



Assessment of Entrepreneurship Education Programme Designed For School Leavers in Hong Local Government Area of Adamawa State, Nigeria

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Date of Submission: 03-12-2024

Date of Acceptance: 13-12-2024

Abstract

The study "Assessment of Entrepreneurship Education Programme Designed for School Leavers in Hong Local Government Area of Adamawa State, Nigeria" provide an insight to the relevance of Entrepreneurship Education to the school leavers in term of it importance and its delivering practice, with particular focus on entrepreneurial skills taught within these programs. The study aims to evaluate the effectiveness of the programme in equipping students with the necessary skills and knowledge to successfully start and manage their own businesses. It is an index to the problems and prospects of sustaining the course in the various schools in Nigeria in order to attain the set objective.

The research involves examining the curriculum, teaching method, and outcomes of the entrepreneurship education programme through survey and observation. Four research questions were raised for the survey. The descriptive survey research design was employed and the population consisted of all school leavers in Hong Local Government Area of Adamawa State. One hundred and fifty (150) school leavers, which represent 3% of the targeted population, were sampled for the study through random sampling techniques. A structured questionnaire, with 33 items, and rated on a four point scale, was used for data collection; while the mean and the standard deviation were used to analyze the data. The findings revealed that Entrepreneurship Education is highly beneficial in helping learners develop entrepreneurial skills. Furthermore, graduates of Entrepreneurship Education programs are seen to be more likely to become entrepreneurs than those without such qualification.

Overall, this study found that Entrepreneurship Education is important for the economic

development of a nation and that entrepreneurial skills are an integral part of these programs. The study, therefore recommends that the general school curriculum should be remodeled to inculcate entrepreneurial skills acquisition which will help school leavers to have employable skills, the three tiers of government that is, the federal, state and local government need to re-assess and reinforce the implementation of the entrepreneurship education policies, and entrepreneurship education should be made compulsory at all levels of education.

Keywords: Economic Development, Entrepreneurship Education, Entrepreneurial Skills, Self-Employment.

I. Introduction

Education is obviously the basic instrument for economic growth and technological advancement of any society. It is in recognition of this fact that, governments commit immense resources to ensure the provision of education for their citizens at affordable rate, or at times free, and ensure its accessibility to all citizens. However, entrepreneurship education is an essential element of this general education. It is concerned with imparting business orientation and knowledge for personal and national development. However, not adequate attention has been given to it.

Entrepreneurship education involves teaching students the fundamentals, concepts, theories, skills and processes of business. To this end, the tenet of entrepreneurship education embraces basic education for entrepreneurial skills and vocational practices (Kareem, Ademoye, Jolaosho & Sodiq, 2015). Education in this field should be basic at all levels, including: primary, secondary and higher education for education to really serve as a veritable vehicle for economic



growth and development as well as for the actualization of self-employment. Entrepreneurship education is a type of training which plays its part in the achievement of the general aims of education at any given level, it has primary objectives as the preparation of people to enter into a career, to render efficient services and to advance from their present levels of employment to higher ones which always have significant effect on the economic development (Ardyanfitri & Wahyuningtyas, 2016). Entrepreneurship education afford to every individual an opportunity to develop the skills, abilities and understanding that will enable him to handle competently his personal business affairs.

Manabete & Umar (2015) noted that on remarkable important characteristic of entrepreneurship education program is that, its products can function independently as self-employed and employers of labour. Because entrepreneurship education exposes students to different ways of being innovative, it also facilitates job competence as well as development of understanding and skills for vocational opportunities. Entrepreneurship without adequate education, knowledge and skills, usually leads to failure. In last few years, at least 60% of graduate are not able to get employment. Wherefore, people go into entrepreneurial venture, but unfortunately, they have not been adequately prepared to face the challenges in business because they lack skills. Now it has become necessary to incorporate entrepreneurship education into the curriculum at all levels in order to prepare graduates for self-employment.

Problem Statement

It is a known fact that unemployment is worst in this millennium era due to rapid increase in the population growth, poor educational background, inadequate training skills, thereby leading to low standard of living and economic backwardness. Scholars have written about entrepreneurship education in Nigeria but yet did not devise satisfactory way to boom bate unemployment. For example, Jwsshaka, Mohd-Amin & Dogara (2018) said Nigerian school leavers are faced with the challenge of unemployment because they lack adequate entrepreneurial skills. Since Jwsshaka, Mohd-Amin & Dogara (2018) found that, unemployment is associated with lack of entrepreneurial skills, this study is designed to assess the entrepreneurship education programme in other for government to inculcate entrepreneurship education into Nigerian school curriculum from primary school to tertiary institution for every

student to acquire the basic knowledge and skills of entrepreneurship education, right from primary school to higher levels of education to prepare them for self-reliance.

II. Aim and Objectives

The aim of this research is to assess the entrepreneurship education in educational curriculum at all levels of education at the study area. To achieve this target, the project sets the following specific objective:

- i. To examine whether there is provision for entrepreneurship education in the curriculum.
- ii. To examine whether there is adequate entrepreneurial skills training for school leavers in the study area.
- iii. To examine whether there are adequate facilities for entrepreneurial skills in the study area.
- iv. To examine whether there are adequate trained entrepreneurship education teachers in the study area.

Research Questions

- i. Is there provision for entrepreneurship education in the curriculum in Hong Local Government Area of Adamawa State, Nigeria?
- ii. Is there adequate entrepreneurial skills training for school leavers in Hong Local Government Area of Adamawa State, Nigeria?
- iii. Are there adequate facilities for entrepreneurial skills in Hong Local Government Area of Adamawa State, Nigeria?
- iv. Are there adequate trained entrepreneurship education teachers in Hong Local Government Area of Adamawa State, Nigeria?

III. Literature Review

Conceptual Review

Entrepreneurship is derived from French word 'entreprendre' meaning to 'undertake' it is a process of combining the creative and innovative abilities and skills of an individual to identify and create business in his environment, using the available resources to fulfill marketing objective. Although there seem not to be a universally acceptable definition of entrepreneurship by any scholar, most definitions have common elements of the presence of lucrative business opportunities in the immediate business environment and enterprising individuals. Jwsshaka, Mohd-Amin & Dogara (2018) definition of entrepreneurship equally emphasized innovation such as new product, new production method, new market and new forms of organization. Entrepreneurship is an ability that



some people have to accept risks and combine factors of production in order to produce goods and services.

Entrepreneurship education is the type of education which has the ability to impact on the growth and development of an enterprise through technical and vocational training. According to Adebisi (2015) it is the aspect of education which equips an individual and creates in the person the mindset to undertake the risk of venturing into something new by applying the knowledge and skills acquired in school.

Kwami, Vaduma & Onuh (2014) put it as that which creates the willingness and ability in a person to seek out investment opportunities in the society and be able to establish and run an enterprise successfully based on the identified opportunities. This means that entrepreneurship education helps to provide students with the knowledge, skills and innovation to encourage entrepreneurial business in variety settings.

Entrepreneurship education is the training given to individuals or groups to develop their innate entrepreneurial tendencies to acquire knowledge, skills, attitudes and values needed for lucrative business venture in their immediate environment in order to earn a sustainable living. Olusanya & Miller, (2014) defined entrepreneurship education as an educational program designed to prepare young people to acquire appropriate business skills, ideas and knowledge that will help them to live a fulfilled life, increase their economic status and contribute to the development of the society. Entrepreneurship is the process of assuming risk of uncertainty in a business venture but entrepreneurship education will equip students with relevant competencies, skill and knowledge to assume the risk of uncertainty in business venture. Entrepreneurship education is intended to equip graduates with entrepreneurial skills not only to make them to become self-reliance but to be more employable and to contribute their quota meaningfully to economic development.

The right skills and values could be inculcated into our youths to impel them for an enterprise culture through entrepreneurship education. Such training which should be objective driven must be empowered with motivation strategy, appropriate guidance, reinforcement and active participation of the learners in the view of Sarki, Jah & Nankumah (2014) entrepreneurship education is about learning skills needed to assume the risk of establishing and managing a business successfully. Aliyu (2014) posited that entrepreneurship education as a renewed process of achieving self-

reliance is centrally focused on acquisition of entrepreneurial competencies. The training in entrepreneurship education could be viewed from generic approach to teaching/learning which emphasizes the formation of optimal entrepreneurial actions based on existing market forces. The objectives of entrepreneurship education in any institution are geared towards proffering solution to societal needs, yearnings and aspiration. The government, individuals and corporate bodies' supportive services, are crucial for it thrive and attain the set objective. Graduates could acquire entrepreneurial competence and skills to have value re-orientation and take advantage of the numerous business opportunities in their immediate environment, able to identify a viable and lucrative business opportunity, establish the business in and enabling environment and manage it successfully. They could apply the strength, weakness, opportunities and threats (SWOT) analysis to identify a viable business opportunities and make appropriate choice. This analysis will acquaint them with the appropriate knowledge to assume risk within their level of capabilities, the business can grow and expand with the supporting services of financial institutions and provide ultimate satisfaction to the society's needs.

The Nigerian society is facing unemployment challenges of her young school graduates and economic quagmire. The training of her youths through a functional education such as entrepreneurship education to enable them look inward to the available opportunities in their environment and earn a sustainable living become worthwhile. This could go a long way to checkmate the prevailing circumstances of unemployment challenges and economic quagmire in the society.

Relevance of Entrepreneurship to the National Economic Development

Nigeria is highly endowed with vast natural resources which are underutilized due to ineptitude imposed by liberal education which lacked self-reliant motive. Nigeria's overdependence on oil-reliant economy could equally be traceable to the dearth in skills technical manpower development to harness the vast natural resources and as well as in enterprise culture. When it is recalled that researchers revealed that advanced countries in the world attained their economic status through enterprise culture, the case of Nigeria can be better imagined. Sarki, Jah & Nankumah (2014) stated that entrepreneurship is an integral part of America economy and is an engine for job creation and economic growth. Evan (2016) suggested that



entrepreneurship education should be introduced at an early age and organized for curricula integration of entrepreneurship education and community to develop a self-sustainable society. Entrepreneurship education is not only relevant to prepare youths for a productive future life but equally relevant to prepare adults for a more meaningful life, even after retirement. It could also serve as a panacea to the failure rate of enterprises in Nigeria through extended programs for current and prospective entrepreneurs in the society by organizing seminars, workshops, symposia among others. Adebisi (2015) perceived entrepreneurship education as a means of preparing the semi-retirees for productive life in their retirement age in order to avert the menace of idleness, rejection by family members in anticipation that the retirees could become liabilities and other anticipated things like frustration that could lead to untimely death. They advocated that provision of entrepreneurship education at semi-retirement age will equip future retirees to become successful entrepreneurs.

Entrepreneurship is relevant to the Nigerian economic development in the following diverse ways:

- a. It helps to create job opportunities.
- b. It alleviates poverty to achieve the millennium development goal of zero poverty.
- c. It curtails social vices.
- d. It creates wealth for individuals and nation.
- e. It re-orientates value for the utilization of local resources.
- f. It helps in the development of local technology.
- g. It aids the expansion of local markets to global competitiveness.
- h. It is an off-shoot of small and medium scale enterprises.
- i. It inculcates self-reliant motives on individuals and nations.
- j. It can increase productivity by harnessing local resources.

The Role of Entrepreneurship Education in National Development

As earlier noted that entrepreneurship education enables the student to explore and learn about the world of work and the relevant inherent and career interest of their choice, provide them with the necessary occupational information to enable them understand the various occupation in the world of world of work and enable them to acquire skills in the field of their choice. Business education contributes it roles for educating citizens of a country to run their businesses more successfully which helps to improve economy of a

country and thus helps indirectly in national development.

Entrepreneurship education played a vital role in national development, especially in areas which include the following: generation of employment opportunities, industrial development, entrepreneurship strategy, poverty alleviation, promotion of the Nigerian economy and promotion of the Nigerian culture and value. It is a form of vocational education that is directed towards developing the learner to become productive in teaching, paid employment and self-employment Manabete & Umar (2015).

According to Ardyanfitri & Wahyuningtyas (2016) Entrepreneurship education prepares beneficiaries for gainful employment and sustainable livelihood. It is generally seen as education for and about business. Entrepreneurship education is that aspect of vocational education which provides instruction and preparation for office occupation such as secretary, typist, book keeper, data processor, word processor, computer analyst and accountant. On the other hand, education about business provides knowledge and understanding of the economic, financial, marketing, accounting, management system and other branches of business endeavors. But in the word of Manabete & Umar (2015) Entrepreneurship education plays a significant role in the economic development by providing knowledge and skills to the learner, thereby enabling them to adequately impact knowledge into others and handle sophisticated office technologies and information systems. The goal of entrepreneurship education is primarily to provide competent, skillful and dynamic businessmen and women that will effectively compete in the world of employment. It has its primary aim, the preparation of people for roles in enterprises such roles could be an employee, entrepreneur and employer or self-employed.

According to Ardyanfitri & Wahyuningtyas (2016) a gainfully employed individual contributes to GDP per capita, reduce poverty and unemployment which are some of the indices of development. A well trained entrepreneurial educated can successfully be engaged into the following area: teaching profession from primary to university level depending on qualification, business enterprise as a promoter, manager, marketer, account clerk, secretary, word processor, sales presenter, broker, business owner and proprietorship of schools (primary, secondary, tertiary and training computer institute). Therefore, entrepreneurship education is what Nigeria needs most due to the high rate of unemployment to help



her solve most of her social-economic and developmental challenges especially in the realm of business.

Theoretical Framework

The theoretical framework for this study is hinged on three major theories:

David McClelland Psychological Theory

McClelland (1961) has argued that need for achievement is the propelling force for entrepreneurial spirit and an entrepreneur is someone who has the desire to achieve needs. This is born out of the desire to conceive business idea to achieve the need to satisfy consumers in a unique manner and make profit. This theory emphasizes the relevance of conception of business ideas which is usually physiological in nature. McClelland argued that entrepreneurial behaviours in individuals could be motivated by need for achievement which is demonstrated by Maslow's Hierarchy of Needs, referred to as 'n' achievement. McClelland believed that training emotional practices and value orientation only cannot yield the needed economic gain of a rational pursuit unless spur by a particular need. He believed that the nature of entrepreneurship differs amongst people and nations just as their need for personal and national achievements differ. In his study of comparing the relationship between economic growth and individual need for personal achievement he used citizens of societies and elicited information using questionnaire which he based his conclusions.

Max Weber Sociological Theory

Max Weber (1930) argued that teaching of certain norms, values and attitudes in an environment can change the inhabitants' orientation and transform them. He believed that ethical rationalization cannot manipulate at will but can be drawn from a stronger authority. In this theory, Weber used the Protestants' ethics to support his claim, experimenting with two Mexican Villages. Consequently, the teaching changed their orientation and they became enlightened and transformed. Through the transformation agenda they built schools and hospitals. They could train their children in schools and treated themselves in the hospitals whenever they fell sick. He argued that such religious ideology and teachings could be applicable to stimulate entrepreneurial spirit for economic development. The teachings on economic norms prevalent in Nigeria society through entrepreneurship education which could be sociological can reorient the youths and transform

them which could also reflect in the larger society. The coming of the Europeans into Nigeria brought western education which enlightened and transformed the citizenry. In the same vein entrepreneurship education is congruent to the Protestants ethics of religious teachings.

Joseph Schumpeter Innovative Theory of Entrepreneurship

The history of entrepreneurship dates back to the theory promulgated by Schumpeter in 1934. Schumpeter advocated that entrepreneurship employs the "Gale of Creative Destruction" to replace in whole or in part inferior innovation across markets and industries and simultaneously creating new products including business models. Schumpeter emphasized that those who are willing and able to convert new ideas or invention into successful innovations are called entrepreneurs and that "Creative destruction" is responsible for dynamism of industries and economic society. Today, there are diverse entrepreneurial activities, which are emanating from 'creative destruction' stirred up by the desire of men and women to convert new ideas or inventions into successful ventures. So, the nature of entrepreneurial dynamism varies from individual to individual and from industry to industry or organization to organization. Hence entrepreneurship ranges in scales e.g. cottage, small scale, medium scale and large scale businesses.

The natural creative dynamism of youths needs to be stirred up to become job inventors rather than job seeker through a functional education such as entrepreneurship education. Adebayo & Kolawole (2013) posited that Nigeria requires people who understand business principles and possess the creative skills to apply them in creative ways to develop an effective and prosperous economy. So entrepreneurship education can help to prepare the youths to be able to identify destructive opportunities and become creative in them to illuminate the business world for self-sustainability and economic transformation. They could become business entrepreneurs, social entrepreneurs, political entrepreneurs or knowledge entrepreneurs.

IV. Methodology

Study Area: The project was carried out in Hong Local Government Area of Adamawa State, Nigeria. Hong L.G.A, is situated some 150km North-East of Yola the Adamawa State capital. Education is one of the major priorities among the inhabitants of Hong L.G.A of Adamawa State, Nigeria. But yet they lack entrepreneurial skills.



Research Design: The descriptive survey design was used. This design is chosen because, as Creswell (2012) posits, the design accounts for data without manipulation or distortion. The design allows the investigator to come across data as they are.

Research Population: All school leavers in Hong metropolis from the population of the study, these were estimated to be 5,000. This includes: primary schools, secondary schools and college of education Hong.

Sample Size and Sampling Techniques: A sample of 150 school leavers was drawn using random sampling techniques. The technique is chosen

because it represents the whole population of the study.

Research Instrument: The questionnaire constituted the chief instrument of data collection. This was supported by interviews and observation.

Data Analysis: Data collected for this study was analysed using mean score and real limit of response to make decision on the assessment of entrepreneurship education programme designed for school leavers in Hong Local Government Area of Adamawa State, Nigeria.

Research Question I

Is there adequate provision for entrepreneurship education in the curriculum in Hong Local Government Area of Adamawa State, Nigeria?

Table i: Data analysis of entrepreneurship education in the curriculum in Hong Local Government Area of Adamawa State, Nigeria.

Provision for Entrepreneurship Education	N	SA	A	D	SD	X	Std. Dev.
There are specific courses or programs offered at this institution that focus on teaching entrepreneurship skills and concepts	150	40 26.7%	60 40%	30 20%	20 13.3%	2.80	0.98
Have you participated in entrepreneurship-related extracurricular activities or workshops during your time at this institution	150	3 2%	2 1.3%	30 20%	115 76.7%	1.29	0.59
The current curriculum prepares students for starting and running their own businesses	150	2 1.3%	8 5.3%	40 26.7%	100 66.7%	1.41	0.66
There is need for more emphasis on entrepreneurship education in the curriculum	150	60 40%	90 60%	0 0%	0 0%	3.40	0.49
Entrepreneurship education is important for all students, regardless of their intended career path	150	120 80%	28 18.7%	2 1.3%	0 0%	3.79	0.44
Current curriculum adequately prepares students with the necessary entrepreneurial skills and knowledge	150	8 5.3%	0 0%	12 8%	130 86.7%	1.24	0.71
Entrepreneurship education should be a mandatory part of the curriculum for all students at this institution	150	109 72.7%	39 26%	2 1.3%	0 0%	3.71	0.48

Keys: N= Sample size, SA= Strongly Agree, A= Agree, D= Disagree, Strongly Disagree, X=Mean, Std. Dev.=Standard Deviation.

Table I presents the results of Mean and Standard Deviation analysis of entrepreneurship education in the curriculum in Hong Local Government Area of Adamawa State, Nigeria. The result reveals that 66.7% of the respondents agreed that there are specific courses or programs offered at the institutions that focus on teaching entrepreneurship skills and concepts while 33.3% disagreed that there are no specific courses or programs offered at those institutions in Hong Local

Government Area that focus on teaching entrepreneurship skills and concepts (Mean= 2.80, Std. Dev.= 0.98). Again, 3.3% of the respondents agreed that they have participated in entrepreneurship-related extracurricular activities or workshops during their time at those institution in Hong Local Government Area while 96.7% disagreed (Mean= 1.29, Std. Dev. = 0.59). Also, 6.6% of the respondents agreed that the current curriculum prepares students for starting and



running their own businesses while 93.4% have disagreed that the current curriculum do not prepares students for starting and running their own businesses (Mean= 1.41, Std. Dev.= 0.66). In the same vein, 100% of the respondents agreed that there is need for more emphasis on entrepreneurship education in the curriculum while 0% disagreed with that (Mean= 3.40, Std. Dev.= 0.49). Furthermore, 98.7% agreed that Entrepreneurship education is important for all students, regardless of their intended career path while 1.3% disagreed (Mean= 3.79, Std. Dev.= 0.44).). It could also be observed that, 5.3% agreed that current curriculum adequately prepares students with the necessary entrepreneurial skills and knowledge while 94.7%

disagreed with that (Mean= 1.24, Std. Dev.= 0.71). More so, 98.7% agreed that Entrepreneurship education should be a mandatory part of the curriculum for all students at those institution while 1.3% disagreed (Mean= 3.71, Std. Dev.= 0.48). From the result, it could be observed that, there is no adequate provision for entrepreneurship education in the curriculum in Hong Local Government Area of Adamawa State, Nigeria.

Research Question II

Is there adequate entrepreneurial skills training for school leavers in Hong Local Government Area of Adamawa State, Nigeria?

Table ii: Data analysis of entrepreneurial skills training for school leavers in Hong Local Government Area of Adamawa State, Nigeria.

Entrepreneurial Skills Training	N	SA	A	D	SD	X	Std. Dev
Have you had any opportunities to develop practical entrepreneurial skills, such as business planning, marketing, or financial management, through coursework or extracurricular activities	150	0 0%	10 6.7%	50 33.3%	90 60%	1.47	0.62
Have you participated in any entrepreneurial projects or competitions that have helped you apply your skills and knowledge in a practical setting	150	0 0%	5 3.3%	75 50%	70 46.7%	1.57	0.56
Have you received any formal training or education specifically focused on developing entrepreneurial skills during your time at this institution	150	5 3.3%	15 10%	45 30%	85 56.7	1.60	0.80
The current training programs in teaching practical entrepreneurial skills such as business planning, marketing, and financial management is effective	150	3 2%	5 3.3%	63 42%	79 52.7%	1.55	0.66
Have you had the opportunity to apply the entrepreneurial skills learned in training to real-world scenarios or projects	150	0 0%	6 4%	24 16%	120 80%	1.24	0.51
The training programs adequately prepare you for starting and running your own business	150	0 0%	5 3.3%	49 32.7%	96 64%	1.39	0.55
Have you received mentorship or guidance from faculty members or industry professionals to enhance your entrepreneurial skills training	150	0 0%	0 0%	60 40%	90 60%	1.40	0.49
Are you confident in your ability to successfully implement entrepreneurial skills in a business setting after completing the training programs	150	0 0%	6 4%	40 26.7%	104 69.3%	1.35	0.56
Are there any gaps or areas of	150	100	40	2	8	3.55	0.77



improvement you have identified in the current entrepreneurial skills training offered at this institution		66.7%	26.7%	1.3%	5.3%		
There is need for additional resources or support services to enhance the effectiveness of entrepreneurial skills training for learners in study area	150	110 73.3%	40 26.7%	0 0%	0 0%	3.73	0.44
Have you participated in any entrepreneurial workshops, seminars, or practical exercises as part of your entrepreneurial skills training	150	0 0%	3 2%	47 31.3%	100 66.7%	1.35	0.52

Keys: N= Sample size, SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, X=Mean, Std. Dev. =Standard Deviation.

Table II presents the results of Mean and Standard Deviation analysis of entrepreneurial skills training for school leavers in Hong Local Government Area of Adamawa State, Nigeria. The result reveals that 6.7% of the respondents agreed that they had opportunities to develop practical entrepreneurial skills, such as business planning, marketing, or financial management, through coursework or extracurricular activities while 93.3% disagreed with that (Mean= 1.47, Std. Dev.= 0.62). Again, 3.3% agreed that they have participated in entrepreneurial projects or competitions that have helped them apply their skills and knowledge in a practical setting while 96.7% disagreed (Mean= 1.57, Std. Dev.= 0.56). Also, 13.3% agreed that they have received formal training or education specifically focused on developing entrepreneurial skills during their time at those institutions while 86.7% disagreed (Mean= 1.60, Std. Dev.= 0.80). More so, 5.3% agreed that the current training programs in teaching practical entrepreneurial skills such as business planning, marketing, and financial management is effective whereas 94.7% disagreed (Mean= 1.55, Std. Dev.= 0.66). In the same vein, 4% agreed that they had the opportunity to apply the entrepreneurial skills learned in training to real-world scenarios or projects whereas 96% disagreed (Mean= 1.24, Std. Dev.= 0.51). Again and again, 3.3% agreed that the training programs adequately prepare them for starting and running your own business while 96.7% disagreed (Mean= 1.39, Std. Dev.= 0.55) and 100% of respondents have completely agreed that they have not received mentorship or guidance from faculty members or

industry professionals to enhance their entrepreneurial skills training (Mean= 1.40, Std. Dev.= 0.49). Furthermore, 4% agreed that they have confidants in their ability to successfully implement entrepreneurial skills in a business setting after completing the training programs whereas 96% disagreed (Mean= 1.35, Std. Dev.= 0.56). It could also be observed that, 93.4% agreed that there are gaps or areas of improvement they have identified in the current entrepreneurial skills training offered in those institutions while 6.6% disagreed with that (Mean= 3.55, Std. Dev.= 0.77). Also, 100% of the respondents completely agreed that there is need for additional resources or support services to enhance the effectiveness of entrepreneurial skills training for learners in the study area (Mean= 3.73, Std. Dev.= 0.44). More so, 2% agreed that they have participated in entrepreneurial workshops, seminars, or practical exercises as part of their entrepreneurial skills training while 98% disagreed with that (Mean= 1.35, Std. Dev.= 0.52). From the result, it could be deduced that the grand mean responses of the students on the entrepreneurial skills training for school leavers tends to 1.84 which is an indication that majority of the students did not acquire adequate entrepreneurial training skills. Therefore, inference could be made that there are no adequate entrepreneurial skills training for school leavers in Hong Local Government Area of Adamawa State, Nigeria.

Research Question III

Are there adequate facilities for entrepreneurial skills in Hong Local Government Area of Adamawa State, Nigeria?

Table iii: Data analysis of adequate facilities for entrepreneurial skills in Hong Local Government of Adamawa State, Nigeria.

Entrepreneurial Skills Facilities	N	SA	A	D	SD	X	Std. Dev.
The current facilities and resources	150	5	0	55	90	1.47	1.67



available at this institution adequately support the development of entrepreneurial skill among learners		3.3%	0%	36.7%	60		
There are no limitations or challenges in accessing facilities or resources needed for your entrepreneurial skills training at this institution	150	4 2.7%	0 0%	36 24%	110 73.3%	1.32	0.62
Are there specific facilities, such as co-working spaces, labs, or technology resources, that you feel are lacking or could be improved to better support entrepreneurial skills development	150	77 51.3%	70 46.7%	3 2%	0 0%	3.49	0.54
Are there any opportunities to utilize specialized facilities or equipment for practical training in entrepreneurship, such as prototyping labs or computer software	150	5 3.3%	5 3.3%	40 26.7%	100 66.7	1.43	0.72
Are there any support or guidance from the institution in utilizing facilities or resources for entrepreneurial skills training	150	3 2%	9 6%	48 32%	90 60%	1.50	0.70
Access to adequate facilities is important for developing practical entrepreneurial skills in the study area	150	50 33.3%	100 66.7%	0 0%	0 0%	3.33	0.65
Have you face any barrier in accessing training facilities or resources for entrepreneurship due to factors such as scheduling, availability, or funding constraints	150	60 40%	85 56.7%	0 0%	5 3.3%	3.33	0.65
Additional investments or improvements are needed in the facilities and resources available for entrepreneurial skills development at the institution	150	120 80%	30 20%	0 0%	0 0%	3.80	0.40

Keys: N= Sample size, SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, X=Mean, Std. Dev. =Standard Deviation.

Table III presents the results of Mean and Standard Deviation analysis of adequate facilities for entrepreneurial skills in Hong Local Government Area of Adamawa State, Nigeria. The result reveals that 3.3% of the respondents agreed that the current facilities and resources available at those institutions adequately support the development of entrepreneurial skill among learners while 96.7% disagreed with that (Mean= 1.47, Std. Dev.= 0.67). Again, 2.7% agreed that there are no limitations or challenges in accessing facilities or resources needed for the entrepreneurial skills training in those institutions while 97.3% disagreed (Mean= 1.32, Std. Dev.= 0.62). Also, 98% agreed that there are specific facilities, such as co-working spaces, labs, or technology resources that are lacking or could be improved to better support entrepreneurial skills development whereas 2% disagreed (Mean= 3.49, Std. Dev.= 0.54). More so, 6.6% agreed that there are opportunities to utilize specialized facilities or

equipment for practical training in entrepreneurship, such as prototyping labs or computer software while 93.4% of the respondents disagreed with that (Mean= 1.43, Std. Dev.= 0.72). Likewise, 8% agreed that there are support or guidance from the institution in utilizing facilities or resources for entrepreneurial skills training while 92% disagreed (Mean= 1.50, Std. Dev.= 0.70). It could also be observed that, 100% of the respondents completely agreed that access to adequate facilities is important for developing practical entrepreneurial skills in the study area (Mean= 3.33, Std. Dev.= 0.47). Furthermore, 96.7% agreed that they have face some barriers in accessing training facilities or resources for entrepreneurship due to factors such as scheduling, availability, or funding constraints while 3.3% disagreed (Mean= 3.33, Std. Dev.= 0.65). In the same vein, 100% of the respondents have completely agreed that additional investments or improvements are needed in the facilities and resources available for entrepreneurial skills development in those institutions (Mean= 3.80, Std.



Dev.= 0.40). From the result, it could be observed that there are no adequate facilities for entrepreneurial skills in Hong Local Government Area of Adamawa State, Nigeria.

Research Question IV

Are there adequate entrepreneurship education teachers in Hong Local Government Area of Adamawa State, Nigeria?

Table iv: Data analysis of entrepreneurship education teacher skill in Hong Local Government of Adamawa State, Nigeria.

Entrepreneurship Education Teacher	N	SA	A	D	SD	X	Std. Dev.
Is there any instructors or teachers who specialize in teaching entrepreneurship education during your time at this institution	150	20 13.3%	10 6.7%	60 40%	60 40%	1.93	1.00
The current entrepreneurship education teachers have provided you with the necessary knowledge and skills to succeed in business ventures	150	10 6.7%	5 3.3%	40 26.7%	95 63.3	1.53	0.85
Have you had the opportunity to participate in any practical or hands-on activities related to entrepreneurship education in your courses	150	6 4%	0 0%	100 66.7%	44 29.3	1.79	0.64
The entrepreneurship education teachers were accessible for consultations or extra help outside of class	150	10 6.7%	0 0%	80 53.3%	60 40%	1.73	0.77
The entrepreneurship education teachers at this institution are knowledgeable and experienced in the field	150	18 12%	5 3.3%	87 58%	40 26.7	2.01	0.89
Have you received mentorship or guidance from entrepreneurship education teachers on starting and running your own business	150	10 6.7%	2 1.3%	90 60%	48 32%	1.83	0.76

Keys: N= Sample size, SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, X=Mean, Std. Dev. =Standard deviation.

Table IV presents the results of Mean and Standard Deviation analysis of adequate entrepreneurship education teachers in Hong Local Government Area of Adamawa State, Nigeria. The result reveals that 20% of the respondents agreed that there are instructors or teachers who specialize in teaching entrepreneurship education during their time in those institutions while 80% of the respondents disagreed (Mean= 1.93, Std. Dev.= 1.00). Also, 10% agreed that the current entrepreneurship education teachers have provided them with the necessary knowledge and skills to succeed in business ventures while 90% disagreed (Mean= 1.53, Std. Dev.= 0.85). Again, 4% agreed that they had the opportunity to participate in practical or hands-on activities related to entrepreneurship education in their courses while 96% disagreed (Mean= 1.79, Std. Dev.= 0.64). Furthermore, 6.7% agreed that the entrepreneurship

education teachers were accessible for consultations or extra help outside of class while 93.3% disagreed with that (Mean= 1.73, Std. Dev.= 0.77). More so, 15.3% agreed that the entrepreneurship education teachers in those institutions are knowledgeable and experienced in the field while 84.7% disagreed (Mean= 2.01, Std. Dev.= 0.89). In the same vein, 8% agreed that they have received mentorship or guidance from entrepreneurship education teachers on starting and running their own business while 92% disagreed that they have not received mentorship or guidance from entrepreneurship education teachers on starting and running your own business (Mean= 1.83, Std. Dev.= 0.76). Generally, inference could be made that there are no adequate and professional entrepreneurship education teachers in Hong Local Government Area of Adamawa State, Nigeria.



V. Discussion of Findings

The result from table I show the analysis of entrepreneurship education in the curriculum. The result revealed that there is no adequate provision for entrepreneurship education in the curriculum in Hong Local Government Area of Adamawa State, Nigeria. This could be due to the fact that government did not pay much attention to entrepreneurship education programme for learners; probably they could not view entrepreneurship education as one of the keys to economic growth and development or a path to solving high rate of unemployment, social-economic and developmental challenges as Ugwuogo (2013) asserted that a gainfully employed individual contributes to GDP per capita, reduce poverty and unemployment which are some of the indices of development. A well trained entrepreneurial educated can successfully be engaged into the following area: teaching profession from primary to university level depending on qualification, business enterprise as a promoter, manager, marketer, account clerk, secretary, word processor, sales presenter, broker, business owner and proprietorship of schools (primary, secondary, tertiary and training computer institute). Therefore, entrepreneurship education is what Nigeria needs most due to the high rate of unemployment to help her solve most of her social-economic and developmental challenges especially in the realm of employment.

The result from table II shows the analysis of entrepreneurial skills training for school leavers. The result reveals that there are no adequate entrepreneurial skills training for school leavers in Hong Local Government Area of Adamawa State, Nigeria. This is due to the fact that school leavers have not had the opportunities to develop practical entrepreneurial skills through their coursework or extracurricular activities. Besides lack of practical entrepreneurial skills, mentorship or guidance from faculty members or industry professionals to enhance learners entrepreneurial skills is also lacking as Chaha & Agu (2013) reported that entrepreneurial skills plays a significant role in the economic development by providing knowledge and skills to the learner, thereby enabling them to adequately impact knowledge into others and handle sophisticated office technologies and information systems. The goal of entrepreneurial skills is primarily to provide competent, skillful and dynamic businessmen and women that will effectively compete in the world of employment. It has its primary aim, the preparation of learners for roles in enterprises such roles could be an employee, entrepreneur and employer or self-employed.

The result from table III shows the analysis of facilities for entrepreneurial skills. The result reveals that there are no adequate facilities for entrepreneurial skills in Hong Local Government Area of Adamawa State, Nigeria. This is due to the fact that there are limitation and challenges in accessing facilities needed for entrepreneurial skills training at the institutions probably, because government have not been supportive in providing adequate resources for entrepreneurial skills training wherefore, additional investments or improvement are needed in the facilities and resources available for entrepreneurial skills development at the institutions as Becta (2014) reported that if there is a lack of technical support available in a school, then it is likely that technical maintenance will not be carried out regularly, resulting in a higher risk of technical breakdown. In teaching several studies indicated that lack of technical support is a main challenge to using technologies.

The result from table IV shows the analysis of entrepreneurship education teachers. The result reveals that there are no adequate entrepreneurship education teachers in Hong Local Government Area of Adamawa State, Nigeria. This is due to the fact that there is no adequate specialize teachers in teaching entrepreneurship education at the institutions. Besides entrepreneurship education teachers were not accessible for consultations outside of class wherefore, mentorship or guidance from entrepreneurship education teachers on starting and running of business is lacking. The finding is in agreement with Fafuwa (2006), who asserted that the problem affecting teaching today is as a result of people who cannot make good elsewhere but, because they have the minimum qualification required, joined teaching profession for necessity rather than choice. Amoor in Ugwuogo (2012) also asserted that the employment of unqualified teachers to teach entrepreneurship education courses is a great obstacle to quality of entrepreneurship education graduates while most of the institutions that offers entrepreneurship education programme suffers from shortage of qualified teachers.

VI. Conclusion

Entrepreneurship education is the bedrock of any national development since entrepreneurship education students can benefit from school education when they are exposed or equipped with entrepreneurship skills that are saleable in the labour market, world of business, and the society at large. The assertion is supported by studies which showed significant relationship between entrepreneurship education and national development inclusive of this



research work. Entrepreneurship education therefore has the potential of empowering development if the identified impediments are tackled headlong.

There is a high level of youth unemployment in Nigeria according to statistical data, despite the initiative of government in coming up with several programs to reduce the level of youth unemployment in Nigeria greater emphasis must be placed on entrepreneurship education. No meaningful youth employment program can be achieved without efficient and effective entrepreneur skills. The promotion of entrepreneurship program will lead to wealth creation, employment generation and sustainable livelihood.

The success of entrepreneurial program in Nigeria hinges on proper planning, efficient implementation, adequate funding and motivation. For Nigeria to address the socio-economic changes currently taking place thereby survives in the modern world, she must ensure that her youths were equipped with the best and the latest skills. Entrepreneurship education should align its curricula to labour market demands in order to provide youths with sufficient skills necessary to access good job. Since an adage says “no man is an island” there must be in place a framework for pulling together resource and expertise of entrepreneurial education. This will create understanding, cooperation and good academic input into various business education issues. The integration system of pay way should be adopted to bring together business education curriculum, academic and applied curriculum, the labour market demands, institution and the society at large. It cannot be overemphasized that business education is an engine for economic growth. No nation can fight a war without an army. Nigeria cannot develop without well-equipped business education in institutions. Nigeria needs to create a new approach for the concept of business education and its purpose to the society.

The clarion call to rejuvenate the Nigerian workforce became imperative due to the increasing rate of unemployment and training the youths in entrepreneurship education was recognize a viable option. Unfortunately, adequate time and resources are not provided to enable teachers effectively deliver the course contents. Consequently, the training is theory-based at the expense of practical training. Since the teacher face numerous challenges to effectively deliver the course contents using limited time and resources for the teeming students’ population it becomes imperative to employ strategies that could enhance their effectiveness in

instructional delivery practice. Strategy such as academic-industrial synergy, follow-up service, teacher’s collegiality predictive expectancy, a motivation strategy, constant internal monitoring and evaluation were found to be relevant to enhance the effective delivering of the course contents.

Recommendations

- i. The general school curriculum should be remodeled to inculcate entrepreneurial skills acquisition which will help school leavers to have employable skills.
- ii. All levels of education should do away with the obsolete technologies imbedded in curriculum and thus adjust it to the current technological age and cultivate a certain scientific and technological standard and ensuring the adequate provision of such facilities.
- iii. The three tiers of government that is, the federal, state and local government need to re-assess and reinforce the implementation of the entrepreneurship education policies.
- iv. Government should ensure adequate provision of material resources that could facilitate effective teaching/learning of the course considering its importance to address unemployment.
- v. Government should properly and adequately fund entrepreneurship education. This can be achieved through increase in the budgetary allocation to the level of education by government.
- vi. Government agencies and schools authorities should ensure that adequate time is provided to deliver the course contents.
- vii. School authorities should make conscious efforts to engage in a synergetic and symbiotic relationship with industries to ensure students effective practical training particularly, those industries within their immediate locality and environment whether formal or informal.
- viii. Multinational agencies/companies should support learning of entrepreneurship education as it serves a basis for economic revival and a main stream activity to enable transformations to take place very fast in the nation.
- ix. Teachers should endeavor to make teaching/learning particularly –oriented by making improvisation where possible.
- x. On the job training programs such as workshops, seminars should be made free and compulsory to teachers/lecturers in the field to acquaint themselves with these skills so that they can in turn impact in student effectively.



- xi. Entrepreneurship education should be made compulsory at all levels of education.
- xii. Credit facilities should be made available to the willing entrepreneurs with the necessary skills who are eager to explore them in achieving national development.

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