there is no clear - cut definition that distinguishes a purely small business from a medium business (Ekpenyong and Nyong, 1992). This is due to the facts that the fluid nature that reflects the characteristic of typical Nigerian small and medium businesses in terms of theory capital base, number of employees and annual turnovers, cannot be made separate. In public policy domain, it is more convenient for analysts, policy makers, etc, to group them as small and medium enterprises.

These entrepreneurial businesses are generally referred as small and medium enterprises in business parlance, provide the logical starting point for big businesses. They also serve as the spring board and the training ground for entrepreneurship in many societies. There have been many publicized studies, which demonstrates that most job creation originates from the small and medium enterprises sector and are responsible for creating virtually all new jobs in an economy. In supporting the theory that small and medium enterprises are more entrepreneurial than large businesses, Schumpeter (1934), proposes a theory of “creative destruction” where new firms small and medium enterprises with the entrepreneurial spirit displace less innovative incumbents, ultimately leading to a higher degree of economic growth. He further argued that “entrenched large corporations tend to resist change, forcing entrepreneurs to start new firms in order to pursue innovative activity.”

Agreeing to Schumpeter’s view, it is common knowledge that the dynamism in every national economy is always correlated to the size of the small and medium enterprises in that economy as well as the buoyancy of the small and medium enterprises in terms of new business creation, and their ability to transform innovative ideas into companies and products or services. In other words, it is now generally agreed that the strength of any economy depends on the strengths of its small and medium enterprises. Adequate attention to small and medium enterprises has gained global recognition as these sectors as earlier said played a vital role in a country’s economic growth through the creation of new businesses as well as expanding the current businesses to new market. Statistics showed that this type of business has contributed significantly (64%) to the United States’ gross domestics product (Astrachan and Shaker, 2003). Likewise in Malaysia, small and medium enterprises have been the backbone for the country’s economic growth that contributed 37% to the GDP in 2010 (Kumar, 2000). In this regard, it is quite accepted that small and medium enterprises are widely seen as a critical tool to solve current economic issues such as unemployment and industry stagnation (Fakhrul and Wan Norhayate, 2011). Hence the government supports for the development of small and medium enterprises is increasing and there are several types of activities that have been supported by the government, including the establishments of agencies to encourage entrepreneurship in Nigeria, such as Small and Medium Enterprises Development Agencies of Nigeria (SMEDAN). In 2005, SMEDAN was commissioned. The agencies have completed a nation-wide survey on small and medium scale enterprises as basis for articulating ideas for micro, small and medium enterprises policy thrust.

Role/Importance of Small and Medium Enterprises in Nigeria Economy

Data from the Federal office of statistics in Nigeria confirmed that about 97% of the entire enterprises in the country are small-scale enterprises and they employ an average of 50% of the working population as well as contributing about 50% of the country’s industrial output.



Ariyo (1999); and Ihua, (2009), averred that the small and medium scale enterprises in Nigeria are not only catalysts for economic growth and national development but are also the bedrock of the nation. The role of small scale industries in Nigeria is quite pivoting, it can never be neglected. The roles are:

- i. **Provides employment opportunities:** One of the major contribution of small scale enterprises is the provision of employment opportunities in Nigeria as at 2012 by the world fact book are: the sector contributes about 31.1% agriculture, industry 43%, and service 26%. Meanwhile, business enterprises account for about 58% of global working population. Taking the experience of the “Asian tigers”, small businesses have become the backbone of industrial development in India. Their contributions can be judged from the fact that they account for 95% of the total industrial knits, 40% of total industrial output, and 80% of employment in the industrial sectors and 35% of her total exports (Ogunleye, 2000).
- ii. **Contribution to Gross Domestic Product (GDP):** The performance of small businesses can be assessed by their contribution to GDP. From empirical review, the small scale manufacturing enterprises contributed about 31% of the GDP in Nigeria. Moresso, studies have confirmed that about 64% of total industrial employment in developed countries like USA, Germany, South Korea are in small and medium businesses and the sector contributes between 10-15% total manufacturing output in Nigeria.
- iii. **Contribution to Gross National Products (GNP):** The small scale businesses contribution in this aspect is in terms of standard of living, were there is adequate participation of the small scale businesses in a country the standard of living of the people improve.
- iv. **Contribution to Export Promotion Drive:** Adequate participation of small scale industries in the country’s economy contribute to the export promotion which result in a balance of payment for the country. Inversely when the sectors fail to participate adequately to the export promotion the country ends up in balance of payment deficits.
- v. **Technological Developments or Skills Development:** Small businesses are incubators for technological development and skills acquisition in the local economy.
- vi. **Stemmed Rural-Urban Thrift:** The small scale businesses over the years have helped in reducing the rural-urban thrift, due to the facts that some of the amenities that attract urban migration are provided by these small scale industries as they are located in the rural areas, through their Corporate Social Responsible (CSR). These amenities like provision of electricity, water supply, health care facilities and recreation centers, etc. are provided by these businesses to their immediate environment, thereby cushioning the need for these facilities for the indigene.



The contribution of Small and Medium Scale Industries, on the Nigeria economy are as follows:

Wealth creation, Poverty eradication, Employment generation as encapsulated in the National Economic Empowerment Development Strategies (NEEDS).

Oshagbemi, (1983), is of the opinion that, in as much as the development of the rural and urban areas in Nigeria is paramount to the economy, the role of small and medium enterprises cannot be under-estimated. The present administration realizes the importance, hence the various policies being put in place to encourage their growth. These sectors small and medium enterprises have the potentials to reduce the rate of unemployment in Nigeria and thus to contribute to the Gross Domestic Products (GDP) and Economic growth of the nation.

The industrialized nations which have attained technological advancement today owe their present position to the establishment of small scale industries in the past. The small scale business served as pivot for technological take-off and self-reliance. Crusher (2010), Lawal (1993), list the following as the contributions of the small scale enterprises to the growth and development of the Nigeria economy. They include:

- i. Increased output of goods and services for the generality of the people of Nigeria;
- ii. Helping to solve the daunting unemployment situations in the country by the creation of jobs and employment of large number of unskilled and semi-skilled people;
- iii. Small Scale Industries provide opportunity for developing and adapting appropriate technology and serve as excellent breeding ground for entrepreneurial and managerial capacity. They also stimulate indigenous entrepreneurship;
- iv. The small Scale Enterprises, in a way develop a pool of skilled and semi-skilled manpower, because people with inadequate skills are engaged by the entrepreneur, they have the opportunity to develop their skills for future advanced functions, in well – established industries;
- v. Small Scale Enterprises, especially the ones operating in rural areas, help to reduce rural-urban migration, by the employment of youths in the rural areas;
- vi. The operation of Small Scale Enterprises makes possible increased utilization of local resources as inputs for processing and production of goods;
- vii. They supply large firms with intermediate materials and help to distribute the products of large firms on commission basis or serving as sole distributors for the large firms;
- viii. Small Scale Enterprises improve backward linkages between them and the agricultural economy;
- ix. They have great flexibility for innovation and extend the frontiers of knowledge on local products and services;
- x. They help to preserve competition and prevent monopolistic desires by the large firms.



Growth rates to be Adopted by Small and Medium Enterprises, to Enhanced Sustainability

Studies in recent years revealed increasing concerns that “actual growth rates” are misaligned with “sustainable business growth rates.” For businesses, a disregard for growth sustainability in any expansion plan could lead them to grow too quickly. This refers that consideration of actual business growth rates in place of sustainable business growth rate, will make the company end up growing more quickly than they can afford given their financial resources, dividend policies and earnings capacity. In such situations, businesses are forced to write new debt, issue equity, sell assets to finance their growth or scale back the rate of expansion. Based on this research work the most recommended growth is the “sustainable business growth rate”.

The concept of sustainable business growth, originally termed affordable growth, can be traced back to the Hewlett-Packard Company in the 1950s. David Packard pioneered the concept to describe to shareholders the maximum rate of growth in sales that the firm would achieve given its level of profit and without raising any additional capital (Packard, 1957). Sustainable growth, is growth that is driven by normal earnings power of the company; it is growth that can be supported through the product management of financial resources; it is growth that is fundamentally not dependent on a creditor’s willingness to supply the firm with additional capital. On the other hand, unsustainable growth, is growth that fluctuates above or below these normal levels. It can be supported potentially to an unlimited extent, but requires continued inflow of investment. On this note, sustainable business growth, is the most recommended to investigate the dynamics of entrepreneurship education on the development of small and medium enterprises in North-Central Nigeria.

Growth Strategies useful for Small and Medium Enterprises

Our in-depth analysis of these various growth strategies was to give the entrepreneurs first-hand information on which of these strategies fits into their various organisations and which one or two to be adopted that will enhance growth and expansion of the business. These strategies include:

Market Penetration: Here the small business will market its existing products or services in the same market it is in, with the aim of increasing its market share.

Market Expansion: This is also known as market development, it is a popular growth strategy that is applicable to small business, especially those that are having problems finding solid footing in the current market they are in. Faced with too many and too stiff competition, small businesses will be hard-pressed to look elsewhere for “greener pasture.”

Product Expansion: Product expansion or product development means exactly what the phrase implies. Here there is no new market, but there is a new product, and that new product will be introduced to the existing market to gain a bigger market share. This is a strategy adopted in industries with fast-paced technological developments, the electronics or mobile industry is one. Manufacturers of mobile phone are prolific in churning out new and updated models of their products to the market in order to keep up with the changes and improvement in technology. Small business does this by: expanding product line; by developing and introducing new products; adding new features to existing products; updating features of



products when the old ones become obsolete. Small business must be capable of quick response to market changes that call for changes in product.

Diversification: This is all about selling new products to new markets. It is a strategy that akin to starting from scratch, as if the small business is starting a new. It poses the highest risk for businesses. This risk arises from the fact that diversification will require substantial investment of resources: time, money, manpower and other assets; as it involves going through the motions of starting a new business, in the sense that it has to conduct marketing research, in the new market, with respect to the new product. In the context of growth strategies, there are two types of diversification:

- i. **Conglomerate diversification:** Here when a business organization is not satisfied with the current results of operation, and decides to diversify by acquiring a business that is completely unrelated to the existing business, only with the sole aim of increasing the profitability of the company, and its growth rate.
- ii. **Concentric diversification:** Here the small business diversifies by adding products related to its current products or adding markets related to its current market.

Many authorities identify diversification as a marketing strategy, then from the management point of view, it is a very effective business growth strategy when applied rightly, despite the high risk involved.

Mergers and Acquisition: These deal with the purchase of one company by another, and/or the consolidation, combination or joining of two companies. The roles it plays in corporate restructuring puts it high on the list of growth strategies for businesses. The strategy for achieving growth through mergers and acquisition is definitely not for all small businesses. It is the cash-rich small businesses, or those with “extra” unutilized resources that are likely to use this growth strategy. Based on that note small businesses may choose to exercise any of the three acquisition categories:

- i. **Upstream acquisition:** A small business will seek to have a merger with a bigger company in the same industry or field and they will operate or function as one entity. The goal of this strategy is to consolidate the market forces of the two companies and secure their employees. It is also seen as an excellent way to ensure higher investments.
- ii. **Downstream acquisition:** This is applicable if the small business acquires another business, usually in a straight forward purchase transaction of the smaller business or of its ownership shares. Here the acquisition will result in the acquiring company being the surviving company. The goal of this acquisition type is the expansion of the business and its operations. The key here is to choose your acquisitions wisely. Prudence and common sense dictate that you should buy only the companies that you can afford.
- iii. **Lateral acquisition:** This acquisition refers to transaction between two companies of the same size joining together for the purpose of consolidating or pooling their resources. This will result in an entirely new business entity that is considerably bigger than either of them when they were still operating separately.



- iv. **Market segmentation:** This is a big business growth strategy that may also be adapted by small businesses especially those that find themselves in an industry or market dominated by larger companies. In market segmentation, the small business would have to undergo the process of dividing the market into segments, with each segment characterized by distinct groups of customers with their own needs and preferences. Once the market has been divided up, it becomes possible to identify which slice of the market seems to be the most receptive to the strategies of the business. Market segmentation is performed using the usual bases of business when drawing up its marketing plan of: demographic, geographic, market and customer behaviour and the psychographic profiles of the market, tends to give the recommended results for market segmentation.

Conceptual Framework

In the preceding section, the concepts relating to both the independent variables (Entrepreneurship education) and the dependent variables (development of small and medium enterprises) have been conceptualized, linking the independent and dependent variables together as shown in figure 2.1, demonstrate the relationship for which education in enterprise lead to successful inception, management, growth and development of small and medium enterprises to the individual entrepreneur and the economic sustainability of the entire country's economy. The proxies of both the independent and dependent variables are further explain to drive home the researcher's intuition on the topic, Entrepreneurship education and small and medium enterprises development.

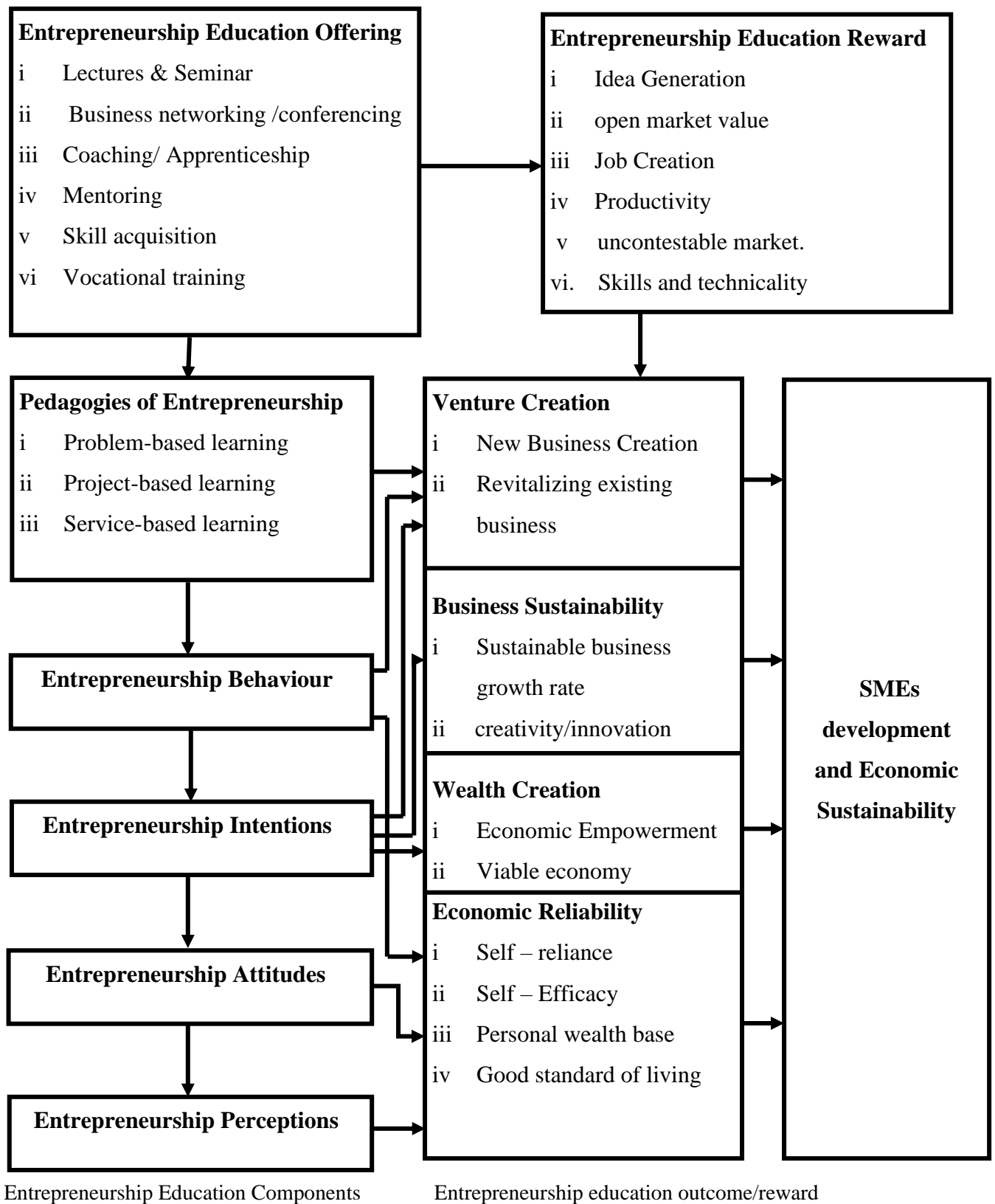


Figure 1: Conceptual Framework for Entrepreneurship Education and SMEs development.

Source: Researcher intuition, 2019.



Pedagogies of Entrepreneurship

The science and art of teaching based on procedural cognitive knowledge, common pedagogies such as lecturing and practical presentation of business management, writing a business plan, interactive session with successful entrepreneurs and studying a business model, all aimed at problem-based solving, project-based learning and improved service delivery process. Pedagogies, is action learning in entrepreneurship education. This can be examined further by using Bloom's taxonomy of learning (Bloom, Englehart, Frost, Hill, Krathwohl, 1956), in which learning is classified into three domains of educational activities.

Cognitive: This refers to subject knowledge on entrepreneurship.

Affective: This refers to attitude and feelings about entrepreneurship.

Psychomotor: This refers to the skill needed to be an entrepreneur.

Entrepreneurship perceptions or perceived behavioural control

The positive perception of entrepreneurship is influence by entrepreneurship education such as attitudes and intentions (Kolvereid and Moen, 1997; Linan, Rodriguez-Cohard and Rueda Cantuche, 2011). This is important because such perceptions precede entrepreneurial activities such as starting a business venture. Perception or perceived behavioural control is the perceptions of controllability of ease or difficulty of performing the behaviour. It is worthy to note that from the above diagram, all the components and reward for entrepreneurship education lead to the growth of small and medium enterprises and sustainable economy of any developed countries or tends to mediate the development of an emerging economy.

Studies from the African literature have demonstrated that the development of African economy is essentially dependent on creating, promoting entrepreneurial awareness and the establishment of small and medium scale enterprises, through the teaching of entrepreneurship education (Anho, 2014). Ferdman (2007), posit that the eradication of poverty can be determined by the ability of the economist and industrial practitioners to create job opportunities, business opportunities in a better market competition and also investment opportunity. Since the content and context of entrepreneurship education programs in different institutions, regions and countries could be very different, authorities have proposed a common frame work based on the, Theory of Planned Behaviour (TPB) (Ajzen, 1991) that goes beyond the number of businesses created to assessing changes in entrepreneurs or participants attitudes and mind-set. It is against this background that this study seeks to examine Entrepreneurship education and small and medium enterprises (SMEs) development, in North –central, Nigeria.

Review of Related Theories

There are a number of large-scale entrepreneurship studies that this thesis can refer to, in investigating entrepreneurship education and development of small and medium enterprises. Some of these theories include:



1. Theory of Planned Behaviour (TPB)

The theory of planned Behaviour (Ajzen and Fishbein, 1980; Ajzen, 1987; Ajzen, 1991), states that any behaviour requires some planning, the act of creating a new business, can be predicted according to the intention adopted by a given individual. The model developed by Ajzen (1991) comprises of three independent variables, which precede the formation of the intention and that in turn predict behaviour. The first variable talks about attitude towards the behaviour, which inferred to, determining the opportune moment for a particular behaviour. The second independent variable corresponds to subjective norms, which means the very perception that an individual has on the surrounding community, perception of individual control, leading the individual to also have a certain behaviour. The third variables, the perception of behavioural control reflects the experience, impediments and obstacles faced by the individual previously. These three independent variables works in tandem with each others as, the more favourable is the attitude and subjective norms and the greater the perception of individual control, the stronger should be the intention to perform particular behaviour.

This model has been classified as one of the most popular models that analysed the entrepreneurial intentions of individuals. The theory assumes that a behaviour is best explained by an intention to try to perform the behaviour (Ajzen, 1987:132). The theory has been applied to the context of entrepreneurship because an engagement in entrepreneurship is a behaviour that is under volitional control. Various studies have used the theory to explain intentions to become an entrepreneur (Krueger, Michael, and Casrud, 2000; Linan, and Chen, 2009) and entrepreneurial behaviour (Kautonen van Gelderen, and Tornikoski, 2013), as well as the impact of entrepreneurship education (Athayde, 2009; Ferreira, Raposo, Rodrigues, Dinis and Dopaco, 2012; Linan, Rodriguez-Cohard and Rueda-Cantuche, 2011; Mwasalwiba, 2010; Peterman and Kennedy, 2003).

A meta-analysis evaluating the theory of planned behaviour in the context of entrepreneurship, reported that attitudes, subjective norms, and perceived behavioural control accounted for 39% of the variance in entrepreneurial intentions (Schlaegel and Koenig, 2011). Thus, the TPB provides a valid framework for studying the relationship between entrepreneurship education and entrepreneurial behaviour.

2. Action Regulation Theory

Action regulation theory or activity regulation theory was jointly developed by Winfried Hacker in the 1980s. Action regulation theory is a meta-theory on the regulation of goal-directed behaviour. The theory explains how workers regulate their behaviour through cognitive processes, including goal development and selection, internal and external orientation, planning, monitoring of execution and feedback processing. Entrepreneurship Action is goal- oriented behaviour and therefore needs to be regulated, most behaviour is goal-oriented. It was developed in response to behaviourist theories which conceptualized human behaviour as mere reactions to environmental stimuli; Its roots are in German and some Russian Psychological, cognitive, and human factors research (Frese, 2006; Hacker, 1994; Heckhausen, 1980), with additional roots in systems theory and activity theory (Leontjev, 1978; Miller, Galanter, and Pribram, 1960).



Action is goal-directed behaviour that is influenced by stable and dynamic person factors (e.g. personality, orientations, affect) and by signals and feedback from the physical and social environment (e.g. job characteristics, supervisions, coworkers, etc.) (Hacker, 1985). Actions, in turn, lead to changes in the person and the environment. This theory tends to explain how individuals regulate their behaviour through cognitive processes such as goal development, planning, and feedback processing. The theory has many basic concepts, which amongst others include Entrepreneurship, proactive work behaviour, work-related learning and error management. This theoretical framework tends to lay much emphasizes on entrepreneurship aspect of the Action regulation theory.

Entrepreneurs have to act independently of their environment, develop new ideas, perform many things for which they have not been prepared and thus, they have to learn through actions. More so, they have to act in an uncertain environment (Frese, 2009). All of these factors contribute to being challenged in the areas of action regulation. More importantly action regulation theory has been applied to entrepreneurship, answering research questions on planning, personal initiative, innovation, emotional processes, and how intentions lead to actions. A recent research study reported the results of an action-based entrepreneurship training conducted in Africa which focuses on “action principles and active learning” (e.g. participants engage in the start-up of a business during the training). The study evaluated the impact of their training over a period of time using a randomized control group design and found that the training increased entrepreneurial goal intentions and self-efficacy as well as action planning and action knowledge. These action-regulatory factors subsequently predicted entrepreneurial action, business opportunity identification and business start-up. Consistent with propositions of action regulation theory (Gollwitzer, 1999), results further explained that entrepreneurial intention needs to be complemented by action plans to be effective for new business creation. Gielnik, Barabas, Frese, Namatova-Dawa, Scholz, Metzger and Walter, (2014), recently drew on action regulation theory to examine the effects of entrepreneurial goal intentions, positive fantasies, and action planning on new venture creation over time. Data from 96 entrepreneurs collected over 30 months showed that action planning moderated the positive effects of entrepreneurial goal intentions and fantasies on new venture creation.

3. The Knowledge Spillover Theory of Entrepreneurship (KSTE)

This is a new theory of entrepreneurship which postulates that the creation of new knowledge expands the technological opportunity set. This theory was developed by Zoltan Acs, (2005), this contemporary theories of entrepreneurship generally focus on the decision-making context of the individual, the recognition of opportunities and the decision to commercialize them is the focal concern. Meanwhile the prevalent view in the entrepreneurship literature is that opportunities are exogenous; the most prevalent theory of innovation in the economic literature suggests that opportunities are endogenous. The basic argument is that knowledge created endogenously via Research and Development (R&D) results in knowledge spillovers. As a result of the spillovers, it gives rise to opportunities to be identified and exploited by entrepreneurs. Results of recent studies show that there is strong relationship between knowledge spillovers and new venture creation.

Quite reasonable numbers of scholars have spent time trying to figure out the relationship among the entrepreneur, product development and technological innovation (Shane and Ulrich, 2004), a new generation of scholars was able to explain where opportunity came



from. Today we know that the technology opportunity set is endogenously created by investments in knowledge (Jones, 2002). The creation of new knowledge give rise to new opportunities therefore, entrepreneurial activity does not involve simply the arbitrage of opportunities but also the exploitation of new ideas not appropriated by incumbent firms (Kirzner, 1973). The theory builds on the work of the early Schumpeter (1934), who recognized the importance of the entrepreneur in exploiting opportunities but did not pay attention to where opportunities come from, (Romer, 1986).

From the findings, there are several implications; first, the theory helps us bridge the gap between the subjective literature of entrepreneurship and the objective literature on the sources of opportunity. Entrepreneurship theories need to be able to explain where opportunities come from, how occupational choice arises in the context of existing firms that lead to new firm creation. The prevailing theories are not able to answer these questions. The real challenge in endogenous growth theory is not that the firm will not invest enough in new knowledge, but how to balance increasing returns with competition. The knowledge spillover theory of Entrepreneurship provides an explanation for the relationship between the role of individual in the economy and the firm.

4. The Schumpeterian Growth Model

Joseph Schumpeter's innovation theory of entrepreneurship (1959) holds an entrepreneur as one having three major attributes: innovation, foresight, and creativity. He was of the opinion that entrepreneurship takes place when the entrepreneur:

- i. Creates a new product/services;
- ii. Introduces a new way to make a product;
- iii. Finds a new source of raw materials;
- iv. Find new ways of making things or creating new organization.

Schumpeter's Innovation theory, however, ignores the entrepreneur's risk-taking ability and organizational skills, and places undue importance on innovation. Thus, this theory applies to large-scale businesses, but economic conditions force small entrepreneurs to imitate rather than innovate. Other authorities have added a dimension of imitating and adapting to innovation. This entails successful imitation by adapting a product to a niche in a better way than the original product innovator's innovation.

Schumpeter (1959), the existence of innovation possibilities is a necessary but not sufficient condition for growth/development. Entrepreneurship sparks off development by innovating. Therefore, it is the entrepreneur who is responsible for growth/development. Schumpeter assumes that the starting point is a purely competitive economy, which is in a stationary state. At this point there is neither net investment nor population growth, or full employment prevails, the economy is in equilibrium. Opportunities for new combinations however, exist and entrepreneurs through their activities perceive them and exploit them. This exploitation causes disequilibrium in the economy and leads to increased production and growth. Schumpeter advanced the paradox that economic progress de-establishes the world. As new innovations come up, they bring in new products and/or new services or new firms and processes. New products kill off old ones and as old products die, so do jobs. Economic



progress is thus followed with job destruction. This is the dynamic process Schumpeter called “creative destruction” or what is today known as the “Business Churn” it is new businesses starting, it is business expanding, Contracting, relocating and closing. It can create new businesses and new jobs with a multiplier effect, leads to job losses as businesses close.

Schumpeter (1934), further argues that new firm formation is as a result of the burst of rapid and very productive economic activity that is caused by entrepreneurs in an economy. He argued that economic development was not a global harmonious process as advocated by neo-classical economists, but by discontinuous innovations instigated by entrepreneurs.

5. Human capital theory

The focus on entrepreneurship education that aims to educate people for entrepreneurship and prepare them for an entrepreneurial career, evaluating this kind of education requires the development of a theory about the training outcomes. One of such approaches to training effectiveness is the “Human capital theory” which was developed by Theodore Schultz in 1960. Approaches focus on human capital theory emphasize training outcomes such as knowledge, skills and abilities (Fayolle, 2006). Based on the assumptions, the outcomes make entrepreneur more effective in starting a new venture and/or run an existing one effectively, thereby ensuring growth and expansion of the business organization. More, importantly they tend to focus on providing knowledge about planning, business start-up, venture growth and related areas, such as financing new ventures, developing innovative business models, feasibility analysis, etc (Kolvereid and Moen,1997; Matlay, 2008; Robinson and Sexton,1994).

Empirical Review of Related Literature

The empirical review cover issues relating to the relationship that literature has established between entrepreneurship education, and growth of small and medium enterprises. Therefore, the empirical perspectives established by researchers have been reviewed as follows:

Babatunde and Durowaiye (2014), examined the impact of entrepreneurship education on entrepreneurial intentions among Nigeria undergraduates. This study was carried out on a sample of 120 students of landmark university Omu-Aran, Kwara state with the use of well-structured questionnaire. A descriptive research design was adopted for this study, the choice of the method is to give an indepth explanation or descriptions of issues of focus in the research. A stratified sampling method was used to select the departments from the three colleges in the university, after which simple random sampling was employed to select the participants from the chosen departments, it was found helpful in reducing errors of omission or biases in the selection process; moreso it ensured equal chances of representativeness. Analytical techniques used include, frequency count, percentages and contingency table in the form of chi-square (χ^2) and degree of significance was employed to test the hypotheses and importance of entrepreneurship education in the reduction of unemployment and the rate of students self-employment intention. The study found that exposure to entrepreneurship education influenced entrepreneurs’ intentions of becoming self-employed after having the necessary skills, knowledge and creativity for venture creation. It was also discovered that most individuals were not very confident about their intentions due to fear of certain factors, such as inadequate capital, failure, and lack of experience in business acumen. The study



concludes that despite knowledge of entrepreneurship education as a contributing factor in the reduction of unemployment, Nigerian youth requires additional supports to overcome the unforeseen impediments.

Lee, Chenge, and Lim, (2005), examined the impact of entrepreneurship education: A comparative study of the US and Korea. The main purpose of the study is to identify the differences in the impact of Entrepreneurship education between US and Korea by focusing on students' interest and intention for venture creation. A population of 162 US students and 217 Korean students was used. The research adopted analytical method, the instrument used was a structured questionnaire for data analysis. First, factor analysis was conducted to check construct validity of each question and to identify meaningful factors. MANOVA was performed to identify whether any significant differences exist among the groups. As a result of factor analysis four meaningful factors were extracted and used to measure the entrepreneurship variables related to the impact of entrepreneurship education; they are "venture creation before graduation; knowledge about entrepreneurship; preference of team-based venture creation; and entrepreneurship education in high school". More so, correlation analysis was performed among the factors to check whether MANOVA was the proper analytical factors method.

It was agreed that MANOVA can be used for three factors, except "the intention of overseas venture creation with teamwork", at the end it showed that there was a significant interrelations among them. T-test was conducted to compare the intention of overseas venture creation with teamwork between US and Korean groups. The results of this study imply unique cultural context that has differentiated American students from their Korean counterparts in terms of "intention of venture creation and confidence in it". "knowledge and ability to venture creation", "recognition of the importance of entrepreneurship education", and "intention of overseas venture creation with teamwork".

Conclusively, the result shows that Korean students, who have a lower level of the above features, than their American counterparts, can reach about the same levels after taking entrepreneurship-related courses. More so, that Korean students who have grown up in a unique environment where export has been the catalyst of economic development showed a higher level of "the intention of overseas venture creation with teamwork". More so this study demonstrated the relevance of entrepreneurship education to both the students, participants, and already existing entrepreneur, which this thesis seek to demonstrate.

Odunaike and Amoda, (2009), carried out a study on impact of entrepreneurship education, as a tool for self-sustenance at Tai Solarin University of Education Ijagun, in Ogun State, Nigeria. The researchers adopted the use of primary data collection to investigate the impact of entrepreneurship education on students entrepreneurs. Questionnaires were administered on the respondents, who are being given entrepreneurship training. The questionnaires were distributed on a purposive sampling basis hence, the category of students, who have decided to experiment the entrepreneurship training given to them in school, were administered in order to know if the training is actually necessary or need to be amended or restructured. The sample population was 200 students. The data collected was analysed using simple percentage as well as frequency distribution, findings of the study was that entrepreneurship education had positive impact on the graduates of the institution. This means that the entrepreneurship training at school had greatly impact on the students to be self-employed and live above the poverty line, after graduation.



Sofoluwe, Shokunbi, Raimi and Ajewole, (2013), examined entrepreneurship education as a strategy for boosting human capital development and employability in Nigeria: issues, prospects, challenges and solutions. The research adopted the quantitative research method, specifically with the use of a survey method for eliciting responses from a cross-section of academic staff and students from Yaba college of technology, Lagos. Using the descriptive and T-test statistics, the findings indicated that entrepreneurship education was a lead way to job creation, wealth creation, youth empowerment, peaceful society and economic growth/development.

Osakwe (2015), assessed entrepreneurship education in Delta State, south-south geo-political region of Nigerian tertiary Institutions as a means of national growth and development, from the study two research questions were used to guide the study. Eight tertiary institutions in the state were used, the population comprised, 1, 898 academic staff for the study. The sample drawn was 800 lecturers drawn through the multi stage and stratified random sampling techniques. Questionnaire, was the instrument used. The data collected from the respondents were analysed using descriptive statistics of means and standard deviation. The results revealed that most of the respondents agreed that entrepreneurship education was beneficial to national development despite its challenges in tertiary institutions.

Adetayo, Oke, and Aderonmu, (2015), examined entrepreneurship education and employment generation among Nigerians. Survey research design was adopted for the study. The population comprises of 72 graduates' entrepreneurs which form the respondents, were drawn from six local government Areas, of Oyo State, in the South West geo-political region of Nigeria, through the use of multi-stage sampling techniques. Structured questionnaire, was used as the instrument for data collection. The relationship among entrepreneurship education, training, university type, employment generation, entrepreneur performance and the development of small and medium enterprises were tested using t-test and Pearson Product Moment correlation. The results showed that majority (82.6%) of the respondents were of the view that entrepreneurship education empowered them to start a business of their own ($r = 0.826$, $p < 0.05$). Moreso, the results indicated also that skill acquisition constitute one of the most basis of (61.4%) for establishing business enterprises, which had contributed in their performance ($r = 0.614$, $p < 0.05$). Furthermore, the results revealed that there existed significant differences between types of university attended and employability potentials of the graduate entrepreneurs. The study concluded that increased entrepreneurial education and training had led to increased employment generation among university graduates in Nigeria. This study tends to agree with this work that entrepreneurship education which brings about venture creation can empower an individual to become self-reliant and economically viable thereby adding to the economic sustainability of the society.

Aminu (2013), examined entrepreneurship development and poverty alleviation in Nigeria. Chi-square test was used in analyzing the data collected from the sample subjects. The cronbach's alpha, split-half test and Guttman's lambda were used for the reliability test of the research instrument for the study. The paper concludes that teaching of entrepreneurship education had no significant effect on poverty alleviation. This mishap was attributed mainly to faulty curriculum development and delivery, external factors consisting of lack of accessibility to capital, inadequate infrastructural facilities, especially electricity and water supply etc. To improve on the situation, the paper recommended among others, improvement in the curriculum development and delivery through training of teachers in teaching of entrepreneurship education, provision of assistance on finance and technical expertise by



relevant government agencies and ensuring availability of infrastructural facilities, especially electricity.

SUMMARY OF THE REVIEW OF THE RELATED LITERATURE

There has been a lot of policies and programmes in the country to cushion the effects of poverty level, unemployment among Nigerian citizens, improvement and development of small and medium enterprises (SMEs), improvement in entrepreneur's performance, improvement in the GDP and increase in the Gross National Input (GNI) and above all the development of the Nigerian economy. These policies and programmes include: Green revolution, operation feed the nation, lower and upper river Benue development authorities, back to land programmes, National Directorate of Employment, youth and women empowerment strategy, the establishment of SMEDAN, to promote, guide and regulate the activities of micro, small and medium enterprises, N-power etc. All these policies and programmes were meant to reduce unemployment, bridge the gap of income inequality and reduce poverty in the country and some were meant to equipped youths to be employer of labour, rather than an employee.

Entrepreneurship education is the type of education meant to equipped individuals and groups with the skills, creativity and innovativeness for problem solving and attainment of entrepreneurial objectives. This has to do with implementing educational programmes that can equip youth and adults with acceptable skills which can transform them into becoming gainful employee. Most authorities, opines that entrepreneurship education represents different approaches that can be applied to prepare youths and adults to be responsible and enterprising. Therefore, entrepreneurship education entails the pedagogies of how to be enterprising and how to apply the teaching to create jobs as an employer, rather than depending on others, as employee.

There is this assertion that, entrepreneurship education is an educational programme that prepares individuals to undertake the formation and operation of business enterprises with the aim of taking risks to make profit. From the above assertions, entrepreneurship education helps the entrepreneurs think innovatively about the future careers they want to embark upon. It is also an inspiration for the learners to understand the relevance of the education and plan for financial independence thereby, creating a venture. Entrepreneurship education identifies investment opportunities to produce goods and services needed in a society. More so, acquiring knowledge and skills is exhibited by putting together the most essential elements in theories learnt and specializes in taking judgmental decisions about the coordination of scarce resources that can be used for the business. With emphases to the above assertion, entrepreneurship education has been seen to play a positive impact on the creation, operation, management and development of business enterprises to no small measures.



METHODOLOGY

Research Design

Research design is a comprehensive plan of action on how a research work will be conducted, how data will be collated, the instrument necessary for testing of hypotheses both qualitatively and quantitatively, and the conceptual structure within which the research is conducted. Based on the nature of this study, the most appropriate research design, was the survey research, which is a series of self-report measures administered either through an interview or structured questionnaire. A survey research is one of the most accepted practiced for collating data in social sciences and organizational behaviour. It is used to scan a wide field of issues, populations, programmes in order to measure or describe any generalized features.

Survey design was considered for this work because the study deals with large population of people with different characteristics across different locations, within North-central, Nigeria. It is a most useful approach to gathering of data; it employs a variety of data gathering instrument or techniques such as questionnaire, interviews, observations, test, etc (Cohen, Manion, Morrison, 2008).

Area of Study

Uzoagulu (2011), states that the area of study is the geographical area or boundaries where the study will be conducted. The geographical coverage of this study is North-central, Nigeria, which comprises of Benue state, Nasarawa state, Plateau state, FCT, Niger state, Kogi state, and Kwara state. The study will be conducted among the selected SMEs in the zone.

Population of the Study

The population of this study consist of 13,378 enterprises as small and medium enterprises with staff strength of 17,973 staff made of management staff and owner-founder of private enterprises that are registered with the various states ministries of Trade, Commerce, industry and Tourism in North-central Nigeria as at 2015. The population of a study is an aggregation of elements from which sample size is selected. More so, it can be referred to all the people and things that constitute the focus of a study (Onodugo, Ugwuonah, Ebinne, 2010).

The selection of firms cut across all business industries such as manufacturing, trading, hospitality, services and others. More so, the selection will be done through convenience non probability sampling technique.

Given the above conditions, 13,378, enterprises with staff strength of 17,973, constitute the population of the study. The population per state is given in table 1

**Table 1: Breakdown of the population of the selected states**

S/N	Name of State	No. of Enterprise	No. of Staff
1	Benue	1,811	2,498
2	Nasarawa	2,604	2,945
3	Plateau	1,574	2,204
4	Abuja (FCT)	2,825	4,014
5	Niger	2,121	2,770
6	Kwara	1,416	1,892
7	Kogi	1,027	1,650
Total		13,378	17,973

Source: State's ministries of trade, commerce, industry and tourism, 2019.

Sample Size Determination and sampling Technique

The idea of sample size arises because, in most cases, it is difficult to study the entire population. Sample is a fraction or segment of the total population whose characteristics can be used to represent the entire population.

To determine the sample size for this study, Krejcie and Morgan, (1970), sample size determination was adopted. It is given as:

$$n = \frac{x^2 NP(1-P)}{d^2 N - 1 + x^2 P(1-P)}$$

Where:

n = sample size

x^2 = table value of chi-square for 1 degree of freedom at the accepted confidence level (3.841)

N = the population size

P = population proportion (to be 50% or 0.5 assumed to provide the maximum sample size)

d = degree of accuracy expressed as a proportion (5% or 0.05)

Given that the population size (N) = 17,973

$$n = \frac{x^2 NP(1-P)}{d^2 N - 1 + x^2 P(1-P)}$$

$$n = \frac{3.841 \times 17973 \times 0.5 (1-0.5)}{0.05^2 \times (17973 - 1) + 3.841 \times 0.5 (1-0.5)}$$



$$n = \frac{69034.293 \times 0.25}{2.5 \times 17972 + 0.96025}$$

$$n = \frac{17,258.57325}{44.93 + 0.96025}$$

$$n = \frac{17,258.57325}{45.89}$$

$$n = 376.08 = 377$$

This sample size will be shared among the state in the North-Central zone, proportionally using Bowley's proportional allocation statistical technique. Thus:

$$nh = \frac{nN_h}{N}$$

Where

n = total sample size

N_h = number of staff in each state

N = total population size under study

nh = number of units allocation to states

Table 2: Bowley's proportional Allocation of Sample size to states

S/N	Name Of State	No. of staff in the state	No. of sample size
1	Benue	$\frac{377 \times 2498}{17,973} = 52.39$	52
2	Nasarawa	$\frac{377 \times 2945}{17,973} = 61.77$	62
3	Plateau	$\frac{377 \times 2204}{17,973} = 46.23$	46
4	Abuja (FCT)	$\frac{377 \times 4014}{17,973} = 84.19$	84



5	Niger	$\frac{377 \times 2770}{17,973} = 58.10$	58
6	Kwara	$\frac{377 \times 1892}{17,973} = 39.68$	40
7	Kogi	$\frac{377 \times 1650}{17,973} = 34.61$	35
Total			377

Source: Field Survey, 2019.

Description of Research Instruments

The major tools or instruments used in this study were questionnaire and oral interview. The structured questionnaire was design in a five point likert scale. The likert scale was chosen because it allow for greater distinctions of the intensity of the respondent feeling and opinion regarding the issue in question (Asika, 1991). The questionnaire was divided into two sections. Section A, is information about the respondent profile (Bio-data), and section B, addressed the research questions. Oral interview was conducted to generate more information from the respondents. The interview section helped the researcher to gather some relevant information that could not be obtained through questionnaire and helped to compliment data collected from questionnaire.

Validity of the Research Instrument

The validity measure of an instrument determines the appropriateness of an instrument in measuring what was intended to be measured (Uzoagulu, 1998). The study adopted face and Content validity. The choice of content analysis was informed by the focus of the study, as this has to do with how adequately the content of a test, sample knowledge, skills or behaviour that the test is intended to measure (Ezigbo, 2011). More so, content analysis allows us to construct indicators or world views, values, attitudes, opinion, prejudices and stereotypes and compared these across communities (Bauer, 2000).

Proper structuring of the questionnaire and the conduct of pre-test was carried out on each question to ensure the validity of the instrument. More importantly, the researcher used comments from management science expert. At the end, their corrections where reflected in the construct and cronbach Alpha test was used to validate the outcome.

Reliability of the Research Instruments

In research, a measure could be considered reliable if it would give the same result after repeated investigations. Gay, Mills and Airasian, (2006), posit that, instrument reliability is the degree to which a test consistently measures the attributes is supposed to be measuring. There are several statistical method of ascertaining the reliability of a test instrument. In this study, Test-retest method of instrument reliability was adopted. Spearman Ranking Correlation Coefficient method was adopted to analyzed the result, the use of this method was informed by the consistency of the method compare to other methods.



A total of 25 copies of the test instrument were administered before the actual survey for the study. All the copies were filled and returned. The Spearman ranking correlation coefficient that was used to test the reliability of instrument from the two set of responses by 25 respondents, the formula is:

$$r = 1 - \frac{6\sum d^2}{n(n^2 - 1)}$$

Where:

r = Spearman's rank correlation

d = difference between rank of the responses (Rx-Ry)

n = number of respondents.

Table 3: Reliability Test Computation Using Spearman's Rank Correlation Coefficient Of Test – Retest Results

Respondents	1 st Test	2 nd Test	1 st Ranking	2 nd Ranking	d	d ²
1	8	7	1	2	-1	1
2	7	6	2	3	-1	1
3	6	5	3	4	-1	1
4	6	8	3	1	2	4
5	8	7	1	2	-1	1
6	7	6	2	3	-1	1
7	6	5	3	4	-1	1
8	8	6	1	3	-2	4
9	6	5	3	4	-1	1
10	5	7	4	2	2	4
11	8	8	1	1	0	0
12	7	6	2	3	-1	1
13	6	5	3	4	-1	1
14	6	7	3	2	1	1
15	5	6	4	3	1	1
16	8	8	1	1	0	0
17	7	7	2	2	0	0
18	6	6	3	3	0	0
19	7	5	2	4	-2	4
20	8	6	1	3	-2	4
21	7	6	2	3	-2	4
22	6	8	3	1	2	4
23	6	7	3	2	1	1
24	5	6	4	4	0	0
25	8	1	1	2	-1	1



$$r = 1 - \frac{6(41)}{25(25^2 - 1)}$$

$$25(25^2 - 1)$$

$$r = 1 - \frac{246}{25(625 - 1)}$$

$$25(625 - 1)$$

$$r = 1 - \frac{246}{25(624)}$$

$$25(624)$$

$$r = 1 - \frac{246}{15,600}$$

$$r = 1 - 0.0157$$

$$15,600$$

$$r = 0.984$$

The computed Spearman's Ranking Correlation Coefficient (r) was 0.98. As $r = 0.98$, the reliability of the test instrument is very strong, as $r > 0.7$. Conventionally, if the reliability value of a research instrument is greater than 0.7, it is adjudged to be reliable.

Methods for Data Analyses

In this research work, descriptive statistic, such as frequency counts with simple percentage will be used to analyzed bio-data of the respondents and the three research questions. More so, at the inferential level of analyses, hypotheses 1 and 2 will be tested with Pearson Product Moment Correlation (PPMC) technique. While hypotheses 3 will be tested with simple linear regression. All analyses shall be done through the application of Statistical Package for Social Science (SPSS 20.0).

Confidence Level/Level of Significance

Confidence level is the probability level in which the Null hypothesis can be rejected with confidence and research hypotheses accepted with assertion. A confidence level between 0 and 5 percent is often allowed as a provision for committing type one error (rejecting the Null hypotheses when it should have been accepted). In this study, 95% confidence level was applied and tested at 5% level of significance.

Decision Rule

The decision rule for this study shall be: Reject the null hypothesis (H_0), if $P\text{-value} < 0.05$. Do not reject if otherwise.



DISCUSSION

The five (5) point Likert scale was used with values assigned from 5(SA) to 1(SD) for positive responses.

Table 4: Summary of Bio-data of the respondents

Sex	Frequency	Percentage (%)
Male	260	71
Female	105	29
Total	365	100
Staff disposition		
CEO	70	19
Management staff	185	51
Non-Management Staff	110	30
Total	365	100
Age bracket		
20 – 30 years	20	5
31 – 40 years	105	29
41 – 50 years	130	36
51 and above	110	30
Total	365	100
Highest Educational Qualification		
SSCE	15	4
ND/NCE	70	19
B.SC/B.Ed/HND	225	62
Msc/MA/MBA	25	7
PhD	5	1
Professional Certificate	25	7
Total	365	100
Types of Business		
Services	45	12
Transportation	10	3
Farming/Agro-Allied	135	37
Hospitality	45	12
Manufacturing	90	25
Trading	40	11
Others	-	-
Total	365	100

Source: Field Survey, 2021.

Table 4 shows that for the sex of the respondents, 260 (71%) were males, while 105 (29%) were females. This implies that majority of the respondents were males. For the staff disposition in the various organisations, 70 (19%) were CEO, while the management staff and non-management staff were 185 (51%) and 110 (30%) respectively. For the age bracket of the respondents 20 (5%) are within the ages of 20-30 years, 105 (29%) are within the age



bracket of 31-40 years, more so 130 (36%) and 110 (30%) are for the age bracket of 41-50 years and 51 years and above respectively. For the highest educational qualification 15 (4%) had SSCE, while 70 (19%) had ND/NCE, meanwhile 225 (62%) and 25 (7%) had BSC/B,ED/HND and MSC/MA/MBA, respectively. More so 5 (1%) had PhD, those with professional certificate were 25 (7%). For the types of business organisations managed by the respondents 45(12%) was for services rendering, 10 (3%) were for transportation, meanwhile 135(37%) were for Agro- Allied industry, more so 90(25%) and 40(11%) were for manufacturing and trading respectively.

Research Question 1

Ascertain the extent to which vocational training affects product development of SMEs in North Central, Nigeria.

Questionnaire code from 1 – 6 were designed to provide answers to this research question. Responses from the respondents were analyzed as follows:

Table 5: Vocational Training and Products Development of small and medium enterprises

Code	Items Description	F	SA	A	U	D	SD	Total	Mean
	Vocational Training								
1.	Attendance of workshops and seminars brings gainful knowledge to bear in my business	F %	205 56	115 32	15 4	25 7	5 1	365 100	4.34
2.	The training I attended stimulates me to expand the product line and manage them successfully	F %	215 59	140 38	- -	10 3	- -	365 100	4.53
3.	Entrepreneurship training creates awareness in people to discover opportunities for alternative career choice	F %	185 51	120 33	15 4	30 8	15 4	365 100	4.17
	Products Development								
4.	I got ideas on new products or services development from the training programmes I attended	F %	200 55	150 41	15 4	- -	- -	365 100	4.50
5.	New products and services comes from products trainings and development programmes organized for entrepreneurs	F %	205 56	110 30	10 3	25 7	15 4	365 100	4.27
6.	I like attending development programmes as it enhances development of new products or services for my business	F %	115 32	205 56	- -	30 8	15 4	365 100	4.02

Source: Field Survey, 2021.



From Code 1, Attendance of workshops and seminars brings gainful knowledge to bear in my business, 205(56%) and 115(32%) of the respondents strongly agree and agree respectively, meanwhile 15(4%), 25(7%) and 5(1%) of the respondents were undecided, disagree and strongly disagree respectively with the view. The mean value of the respondents was 4.34, higher than the cut-off point (3.0).

For Code 2: The training I attended stimulates me to expand the products line and manage them successfully, 215(59%), 140(38%) of the respondents Strongly Agree and Agree respectively with the view, meanwhile 10(3%) of the respondents were undecided. The mean value of the respondents is 4.53 higher than the cut-off point (3.0).

For Code 3: Entrepreneurship training creates awareness in people to discover opportunities for alternative career choice, the respondents view was 185(51%) and 120(33%) of the respondents Strongly Agree and Agree respectively, meanwhile 15(4%) were undecided, more so, 30(8%) and 15(4%), Disagree and Strongly Disagree respectively on the view. The mean value of the respondents was 4.17, higher that the cut-off point of 3.0.

For code 4: I got ideas on new products or services development from the training programmes I attended, the respondents view was 200(55%) and 150(41%) for Strongly Agree and Agree respectively, meanwhile 15(4%) were for undecided. The mean value of the respondents was 4.50 higher than the cut-of point (3.0).

For Code 5: New products/ or services comes from products training and development programmes organized for entrepreneurs, the respondents view was 205(56%) and 110(30%) of the respondents strongly agree and agree respectively. Meanwhile 10(3%) were undecided. More so, 25(7%) and 15(4%) disagree and strongly disagree respectively on the view. The mean value of the respondents was 4.27, higher than the cut-off point of 3.0.

Code 6: I like attending development programmes as it enhances the development of new products or services for my business, the respondents view was 115(32%) and 205(56%), Strongly Agree and Agree respectively, meanwhile, 30(8%) and 15(4%) disagree and strongly disagree respectively. The mean value of the respondents was 4.02, higher than the cut-off point 3.0.

Research Question 2

To what extent does skill acquisition enhances productivity of SMEs in North Central, Nigeria. Questionnaire code 1 – 6 was designed to provide answers to this research question. Responses from the respondents were analyzed as follows:

**Table 6: Skill Acquisition enhances productivity of small and medium enterprises**

Code	Items Description	F	SA	A	U	D	SD	Total	Mean
	Skill Acquisition								
1.	The creation of ideas or initiative for most business growth and diversification is as a result of interpersonal skills from entrepreneurship skill acquisition	F %	215 59	140 38	- -	10 3	- -	365 100	4.53
2.	I learn new creative techniques of production from skill acquisition programmes I attended	F %	220 60	120 33	15 4	10 3	- -	365 100	4.50
3.	The conceptual skills acquisition programmes broaden my horizon, thereby making me better equipped in my business	F %	200 55	160 44	5 1	- -	- -	365 100	4.53
	Productivity of SMEs								
4.	My organization enjoy cost-benefit analysis process as a result of application of new skills	F %	210 58	145 40	- -	5 1	5 1	365 100	4.50
5.	Our productive capacity is enhanced as a result of development of new techniques of business, acquired from skill acquisition programmes	F %	160 44	150 41	10 3	40 11	5 1	365 100	4.15
6.	Skills help us in increasing the productive capacity of my organization through mass production and actualization of sustenance of the business	F %	150 41	200 55	- -	10 3	5 1	365 100	4.31

Source: Field Survey, 2021.

For Code 1: Most business growth and diversification is as a result of entrepreneurship skill acquisition, the responses from the respondents was 215(59%) and 140(38%), Strongly Agree and Agree respectively with the view. Meanwhile 10(3%) of the respondents disagree with the view. The mean value of the respondents was 4.53, higher than the cut-off point 3.0.

For code 2: I learn new technique from skill acquisition programmes I attended. The responses from the respondents was 220(66%) and 120(33%) Strongly agree and agree respectively with the view. Meanwhile 15(4%) were undecided and 10(3%) Disagree with the view. The mean value of the respondents was 4.50 higher than the cut-off point 3.0.

For Code 3: Skill acquisition programmes broaden my horizon thereby making me better equipped in my business, the responses from the respondents was 200(55%) and 160(44%) strongly agree and Agree respectively. Meanwhile, 5(1%) was undecided. The mean value of the respondents was 4.53, higher than the cut-off point of 3.0.



For Code 4: Productivity increases with the application of new skills. The respondents view was 210(58%) and 145(40%) strongly agree and agree respectively. While 5(1%) and 5(1%) Disagree and strongly disagree respectively with the view. The mean value of the respondents was 4.50, higher than the cut-off point 3.0.

Code 5: Our productive capacity is enhances as a result of application of new techniques, acquired from skill acquisition programmes. The responses from the respondents was 160(44%) and 150(41%) strongly agree and agree respectively. While 10(3%), 40(11%) and 5(1%) were Undecided, Disagree and Strongly Disagree respectively. The mean value of the respondents was 4.15, higher than the cut-off point 3.0.

Code 6: Skills help in increasing the productivity capacity of small businesses. The respondents view was 150(41%) and 200(55%) strongly agree and agree respectively. Meanwhile 10(3%) and 5(1%) disagree and strongly disagree respectively. The mean value of the respondents was 4.31, higher than the cut-off point 3.0.

Research Question 3

Determine the extent to which business networking affects market expansion of small and medium enterprises in North Central, Nigeria. Questionnaire Code from 1-6 were designed to provide answers to this research question. Responses by respondents were analyzed as follows:

Table 7: Business networking and market expansion of small and medium enterprises

Code	Items Description	F	SA	A	U	D	SD	Total	Mean
	Business Networking								
1.	Socializing with other entrepreneurs will help me to get some ideas that will be useful for the success of the business as a result of partner up	F %	268 73	95 26	2 1	- -	- -	365 100	4.72
2.	I got a lot from other people I met and get to understand their view point about my business/organization	F %	260 71	93 25	10 3	2 1	- -	365 100	4.65
3.	I learn a lot from others in my line of business when we interact in a workshop or seminar (entrepreneurs contact)	F %	263 72	92 25	-	10 3	- -	365 100	4.74
	Market Expansion								
4.	My business has expanded more, even to Foreign Direct Investment (FDI) as a result of partnership with other product	F	228	120	-	15	2	365	4.52



	line organization	%	62	33		4	1	100	
5.	I will open other branches by understanding the needs of those new areas through networking, were serious entrepreneurs, investors, experts, potential clients,(perfect business) meet and share ideas.	F	253	97	15	-	-	365	4.65
		%	69	27	4	-	-	100	
6.	Business grows (market shares) faster by socialization with people (Cofounders) that can give better ideas	F	200	110	-	40	15	365	4.20
		%	55	30	-	11	4	100	

Source: Field Survey, 2021.

Code 1 of table 5, indicates that 268 (73%) of the respondents strongly agree that socializing with other entrepreneurs will help to get some ideas that will be useful for the success of the business, 95(26%) Agree, 2(1%) were undecided, the mean value of the respondents was 4.72, which is higher than the cut-off point (3.0).

Code 2: I got a lot from other people I met and get to understand their view about my business, 260(71%) of the respondents strongly agree on the variables, 93(25%) Agree, 10(3%) undecided, 2(1%) Disagree. The mean value of the respondents was 4.65, which is higher than the cut-off point of (3.0).

Code 3: I learn a lot from others in my line of business when we interact in a workshop or seminars. 263(72%) of the respondents strongly agree, 92(25%) agree, 10(3%) disagree. The mean value of the respondents was 4.74, which is higher than the cut-off point (3.0).

Code 4: My business has expanded more even to Foreign Direct Investment (FDI) as a result of networking, 228(62%) of the respondents strongly agree, 120(33%) agree, 15(4%) disagree with the point and 2(1%) strongly disagree. The mean value of the respondents was 4.52 higher than the cut-off point (3.0).

For Code 5: The statement that I will open other branches by understanding the needs of those new areas through business networking, 253(69%) of the respondents strongly agree, 97(27%) of the respondents agree, meanwhile 15(4%) were undecided with the view. The mean value of the respondents is 4.65 higher than the cut-off point (3.0).

For code 6: The statement Business grows (market shares) faster by socialization with people (cofounders) that can give you better ideas, 200(55%) of the respondents Strongly Agree with the view, 110(30%) of the respondents Agree, meanwhile 40(11%) and 15(4%), disagree and strongly disagree respectively. The mean value of the respondents was 4.20, higher than the cut-off point of (3.0).



Hypothesis Testing

To achieve the research objectives of the study, three hypotheses are tested in the alternate form:

- i. Vocational training has significant effect on product development of small and medium enterprises in North Central, Nigeria.
- ii. To a large extent skill acquisition enhances the productivity of small and medium enterprises in North Central, Nigeria.
- iii. Determine the extent to which business networking affects market expansion of small and medium enterprises in North Central, Nigeria.
- iv.

Test of Hypothesis One

H₁: Vocational training has significant effect on product development of small and medium enterprises in North Central, Nigeria.

H₀: Vocational training has no significant effect on product development of small and medium enterprises in North Central, Nigeria.

Table 8: Correlations for Hypothesis One

		VT	PDEV
VT	Pearson Correlation	1	.979*
	Sig. (2-tailed)		.000
PDEV	N	365	365
	Pearson Correlation	.979*	1
	Sig.(2-tailed)	.000	
	N	365	365

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

Keys:

VT: Vocational Training

PDEV: Product Development

Source: SPSS version 20.0.

Table 8 shows the correlation analysis for Hypothesis One which states that, vocational training has significant effect on product development of small and medium enterprises in North Central, Nigeria. The Pearson's r (correlation coefficient) is .979 and the p -value is 0.000 (p -value < 0.05). Sequel to this, there is significant positive correlation between vocational training and product development of small and medium enterprises. The computed correlations coefficient (.979) is greater than the table value of $r = .195$ with 365 degree of



freedom ($df=n^2$) at alpha level for a two-tailed test ($r=.979$, $p<0.05$). Since the computed $r=.979$ is greater than the table value of .195 we reject the null hypothesis.

Decision rule

The null hypothesis is rejected and the alternative hypothesis which states that: Vocational training has significant effect on product development of small and medium enterprises in North Central, Nigeria is accepted.

Test of Hypothesis Two

H₁: To a large extent skill acquisition enhances the productivity of small and medium enterprises in North Central, Nigeria.

H₀: To a large extent skill acquisition does not enhances the productivity of small and medium enterprises in North Central, Nigeria

Table 9: Correlations for Hypothesis Two

		SA	ENPRO
SA	Pearson Correlation	1	.949*
	Sig. (2-tailed)		.000
	N	365	365
	Pearson Correlation	.949*	1
	Sig.(2-tailed)	.000	
	N	365	365
**Correlation is significant at the 0.01 level (2-tailed)			

Keys:

SA: Skill Acquisition

ENPRO: Enhances Productivity

Source: SPSS version 20.0.

Table 9 shows the correlation analysis for hypothesis two, which states that to a large extent skill acquisition enhances productivity of small and medium enterprises in North Central, Nigeria. The Pearson's (r correlation coefficient is .949) and the p-value is 0.00 (p-value < 0.05). Following this there is a positive correlation between the variance that skill acquisition enhances productivity of small and medium enterprises in North Central, Nigeria.

Decision Rule

The null hypothesis is rejected and the alternate hypothesis which states that: skill acquisition enhances productivity of small and medium enterprises in North Central, Nigeria accepted.



Test of Hypothesis Three

H₁: Business networking has significant effect on market expansion of small and medium enterprises in North Central, Nigeria.

H₀: Business networking has no significant effect on market expansion of small and medium enterprises in North Central, Nigeria.

Table 10: Model Summary for Hypothesis three

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.914 ^a	.836	.836	.947

a. Predictors: (constant) Business networking

Source: SPSS version 20.0.

Table 11: ANOVA for hypothesis three

Model		Sum of Squares	Df	Mean square	F	Sig.
1	Regression	1662.429	1	1662.429	1851.835	.000 ^b
	Residual	325.872	363	.898		
	Total	1988.301	364			

a. Predictors: (constant) Business networking

b. Dependent variable: Market expansion

Source: SPSS version 20.0.

Table 12: Coefficients of hypothesis three

Model		Unstandardized coefficients		Standardized coefficients	T	Sig.
		B	Std. Error	Beta		
1	Constant	-5.205	.435		-11.971	.000
	BUSNK	1.323	.031	.914	43.033	.000

c. Predictors: (constant) Business Networking (BUSNK)

d. Dependent variable: Market expansion (MEXPA)

Source: SPSS version 20.0.

Interpretation: Table 10 shows the model summary for hypothesis three.

The regression sum of squares (1662.429) is greater than the residual sum of squares (325.872), this indicates that more of the variables in the dependent variable are not explained by the model. The table shows further that there is a positive relationship between the



variables ($r=.914$) and that 84% change ($R^2 = .836$) in market expansion is explained by changes in business networking of small and medium enterprises in North Central, Nigeria.

Table 11: shows the ANOVA for hypothesis three. The F-statistics is 1851.835 and the p-value (sig) is .000 ($p\text{-value}<0.05$), going by this, there is a significant positive relationship between business networking and market expansion of small and medium enterprises in North central, Nigeria.

Decision Rule

The alternate hypothesis is accepted and it is stated that, business networking has significant effect on market expansion of small and medium enterprises in North Central, Nigeria. The null hypothesis should be rejected.

IMPLICATION TO RESEARCH AND PRACTICE

Results Related to the First Objective

Research Objective one: To what extent does vocational training affects product development of small and medium enterprises in North Central, Nigeria.

The results in table 8 was used in analyzing the research objective using Pearson product moment correlation coefficient, it was found that there is a significant positive relationship between vocational training and products development of small and medium enterprises in North Central, Nigeria. The results ($r=0.979$, $p<0.05$). This results is in line with the work carried out by Ogunbameru, (2013), he advocated that the skills acquired to start and manage a business successfully include technical/vocational skill training, business management skills, knowledge of the business line and negotiation skills. He advanced further the concepts of technical/vocational skill training as the practical abilities needed to produce the “product” or provide “services” of the business. As such the small and medium enterprises in North Central, Nigeria must of necessity possess these technical/vocational skill training in order to be successful in developing new products or add values to the existing products in the market. From these empirical analyses entrepreneurship vocational training has significant positive relationship to the development of products/services of the SMEs in North Central, Nigeria.

Results Related to the Second Objective

Research objectives two: To what extent does skill acquisition enhances productivity of small and medium enterprises in North Central, Nigeria.

The empirical results in table 9 was used in analyzing the research objective, using Pearson product moment correlation coefficient. The results indicated that the r-correlation coefficient of .979 and $p<0.05$, shows a significant positive relationship between skill acquisition and productivity of small and medium enterprises. As the computed correlations coefficient (.979) is greater than the table value of $r=(.195)$ with 365 degree of freedom ($df=n^2$) at alpha level for a two-tailed test. This result is in line with the study of Martha (2015), which states that entrepreneurship education will provide life and occupational skills, enhance the potentials of individual, and reinforces self-sufficiency and improves quality of life.



Timmons (1999), further portray the essence of skill acquisition in a study when it was stated that team-based venture creation is common than individual venture-creation, that it is difficult for every entrepreneur to have all required managerial knowledge. He also emphasized the importance of entrepreneurship education by maintaining that skills required for successful venture creation are gained through potential learning such as team work experiences (skills acquisition).

Results Related to the Third Objective

Research objective three: Determine the extent to which business networking affects market expansion of small and medium enterprises in North Central, Nigeria. The empirical results in table 10 to 12 using simple linear regression proves that business networking affects market expansion of small and medium enterprises in North Central, Nigeria. As Significant positive relationship was found in the variables, as indicated by the r- value of 0.914, a t-value of 43.033 and F-statistics value of 1851.835, $p < 0.05$ respectively.

This result was in line with Stokes, Wilson and Mador (2010), who postulates that business networking is a veritable tool that every owner-founder must exploit. Networking aimed at establishing linkages with people, firms and institutions for mutual benefits. By this owner-founder meet prospective partners, employees, customers and sponsors, this leads to prompt location of resources which the entrepreneur can attract to his own enterprise; thereby increasing the products line and market shares within and outside their geographical establishments. The work of Cooray, (1996) portray that; Business networking manifests itself in many ways, the starting of businesses, development of new procedures for the production and distribution of goods, acting as middlemen between markets and a source of information, alertness for opportunities are accompanied by some profits. These concepts speak volume of business networking and how its established significant positive relation in market expansion of small and medium enterprises as established in the table, analyzing the hypothesis. More so, it was highlighted in the interview schedule that networking has aided so much in most Foreign Direct Investment (FDI) and Franchising of indigenous company to begin operations in foreign countries.

CONCLUSION

The increasing interest in entrepreneurship education can be evidenced in the recent and current policies and programmes developments embarked by most countries in the world which brought about globalization and the emergence of knowledge based industries, that provided possible solution to global competition and corporate downsizing, which is one of the major problem of unemployment among youths and graduates in some countries.

Entrepreneurship education in Nigeria, is meant to focus on developing entrepreneurial knowledge, capacity skills, entrepreneurial attitudes and intentions that are pivotal to the development of the economy. Entrepreneurship education, is meant to promote entrepreneurship by advancing cognitive knowledge/skills required for business opportunities recognition, exploitation and the creation of new businesses.

Entrepreneurship is recognized as one of the “pivot engine” that drives the economy of any nation, through jobs creation, poverty reduction, well-being of the citizens, increase the GDP;



thereby enhancing Human Development Index (HDI). More so, it facilitates the economy by stimulating the growth in innovation and creativity.

Entrepreneurship education should be emphasized in Nigeria as it tends to promote owner-founder interaction through networking thereby sharing business ideas, having access to sponsorship of events and the promotion of goods/services. It also enhances mentorship and vocational skills training, which results in new products development or adequate service delivery to mention but few. Hence entrepreneurship education inculcate in entrepreneurs who are owners of small and medium enterprises (SMEs), the knowledge, attitudes and intentions, skills for the recognition of new business opportunities or adding values to the existing opportunities for the development and growth of the economy of a nation.

Future Research

The future research can expand the scope of this study to include:

- i. Impact of Entrepreneurship education on entrepreneurial behaviour
- ii. Impact of action learning on venture creation
- iii. Entrepreneurship education and youths attitude to self-employment

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