

IMPACT OF ENTREPRENEURSHIP EDUCATION ON JOB CREATION AND EMPLOYABILITY OF UNDERGRADUATE STUDENTS OF HIGHER INSTITUTIONS OF LEARNING IN KWARA STATE, NIGERIA

AMBALI, Taiwo Toyin (taiwotoyinambali@gmail.com)

OLAWUNI, Abiodun Olufemi (olawuni.ao@unilorin.edu.ng)

ABDULLAHI, Abdulazeez Kolapo (azeekola75@gmail.com)

SHOLAGBERU, Abdulsalam Oladimeji (saadabdulsalam34@gmail.com)

MOHAMMED, Rahmat Mope Opobiya (mopeodun@gmail.com)

Department of Adult & Primary Education
Faculty of Education, University of Ilorin, Nigeria. P.M.B. 1515

Abstract

This study examined the impact of entrepreneurship education on job creation and employability of undergraduate students of higher institutions of learning in Kwara State, Nigeria. Four objectives were raised and translated to research questions to guide the study. A descriptive survey research design was adopted for the study and 9,283 was considered as the target populations comprising male and female students. A sample size of 361 respondents was selected. Multi-stage sampling procedure was adopted to select respondents that will be participate in the study. At the first stage, a cluster sampling technique would be used to sample higher institutions offering Entrepreneurship as a compulsory general course within Kwara State. At the second stage, stratified sampling would be adopted, because the population was group or divided into higher institution of learning: University of Ilorin and Kwara State University. A self-developed questionnaire was used as the research instrument for data collection. The reliability test of the questionnaire was done using test retest technique and a co-efficient 0.87 was obtained. The administration of the instrument was done by the researcher and three field research assistants. The administration of the instrument was carried out by the researchers and three volunteer field research assistants. The data collected was analyzed using mean rating and standard deviation. One of the findings revealed that the provision training that enables students acquire specialized skills, to acquire skills for self-reliance and for manpower training are the factors responsible for implementation of entrepreneurship education and job creation. It is therefore, recommended that entrepreneurship education providers should encourage more participation in vocational training that enables students acquire specialized skills for self-reliance and manpower training.

Key words: Impact, Entrepreneurship Education, Job Creation, Employability and Undergraduate Students.

INTRODUCTION

Unemployment has become the worst enemy of the people as it makes life unbearable. Hence, every successive government in Nigeria is committed to creating job for the teeming unemployed among the school leavers and graduates of tertiary institutions (Abdullahi and Ambali, 2016). For instance, series of programmes such as National Directorate of Employment (NDE), National Poverty Eradication Programme (NAPEP), National Economic Empowerment and Development Strategy (NEEDS), Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) among others have been created to train and retrain many of the graduates in employable and marketable skills in Nigeria. The Federal Government of Nigeria introduced Social Investment Programme (SIP) in 2015, to complement existing ones by investing in technical/vocational educational training in order to improve the employability of both the unemployed and the underemployed youths and adults. Hitherto, opinion have been expressed that most youths, as well as graduates of schools, colleges, and universities in the country do not have employable skills and consequently need to be retrained to fit into work requirements of various organizations or set up a business on their own (Okebukola, 2005).

Therefore, concentration has been on the provision of entrepreneurship education as a remedy to solving an unemployment problem, believed to be drivers of economic growth and development of any nation. Rasheed & Rasheed (2003) define entrepreneurship education as a process involved in the motivation, mentorship of youths and elders on approaches to become self-reliant in thinking, creating and operating a venture. Dilanchiev (2014) reported that entrepreneurship development as a phenomenon generating jobs plays a vital role in particular to alleviate high unemployment level. However, every successive administration in Nigeria had introduced formal education which enabled people to have the opportunity to being employed in the civil service after graduation. As such, the system destroyed self-reliance, self-employment and entrepreneurial skills of Nigerians as they became permanently dependent on the colonial masters (Nicks, 2008; Raimi, 2010) this led to massive unemployment and craze in the contemporary times for “all ready-made jobs. In accordance with the definition of entrepreneurship education. Paul (2005) gives the following objectives of entrepreneurship education are directed towards self-reliance and national development:

- It offers an educational approach which is practical and enables and equips with the necessary skills to be self-reliant and self-employed.
- It provides the youth or graduates with the necessary training that enables them to be inventive and imaginative in recognizing investment prospects.

- It serves as a promoter of economic advancement and development.
- It offers graduate of universities efficient and adequate training in risk management
- It impacts positively on the rate of poverty.
- It creates employment opportunities
- It reduces rural-urban drift; by offering graduates with adequate preparation and guidance that will assist them in establishing vocations in small and medium sized businesses.
- It inculcates the spirit of doggedness in the minds of youths and adults that equips and allows them to flourish in any business project they engage in.
- It creates an easy transfer from an economy that is traditional in nature to a modern economy.

Kavita and Aashu (2017) reported that entrepreneurship both as a career option and economy developer has emerged as a strong tool to boost self-confidence and economic empowerment. The role of entrepreneurship in boosting creativity, economic growth, employment, individual recognition and thereby ensuring economic sustenance has made it a pivotal and much entrusted solution in the hands of strategists to achieve desired results. Rwigema and Venter (2004) of the view that the ability to create something new and initiate change in the society is what makes all the difference and signifies the act of entrepreneurship. Entrepreneurship is the process of exploring a potential business opportunity in an environment that is constantly evolving. Entrepreneurship education places emphases on youth development and also the desire and multiple competencies of individuals. It seeks to decrease the inherent risk attached with entrepreneurship while guiding the enterprise through its beginning phase to its maturity stage successfully (Matlay, 2008).

The higher number of young individuals means more educated job aspirants looking for suitable job opportunities. The increase in youth population puts a huge pressure on the economic resources and assets. Though not explored to its fullest yet, a huge proportion of youth population is driven by entrepreneurship and is considered as a feasible and more reliable career option as against paid employment. Moreover, the zeal to do something new and be one's own boss makes it a perfect option for young individuals (Kavita and Aashu, 2017).

Currently, entrepreneurship education in Nigerian public universities is offered as a compulsory general course while some universities offer Bachelor degree in entrepreneurship. In most Nigerian federal universities, entrepreneurship education is offered as a course to be taken once in a semester at a particular level in the course of an individual study (Adejimola & Olufunmilayo, 2009; Olorundare & Kayode, 2014). Also, many universities have entrepreneurship education curriculum, established different programmes and activities in different forms and shapes.

Nigeria universities and colleges entrepreneurship curriculum follow the principles and practice of entrepreneurship education and adapted to emerging market to meet the needs of the young adults.

Who are the likely to be an entrepreneur after successful transition to economic independence from universities? Young entrepreneurs by starting their creative independent ventures, not only create opportunities for themselves but also create for others looking to break out of the traditional working system.

THEORETICAL FRAMEWORK

This study is guided by Slaughter and Rhoades Theory of Academic Capitalism in (2004). The theory still remains valid today for understanding of entrepreneurship education and job creation. This theory emphasizes the position of universities in influencing the dynamic global market economy through the production of students' entrepreneurs as this will bring more prestige to universities and make university education more appealing to potential consumers. Academic capitalism was theorized as a new knowledge/learning regime where students' roles are examined as educational entrepreneurs rather than students' roles as learners or consumers engaged with the formal and informal curricula. Here, academic capitalism forces universities to become more entrepreneurial with emphasis on students' development towards entrepreneurial activities. Students are meant to undertake entrepreneurial activities in the university with the support of their course lecturers, faculty and school management.

The theory stated that an entrepreneur is basically an innovator and innovator is one who introduces new combinations. The theory basis its proposition that most of the entrepreneurs are found in developing countries and are continuously searching for innovations where he can respond to and exploit to make profit. The underlining factor of this theory therefore, is the focus on the adoption of models of production in order to exploit the available opportunities by entrepreneur (Hassan, 2013).

IMPLICATION FOR THE STUDY

The theory of Academic Capitalism is very important and related to present study, as high institutions of learning places great emphasis on entrepreneurship education as that education to equip students with vocational skills and competences necessary to become potential entrepreneurs. Entrepreneurship education should be given to every student irrespective of their course of study and must be different in approach as to other respective courses studied.

STATEMENT OF THE PROBLEM

Many graduates in Nigeria wandering the streets seeking for white collar jobs that are no longer available is fast becoming phenomenon and Nigeria must recognize and adopt measures to embrace

this while recognizing and proffering solutions to the challenges of entrepreneurship education in the country such as the government and relevant stakeholders committing to eliminating these challenges. It is therefore hoped that given these shared responsibilities, entrepreneurship will flourish and be employed as an essential tool for sustainable development in Nigeria.

It is imperative as it shows that if entrepreneurship education is relevant and meeting the training needs of participants as well as addressing the plights of the unemployed. In the light of the above, therefore the problem of this study is to investigate the impact of entrepreneurship education on job creation and employability of undergraduate students of higher institutions of learning in Kwara State, Nigeria.

OBJECTIVES OF THE STUDY

The following objectives were formulated to guide the study:

- i. To identify types of entrepreneurship education meant for job creation and employability of undergraduate students of higher institutions of learning in Kwara State, Nigeria.
- ii. To examine the level of implementation of entrepreneurship education on job creation and employability of undergraduate students of higher institutions of learning in Kwara State, Nigeria.
- iii. To determine factors responsible for participation in entrepreneurship education on job creation and employability of undergraduate students of higher institutions of learning in Kwara State, Nigeria.
- iv. To determine impact of entrepreneurship education on job creation and employability of undergraduate students of higher institutions of learning in Kwara State, Nigeria.

Research questions

The following research questions have been formulated for the study:

- i. What are the types of entrepreneurship education meant for job creation and employability of undergraduate students of higher institutions of learning in Kwara State, Nigeria?
- ii. What are the levels of implementation of entrepreneurship education on job creation and employability of undergraduate students of higher institutions of learning in Kwara State, Nigeria?
- iii. What are the factors responsible for participation in entrepreneurship education on job creation and employability of undergraduate students of higher institutions of learning in Kwara State, Nigeria?
- iv. What are the impacts of entrepreneurship education on job creation and employability of undergraduate students of higher institutions of learning in Kwara State, Nigeria?

METHODOLOGY

Research Design

The descriptive survey research design would be used for this study. Adeyemo (2006) viewed survey method as a useful technique when a researcher wants to collect data on phenomena that cannot be directly observed. Thus, it examines events, opinions, objects, attitude, subjects or ideas with the aim of providing accurate information about the phenomena being studied. The justification for this design is to seek opinions of the respondents on impact of entrepreneurship education on job creation and employability of undergraduate students of higher institutions of learning in Kwara State, Nigeria. This is based on the numbers of variables in the objectives of the study. Thus, the descriptive survey design is deemed appropriate for the study.

Population and Sample of the Study

The population for the study comprises of male and female students registered for Entrepreneurship as a compulsory general course. These were estimated to be 9,283 in number as at the time of this study.

Table 1 Shows Population Distributions of the Higher Institutions of Learning.

S/N	Higher Institutions of Learning	Population
1.	University of Ilorin	7,109
2.	Kwara State University (KWASU) Malete	2,174
Total		9,283

Sources: Researchers field work, 2021.

Sample size and Sampling Techniques

The sample for the study would be determined through Raosoft (2021) online sample calculator which recommends a sample size of 361, since the total population of this study is 9,283. Therefore, the researcher adopts 361 as the sample size for the study. Multi-stage sampling procedure was adopted to select respondents that will be participate in the study. At the first stage, a cluster sampling technique would be used to sample higher institutions offering Entrepreneurship as a compulsory general course within Kwara State. At the second stage, stratified sampling would be adopted, because the population was group or divided into higher institution of learning: University of Ilorin and Kwara State University (KWASU) Malete. At the third stage, simple random sampling technique would be used to select 361 respondents.

Research Instrument

A self-designed and structured questionnaire would be used as the research instrument for data collection. The questionnaire is named “Entrepreneurship Education and Job Creation Questionnaire (EEJCQ)”. The questionnaire for this study consisted of six sections. Section A contained demographic information of the respondents, that is, gender, age and level. Section B contained items on the types of entrepreneurship education on job creation available. Section C consisted of items on level of implementation of entrepreneurship education on job creation and employability of undergraduate students. Section D consisted of items on level of participation of students in entrepreneurship education on job creation and employability of undergraduate students. Section E focuses on factors responsible for participation in entrepreneurship education on job creation and employability of undergraduate students. While, section F consisted of the impact of entrepreneurship education on job creation and employability of undergraduate students.

Appropriate options were provided from which respondents are to choose, the options to these items were taken on four (4) point Likert rating scale type: Strongly Agree (SA); Agree (A); Disagree (D); and Strongly Disagree (SD) and Undecided (UD). Also, High (H); Moderate (M) and Low (L) were used in the study. The researcher opted to use questionnaire because factual information would be required from the respondents on what they know or perceived about entrepreneurship education on job creation and employability of undergraduate students.

Validity of the Instrument

The items in the instruments were validated by experts in the fields of entrepreneurship education, test and measurement through a cross-examination by peer review in relation to the research questions raised for the study.

Reliability of the Instrument

The reliability of the instrument will be done through test-re-test method. 30 copies of the questionnaire were randomly administered on respondents selected which did not form part of the main study for pilot testing. The data collected in the first and second instances were correlated to ascertain the difference between the first and the second tests in order to obtain reliability co-efficient by using Pearson Product-Moment Correlation (PPMC) from which a co-efficient of 0.87 was obtained.

Methods of Data Collection

The administration of the instrument was carried out by the researcher and three volunteer research assistants who have preliminary knowledge on the content of the questionnaire, administration

procedure, privacy and confidentiality of the respondents. Items in the questionnaire was read to ensure accurate and reliable information. The researcher seeks permission and approval to conduct the research work from the authorities in the respective higher institutions selected for research.

Methods of Data Analysis

The data collected would be analysed using descriptive statistics. All the research questions raised would be analysed by the using mean rating and standard deviation. The justifications for using these statistical tools were to inform or know responses of the respondents that differ in size. The mid-point of 2.5 would be adopted as the bench mark.

Results

This section presents the results and interpretation from the data collected:

Research Question 1: What are the types of entrepreneurship education meant for job creation and employability of undergraduate students of higher institutions of learning in Kwara State, Nigeria?

Table 2: Types of entrepreneurship education meant for job creation and employability of undergraduate students of higher institutions of learning in Kwara State, Nigeria

S/N	Statements	Mean	Std. Deviation	Ranking	Decision
1.	Tailoring skills	3.74	.587	2 nd	Accepted
2.	Baking	3.78	.594	1 st	Accepted
3.	Shoe making	3.71	.581	3 rd	Accepted
4.	Soap making	3.68	.575	4 th	Accepted
5.	Bead making	3.61	.563	5 th	Accepted
6.	Carpentry	3.47	.496	8 th	Accepted
7.	Auto-mobile	3.53	.551	7 th	Accepted
8.	Electrical fittings	3.58	.471	9 th	Accepted
9.	Computer and phone repairs	3.58	.558	6 th	Accepted
10.	Writing of business plan	3.36	.474	10 th	Accepted

Table: 2 above shows that, out of ten (10) items that shows types of entrepreneurship education meant for job creation and employability of undergraduate students of higher institutions of learning in Kwara State, Nigeria. Mean and standard deviation derived from the data collated by the researcher indicated that items 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 were above average mean or mid-point of 2.5.

Research Question 2: What is the level of implementation of entrepreneurship education on job creation and employability of undergraduate students of higher institutions of learning in Kwara State, Nigeria?

Table 3: Level of Implementation of entrepreneurship education on job creation and employability of undergraduate students of higher institutions of learning in Kwara State, Nigeria

S/N	Statements	Mean	Std. Deviation	Ranking	Decision
1.	Entrepreneurship education is compulsory course in my school.	3.74	.587	2 nd	Accepted
2.	Entrepreneurship education is part of curriculum in my school.	3.78	.594	1 st	Accepted
3.	I am being taught entrepreneurship and vocational training.	3.71	.581	3 rd	Accepted
4.	Every student is expected to carryout practical on entrepreneurship education.	3.68	.575	4 th	Accepted
5.	Every student is expected to write business proposal on entrepreneurship education.	3.61	.563	5 th	Accepted
6.	Teaching aids/training materials are provided during entrepreneurship education in my school.	3.47	.496	8 th	Accepted
7.	Assessment is usually carried out to ascertain performance on entrepreneurship.	3.53	.551	7 th	Accepted

Table: 3 above shows that, out of ten (10) items that shows types of entrepreneurship education meant for job creation and employability of undergraduate students of higher institutions of learning in Kwara State, Nigeria. Mean and standard deviation derived from the data collated by the researcher indicated that items 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 were above average mean or mid-point of 2.5

Research Question 3: What are the factors responsible for implementation of entrepreneurship education and job creation on employability of undergraduate students of higher institutions of learning in Kwara State, Nigeria?

Table 4: Factors responsible for implementation of entrepreneurship education and job creation on employability of undergraduate students of higher institutions of learning in Kwara State, Nigeria.

S/N	Statements	Mean	Std. Deviation	Ranking	Decision
1.	To provide training that enables students acquire specialized skills to compete globally.	3.74	.587	2 nd	Accepted
2.	To provide training that enables students acquire the skills and competences in order to take advantage of life opportunities.	3.78	.594	1 st	Accepted
3.	To provide training that enables students acquire continuous education for self-reliance.	3.71	.581	3 rd	Accepted
4.	To increase access to technological education at tertiary education.	3.68	.575	4 th	Accepted
5.	To contribute to national development through high level of manpower training.	3.61	.563	5 th	Accepted

Table: 4 above shows that, out of five (5) items that shows the factors responsible for implementation of entrepreneurship education and job creation on employability of undergraduate students of higher institutions of learning in Kwara State, Nigeria. Mean and standard deviation derived from the data collated by the researcher indicated that items 1, 2, 3, 4 and 5 were above average mean or mid-point of 2.5.

Research Question 4: What are the impacts of entrepreneurship education on job creation and employability of undergraduate students of higher institutions of learning in Kwara State, Nigeria?

Table 5: Impact of entrepreneurship education on job creation and employability of undergraduate students of higher institutions of learning in Kwara State, Nigeria

S/N	Statements	Mean	Std. Deviation	Ranking	Decision
1.	The skills acquired through the entrepreneurship training made me establish a business.	3.70	.577	1 st	Accepted

2.	Through income made from entrepreneurship training I can afford three meals per day.	3.09	.574	4 th	Accepted
3.	Entrepreneurship training has improved my socio-economic status.	3.44	.571	2 nd	Accepted
4.	Through income made from entrepreneurship training I can afford to pay my medical bill.	3.04	.566	5 th	Accepted
5.	I'm now an employer of labour through the entrepreneurship training I venture into.	3.37	.563	3 rd	Accepted
6.	I can pay my children school fees with little or no problem.	2.77	.493	7 th	Accepted
7.	The programme exposed me to outside world.	2.54	.487	9 th	Accepted
8.	I invest through income made from vocational skills.	2.69	.471	8 th	Accepted
9.	I partake in socio-political activities in my community better.	2.92	.458	6 th	Accepted
10.	I interact better with other people in my daily activities.	2.51	.474	10 th	Accepted

Table: 5 above shows that, out of ten (10) items that shows the impact of entrepreneurship education on job creation and employability of undergraduate students of higher institutions of learning in Kwara State, Nigeria. Mean and standard deviation derived from the data collated by the researcher indicated that items 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 were above average mean or mid-point of 2.5.

Summary of Findings

From the analysis of data in the preceding tables, the following findings were deduced:

- i. The types of entrepreneurship education meant for job creation and employability of undergraduate students in higher institutions of learning in Kwara State includes: tailoring skills, soap making, computer and phone repairs, bead making and baking.
- ii. The level of implementation of entrepreneurship education on job creation and employability of undergraduate students of higher institutions of learning in Kwara State was high.
- iii. The factors responsible for implementation of entrepreneurship education and job creation on employability of undergraduate students of higher institutions of learning in Kwara State include: to provide training that enables students acquire specialized skills, to acquire skills for self-reliance and for manpower training.

- iv. The impact of entrepreneurship education on job creation and employability of undergraduate students of higher institutions of learning in Kwara State was high as evidently shown in the table 5.

Discussion of Results

One of the findings of this study revealed that tailoring skills, soap making, computer and phone repairs, bead making and baking are the types of entrepreneurship education meant for job creation and employability of undergraduate students in higher institutions of learning in Kwara State. This finding agrees with that of Armstrong (2003) believed that training and capacity building for both men and women is key priority for poverty reduction in order to address lack of appropriate skills and capacity both within the private and public sectors. Similarly, the finding of Franca et al (2013) revealed that, vocational and technical education is practical skills oriented which helps in the maximum creation of jobs and can contribute to strengthening the social links of a community by promoting employment creativity and sustainable means of subsistence.

Another finding from the study revealed that the level of implementation of entrepreneurship education on job creation and employability of undergraduate students in higher institutions of learning in Kwara State was high. This finding is in accordance with the work of Ambali, and Abdullahi (2016) reported that the participants' who succeed in completing vocational training programme benefited from the Directorate resettlement packages and loan to start a business, so as to create job in order to employ more hands ranked third. This finding supports the work of Dokubo and Dokubo (2014) which remarked that, vocational and technical education programmes are means for economic empowerment and they enable trainees acquires skills necessary for employment, self-reliance and community development. In words, the acquisition of these vocational skills can liberate the idle minds and transform them into self-reliant humans and empower them economically.

The third finding of this study is that the factors responsible for implementation of entrepreneurship education and job creation on employability of undergraduate students of higher institutions of learning in Kwara State include: to provide training that enables students acquire specialized skills, to acquire skills for self-reliance and for manpower training. The finding of this study is affirmed by National Policy on Education (2013) that one of the goals of tertiary education is to enable students acquire both physical and intellectual skills which will empower individuals to be a self-reliant and useful member of the society. Therefore, university education is said to be the type of education that prepares the young adult to achieve their potentials in and outside the labour market.

In the same vein, this result agrees with the findings of Middleton (2010) that entrepreneurship education was introduced by Nigerian government through the National Universities Commission (NUC) into the Nigerian University curriculum in 2006 with the aim of instilling entrepreneurship skills, knowledge, and attitudes in young adults so as to promote entrepreneurial innovations and

reduce youth dependency on white collar jobs, reduce youth unemployment and eradicate poverty in the nation. The introduction of entrepreneurship education was one of the intervention strategies in line with global trends to refocus university education. Entrepreneurship education in the universities is aimed at inculcating entrepreneurial skills and attitudes in students to motivate entrepreneurial intentions or increased considerations of entrepreneurship as a career by graduates. The fourth finding of this study revealed that entrepreneurship education had impact on job creation and employability of undergraduate students of higher institutions of learning in Kwara State. This is corroborated with the findings of Omoruyi and Osunde (2004) who found out that vocational skills acquisition among clientele could ensure gainful self-employment and create more employment opportunities for other members of the society. The results also affirm the claim of the National Directorate of Employment (2015) that 34,716 participants had been trained on tailoring, hair-dressing, knitting, carving, auto-mobile, carpentry, tiling, bricklaying, shoe making among others, the Directorate have increased the capacity of the trainee in the trades and as result set up their own business.

CONCLUSION

Based on the discussion it could deduced that entrepreneurship education had positive impact on job creation and employability of undergraduate student's social welfare practices, because it led to an increase in job creation and standard of living. Also, judging by the outcome of this study, it can be said that tailoring skills, soap making, computer and phone repairs, bead making and baking skills provided to students. Therefore, contributing to reduction in employment rate as well as solving their financial burden during and after graduation from school.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are hereby:

- i. The university management and entrepreneurship education providers should increase the number of skills or training that will lead to job creation and employability of undergraduate students of higher institutions of learning.
- ii. The university management should review their entrepreneurship education implementation strategies so as to ensure effectiveness delivery.
- iii. Entrepreneurship education providers should encourage more participation in vocational training that enables students acquire specialized skills for self-reliance and manpower training.
- iv. Entrepreneurship education providers should create more awareness about the impact of entrepreneurship education on job creation and employability of undergraduate students.

REFERENCES

- Abdullahi, A.K. & Ambali, T.T. (2016). Impact of National Directorate of Employment Vocational Training Programme on Living Standard of participants in Kwara State. *IBBUL Development Education Journal*. 1 (1). 98-106.
- Adejimola, A.S., & Olufunmilayo, T.O. (2009). Spinning off entrepreneurship culture among University students: Prospects and challenges. *African Journal of Business Management*, 3(1),80-88.
- Adeyemo, D.A. (2006). Types of research. In S.A Jimoh (Ed). *Research methodology in education: An interdisciplinary approach*. Ilorin: University of Ilorin Press.
- Armstrong, M. (2003). *A Handbook of Human Resource Management Practice*. London: Kegan Pages.
- Dilanchiev, A. (2014). Relationship between Entrepreneurship and Unemployment: The Case of Georgia. *Journal of Social Sciences*. 3 (2), 5-9
- Dokubo, I.N and Dokubo, C (2014), The Impacts of Vocational and Technical Education Programmes on the Empowerment of Rural Dwellers in South-South, Nigeria. *Journal of Educational and Social Research*. Vol. 4 No.3.
- Federal Republic of Nigeria (2013). *National Policy on Education* (5th edition) NERDC press Abuja: NPC
- Franca, C. N. et al (2013), Integrating Technical and Vocational Education in Youth Empowerment Programmes: An Approach to Nation Building and Job Creation in Nigeria. *Journal of Economics and Sustainable Development* 4(16). Retrieved from: <http://www.iiste.org/journals>
- Hassan, O. M. (2013). Curbing the unemployment problem in Nigeria through entrepreneurial development. *African Journal of Business Management*, 7(44), 4429-4444.
- Kavita, C. and Aashu, A. (2017). Youth Entrepreneurship: The Role and Implications for the Indian Economy. *Amity Journal of Entrepreneurship*. 2(2), 1-11. Retrieved from <https://amity.edu/UserFiles/admaa/9ffaaPaper%201.pdf>. (Accessed 5th September, 2021).
- Matlay, H. (2008). The impact of entrepreneurship education on entrepreneurial outcomes. *Journal of small business and enterprise development*, 15(2), 382-396.
- Middleton, K.L.W. (2010). *Developing entrepreneurial behaviour: Facilitating nascent entrepreneurship at the University*. A Thesis submitted at the Division of Management of Organizational Renewal and Entrepreneurship, Department of Technology Management and Economics, Chalmers University of Technology, Gothenburg, Sweden.
- National Directorate of Employment (NDE, 2015). *Kwara State Annual Reports*. Ilorin: NDE
- Okebukola, P. (2005). *Quality assurance in teacher education*. Ilorin: A publication of the Committee of Deans of Education in Nigerian universities.
- Olorundare, A.S., & Kayode, D.J. (2014). Entrepreneurship education in Nigerian universities: A tool for national transformation. *Asia Pacific Journal of Educators and Education*, 29, 155–175.
- Omoruyi, F.E & Osunde. A.U (2004) Evaluating the Effectiveness of the National Youth Employment and Vocational Acquisition Programme in Midwestern Nigeria. Retrieved from <http://www.dvv-vhs.de> (*Deutscher Volkshochschul-Verband e.V., DVV*) Germany. Adult Education & Development, 8(1):2-7
- Raosoft (2019). Online sample size calculator. Retrieved from www.raosoft.com/samplesize.html. (Accessed 12th May, 2021).

- Rasheed, H. S., & Rasheed, B. Y. (2003). Developing entrepreneurial characteristics in minority youth: The effects of education and enterprise experience. In *Ethnic entrepreneurship: Structure and process* (pp. 261-277). Emerald Group Publishing Limited.
- Rwigema, H and Venter, R. (2004). *Advanced Entrepreneurship*. Oxford University Press: Southern Africa.
- Slaughter, S., & Rhoades, G. (2004). *Academic capitalism and the new economy: Markets, state and higher education*. Baltimore, MD: Johns Hopkins University Press.