Students Perception of Entrepreneurship Education and Resultant Impact

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ABSTRACT
The emphasis on paper qualification in Nigeria has led to a decline in the search for quality and practical education. This in turn has led to the high rate of unemployment of graduates, as most of them lack the vocational skills to establish themselves. As such, the National policy on Education lays emphasis on the need for vocational and technical education so as to achieve self-employment after graduation. Therefore, it is the view of this research to critically assess or evaluate perception of entrepreneurship education being taught in our institutions of higher learning and to ascertain its viability in inculcating in our students the requisite skills and knowledge for self-employment as an alternative to wage employment. The research also de-emphasize the craze for paper qualification and encourages creativity as well as skills acquisition. Keywords: Unemployment, Vocational skills, Entrepreneurship Education, Perception and Tertiary Institution

INTRODUCTION
The acquisition of entrepreneurship skills by graduating students have assisted them in no small measure to create products and services that has helped to sustain them, (Anukam, 2013). Entrepreneurship education develops in young people enterprising skills and attributes and an awareness of how their community, including business and industry, works. Young people need to be ‘opportunity ready’. In line with above, the Ministerial Council on Education, Employment, Training and Youth Affairs in Australia adopted the following definition of Enterprise education:

Learning directed towards developing in young people those skills, competencies, understandings, and attributes which equip them to be innovative, and to identify, create, initiate, and successfully manage personal, community, business, and work opportunities, including working for themselves (Hamitle Consults Nig. Ltd. 2008).

Undertaking Entrepreneurship education encourages the development of skills and attributes that employers are looking for, such as teamwork, commitment and flexibility. It also helps to develop in students a realistic knowledge and understanding of business and working life.

Entrepreneurship education seeks to foster in students:
Creativity, self-reliance, a capacity to respond to change, and an ability to generate, recognize and seize opportunities. It ensures greater understanding of how the workplace operates.

The study of entrepreneurship increases ability to demonstrate initiative and look for new opportunities in the work environment. It gives wider appreciation and understanding of the complexity of community and business enterprises. Also, it creates in students the ability to take a greater degree of responsibility for the quality of their work.

Entrepreneurship education can help to build a learning culture that empowers young people to take more responsibility for their own future as well as Link schools with businesses and the wider community in the area of entrepreneurial skills development thereby bridging the gap between them. It also helps to
Develop students’ understanding of the careers available in business, industry and create opportunities for self-empowerment.

Developing a culture of entrepreneurship in school requires careful planning and implementation. Schools with the most successful Enterprise education outcomes have included it in their strategic planning. They have the support of teachers, parents and students. They have also enlisted community, business and industry support.

Entrepreneurship Education is aimed at learning directed towards developing in the student skills, competencies, understandings and attributes that will equip Students to be innovative, and to identify, create, initiate, and successfully manage personal, community, business and work opportunities, including working for themselves.

The question remains, are the students imbibing the needed skills to be self-reliant or are they just doing the course to get good grades and graduate? That is where the problem lies.

Ayeduso (1999) asserted that the entrepreneur is very important because of its influence on the economic and political life of the country. This is why the combined decisions of the entrepreneurs and big corporations are the ones that shape unemployment, prices, prosperity, nature of work and occupational structures in any country.

It is in this light that the need to teach and encourage entrepreneurial skills development in the students becomes imperative. This will bring out the hidden potentials in students, at least, to be nurtured early enough.

When entrepreneurship skills are vigorously pursued alongside with the acquisition of vocational and technical education in our institutions, nation building in the right direction will emerge.

From the foregoing, therefore, entrepreneurial skills development is one of the veritable vehicles to encourage sustainable vocational and technical education in Nigeria where poverty and unemployment are the order of the day. Hornby (2002) stated that a veritable vehicle is something that can be used to express ones ideas or feeling in order to achieve it. Aina (2002) stressed that when a thing is being sustained, it has the ability to stabilise or perpetuate the gains of nation building. A nation needs to maintain and improve the condition it has attained without regressing into its erstwhile undesirable state. This is what vocational and technical education programme stands for, to solve unemployment problem and its consequent poverty through the utilisation of entrepreneurship education to harness the available resources to produce the desired good and services demanded by the citizens.

It is against this backdrop that entrepreneurship education (effective practical inclusive) and the need to de-emphasis paper qualification becomes relevant in our school system.

Nature of the Problem
Entrepreneurship education has been embraced by almost all the developed countries and its capabilities and efficacy in springing up economies is not in doubt. It is believed that refocusing education system with emphasis on skills acquisition and technical knowledge will immensely contribute in developing the spirit and culture of entrepreneurship in the country. This will help to reduce the rate of unemployment in the country.

Nigeria has experienced population increase overtime; there has been corresponding increase in school enrolment both at the primary, secondary and tertiary level. This is why there is high rate of graduate unemployment today because all the institutions of learning churn out graduates on a yearly basis. The unemployment situation in the country has reached a frightening height, with its attendant effects of poverty, hunger, insecurity, corruption and hopelessness.

It is in this light that Omenkeukwu (2000) explained that it is through training of students in entrepreneurship skills right from their school days that the desired impact of reducing unemployment rate will be felt. Therefore, entrepreneurship education is that aspect of education that develops student’s skills, ideas and managerial abilities that are necessary for personal reliance and manpower development. However, the question remains, are the students imbibing the needed skills to be self-reliant or are they just doing the course to get good grades, graduate and join the pull of unemployed graduate? This is the focal point of this research work.
Statement of the Problem
Entrepreneurship skills development is a veritable tool for socio-economic development of Nigeria. It is for this reason that it has been integrated into the curriculum of our tertiary institutions. According to Nwaokolo (1997) and Omenkekwu (2000), they both agreed that when entrepreneurial skills is well integrated into the vocational and technical education, it will enable students to possess entrepreneurial skills that will galvanize them to launch themselves to become future entrepreneur. They also opined that it will arouse student’s interest towards self-reliance or self-employment which is much needed in Nigeria today.

Anukam (2013) opined that the role of entrepreneurship in job creation cannot be over emphasized. He went further to confirm that entrepreneurship education is the solution to the graduate unemployment problem in Nigeria.

However, certain challenges exist in the area of effective entrepreneurship study in our tertiary institutions. The challenges are multi-faceted. There are issues like deficiency of instructional materials such as textbooks and others which is a major challenge in the study of entrepreneurship education. Students have no option than to fall back on scanty hands-out or training manuals made available by course instructors. Moreover, the lack of functional infrastructures makes the study of entrepreneurship education not to be effective. Again the Lack of adequate orientation and sensitization of students causes a dis-interest in entrepreneurship education resulting in wrong mind-set and very weak participation in entrepreneurship activities, this in turn discourages the instructors from putting in their best. In addition, the unpleasant reaction of the society on artisans and craftsmen/women usually discourage active participation of students in practical skills acquisition. This is as a result of preference for white collar job which places more emphasis on paper qualification.

Justification of the Study
Several attempts have been made by different researchers to proffer solutions to the challenges facing the study of entrepreneurship in Nigerian tertiary institution. However, they have concentrated more on the area of poor funding, lack of commitment by government and other stakeholders, corruption, lack of infrastructures etc.

Little or very insignificant attempt has been made to study student’s perception on the study of entrepreneurship education. This research is aimed at bridging that gap that existed in the study of entrepreneurship education.

The outcome of the research will help the institutions in the area of policy formulation geared towards entrepreneurial development.

Research Question
At the end of this research, attempt is made to provide answers to the following questions;

i. Can the perception of paper qualification play any role in practical skills acquisition?
ii. Does teaching aid facilitate skills acquisition?
iii. Do teachers and students attitude on the acquisition of practical skills of any effect on the learner?

Objective of the Study
The general objective of the study is to evaluate the teaching and learning of entrepreneurship education as it relates to the acquisition of practical skills.

The specific objective at the end of the study will be to:

i. Assess students perception of entrepreneurship skills acquisition as against paper qualification
ii. Ascertain the availability of teaching aid in practical classes and its effect on students participation
iii. Evaluate trainers and students attitude towards entrepreneurship skills acquisition.

Research Hypothesis
This study will be anchored on the following hypothesis:

i. Null Hypothesis (Ho): Perception of entrepreneurial skills acquisition does not affect attitude towards practical knowledge acquisition.
ii. Null Hypothesis (Ho): Availability of teaching aid has no significant effect on students participation in learning
iii. Null Hypothesis (Ho): Trainers and students attitude does not affect entrepreneurial skills acquisition.

**Significance of the Study**
This study is relevant to the growth of the Nigerian economy putting in mind the place of entrepreneurship in economic development. The study is important because it explains how established facts/findings will be used to solve economic problems. The researchers adopted frame work that will improve the economy by assessing/evaluating student’s perception as a test case. Economic development of any nation depends largely on the human resource. Thus, student’s entrepreneurship skills development should not be overlooked. This research establishes the link between learner’s perception and the entrepreneurial skills development. The research provides insight into areas that needs improvement in the study of entrepreneurship education. The study also provides reference materials for policy makers, curriculum designers, implementation agents, as well as students, instructors and the academic community at large.

**Scope and Limitation of the Study**
The areas covered by this research include some tertiary institutions in Bauchi State. The institutions are; the Federal Polytechnic Bauchi (FPTB), Abubakar Tatari Ali Polytechnic (ATAP), Abubakar Tafawa Balewa University Bauchi (ATBU), Bauchi State University Gadau and College of Agriculture Bauchi. Fifty (50) students from each institution were sampled. They include students of Higher National Diploma II (HND2), National Diploma II (ND2), Higher Diploma II (HD2), Diploma II (DIP2) and final year students of the Universities that offer practical skills acquisition of their choice of entrepreneurship development were considered as sampled population. The choice of the area was due to the researcher’s background knowledge of the course as lecturers in that field of study spanning six (6) years and above, and are staff of one of the institutions.

The institutions are chosen to show clearly the outcome of the research in a realistic manner and to avoid the temptation of having an unrealistic result by expanding the scope of the study area.

The study only took into cognizance the perception on entrepreneurship education, the availability of teaching aid and the attitude of both instructors and learners to the course in question.

Since all researches are subject to criticism and further research, limitations that is faced in the course of this study include; reluctance of concerned parties of the research (students and teachers) to give out adequate information relevant to the study, limited time for in-depth study as a result of other official and non-official engagement.

**Review of Related Literature**

**General Overview**
Educational or student outcome evaluation is defined as the systematic collection, review, and use of information about educational programs carried out for the benefit of improving students learning and development (Palomba and Banta 1999). The word evaluation elucidates educational assessment that is carried out at any level including tertiary institutions or programs. It measures individual student performance, aptitudes, and attitudes used within or outside the context of studies or programs. Educational evaluation provides data required for the purposes of external accreditation and accountability, also data that are used internally for quality assertion and improvement purposes (Duval-Couetit 2013). Evaluation is a platform that enables educators to scrutinize whether curriculum is effective and whether students as a result of learning based on the curriculum has been able to acquire the envisaged knowledge, skills, and necessary values that will make them useful to themselves and to the society at large as graduates.

Entrepreneur is defined in terms of the specific functions the entrepreneur performs or in terms of the characteristics generally associated with the entrepreneur or in terms of the activities which the entrepreneur performs. Gana (1995), tried to look at entrepreneur from the point of view of economists and managerial perspectives. He defines entrepreneur as one that has the willingness and ability to seek out investment opportunity in an environment, and be able to establish and run an enterprise successfully based on the identified opportunities.
Entrepreneurship education is most often approached from occupational and behavioural perspectives. The occupational definition viewed entrepreneur as the self-employed, or a wage employment. This is based upon the fact that a person can either be employed, self-employed or in wage employment. Omenkeukwu (2000), added that graduates of vocational and technical education, though they possess the basic necessity for a better chance of success in self-employment, may have some tough time succeeding in business because they have not been exposed to the entrepreneurial skills culture, as it cannot be cultivated overnight. It requires a lot of exposures in practical and retraining. How effective are the practical in our tertiary institutions remains a question to be answered. Ayeduso (1999) asserted that the entrepreneur is very important because of its influence on the economic and political life of the country. This is why the combined decisions of the entrepreneurs and big corporations are the ones that shape unemployment, prices, prosperity, nature of work and occupational structures in any country. Anukam (2013) opined that the role of entrepreneurship in job creation cannot be over emphasized. He went further to confirm that entrepreneurship education is the solution to the graduate unemployment problem in Nigeria.

Challenges of Entrepreneurship Education to Sustainable Development
The key roles of entrepreneurship education include the mobilisation of domestic funds (savings) harnessing of local resources, job creation, poverty eradication, youth empowerment, enhancement of social infrastructure, improvement in the welfare of the citizenry and on the long sustainable development (Oleabhiele E. et. al 2015). Despite all these laudable prospects of entrepreneurship education, there are a lot of challenges as noted by Oleabhiele, Ugbebor and Erhirbie (2012) to include:

Absence of Infrastructural Facilities
It is as universal belief that certain basic infrastructural facilities aid the development of the mind and body and assist productivity in any environment. These facilities have been identified as good roads, regular power supply, access to communication, information any innovative technology which today in Nigeria is still be inadequate and thus, making the gains of entrepreneurship education a mirage.

Inadequate Working Capital
As noted by Oleabhiele et al (2012) capital is central to the establishment and continues existence of any enterprise irrespective of the size, focus and objective. It has been observed that for an entrepreneur in Nigeria to start a business, there must be provision of sufficient fund. And this is one of the challenges youths or young graduates encountered in the establishment of Small cottage industries.

Low Standard of Education
There is no gainsaying the fact that education is key to the success of any programme. The world today is a global village and since an intending entrepreneurs must be conversant and in tune with events around and about him, education becomes a critical factor in preparing and empowering the entrepreneur with the qualities required of him. (Henry, Hill, and Leitch 2005) demonstrated in their research that there is a significant relationship among education, training and entrepreneurship. The schools are not adequately funded, equipped, regulated and managed to bring out their optimum potentials. Most times, students are at home due to strikes. The result is half-baked work force who are lacking in personal confidence and desire to look within and make an impact in contributing to the development of economic development.

Lack of Adequate Training
The absence of adequate training for students that will enable them to meet the challenges of the future as leaders of business and change agents is lacking. Entrepreneurial institutions can spark student’s entrepreneurial traits and inspire them to start their own business venture thereby contributing to economic prosperity and job creation (Debackere and Veugelers 2005; Mowery et. al 2001; O’Shea et. al 2005; Binks, Starky and Mahon 2006). It has been observed that the educational curriculum in Nigeria focuses more on the theoretical perspective without a corresponding practical approach. Most employers are always compelled to rationale their employees due to lack of knowledge of basic work ideas or
familiarity with the area of study of the employee. Technology has been used to improve the quality of life through the use of computer and other technology discoveries. Other factors such as policy reversals, double taxations, difficulty in procuring business approvals, high inflation and unstable exchange rates are some of the challenges facing entrepreneurship education in Nigeria.

**RESEARCH METHODOLOGY**

**Method/Instrument of Data Collection**
The method or instrument of data collection is based on survey method (the use of questionnaire) which is administered to both students and instructors randomly selected from five tertiary institutions located in Bauchi State. Two hundred and fifty (250) students and Staff members were randomly selected from the five institutions as sampled population to be administered questionnaire. The questionnaire was only administered to graduating students (HND II, HD II, ND II, DIP II and final year students of the University randomly selected). This is because they are directly involved in practical classes unlike others that receive more of the theoretical aspect of entrepreneurship education.

**Analytical Technique**
The study adopted descriptive statistical analysis in arriving at the findings. Simple frequency distribution and simple percentage is used in the analysis. This is because they are easily comprehended by all irrespective of the discipline or course of study, be it Engineering, Arts, Humanities, Sciences, Environmental study, Education, Management and Business study etc. Furthermore, chi-square analysis is employed to reach statistical inferences.

**Output/Result of the Study**
The outcome of this study is hinged on the immediate reactions of students to entrepreneurial skills development. The researcher’s interaction with the students over time (in the course of teaching entrepreneurship development) and their attitude towards the practical aspect has not really shown the enthusiasm of students to acquire the requisite knowledge for future practice. The craze for good grades/results, paper qualification and the quest for white collar job has made the desire for vocational skills acquisition a secondary issue. However, with more sensitization and a well packaged entrepreneurship programme, student interest in the practical skills acquisition will be rein-kindled and active participation will be enhanced. Thereby, accomplishing the purpose for which entrepreneurship education was introduced in our tertiary institutions.

The current unemployment situation in the country is a wake-up call for all to embrace skills acquisition as a means for self-employment rather than seek the little available or non-existing white collar job in the country.

**DATA PRESENTATION AND DATA ANALYSIS**
This section examines the responses of the respondents to the questionnaire. The information and the data collected from the questionnaires were analyzed using percentage in the form of table. This was further subjected to statistical analysis by the use of Chi-square to verify our hypothesis. Our sampling population of 250 including staff and students of selected tertiary institutions in Bauchi State, in which all questionnaires were administered and came out with the following results:

**Table 1: Distribution of respondent by sex**

<table>
<thead>
<tr>
<th>S/No</th>
<th>SEX GROUP</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>183</td>
<td>73.2%</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>67</td>
<td>26.8%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>250</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: field survey 2018

The table shows that about 73.2% of our sampling population constitutes the male while the remaining percentage is that of the female indicating a male dominated population.
Table 2: Distribution of respondent by age

<table>
<thead>
<tr>
<th>S/No</th>
<th>AGE DISTRIBUTION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15-25</td>
<td>102</td>
<td>40.8%</td>
</tr>
<tr>
<td>2</td>
<td>26-35</td>
<td>65</td>
<td>26%</td>
</tr>
<tr>
<td>3</td>
<td>36-45</td>
<td>46</td>
<td>18.4%</td>
</tr>
<tr>
<td>4</td>
<td>46-55</td>
<td>21</td>
<td>8.4%</td>
</tr>
<tr>
<td>5</td>
<td>55-Above</td>
<td>16</td>
<td>6.4%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>250</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: field survey 2018

Table 2, shows that first age group of 15-25 constitute the highest number of respondent, this group constitute mostly students, followed by the second age group comprising mostly students that are mostly workers, and a small number of staff are found under this group. The remaining groups are mostly staff of the institutions.

Table 3: Distribution of respondent by category

<table>
<thead>
<tr>
<th>S/No</th>
<th>STATUS/CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Staff both lecturers and instructors</td>
<td>66</td>
<td>26.4%</td>
</tr>
<tr>
<td>2</td>
<td>Students</td>
<td>184</td>
<td>73.6%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>250</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: field survey

In table 3 it’s shown that students constitute the highest percentage of our research population, followed by staff.

Table 4: Distribution of respondent based on educational qualification

<table>
<thead>
<tr>
<th>S/N</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Secondary School Leavers</td>
<td>97</td>
<td>38.8%</td>
</tr>
<tr>
<td>2</td>
<td>Diploma Holders</td>
<td>85</td>
<td>34%</td>
</tr>
<tr>
<td>3</td>
<td>HND/BSc</td>
<td>51</td>
<td>20.4%</td>
</tr>
<tr>
<td>4</td>
<td>Masters and Doctorate</td>
<td>17</td>
<td>6.8%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>250</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: field survey 2018

Respondent with the highest percentage falls within the range of secondary school leavers, who are mostly younger students. Followed by Diploma Holders, that constitutes HND/BSc students, some Non-academic staff that are students (Table 4)

Table 5: Frequency of Responses on Perception of Entrepreneurship Education

<table>
<thead>
<tr>
<th>S/No</th>
<th>RESPONSES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Show interest</td>
<td>6</td>
<td>2.4</td>
</tr>
<tr>
<td>2</td>
<td>Enough time for practical exercise</td>
<td>45</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>Quest for paper qualification</td>
<td>153</td>
<td>61.2</td>
</tr>
<tr>
<td>4</td>
<td>Organization of the programme</td>
<td>39</td>
<td>15.6</td>
</tr>
<tr>
<td>5</td>
<td>Incentive and Adequate facilities</td>
<td>7</td>
<td>2.8</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>250</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: field survey 2018
Following table 5, we further subjected our respondents to identify problems and indicate and state whether or not entrepreneurship education has been effective or not based on five (5) categorization of the questions responded to. The frequency is as follows: for interest we have 6 out of 250 representing 2.4%. It is followed by inadequate time for practical exercise where a total of 45 respondents representing 18% reacted, while the quest for paper qualification is high as depicted by the respondents, where we have 153 despondences representing 61.2%. On the other hand, the organization of the programme as depicted by the responses is 39 persons representing 15.6%. while in the area of incentive and adequate facilities we have only 7 representing 2.8%.

**Test of Hypothesis**

In this section we are going to test the hypothesis that is postulated in this study. This section will test the hypothesis earlier postulated with a view to accepting or rejecting it. To achieve this, the chi square ($\chi^2$) distribution is employed in testing the hypotheses.

**Hypothesis**

i. Null Hypothesis (Ho): Perception of entrepreneurial skills acquisition does not affect attitude towards practical knowledge acquisition.

ii. Null Hypothesis (Ho): Availability of teaching aid has no significant effect on students participation in learning.

iii. Null Hypothesis (Ho): Trainers and students attitude does not affect entrepreneurial skills acquisition.

**Solution:** Using the chi square ($\chi^2$) formula

$$\chi^2 = \sum \frac{(O-e)^2}{e}.$$  

Where $X^2C =$ Chi square (calculated), $O =$ Observed frequencies, $e =$ Expected frequencies, to use $X^2$, we must calculate the ($e$)

<table>
<thead>
<tr>
<th>Given Responses</th>
<th>Freq.</th>
<th>e</th>
<th>$(0 – e)$</th>
<th>$(0 – e)^2$</th>
<th>$(0 – e)^2/e$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show interest</td>
<td>6</td>
<td>50</td>
<td>-44</td>
<td>1936</td>
<td>38.72</td>
</tr>
<tr>
<td>Enough time for practical exercise</td>
<td>45</td>
<td>50</td>
<td>-5</td>
<td>25</td>
<td>0.5</td>
</tr>
<tr>
<td>Quest for paper qualification</td>
<td>153</td>
<td>50</td>
<td>103</td>
<td>10609</td>
<td>212.18</td>
</tr>
<tr>
<td>Organization of the programme</td>
<td>39</td>
<td>50</td>
<td>-11</td>
<td>121</td>
<td>2.42</td>
</tr>
<tr>
<td>Incentive and adequate facilities</td>
<td>7</td>
<td>50</td>
<td>-43</td>
<td>1849</td>
<td>36.98</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$X^2$ 290.8</td>
</tr>
</tbody>
</table>

Source: field survey 2018

$X^2 = 290.8$

From the square table, the value of $x^2$ at 5% level of significance is 9.49 $X^2 t: = 9.49$

**Decision rule**

From the above result, the calculated chi-square of 290.8 is greater than the value of the tabulated Chi-square of 9.49. We therefore reject the null hypothesis that says Perception of entrepreneurial skills acquisition does not affect attitude towards practical knowledge acquisition, Availability of teaching aid has no significant effect on students’ participation in learning and Trainers and students’ attitude does not affect entrepreneurial skills acquisition.

We therefore accept the alternative hypothesis that states that Perception of entrepreneurial skills acquisition significantly affect attitude towards practical knowledge acquisition, Availability of teaching aid has significant effect on students’ participation in learning and Trainers and students’ attitude does affect entrepreneurial skills acquisition and
Summary

● The analysis of data conducted in the previous section has revealed the following:
  ● That majority of the people constituting 73.6% of the respondents are students. Only a small number 26.4% are staff of the tertiary institutions
  ● That only a few number show interest in the programme since we have 2.4%.
  ● The quest for paper qualification is high as depicted by the respondents representing 61.2%.
  ● Perception of entrepreneurial skills acquisition significantly affect attitude towards practical knowledge acquisition

CONCLUSION

In the light of the above findings, the study would conclude that unless adequate attention is given to entrepreneurial skills acquisition in our tertiary institutions, the quest to reduce unemployment in the country will be a mirage. The craze for white collar job has made our students more reliant on paper qualification and less interest in skills acquisition as seen from this study.

RECOMMENDATION

Since the whole segments of national life are connected to education, and the growth of the economy is dependent on the level of education and skills acquired by its citizens, the following recommendations become imperative:

The government should de-emphasis the craze for paper qualification and encourages creativity as well as skills acquisition by encouraging both the public and private sector to emphasise more on what skills a person can offer rather than paper qualification in job interviews.

Career guidance services should be made compulsory and provided for all levels of education to help students in making realistic career decisions or choices.

The government should encourage entrepreneurship education by making relevant inputs into the teaching and learning of the programme in our institutions of learning. Entrepreneurship involves practical skills acquisition. As such, practical inputs should be made readily available for the students to have practical knowledge of the skills to be acquired.

There should be more incentives for teaching and learning in entrepreneurship education by ensuring conducive environment, enhanced and prompt remuneration of teachers/facilitators.

There is need for periodic review of content and curriculum of the programme to meet the present realities and the need for the students to have more interest in skills acquisition rather than mere formalities of attending the classes.

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REFERENCES


