

Entrepreneurship Education and Unemployment Reduction in Benue State, Nigeria

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ABSTRACT

The study examined Entrepreneurship Education and Unemployment Reduction in Benue State, Nigeria. The population of the study comprises 270 beneficiaries of entrepreneurship training programmes in Central Bank of Nigeria Entrepreneurship Development Centre and Centre for Youths and Women Skills Acquisition training centers in Vandeikya Local Government Area while the sample size for the study is 125 respondents. The questionnaire was used as the instrument for data collection. Cronbach Alpha was used for reliability of instrument and factor analysis was employed to test the validity of the instrument. The data were analyzed using descriptive statistical tools such as tables and simple percentages while multi regression was used for hypotheses testing with the aid of Statistical Package for Social Sciences (SPSS 21). The findings of this study indicates that entrepreneurship education contribute significantly to unemployment reduction in Vandeikya Local Government Area of Benue State through wealth creation (P -value $0.000 < \alpha 0.05$). Findings of the study also revealed that entrepreneurship education has significant effect on unemployment reduction in Vandeikya Local Government Area of Benue State through employment generation (P -value $0.000 < \alpha 0.05$). Finally, the study revealed that entrepreneurship education has significant effect on skills acquisition in Vandeikya Local Government Area of Benue State (P -value $0.000 < \alpha 0.05$). It was concluded that the contribution of entrepreneurship training and education on unemployment reduction through youth empowerment and wealth creation will be much significant if entrepreneurship is encouraged at all level in the state especially at local and community level. It was recommended among others that Entrepreneurs and would-be entrepreneurs should properly manage their business and create wealth for others through the revenue they generate by rendering financial assistance where necessary.

Keywords: Entrepreneurship, Education, Unemployment, Benue, Nigeria

INTRODUCTION

Background to the Study

All over the world, it can be seen that there is a strong recognition of the importance of entrepreneurship in the development of national economy. Entrepreneurship education has continued to feature as a captivating theme in local summits and international conferences because of its potency as tool for mitigating unemployment and other social-economic challenges inhibiting sustainable development in all parts of the globe. There is no doubt

that unemployment is one of the major challenges facing economies of the world (developed and developing). This exerts more distorting impacts on the developing economy (Iyahen, 2010). According to Ekanem (2005), a developing economy such as Nigeria's is faced with poor growth performance which manifests in the rising incidence of poverty, massive graduate unemployment, skyrocketing inflation, worsening balance of payments disequilibrium, monumental external debt burden, widening income disparity and growing fiscal imbalances, which taken together can be said to constitute major causes of underdevelopment. In all, rising graduate unemployment poses the most pervasive and devastating effect which threatens the productivity of the Nigerian economy (Akpanenua, 2005).

Entrepreneurship education has continued to feature as a captivating theme in local summits and international conferences because of its potency as tool for mitigating unemployment and other social-economic challenges inhibiting sustainable development in all parts of the globe. Inclusion of entrepreneurship education into curricula of tertiary institutions started in the United States of America as far back as 1947 (Acs and Storey, 2004) unlike Nigeria where it is a recent development that dated back to 2006 (Adeyemi, 2006; Enemuoh, 2006). Education is a veritable tool for enhancing economic growth and national development. It is seen as the cornerstone of development because it forms the basis of literacy, skill acquisition, technological advancement, knowledge acquisition and ability to harness the natural resources of the environment.

Unemployment among graduates has remained one of the fundamental challenges threatening the economic development and stability of Nigeria. The situation in Nigeria is gloomy with seven (7) out of 10 graduates being either unemployed, underemployed or simply unemployable as at 2006, while over 200,000 graduates remain unemployed as at the last five years (Anyakoha, 2001). Considering the fact that these graduates constitute the most active segments of the population, their inability to find good jobs portend grave danger for the country. Unfortunately, owing to the dysfunctional nature of our educational system, most of them do not possess relevant skills that would –be employers may need. Entrepreneurship education inculcates in individuals entrepreneurial skills that enable them confront situations in creative and innovative ways (Agu and Chiaha, 2013). They further explained that such entrepreneurial individuals create jobs for themselves and others thereby reducing unemployment. Most universities in Nigeria, as a result, now offer entrepreneurship education, mainly guided in their operations by a curriculum developed by the National Universities Commission (NUC). This study therefore examines the effect of entrepreneurship education in the reduction of unemployment in Vandeikya Local Government Area of Benue State.

Statement of the Problem

The population in Nigeria has been on steady increase and job opportunities are getting leaner and leaner especially for graduates. The implication is that, unemployable graduates are scattered all over the country, causing problems. Additionally, university education in Nigeria has had a tremendous expansion with increasing number of graduates, but then, most of these graduates are unemployed because they do not have the right and required skills to be self-employed or be employed. The situation of graduate unemployment has resulted in youth restiveness in the form of kidnapping, prostitution, armed robbery, political thuggery and advanced fee fraud. A proper appraisal of the situation shows that most of these graduates engage in these activities because they lack requisite skills that enhance self-employment. Lack of employability skills resulting from inadequate

and obsolete skill training in the universities in Nigeria for the past few years has thrown some university graduates into the labour marketing search of jobs. This pathetic situation prompted the establishment of the entrepreneurship development centres for the purpose of inculcating entrepreneurial skills in prospective graduates. This implies that if the existing educational programmes and practices in our universities can enable students to acquire adequate skills and talents required by employers and also as self-employed individuals, these students would not often be unemployed upon graduation from university. Most authors have argued that entrepreneurship education imbues students with requisite entrepreneurial skills thereby empowering them for self-reliance and this enhances the reduction in crimes often attributed to them. This study therefore examines the effect of entrepreneurship education on unemployment reduction in Vandeikya Local Government Area of Benue State.

Purpose of the Study

The main purpose of the study is to examine the effect of entrepreneurship education on the reduction of unemployment in Benue State, Nigeria. Specifically, the study seeks to:

- i. determine the effect of entrepreneurship education on wealth creation in Vandeikya Local Government Area, Benue State, Nigeria.
- ii. examine the effect of entrepreneurship education on employment generation in Vandeikya Local Government Area, Benue State, Nigeria.
- iii. examine the effect of entrepreneurship education on skills acquisition in Vandeikya Local Government Area, Benue State, Nigeria.

LITERATURE REVIEW

The literature review is done under the following sub-headings: theoretical framework, conceptual framework, empirical studies and summary of literature review.

Theoretical Framework

Cognitive Theory

Cognitive theory was propounded by Taylor (1998). The theory assumes that individuals do not possess a perfect knowledge of the world because there is too much information out there to handle. As a consequence they have to select information and interpret them based on their previous experiences and so, see and know the world differently. Behavioural patterns are the products of two psychological processes. The first process operates through the selection of environments and the second through the product of environments. When people have gained certain preferences and standards of behaviour, they tend to choose activities and individuals who share the same set of preferences, thereby mutually reinforcing pre-existing personal inclinations and fixed courses of actions. More precisely, the individual characteristics leading to an entrepreneurial career are only activated when exposed to a favourable socialization process, where an entrepreneurial career is as a viable possibility among others. Thus the social environment is of primary importance to foster future entrepreneurs. The general idea is that individual characteristics are precursor traits and in the context of a given 'cafeteria of experiences' help to determine both how experiences are weighted or attended to and how the individual reacts to those

experiences. That is, individuals will only activate their entrepreneurial potential if they have a certain specific ability and sensitivity, there are environmental possibilities and if they have social support. These three prerequisites must be fulfilled if actions are to be taken to become an entrepreneur. Actually, this interaction between ability or skills, environmental possibilities and social support is likely to lead to a positive reinforcing spiral where the entrepreneur is supported and therefore can further develop his specific set of skills (Akpanenua, 2005). In other words, there is a movement from studying the personality of the entrepreneur to studying the situations that lead to entrepreneurial behaviour. Behaviour is heavily based on how individuals perceive the situation or environment and how the environment is presented to them (Oviawe, 2010).

Applying this theory to the work, it becomes pertinent that the teaching and learning of entrepreneurship education releases the entrepreneurial potentials of students thereby enabling them to secure jobs after school or at best, becoming self-employed through the establishment of their own businesses through the plethora of knowledge and skills they may have acquired during their stay in school. Additionally, the theory explains that individuals activate entrepreneurial potentials when there are environmental possibilities. The environmental possibility in question is the teaching of entrepreneurship education (Onoja and Ekpa, 2005). This means that with entrepreneurship education, individual's entrepreneurial potentials and skills are enhanced thereby, enabling them develop skills that will be of great benefit to them and their society. Both theories also, accept that individuals can activate their entrepreneurial potentials if there are environmental possibilities of which entrepreneurship education is one of the environmental possibilities that activate individual entrepreneurial potentials.

Human Capital Theory (HCT)

The human capital theory as propounded by Robert (1991) advocates education as a tool for improving human capital, stimulating labour productivity and boosting the levels of technology across the globe. Human capital theorist encourage spending on nation's workforce (people working with public and private sector organizations) because expenditure on training and development is a productive investment like investment on physical assets (Olaniyan and Okemakinde, 2008). Besides, human capital enhancement through quality education is a critical factor that propels economic growth and sustainable development. Schumpeter (1934) views entrepreneurship training as responsible for creative destruction, that is, education act as an impetus for creating new ideas, improved techniques, new technologies and new products. In addition, Van-Den-Berg (2001) establishes a correlation between the level of education and new product development in knowledge-based economies that invested massively in education, technology and related growth elements. This study is relevant to the study because it explains that entrepreneurship education helps human beings acquire the necessary skills needed in the establishment of businesses.

Conceptual Framework

Concept of Entrepreneurship

An entrepreneur is a risk-taker who comes up with fresh ideas, and makes good decisions about opportunities and potential projects. According to Ikeme (2007), an entrepreneur identifies needs and generates ideas on how to proactively satisfy these needs at a profit. An entrepreneur is one who has the ability to identify, evaluate

business opportunities, and also, initiate appropriate action to successfully execute the identified business. Oni (2007) sees an entrepreneur as a manager who functions as a planner and decision maker; organizational designer; innovator; problem solver, coach and counselor; teacher and learner, advocate and model of style. Entrepreneurship describes the entrepreneurs' actions as that which exists when a person develops a new venture or a unique way of giving the market place a product or service by using resources in a new way under conditions of risk. Uzoka (2006) defines entrepreneurship as the process of increasing the supply of entrepreneurs or adding to the stock of existing small, medium and big enterprises available to a country by creating and promoting many capable entrepreneurs, who can successfully run innovative enterprises, nurture them to growth and sustain them, with a view to achieving broad socio-economic development goals. Furthermore, Acs and Storey (2004) noted that entrepreneurship revolves around the realization of existence of opportunities in combination with decision to commercialize them by starting a new firm. Onah (2006) broadly categorized entrepreneurship into four: mining and agriculture; manufacturing and construction enterprises; distribution business; and services. Mining and agriculture involves quarrying and mining oil, farming, goats and cattle rearing, horticulture and a host of others.

Concept of entrepreneurship education

Entrepreneurship education could be conceptualized as the type of educational process geared towards equipping students with creative and innovative ideas that will enhance self-employment and job creation. Entrepreneurship education inculcates in individuals entrepreneurial skills that enable them confront situations in creative and innovative ways (Agu and Chiahah, 2013). Entrepreneurship education can also be viewed in terms of the skills that can be taught and the characteristics that can be engendered in individuals that will enable them to develop new and innovative plans. In the light of the above, Offorman, (2000), defined entrepreneurship education as a formal structured instruction that conveys entrepreneurial knowledge and develops in students, focused awareness relating to opportunity, recognition and the creation of new ventures. Thus, entrepreneurship education aims at inculcating in an individual the ability to seek information and advice; make decisions; plan one's time and energy; carry through an agreed responsibility; communicate and negotiate; deal with people in power and authority; solve problems; resolve conflicts; evaluate performance and sue feedback to improve; cope with stress and tension; and achieve self-confidence (Agu and Ikeme, 2013).

In entrepreneurship education, students participate in real life learning experiences where they have opportunities to acquire planning and organizing skills, take risks, manage the results and learn from the outcomes; acquire communication skills to enable them communicate freely with members of the society; acquire creative/innovative skills to enable them become creative and innovative by adding value to work; students also acquire decision-making/problem-solving skill which gives them an edge to solve delicate problems and proffer relevant solution when necessary (Ikeme, 2008). Okala (2004) sees entrepreneurship education as a subject area that seeks to change people's attitudes and beliefs and to equip them with the skills necessary to plan, launch, and successfully manage their own business enterprises.

Concept of unemployment reduction

The great need for entrepreneurship development in Nigeria today, more than ever, is necessitated by the rate of unemployment and its effect on both the people and the nation and the need for small and medium enterprises. According to Agu (2010), unemployment is a situation in which persons capable and willing to work are unable to find suitable paid employment. According to the International Labour Organisation (ILO) (2007), unemployed workers are those who are currently not working but are willing and able to work for pay, currently available to work and have actively searched for work. Onoja and Ekpa (2005) define unemployment as the facts of a number of people not having a job; the number of people without a job; the state of not having a job. The unemployed population refers to people who are willing and capable of working but are unable to find suitable paid employment (Alao, 2005). Nigeria does not seem to have credible data on the rate of unemployment (Udu and Agu, 2005) because no institution has been able to produce accurate figures showing the current rate of unemployment (Udu and Agu, 2005). According to Chukwubikem, (2008) and Salami, (2011) despite the abundant human and natural resources notwithstanding, Nigeria is still one of the poorest countries in the world and has one of the highest rates of youth unemployment in sub-Sahara Africa, despite of its alleged strong economic growth. Going by the study of unemployment in Nigeria, Adebayo (1999) and Awogbenle and Iwuamadi (2010) have recognized some leading causes of youth unemployment in Nigeria; the first to be identified is the rapidly growing urban labour force arising from rural urban migration. The factor is aggravated and provoked in Nigeria by the lack of infrastructural facilities, which makes the rural life unattractive. Youths move to urban areas with the probability of getting lucrative and productive employment in the industries. In addition, there is the focus of social amenities in the urban centres. This implies that the rural areas are neglected in the allocation of social and economic opportunities. Unemployment is one of the major economic problems. There are many different reasons why a person could be unemployed. Three of those causes are cyclical, structural and seasonal unemployment (Agu and Chiaha, 2013). The government tries to find solutions in order to reduce unemployment by making up policies. Cyclical unemployment are one of the causes of unemployment in the society. When a person is cyclically unemployed, it means that the income is limited to the economic state and there are more jobs when economy is well however when it's not the number of jobs available decrease (Ekanem, 2005).

Dimensions of entrepreneurship education

i. Technical, Vocational Education and Training (TVET)

Technical, Vocational Education and Training (TVET) is the type of education which provides individuals with skills, knowledge and attitudes for effective employment in a specific occupation. UNESCO (2005) viewed TVET as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related science, the acquisition of knowledge, practical skills and attitude relating to occupations in various sectors of economic and social life. Oni (2007) posited that Technical, Vocational Education and Training (TVET) is an aspect of education that provides the recipients with the basic knowledge and practical skills needed for entry into the world of work as employees or self-employed.

The FRN (2004) stated the following objectives for TVET:

- (a) To provide trained manpower in applied science, technology and commerce particularly at sub-professional level.

- (b) To provide the technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.
- (c) To provide people who can apply scientific knowledge to the improvement and solution of environmental problems for the use and convenience of man.
- (d) To give an introduction to professional studies in engineering and other technologies.
- (e) To give training and impart the necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant.
- (f) To enable our young men and women to have an intelligent understanding of the increasing complexity of technology.

Technical, Vocational Education and Training equip individuals with skills for paid and self-employment.

ii. Self-employment

Self-employment refers to a situation where an individual creates, begins and takes control of the business decision rather than working for an employer. Adebayo and Kolawole (2013) described self-employment as the act of working for oneself. According to Obuala (2004), self-employment is the act of generating one's income directly from customers, clients or other organizations as opposed to being an employee of a business or person. When one is self-employed, it means one is carrying on one's own business rather than working for an employer (Citizens Information, 2014). This implies that self-employment is a situation in which an individual works for him/herself instead of working for an employer that pays salary or wages. Since the three tiers of government in Nigeria have categorically stated that it is not possible for government alone to provide employment for all the unemployed, there is need to revitalize the implementation of entrepreneurship education to enhance self-employment.

Measures of unemployment reduction

i. Wealth Creation

Wealth creation and social vitality are the economic goals of both men and women entrepreneurs. To achieve this, entrepreneurs usually combine their efforts to form a strong base either in the rural or urban areas and channel the same towards economic development. Teamwork, networking and managerial competence have been recommended as good promotional strategies that can be adopted by women entrepreneurs to pull their resources together towards best business practices, contacts, and references. Business networks can help women identify and secure partners for future transactions (Antai and Anam, 2010). Wealth creation has to do with improving the quality of life of the people. Standard of living is the level of welfare available to individual or to the group of people. It refers to the ease by which people are able to satisfy their needs. According to Oviawe (2010) wealth creation can be thought of as a measure of the quality of life or level of material prosperity enjoyed by individuals, a specific demographic group, or a geographic region such as a country.

ii. Employment Creation

Employment generation is the foundation of any rural development program in a country. Several stages are involved in the employment generation process, which include creating immediate short term opportunities that yield quick impact and the development of more enduring livelihood. Sustainability and long term impact should be duly considered in implementing any employment generation program since it performs both political and

social functions (Akpanenua and Agada, 2006). Employment gives the active population a stake in the economy of the country by providing them with a source of livelihood and an alternative to violence, thereby encouraging a stable and secure environment. Economically, employment provides income to poor families thereby restoring domestic demand for goods/services and stimulates overall growth. The population of every economy is divided into two categories, the economically active and the economically inactive population. The economically active population (labour force) or working population refers to the population that is willing and able to work, including those actively engaged in the production of goods and services (employed) and those who are unemployed (Osuala, 2004).

iii. Skills Acquisition

Skills refer to the ability to perform an act expertly. It is that expertness practiced ability or proficiency displayed in the performance of a task. Skill is a well-established habit of doing something which involves the acquisition of performance capability through repetitive performance of an operation (Offorman, 2000). Skill could be defined as the learned capacity to carry out pre-determined results often with the minimum outlay of time, energy, or both. Fischer and Bidell (2005) define skill as a capacity to act in an organized way in a specific context. A skill is a translation of one's expertise/knowledge into a behavior. In adapting the skill concept to entrepreneurial behavior, it is suggested that entrepreneurial skills represent a capacity to organize and develop a business successfully and sustainably.

Review of Related Empirical Studies

Anaele (1997) conducted a study to identify the entrepreneurial competencies needed by technical college students for self-employment in South-East, Nigeria. The major purpose of the study was to identify the entrepreneurial competencies needed by technical college students for self-employment. The population of the study comprised 514 entrepreneurs in technical occupations and 388 technical teachers in Abia, Anambra, Ebonyi, Enugu and Imo states. The study employed the descriptive survey design. The study identified about ninety (90) entrepreneurial competencies needed by technical college students for self-employment. Anaele's study is similar to the present study in that, instrument used for the study was structured questionnaire and the present study used the same. Also, the two studies discussed the entrepreneurial skills and competencies needed by students. Nevertheless, they differ in some respects. While Anaele's study was about entrepreneurial competencies needed by technical college students for self-employment, the present study focused on entrepreneurial skills needed by undergraduate students to become self-employed and become entrepreneurs.

Anyakoha (1999) conducted a study on enhancing the entrepreneurial skills of operators of home economics-related businesses and its implications for entrepreneurship education in Enugu State. The major purpose of the study was to determine the entrepreneurial skills of operators of home economics-related businesses and its implications for entrepreneurship education. The population comprised 1,894 entrepreneurs of home economics-related businesses in Enugu state, while the sample used for the study was 322. A structured questionnaire consisting of 42 items was used to elicit information from the respondents. Mean and standard deviation was used to analyze the data. The study found about sixteen personal skills and sixteen management-related skills needed by operators of home Economics-related businesses. These include: ability to take calculated risk, accept responsibility for one's action, and relate appropriately with people, keep appropriate records and inventories

and interpret financial statement. Anyakoha's study relates to the present study in that, the two works is anchored on entrepreneurship education. However, they differ in some respects. For instance, while Anyakoha's study was about enhancing the entrepreneurial skills of operators of home economics-related businesses and its implications for entrepreneurship education, the present study focuses on the enhancement of entrepreneurial skills among undergraduates through entrepreneurship education.

Obi (2001) studied communication skills needed by university graduate employees for successful job performance in business organizations in Nigeria. The purpose of the study was to find out the communication skills needed by university graduate employees. Three research questions guided the study. Descriptive survey design was used for the study. The sample for the study consisted of 250 drawn from the population of 780 respondents. A 30-item questionnaire was used to elicit information from the respondents. The findings of the study show that, employees differed in their rating of the importance of writing, speaking, reading and listening skills required by university graduate employees for successful job performance, but not significantly. The study concluded that university graduate employees were perceived deficient in all the four clusters of communication skills. The reviewed study is related to the present study in that; they treated the skills needed by students to become successful entrepreneurs. However, while the reviewed work focused only on communication skills, the present work focuses on communication skills and all other entrepreneurial skills such as decision making skills marketing skills, managerial skills, financial skills, problem solving skills etc.

Eziama (2002) carried out a study on entrepreneurial skill needs of women in small-scale enterprises in Imo state. The purpose of the study was to find out the entrepreneurial skills (managerial, personality and human relation skills, marketing, sales, financing and accounting skills) needed by women entrepreneurs operating small-scale enterprises in Imo state, Nigeria . Descriptive survey design was used for the study. The population used for the study was 985 and the sample for the study consisted of 252 literate women (managers/owners) of small-scale enterprises. A 30- item questionnaire was used to elicit information from the respondents. The findings of the study show that women entrepreneurs operating small scale enterprises in Imo state require entrepreneurial skills such as; managerial skills, personality and human relations skills, marketing skills, financial management and accounting skills. This study is related to the present study in the sense that it addressed entrepreneurial skills needs of women in small-scale enterprises in Imo state and the present study focused on entrepreneurship development. The study however, was carried out in Imo state while the present study is carried out in Benue State.

Onah (2006) carried out a study on entrepreneurship education needs of self-employed artisans and craftsmen in Enugu urban. The purpose of the study was to find out the entrepreneurial education needs required by craftsmen and artisans. Six research questions and three null hypotheses guided the study. The researcher used descriptive design for the study. The population of the study comprised 1,840artisans/craftsmen while the sample used for the study was 600 artisans/craftsmen. The instrument used for data collection was a structured 30- item questionnaire. Mean scores were used to answer the research questions while a two-way ANOVA was used to test the null hypothesis. The findings of the study show that six entrepreneurial skills, which include

management skills, accounting skills, public relation skills, marketing skills, communication skills and record keeping skills are very important to every self-employed craftsmen and artisan.

The study suggested strategies self-employed craftsmen and artisan could utilize to meet up with or realize their goals. These strategies include; skills in stating or formulating clear goals with good initiative; ability to maintain/sustain personal drive, competency in maintaining singleness of purpose; skills in developing the right attitudes to work. The current study is related to the reviewed study in that the study investigated entrepreneurship education needs of self-employed artisans and craftsmen while the current study seeks to investigate entrepreneurship education as a vital tool for the enhancement of entrepreneurial skills among undergraduates. However, while the present study seeks to find out the entrepreneurial skills and the employability skills needed in students to be self-employed and be employed in various organizations, the reviewed study only focused on skills for one to be self-employed.

James (2006) carried out a study on pre-service skill needs for increasing the employability of technical college graduates in Niger State. The purpose of the study was to determine the pre-service skills needed by technical college graduates in relation to the labour market skills requirements for increased employability. Three research questions and one null hypothesis guided the study. Survey research design was used for the study. The total population for the study was 286. There was no sampling since the population was of manageable size. A structured questionnaire consisting of 92 items was used to elicit information from the respondents. Mean and standard deviation was used to analyze the data and answer the research questions. The researchers found that employers prefer finished products or graduates of universities who possess adequate and relevant employability skills and would not need expensive re-training on the job. The work under review is related to the present work in that, they both focused on enhancing the employability skills of students. However, they also differ in some respect. For instance, while the reviewed study focused on increasing the employability skills of graduates in Niger state, the present study focused on enhancing the entrepreneurial skills of undergraduates in the South East.

Agbogidi (2007) carried out a study on entrepreneurial skills required by auto mechanics technology students in the technical colleges for establishing small and medium scale enterprises in Delta State. The purpose was to identify entrepreneurial skills required by auto mechanics technology students. A descriptive survey design was used for the study. No sampling was carried out since the number of the respondents was small. Therefore, the entire population was used for the study which is 59 respondents. A 10-item questionnaire was used to elicit information from the respondents. The researcher found that efficiency in automobile repairs and other areas require that workers be given skills and knowledge adequate to handle the work that they perform. These skills include managerial skills, financial management skills, marketing skills and communication skills. The reviewed study is related to the present study in the sense that the study addressed entrepreneurial skills required by auto mechanics technology students in technical colleges for establishing small and medium scale enterprises, while the present study emphasized the relevance of entrepreneurial skills in students. However, the reviewed study only investigated communication skills, marketing skill, financial management skills and managerial skills, while the present study discussed other entrepreneurial skills.

Agu and Chiaha (2013) carried out a study on entrepreneurship education and graduate employability in Nigeria. The purpose of the study was to investigate entrepreneurship education and employability of university graduates in Nigeria. Two research questions and two null hypotheses guided the study. Survey research design was used for the study. The sample for the study was 320 drawn from the population of 3,780 participants using a multistage sampling technique. Three instruments were used for the data collection. These include, structured questionnaire on graduate entrepreneurship education and employability skills (GEESQ), interview schedule and entrepreneurship content analysis. The structured questionnaire consisted of 25 items. The researchers found that entrepreneurship education enables graduates possess employability skills. According to the researchers, entrepreneurship education inculcates employability skills and consequently leads to high entrepreneurial index (EI) of the graduates. The reviewed study is related to the present study because they both seek to investigate the employability of graduates through entrepreneurship education. However, while the reviewed study focused on the employability of university graduates in Nigeria, the present study seeks to investigate the enhancement of entrepreneurial skills of undergraduates through entrepreneurship education in Benue State Nigeria.

Agu *et al.* (2013) carried out a study on a paradigm shift in entrepreneurship education pedagogy in Nigeria: issues that must be confronted to evolve best practices. The purpose of the study was to find out if the pedagogies for entrepreneurship education delivery in Nigerian universities correspond with those of best practice universities. Two research questions and two hypotheses guided the study. The study adopted descriptive survey and quasi experimental research designs. The population for the study comprised of 850 while the sample used for the study comprised of 252 students. Three instruments were used for data collection. They are questionnaire, group discussion guide and thirdly, skill development test questionnaire. The structured questionnaire comprised of 13 items. The researcher found that business plan competition (BPC) pedagogy is usually used in Nigerian universities. Additionally, the light pedagogy category used by the researcher is not able to impart significantly on students' entrepreneurial skills. The relationship between the reviewed study and the present study is that both studies are keen on ascertaining the various pedagogies used in teaching entrepreneurship education. But while the reviewed study focused mainly on the pedagogies, the present study seeks to examine the extent to which it imparts entrepreneurial skills in students.

METHODOLOGY

Research Design

The design chosen for this study is a descriptive survey. The study was carried out in Vandeikya Local Government Area with twelve administrative council wards in the Local Government. The population of the study comprises 270 beneficiaries of entrepreneurship training programmes in Benue State with particular emphasis on beneficiaries of Central Bank of Nigeria Entrepreneurship Development Centre and Centre for Youths and Women Skills Acquisition training centers in Vandeikya Local Government Area, Benue State within the period under review (2011-2016). This population is derived from Benue State Ministry of Trade and Investment. It comprises of the following entrepreneurship training programmes as shown in Table 1.

Table 1: Population of the Selected Entrepreneurship Training Programmes

S/N	Entrepreneurship Training Programme (ETP)	Number of Beneficiaries
1.	C.B.N Entrepreneurship Development Centre	120
2.	Centre for Youths and Women Skills Acquisition	150
	Overall Total	270

Source: Field Survey, 2017.

Employing Yamane (1967) formula to calculate the sample size from 270 beneficiaries (target population), the study arrived at a sample size of 161 employees who were accessed through random sampling technique. The data for this study was collected through the administration of questionnaires to the respondents. This was done in order to get their views as regards the study variables. The questionnaire was adopted for this study since it is the most suitable tool for a survey design adopted by the study. The researcher made use of factor analysis to measure the significant dimensions of entrepreneurship education and provide them a rating on a comparison scale. Factor analysis was used in this study to maintain the independence of each variable. Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were used to assess the construct validity of each variable in the study. Bartlett's test of Sphericity was employed to test the hypothesis that the original correlation matrix is an identity matrix. At 1% level of significance, the results show that the data is highly significant ($p < 0.001$), and therefore Factor Analysis is appropriate. According to the results from the KMO and Bartlett's Test, the Kaiser- Meyer- Olkin (KMO) which measures the sample adequacy was .684 while the Bartlett's Test of Sphericity was significant (App. chi-square= 232.557, sig. is .000) which indicates the sufficient inter correlations of the factor analysis.

For reliability of the measurement instrument, a pilot test was done on $\frac{1}{3}$ of the sample size ($0.33 \times 161 = 53$). Reliability test was necessary to ensure the consistency of the results. As can be seen in the Table 2, the Cronbach's Alpha for each of the constructs was greater than 0.70. This implies that all the constructs are reliable and can be used in this study. It is asserted that a useful rule of thumb for research studies is that reliability should be at least 0.70.

Table 2: Reliability Test Results

Variable	Cronbach's Alpha	No. of Items
1. Entrepreneurship Education	0.717	5
2. Wealth Creation	0.733	3
3. Employment Generation	0.728	4
4. Skills Acquisition	0.736	4
Overall Reliability	0.729	16

Source: SPSS Output, 2017.

Method of Data Collection

The researcher employed the services of two research assistants to administer the instrument. The direct delivery and retrieval method was employed to administer the instrument to ensure high return of the instrument. These questions were designed using a four point Likert (1961) scale for measurements ranging from strongly agree to strongly disagree. The distribution of questionnaire to the respondents showed that out of 161 questionnaire distributed, 125 (78 %) questionnaires were retrieved while 36 (22 %) were not retrieved from the respondents.

Data Analysis Technique

Mean and Standard Deviation was used to analyze the data and answer the research questions while the null hypotheses was tested using Chi-square (X^2) statistics at 5% (0.05) level of significance. The analysis was done with the aid of Statistical Package for Social Science (SPSS). Chi-square is given as:

$$x_c^2 = \frac{\sum(fe - fo)^2}{fe} \text{-----(3.3)}$$

Where:

X_c^2 = Calculated value of chi-square

\sum = Summation

Fo = observation frequencies

Fe = expected frequencies (mean).

Decision Rule

If the calculated value of X^2 (Chi-square) is greater than the tabulated value of X^2 , we reject the null hypothesis (Ho) and accept the alternative hypothesis (Ha).

If the Chi-square (X^2) tabulated is greater than the calculated value of X^2 , we accept the null hypothesis (Ho) and reject the alternative hypothesis (Ha).

RESULTS AND DISCUSSION

Test of Hypotheses

The three hypotheses formulated in the study were tested using Chi-square (X^2) as follows:

Test of hypothesis one

Ho₁: There is no significant effect of entrepreneurship education on wealth creation in Vandeikya Local Government Area, Benue State.

Table 7: Chi-square Test for Hypothesis One

	Value	df	Asymp. Sig. (2-sided)
Chi-square	25.542 ^a	6	.000
Likelihood Ratio	185.984	6	.000
Linear-by-Linear Association	46.589	1	.000
N of Valid Cases	125		

Source: SPSS Output, 2017.

Using $df = 6$ and 0.05 level of significance, the Chi-square tabulated $\chi^2_t = 12.952$ while the Chi-square calculated $\chi^2_c = 25.542$. Since the chi-square calculated $\chi^2_c = 25.542$ is greater than the chi-square tabulated $\chi^2_t = 12.952$ and the P-value (0.000) is less than the alpha level (0.05), we therefore reject the null hypothesis and the alternative hypothesis is accepted. We therefore conclude that, there is significant effect of entrepreneurship education on wealth creation in Vandeikya Local Government Area, Benue State.

Test of hypothesis two

H₀₂: Entrepreneurship education has no significant effect on employment generation in Vandeikya Local Government Area, Benue State.

Table 8: Chi-square Test for Hypothesis Two

	Value	df	Asymp. Sig. (2-sided)
Chi-square	33.542 ^a	6	.000
Likelihood Ratio	83.984	6	.000
Linear-by-Linear Association	7.589	1	.000
N of Valid Cases	125		

Source: SPSS Output, 2017.

Using $df = 6$ and 0.05 level of significance, the Chi-square tabulated $\chi^2_t = 12.952$ while the Chi-square calculated $\chi^2_c = 33.542$. Since the chi-square calculated $\chi^2_c = 33.542$ is greater than the chi-square tabulated $\chi^2_t = 12.952$ and the P-value (0.000) is less than the alpha level (0.05), we therefore reject the null hypothesis and accept the alternative hypothesis that entrepreneurship education has a significant effect on employment generation in Vandeikya Local Government Area, Benue State.

Test of hypothesis three

H₀₃: There is no significant effect of entrepreneurship education on skills acquisition in Vandeikya Local Government Area, Benue State.

Table 9: Chi-square Test for Hypothesis Three

	Value	df	Asymp. Sig. (2-sided)
Chi-square	29.659 ^a	6	.000
Likelihood Ratio	49.751	6	.000
Linear-by-Linear Association	72.341	1	.000
N of Valid Cases	125		

Source: SPSS Output, 2017.

Using $df = 6$ and 0.05 level of significance, the Chi-square tabulated $\chi^2_t = 12.952$ while the Chi-square calculated $\chi^2_c = 29.659$. Since the chi-square calculated $\chi^2_c = 29.659$ is greater than the chi-square tabulated $\chi^2_t = 12.952$ and the P-value (0.000) is less than the alpha level (0.05), we therefore reject the null hypothesis and accept the alternative hypothesis that there is significant effect of entrepreneurship education on skills acquisition in Vandeikya Local Government Area, Benue State.

Discussion of Findings

Effect of entrepreneurship education on wealth creation in Vandeikya Local Government Area, Benue State, Nigeria.

The analysis of the data collected from the respondents revealed that entrepreneurship education creates wealth for the owners and many youths in Benue State. Chi-square was used to test the hypothesis at 5 % level of significance and the p-value (0.000) was lower than the significance level. This can be statistically given as P-value $0.000 < \alpha = 0.05$. This result was in agreement with Onoja and Ekpa (2005) reported that entrepreneurship as a concept has widened the thinking horizon of individuals thereby improving the quality of their lives and creating wealth for them and their families.

Effect of entrepreneurship education on employment generation in Vandeikya Local Government Area, Benue State, Nigeria.

Also, the analysis of the data collected from the respondents indicated that entrepreneurship education has a positive significant effect on employment generation in Benue State. Chi-square was used to test the hypothesis at 5 % level of significance and the p-value (0.000) was less than the significance level. This can be statistically given as P-value $0.000 < \alpha = 0.05$. This finding was supported by Bowale and Akinlo, (2012) who found that SMEs have been able to reduce the rate of poverty in Nigeria by encouraging many youths to be self-employed. Ayoola (2008) also found that entrepreneurship stimulates job creation through the formation of small and medium scale enterprises. Entrepreneurs create so many employment openings through their activities, hence the labour intensity structure of small and medium scale enterprises accounts for their recognition as a job creation avenue.

Effect of entrepreneurship education on skills acquisition in Vandeikya Local Government Area, Benue State, Nigeria.

Finally, the analysis for the purpose of achieving objective three was based on test of the effect of entrepreneurship education on skills acquisition. The findings from the study revealed that entrepreneurship education has positive significant effect on the development of skills by many youths in Benue State. To confirm the findings above, chi-square was used to test the hypothesis at 5 % level of significance and the p-value (0.000) was lower than the significance level 0.05. This can be statistically given as P-value $0.000 < \alpha = 0.05$. Osuala (2004) asserted that entrepreneurship helps to develop a pool of potential entrepreneurs who are well equipped with skills and technical know-how to manage small and medium scale industries.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The contribution of entrepreneurship training and education on unemployment reduction through youth empowerment and wealth creation will be much significant if entrepreneurship is encouraged at all level in the state especially at local and community level. Youth development and empowerment are vital stages in life for building the human capital that allows young people avoid poverty and leave better life. Education and training helps individuals to be empowered and escape poverty by providing them with the skills and knowledge to raise their output, income and wealth. The technical skill is significant, as seen in the relationship between the technical skill and youth empowerment for the selected areas. This shows that government should promote entrepreneurship training and education through appropriate policy in Benue State. A more enduring solution will be found in equipping students with the knowledge, skills, and attitudes to create jobs and be self-employed. This can be achieved through an enriched entrepreneurship education programme that would ensure the sustainability and the growth of Nigeria as a nation. Therefore, the production of potential entrepreneurs through entrepreneurship education in our institutions of learning should be the focus of our educational system in this country if the goal of sustainable national development is to be achieved.

Recommendations

Based on the findings this study, the researcher recommends that:

- i. Entrepreneurs and would-be entrepreneurs should properly manage their business and create wealth for others through the revenue they generate by rendering financial assistance where necessary.
- ii. Government should create enabling environment for entrepreneurship to thrive favourable environment for entrepreneurship development should be devoid of social insecurity which hampers foreign and domestic investments. This will enable entrepreneurs to create more job opportunities for the unemployed youths.
- iii. Entrepreneurship development should be inculcated into the school's curriculum to promote human empowerment and development through entrepreneurial skill acquisition and training.

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