ASSESSMENT OF ENTREPRENEURSHIP EDUCATION ON SELF-EMPLOYABILITY AMONG BUSINESS EDUCATION GRADUATES OF AHMADU BELLO UNIVERSITY, ZARIA

BY

ALHASSAN JABIR

(U14VB1107)

NOVEMBER, 2018

ASSESSMENT OF ENTREPRENEURSHIP EDUCATION ON SELF-EMPLOYABILITY AMONG BUSINESS EDUCATION GRADUATES OF AHMADU BELLO UNIVERSITY ZARIA

BY

ALHASSAN JABIR

(U14VB1107)

A THESIS SUBMITTED TO BUSINESS EDUCATION SECTION,

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION,

FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY,

ZARIA

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCINCE EDUCATION (B.Sc. Ed) IN BUSINESS EDUCATION

NOVEMBER, 2018

DECLARATION

I declare that this research work titled "ASSESSMENT OF ENTREPRENEURSHIP EDUCATION ON SELF-EMPLOYABILITY AMONG BUSINESS EDUCATION GRADUATES OF AHMADU BELLO UNIVERSITY ZARIA" was conducted by me in the Department of Vocational and Technical Education under the supervision of Mal.Salisu L. Ladan. It was not being presented anywhere to the best of my knowledge for any certificate neither has it been partially or wholly published in other medium before now. All sources of information, material or journal consulted for this research work have been duly acknowledged by means of references.

ALHASSAN JABIR. DATE.

U14VB1107.

CERTIFICATION

This project titled“ASSESSMENT OF ENTREPRENEURSHIP EDUCATION ON SELF-EMPLOYABILITY AMONG BUSINESS EDUCATION GRADUATES OF AHMADU BELLO UNIVERSITY ZARIA” written by ALHASSAN JABIR meets the regulations governing the award of the degree of BSc, Ed (Business Education) in Ahmadu Bello University, Zaria and it is approved for its contribution and literary presentation.

MAL. SALISU L. LADAN DATE.

PROJECT SUPERVISOR

DR. SANI IBRAHIM DATE.

(HEAD OF DEPARMENT).

VOCATIONAL AND TECHNICAL EDUCATION.

EXTERNAL EXAMINER. DATE.

DEDICATION.

This research work is dedicated to the entire family of Mal. Alhassan Muhammad Auwal(IMAM) and MalamaUmmukhulthum Muhammad Auwal (MAI KAROFI).

ACKNOWLEDGEMENT.

My esteemed obligation goes to almighty Allah (SWT). My profound gratitude and deepest appreciation goes to my project supervisor, mal. Salisu L.Ladan who employed scholastic expertise to guide me through this study work day and night, I will forever be grateful sir. My sincerely gratitude and salute goes to my lecturers; Prof. A. A. Udoh, Prof. Sani Ibrahim (H.O.D.), Dr. S. S. Amoor, Dr. Z. B. Magaji, Dr. Adamu Ibrahim (Now in ATBU Bauchi), Dr. Mrs. R. T. Umar, Dr. B.T. Adeshine, Mr. M. K. Lawal, Mal. Ado, Mal. Sani Ibrahim Abubakar, Mal. Saleh Muhammad and others, for imparting the precious gift of knowledge.

I am predominantly grateful to my parents; Mal. Alhassan Muhammad Auwal (IMAM), Mal.Ummukhulthum Muhammad Auwal (MAI KAROFI)and my step mother Mal.FadimaKhamis (HAJIYA) for their love, prayers, encouragement, and support through from childhood to date.

My profound appreciation and gratitude goes to my mentors, teachers and also brothers; Mal. SurajoMuh'dTukur and Mal. AliyuMuh'dTukurfor their guidance and support intellectually, academically and financially throughout my life. I also extend my gratitude to our respective father and teacher in person of Mal.Abubakar Muhammad (Director, Daril Qur'an, Tsugugi). My appreciation and gratitude to Mal. AminuSa'iduJajafor his guidance and support.

My appreciation also goes to my elder and younger brothers; Muh'dSurajo Musa, Ibrahim, Isma'il, Mustapha, Abdurrahman, Abbas, Abubakar, A'isha and UsamatuAlhassan.

Iwill not forget to acknowledge my teachers and presiders; Mal. Ibrahim Adam(Head Master. Daril Qur'an, Tsugugi), Mal. YahuzaAliyu(Ass. Head Master, Daril Qur'an, Tsugugi), Mal. ShamsudeenAbdulhamid (Exam Officer, Daril Qur'an, Tsugugi), Mal. Imrana Hamza (Secretary General, Daril Qur'an, Tsugugi), Mal. KhamisAuwal, Mal. AbdullahiHaruna, Mal. Haruna MuhammadZabi, Mal. Umar Bello, Mal. Shehu Hanwa, Mal. Bello Idris, Mal. AminuYakubu and others.

Appreciation also goes to my lovely family; Mal. Maryam Muh'dTukur, Ahmad and FadimaMuh'd Jabir. My regards and appreciation also goes to my course mates; Abubakar Mahmud Ahmad, LawalAbubakarBabatunde (Class Rep), ChuckwukaDevion (Chika), and all members of 2018 of business education, and alsoto all ABUSITES friends whose names are not mentioned.

I also wish to send my gratitude and appreciation to Rt. Hon. Dr. AminuAbdullahiShagali (Speaker House of Reps. Kaduna state) for his financial support academically. At this pointI thanks Allah once again Lord of all that exist who gave Life, Strength, Prosperous and above all Islam as my Religion to gone through this degree program.

ABSTRACT

The purpose of the study was to assess the influence of entrepreneurship education on self-employability among business education graduates of Ahmadu Bello University Zaria. Three specific objectives were to determine the influence of an entrepreneurship education on the ability of business education graduates of Ahmadu Bello University to establish a new business, among others. To achieve these objectives three research questions were formulated from the objective to guide the researcher, one among others was, what is the influence of an entrepreneurship education on the ability of business education graduates of Ahmadu Bello University to establish new business? A descriptive survey design was used and the population of the study were sixty-six(66) students graduated from business education Ahmadu Bello University, Zaria in the year 2013. A purposive sampling technique of twenty-nine (29) students was used as the sample size of the study. The instrument for data collection was basically questionnaire which was validated by the experts. A pilot study of thirty(30) students from Federal College of Education Zaria was conducted to determine the reliability of the instrument and coefficient correlation of 0.80 was obtained. The administration of sixty-six (66) copies of the questionnaire to the respondents was done by the researcher through the means of google mailing (Gmail) and they were filled and sent back theresponses. Adescriptive statistics of frequency distribution of percentage, mean and standard deviation were used to analyze the researchquestions of the study. Chi-square($X^{2)}$ was used to test the null hypotheses which revealedamong others, entrepreneurship education significantly influenced the ability of business education graduates of Ahmadu Bello University to establish new businesses. The researcher concluded that entrepreneurial knowledge and skills if it's not adequately taught and acquired by business education graduates would not enable them to establish, manage and sustain new businesses. The researcher recommended among others, that graduates should use the knowledge and skills of entrepreneurship acquired to establish, manage and sustain their own businesses, since they had been taught and trained all the necessary knowledge and skills in various vocation and occupation that will make them to be "job makers" not "job seekers".

TABLE OF CONTENT

Title page----------ii

Declaration----------iii

Certification----------iv

Dedication----------v

Acknowledgement----------vi

Abstract----------vii

CHAPTER ONE

INTRODUCTUION

1.1: Background of the Study----------1

1.2: Statement to the Problem----------6

1.3: Objective of the Study----------7

1.4: Research Questions----------7

1.5: Hypotheses----------8

1.6: Significance of the Study----------8

1.7: Basic Assumption of the Study----------9

1.8: Delimitation of the Study----------10

1.9: Operational Definition of Terms----------10

1.10: Abbreviations----------10

CHAPTER TWO

LITERATURE REVIEW

2.1: Concept of Entrepreneurship----------12

2.1.1: Features of an Entrepreneur----------13

2.1.2: Concept of Entrepreneurship Education----------15

2.1.3: Entrepreneurship and National Development----------16

2.1.4: Importance of Entrepreneurship Education in Nigeria----------20

2.1.5: The Characteristics and Objectives of Entrepreneurship Education----------21
2.1.6: The Future and Benefits of Entrepreneurship Education----------24
2.1.7: Essential Internet Tools Available in Entrepreneurship Education----------25
2.2: Business Planning Skills----------29
2.2.1: Importance of Planning----------29
2.3: Concept of Innovation and Creativity----------31
2.3.1: Principles of Innovation----------33
2.4: Theoretical Framework----------37
2.5: Empirical Study----------38
2.6: Summary of Related Literature----------41

CHAPTER THREE

RESEARCH METHODOLOGY

3.1: Research Design----------44
3.2: Population of the Study----------44
3.3: Sample Size and Sampling Procedure----------45
3.4: Instrument for Data Collection----------46
3.4.1: Validity of the Instrument----------47
3.4.2: Pilot Study----------47
3.4.3: Reliability of the Instrument----------48
3.5: Procedure for Data Collection----------48
3.6: Procedure for Data Analysis----------48

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1: Bio-Data of the Respondents----------50
4.2: Answers to Research Questions----------51
4.2.1: Research Question One----------52

4.2.2: Research Question Two----------53
4.2.3: Research Question Three----------54
4.3: Testing of Hypotheses----------55
4.4: Summary of Major Findings----------59

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1: Summary----------61
5.2: Conclusion----------61
5.3: Recommendations----------61
References----------63
Appendix I----------67
Appendix II----------70
Appendix III----------73

CHAPTER ONE

INTRODUCTION

1.1: Background of the Study

Business education is a course that prepares for entry into an advancement in jobs within business and it is equally important because its prepare students to handle their own business affairs and to function intelligently as consumers and citizens in a business economy. It is an educational program that equips an individual with functional and suitable skills, knowledge, attitude and value that would enable him/her operate in the environment he/she finds himself/herself. It is therefore, to note that the major objectives of business education are to provide employment. Business education graduates are men or women who have complete business education program in the university. The first task is to teach and participate in business in order to educate others and to sustain themselves. Business education is form of training which helps to achieve all the aims of education at any level of learning. Business education include education for office occupation, distribution and marketing occupation, teaching business subjects, business administration and economics understanding.

According Adamu (2008), business education is that education which assists student to develop positive attitude, innovation, and skills for reliance, rather than depending on the government for employment. This will produce graduates with self-confidence and capacity for independent through discovering new information leading to economic development.

Emaraton and Obundike (2008) in Agu (2006) opined that business education is the type of education designed to change the orientation and attitude of the recipients and in the process will equip them with skills and knowledge to enable start and manage business enterprise. Unemployment especially among the Youth has become a global challenge. There appears has become no country in the world that is not affected directly or indirectly by the challenges of unemployment. The peaceful and prosperous nation suffers from illegal migration and terrorisms from nation that is plagued by high level of unemployment rates and terrorism. Education has always been canvassed as one of the most visible ways out of poverty but this assertion is becoming invalid with the increasing number of unemployed university graduates. It is now obvious that except citizenry is exposed to the right education, unemployment would remain unabated.

Entrepreneurship is considered to be a key factor in promoting economic development, innovation, competitiveness, wealth and value creation. Entrepreneurship is the willingness and ability of an individual to seek out an investment opportunity in an environment and able to establish, manage and sustain a business enterprise successfully based on the identified opportunities so as to meet the ever changing needs of the society.

Entrepreneurship education is an education that plays a very vital role in addressing the challenges posted by unemployment in the country(Nigeria). In order to make Nigerian graduates more resourceful and self-reliance, Federal Ministry of Education introduced entrepreneurship education into curricula of the universities, polytechnics, and colleges of

education through the regulatory and supervisory agencies- National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE). This becomes expedient in order to offer a realistic approach to solving the endemic problem of unemployment facing the nation. Thus, entrepreneurship education is developing since being made a compulsory course for all students in three hundred level of tertiary education students irrespective of student's area of specialization.

However, in Ahmadu Bello University Zaria (ABU, Zaria), precisely in business education section has made an entrepreneurship education a core course that is not strictly at only three level (300 level) only, rather they were three courses of entrepreneurship education to be offered including the one offering at three hundred level before graduating. These entrepreneurship education courses are:

(1) Introduction to Entrepreneurship Education (GENS 202) 200 level.
(2) Entrepreneurship in Business Education (VTEB 210) 200 level.
(3) Entrepreneurship Education in Business Creation and Growth (GENS 301) 300 level.

The above mentioned courses enable the students to acquire a broad set of knowledge and competencies that can produce a greater social and awareness with the natural and artificial resources for them to be self-reliance. According to Raposo and Paco (2011), entrepreneurship education prepares the youth to be responsible and enterprising. In similar vein, UNESCO (2008), viewed educational entrepreneurship as well as kind of experiences that give student the ability and vision of how to access and transform opportunities of different kinds.

In essence, educational entrepreneurship provides a platform for youth to transform opportunities to business ventures and to manage those ventures to become a medium for job creation for themselves and others. Enu (2012) argues that the ultimate goal of educational entrepreneurship is all about increasing the students' ability to anticipate and respond to societal changes. In other words, through educational entrepreneurship, students were equipped to deploy their creativity of the larger society. They are also empires to take initiatives, responsibilities and risks.

Entrepreneurship skills or entrepreneurial skills are those activities that will enable an entrepreneur to establish, manage, and sustain his own enterprise. The entrepreneurship skills are those skills, knowledge, attitude, and behavior that will enable an entrepreneur to identify business opportunities, stimulates creativity, and transform an idea into practical economic activities for suitable development of livelihood. These skills are business planning skills, business management skills and innovation creativity in order to run an enterprise successfully which will lead to wealth and value creation.

Business planning skills: -This is an activity which involves decision about aims and objectives, means conducts or policies and result by the entrepreneur in any business enterprise. It is the activity that takes place against the background of the organizational strengths and weaknesses within and outsides the business environment.

Business management skills: -This is the ability of an entrepreneur to set and achieve an objective through planning, organizing, and controlling the available resources in order to be effective and efficient within the business environment.

Innovation and creativity: -These are the unique qualities and elements of an entrepreneur which been able to think for an entire new ways and identify opportunities that make connections between seemingly unrelated events or situation, often come up with solution or new idea which is the synthesis of other items. They will repurpose products to market them to new industries.

Self-employability: - This is the combination of the ability to establish, manage, and sustain a new business in order self-reliance. Employability has in recent times remained the focus of government, employers, job seekers, and educators. Brown and Hesketh (2004), explained employability is the relative chances of getting and maintaining different kinds of employment. For individual's employability depends on the knowledge, skills, and ability (KSA) they possess, the way they present those assets to employment and context (e.g. personal circumstances and labor market environment) within which they employed.

A major concern of graduates is what constitutes employability skills. According to Kazilan, Hamzah and Bakar (2009), employability skills which synonymous with entrepreneurial skills refers to a group of important skills instilled in each individual to become a productive workforce. According Pollard as cited in Imeokparia and Endiagbonya (2012), employability refers to a person's capability for gaining and maintaining employment. Employability skills or

entrepreneurial skills are the skills needed by an employee or employer of labor. Specially, entrepreneurial skills are very important for success in self-employment.

1.2: Statement to the Problem.

Graduates who have knowledge of an entrepreneurship education and skills can be able to establish, manage, and sustain a new business in order to be self-employed and boost the economic growth. Experience over the years has revealed that seventy percent (70%) these graduates end of roaming about the streets as a result of lack of job opportunities. The employment rate of the country (Nigeria) keeps escalating as each year comes as a result of continuous injection of graduates who have no jobs to do at the end of the day. This situation has become so pathetic because of job seekers/applicants and of going back to their aged parents who have invested in them, hoping that someday they will get back the dividend of their investments but all to no avail. This cankerworm (unemployment) which has eaten deep into the fabric of the society must be reversed to avoid national crisis. The unfortunate was attributed to under development and a value orientation which relies on government for job opportunities. Magaji (2010) attributed this problem to the inadequacies of our educational system which produces “job seekers” instead of “job makers”. Therefore, this study will empirically investigate the “assessment of entrepreneurship education on self-employability Among business education graduates of Ahmadu Bello university, Zaria”.

1.3: Objectives of the Study.

The main objectives of this study is to assess the influence of Entrepreneurship Education on the Self- Employability Among Business Education Graduates Ahmadu Bello University, Zaria.

The specific objectives are:

(1) To assess the influence of an Entrepreneurship Education on the ability of Ahmadu Bello University Business Education Graduates to establish a new business.

(2) To assess the influence of an Entrepreneurship Education on the ability of Ahmadu Bello University Business Education Graduates to manage a new business.

(3) To assess the influence of an Entrepreneurship Education on the ability of Ahmadu Bello University Business Education Graduates to sustain a new business.

1.4: **Research Questions.**

(1) What is the influence of an Entrepreneurship Education on the ability of Ahmadu Bello University Business Education Graduates to establish a new business?

(2) What is the influence of an Entrepreneurship Education on the ability of Ahmadu Bello University Business Education Graduates to manage a new business?

(3) what is the influence of an Entrepreneurship Education on the ability of Ahmadu Bello University Business Education Graduates to sustain a new business?

1.5: Hypotheses.

Ho_1: Entrepreneurship Education has no significant influence on the ability of Ahmadu Bello University Business Education Graduates to establish a new business.

Ho_2: Entrepreneurship Education has no significant influence on the ability of Ahmadu Bello University Business Education Graduates to manage a new business.

Ho_3: Entrepreneurship Education has no significant influence on the ability of Ahmadu Bello University Business Education Graduates to sustain a new business.

1.6: Significance of the Study.

This research "Assessment of Entrepreneurship Education on Self-Employability Among Business Education Graduates of Ahmadu Bello University, Zaria" will be of great importance to the entire society, government, those studying business education programmed as well as those intending to study the programmed.

The main important of this study to the society as the business will be based on sustainable development of immediate environment and consumer satisfaction. This in turn create job to the society, increase wealth, and values as well as improve the wellbeing of that society.

In respect of government, this will be a great important in the sense that may serves as sources of income or revenue through payments of taxes, means of supply to the business

organization which in turns curtail unemployment problems and reduces the burden of reliance on government job and also raises the standard of living and gross national product thereby leading to vibrant economy.

Finally, to those undergoing business education programmed (graduates), it will help them to be self-employed thereby encouraging them to start up their own enterprise not waiting for a white collar job, because they had been trained for various profession that enable them choose suitable vocation or occupation.

1.7: Basic Assumption of the Study.

The assumption of this study "Assessment of Entrepreneurship Education on Self-Employability Among Business Education Graduates of Ahmadu Bello University, Zaria" are as follows:

(1) The knowledge and skills acquired by the business educator will make an impact for self-employability after graduation.

(2) The knowledge and skills acquired from entrepreneurship education will provide the competencies of establishing new business by the graduates of business education.

(3) It is also enhancing the ability of graduates of business education in managing business enterprise through the accurate skills and knowledge acquired.

(4) It helps to develop the ability of sustaining new business environment and self-reliance.

1.8: Delimitation of the Study.

This study "Assessment of Entrepreneurship Education on Self-Employability Among Business Education Graduates of Ahmadu Bello University, Zaria" is only delimited to graduates of 2013 of business education, in business education section, department of vocational and technical education, faculty of education, Ahmadu Bello University, Zaria.

1.9: Operational Definition of Terms.

1. Entrepreneur: - A person could be able to initiate or create a new business in order to bear the risk of his/her establishment.

2. Graduates: - A student that have graduated from business education of Ahmadu Bello University Zaria in the year 2013.

3. Self-Employability: - Ability to establish, manage and sustain a new business.

1.10: Abbreviations.

1. KSA: - Knowledge Skills and Abilities.

2. UNESCO: - United Nations of Educational Scientifics and Cultural Organization.

3. NUC: - National Universities Commission.

4. NBTE: - National Board for Technical Education

5. NCCE: - National Commission for Colleges of Education.

CHAPTER TWO

LITERATURE REVIEW.

In this chapter, certain literature which bother on issues relating to the research topic will be reviewed under the following sub-headings:

2.1 : Concept of Entrepreneurship.

2.1.1: Features of an Entrepreneur.

2.1.2: Concept of Entrepreneurship Education.

2.1.3: Entrepreneurship and National Development.

2.1.4: Importance of Entrepreneurship Education in Nigeria.

2.1.5: The Characteristics and Objectives of Entrepreneurship Education.

2.1.6: The Future and Benefits of Entrepreneurship Education.

2.1.7: Essential Internet Tools Available in Entrepreneurship Education.

2.2 : Business Planning Skills.

2.2.1: Importance of Planning.

2.3 : Concept of Innovation and Creativity.

2.3.1: Principles of Innovation.

2.4 : Theoretical Framework.

2.5 : Empirical Study.

2.6 : Summary of Related Literature.

2.1: Concept of Entrepreneurship.

In order to make a broad overview of entrepreneurship education, it is important to first examine the concept entrepreneur and entrepreneurship. The entrepreneur is derived from the French word “entreprendre” which, means to undertake, to attempt, to try in hand, to contract for, or venture into. According to Kirby (2002), the entrepreneur is someone who undertakes to accomplish, to make things happen, does so. As a consequence, the entrepreneur changes the status quo and may thus be regarded as a change agent. Kurya (2006) opined that an entrepreneur is someone who assumes the financial risk of beginning and managing a new venture. Filion (2011), asserted that entrepreneur is a one who innovates by recognizing opportunities, makes moderately risky decisions that lead into actions requiring the efficient use of resources and contributing an added value. The entrepreneur is characterized principally by innovative behavior and employs strategic management practices in business. Innovation and creativity are distinctive differences between an entrepreneur and a small business owner.

According to Hornby (2001), is a person who makes money by starting or running a business especially when it involves taking a financial risk. Webster (1992), also views an entrepreneur as a person who organize and manage a business undertaking, assuming the risk for sake of profit. Emeruwa (2004) sees the entrepreneur as an individual motivated not merely by profit but also by the desire to fund a private dynasty, the will to conquer in a competitive battle and the joy of creating.

The entrepreneur is an agent of change, innovating, and imaginative, opportunistic, creative individual. He/she is also an individual who notices the need of the people and goes into action in meeting that by act of production. Entrepreneurial characteristics can be in born in an individual or acquire through training (academic pursuance).

2.1.1: Features of an Entrepreneur.

(1) Risk bearing: an entrepreneur assumes the responsibility of taking various types risk for him to achieve the desired goal. The risk aid to the success of the business. He/she is not afraid of failure but stick to his decision.

(2) Innovative: entrepreneur brings out new things (ideas) which aid to create wealth. He/she ought to be resourceful, versatile, knowledgeable, and imaginative. This idea could be in terms of product service. He /she ought to know the current trends in the system (society).

(3) Initiative: an entrepreneur makes use of his initiative to handle some situation. He/she does not wait for people to dictate fact/issues for him/her.

(4) Motivation: this implies that an entrepreneur must have the urge/drive/inclination to perform a particular task. This is achieving by willingness to work hard (long period), application of self will, and zeal. He/she should apply the principle that "motivation/determination is key to success".

(5) Good planner and organizer: the entrepreneur tends to possess the ability to manage man, material, and resources to achieve his/her potential effectively and efficiently.

(6) Self-confidence: entrepreneurs are confident in their dealings. Failures are not considered in their day to day activities rather opportunities are their priorities they record failures and successes as well.

(7) Feedback: successful entrepreneurs give feedback on effort of man and material resources encountered in the business.

Entrepreneurship may denote such things as autonomy, creativity, motivation, risk taking the act of venture creation. Shane and Venkataran (2000), entrepreneurship as the process through which opportunities to create future goods and services are discovered, evaluated and exploited. Entrepreneurship refers to an individual's ability to turn an idea into an action. It includes creativity, motivation, and risk taking, as well as the ability to plan and manage projects in order to achieve objectives.

Entrepreneurship is dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Essential ingredients include the willingness to take calculated risks- terms of finance, time, equity, or career, ability to formulate an effective venture team, creative skills to marshal needed resources, fundamental skills of building solid business plan, and finally, the vision to recognize (kuratko and Hodgetts, 2004).

Kuratko (2005) asserted that entrepreneurship is more than the mere creation of business. Although that is certainly an important, it is not the complete picture. The characteristics of

seeking opportunities, taking risk, and having the tenacity to push an idea through to reality combine into a special perspective that permeates entrepreneurs.

2.1.2: Concepts of Entrepreneurship Education.

This is field that studies and teaches about entrepreneurs and entrepreneurial environments. According to Akudolu (2010), entrepreneurship education is the acquisition of knowledge, skills, and attitude to enable the learners face life's challenges in whatever form and take decisive steps to realize new trends and opportunities for meeting those challenges in all aspects of human life. Adiele (2010), defined entrepreneurship education as that form of education which inculcates in the individual learner concepts, skills, and knowledge on how to start a new business, create jobs, create business ideas, develop the business, manage it and make profit. Adiele (2010) that the curriculum content should be such that it exposes learners to the business options that are relevant to the economy and which will offer them career opportunities. He maintained that in the long run, the education offered in schools should be able to inculcate in learners' creativity, spirit of initiative, responsibility, capacity for confronting risk and independence.

Entrepreneurship education is the structured formal conveyance of entrepreneurial competencies (concepts, skills, and mental awareness used by individuals during the process of starting and developing their growth-oriented ventures).

Entrepreneurship education therefore, seeks to provide students with knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Entrepreneurship education transforms the mind, making it to focus on opportunities, independence, innovation as well as creativity. Many universities and polytechnics have created entrepreneurship training. Entrepreneurship centers represent a bridge between theory and practical.

2.1.3: Entrepreneurship and National Development.

The need of education in the development of any nation cannot be underestimated. The development of educational sector in sine-qua non for the development in all other sectors. Adamu (2001), in Barbaz and Durkuwa (2007) asserted that "development in any society is anchored primarily to education process". Sule (2004) is of the opinion that education is sure pathway to liberation of the mind and improvement of socio –economic status of people. It also follows that education and training help individuals to be empowered and escape poverty by providing with skills and knowledge to raise their output, income and wealth (Aliu, 2007). In the light of the above stated facts, various governments and international agencies are making serious effort in both developed and underdeveloped courtiers to optimally develop the education sector. Although, a number of achievements have been recorded in this regard, yet a lot of effort is needed in order to meet up with ever increasing demands of the present and of course the future challenges.

The millennium development goals coupled with the pressure of globalization therefore create new challenges for countries, especially the under developed ones to refocus their

attention in dealings with this myriad socio-economic problem. It is disheartening when looking at deteriorating position of Nigeria, despite its great natural wealth; the poor and social development is limited. It present trend continues, the country is not likely to meet the millennium development goals (National Planning Commissions, NPC, 2004). National empowerment and development strategy, (NEEDS), (2004), recognized that poverty has many strides and must by pursued to cater for the subsisting socio-economic and environmental challenges to development.

Sustainable development has to do with meeting the needs of the present generation without denying future generation access to the same natural resources for their own needs (Essien, 2004). Kazaure and Dan Mallam, (2006) buttered that the development here is appraised in terms of both redistribution of wealth and meeting the basics needs of the masses at sustainable level. This means that it must be sustained to be able to impact and change the life and living of standard of the masses.

Vincetts and Farlow (2008), in their research work identified and suggested tasks of educators involve in entrepreneurship training and this will go a long way in explaining and clarifying the above mentioned framework, namely;

(1) Students must have a serious business idea: they are of the opinion that good ideas cannot be invested to order. Normally students were asked to produce a business plan and their assessment is basically rest on that. therefore, they are urging to provide a realistic guided experience of the

entrepreneurial life, which can be done if students are truly committed to their own real ideas and can actually be entrepreneurs not pretending to be so during their course.

(2) A formal business plan is not required, but planning itself is important: Honing (2005), Spors (2007) in Vincetts and Farlow (2008), have argued on the position of business plan. They raise a question on whether business plan correlate with business success. According to them "it may even be counterproductive, time consuming and perhaps psychologically diminishing flexibility in the early state of the actual operation".

(3) Insist on extensive, direct student with outside community, to validate and optimize the ideas: This explains the need for students to learn in a uncontrolled environment which is far from instructional context through relationship with stakeholders (customers, suppliers, and competitors). The students can modify their ideas based on the direct experience outside the university or institution. It is the duty of the educator to make sure that students established contact with outsiders.

(4) The number of businesses is limited so as to allow a highly interactive environment: Classroom environment is identified as key complement of student entrepreneurial workshop. The bulk of classroom time is devoted to student discussing their experiences. It allows true flow of business ideas with diverse conceptual initiative and lateral thinking from various people. There was limited research in this aspect of selection of entrepreneurship, but since 1985, there has been an increased interest in entrepreneurial careers in education (Hisrich, Peter, and Shepered, 2007).

The world is moving from a natural resources based economy to a knowledge based economy. Nations Economic and social trends, show frequent changes in demand for different classes of goods and services, and different types of skills and knowledge in such a way that education need to easily adapt to the evolving scientific, technologically, and socio-economic changes (Aliu, 2007). It is observed that the key to transforming Nigeria's strong natural resources advantage is the creation of an appropriate human resources space through education. The appropriate human capital or resources space is the ideal educational environment for producing individuals with mindset of self-reliant creativity and high productivity ready to cope with 21st century world of world (Aliu, 2007).

Sagagi (2007), stated that "fostering an environment that encourages entrepreneur to invest in technology new activities is critical to the required economic in Nigeria. The task ahead is not the sole domain of the federal government. Entrepreneurship educators/trainers could significantly contribute in the change process". The government can only perform its economics function by making sure that the rate of unemployment in country is drastically reduced but that cannot be achieved through providing employment to all teeming number of all employable into institutions or agencies. Developing entrepreneurship has been identified as a means of providing employment and powerful weapon of fighting poverty in the country. As such schools should be seen not only centers for human empowerment and development through entrepreneurial skills acquisition and training. This will greatly assist in changing the psyche of our students from

studying, get certificate and work, but instead prospective students should think of coming to school acquire entrepreneurial skill and work for themselves.

For this to be realistic our curriculum in schools at all level has to be reviewed also the manner and teaching approach must be change. There is need for complete change in approach in education sector particularly in our policy direction and decision making process, which will pave way for a more realistic and attainable result.

2.1.4: Importance of Entrepreneurship Education in Nigeria.

Entrepreneurship is a key driver of our economy. Wealth and great number of jobs created by small businesses started by entrepreneurially minded individual, many of whom go on to create big businesses. People that are exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedoms, higher self-esteem and an overall greater sense of control over their own lives. As a result of, many experienced business people, political leaders, economists, and educators believe that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local national and global scale. It is with this in mind that the National Standard for Entrepreneurship Education was developed to prepare youths and adults to succeed in entrepreneurial economy.

The importance of entrepreneurship to any economy is like that of entrepreneurship in any community. Entrepreneurial activity and the resultant financial gain are always of benefit to

a country. If you have entrepreneurial skills, then you will recognize a genuine opportunity when you come across one.

Entrepreneurship education focuses on developing understanding and capacity for the pursuit of entrepreneurial behavior, Skills, and attributes in widely different con texts. It can be portrayed as open to all and not exclusively the domain of the high flying growth-seeking business person. The propensity to behave entrepreneurially is not exclusive to certain individuals. Different individuals with have a different mix of capacity for demonstrating and acquaint entrepreneurial behaviors, skills, and attributes. This behavior can be practiced, developed and learned: hence it is important to expose all students to entrepreneurship education.

Entrepreneurial skill and attitude provide benefit to society even beyond their application to business activity. Obviously speaking, personal qualities that are relevant to entrepreneurship, such as creativity and a spirit of initiative, can be useful to everyone in their working responsibilities and in their daily existence. Also the relevant technical and business skills need to be provided to those who choose to be self-employed and / or to start their own venture or might do so in the future.

2.1.5: The Characteristics and Objectives of Entrepreneurship Education.

Entrepreneurship skills may be lacking not because of unavailability of money or material but because of required educational skills to make it flourish. It may also be as a result of lack of the attitudes. These exist research and theory about the behavior and other

characteristics of successful entrepreneurs and some these characteristics can be developed in the classroom situation through effective teaching methods. Barron (1987) in Akhuemonkhan (2003) asserted that entrepreneurship can be more correctly viewed as a behavioral characteristic than a personality trait and that man entrepreneurial skills and attitudes could be further taught and learnt.

An entrepreneur posse a complex personality, certain personality characteristics that make entrepreneurial traits can be further developed in an individual if they are present in him to some extent in learnt form, by well-structured training and development programs. Akhuemonkhan (2003) outlined the characteristics of entrepreneurship as follows: -

-Tough-mildness.
-Time bundle.
-Sense of efficacy.
-Need for power.
-Optimist.
-Long-term involvement.
-Risk taking.
-Internal locus of control.
-Need for independence.
Problem-solving.
Opportunity seeker.
Tendency to analyze the environment.
Long-term involvement.
Drive and energy.
Money measure.
Use of resources.
Tolerance to ambiguity and uncertainty.
Dealings with failure.

-Creativity needs for Self-confidence.

achievement foresight.

-Openness to feedback and learning from experienced.

The curriculum content of entrepreneurship education exposes the learners to the business options that are relevant to the economy and which offer them career opportunities they present and in the long-run the education offered in schools will be able to inculcate in learners' creativity, spirit of initiatives, responsibility, capacity for confronting risks and independence. Dana (2007) presented the objectives of entrepreneurship education to include;

(1) It provides meaningful education for the youths which can make them self-reliant and subsequently encourage them to drive profit, and be self-independent after graduation.

(2) It provides small and medium size companies with opportunity to recruit qualified graduates who will receive training and tutoring in the skills relevant to the management of the small business Centre.

(3) It provides graduates with the training and support necessary to help them establish career in small business Centre.

(4) It provides graduates with the training in skills that will make them meet the manpower needs of the society.

(5) It provides graduates with enough training skills in risk management to make uncertainty bearing possible and easy.

(6) It stimulates industrial and economic growth of rural and less developed areas.

(7) It provides graduates with enough training that will make them creative and innovative in identifying new business opportunities.

2.1.6: The Future and Benefits of Entrepreneurship Education.

Entrepreneurship education if given its rightful place in the educational system can serve as means of reducing unemployment in Nigerian society if not completely eradicating it. If pupils/students at all levels of our educational system are expose to entrepreneurial skills, risk taking, creativity, independence and rewards have and will continue to be common features and also the driving force behind the notion of entrepreneurship in the future. Obviously, the future for entrepreneurship education appears acceptance, worldwide. For better understanding the benefits of entrepreneurship education stated by Zakari (2006), illustrated bellow as:

National Benefits.

(1) Raising income and standard of living.

(2) Promotion of employment for self and others.

(3) Develop new entrepreneurs.

(4) Fulfill the needs of the people.

(5) Service to the society.

Societal Benefits.

(1) Contributes to the nation’s wealth.

(2) Cerate job opportunities and utilizing human resources.

(3) Invention, innovation and development.

(4) Creates competitive environment.

(5) Ear foreign exchange for the nation.

Individual Benefits.

(1) Fulfill creative urge.

(2) Self-satisfaction.

(3) Own boss.

(4) Profits.

(5) Status in the society.

2.1.7: Essential Internet Tools Available in Entrepreneurship Business.

(1) Access to rich resources and materials for idea generation self-development in the web connection (to enable him/her keep in touch) exchange ideas and share documents with business associates from part of the world using e-mail.

(2) Global exposure and sales promotion and services through internet advertisement.

(3) Regular update on happening and innovations from and around the world.

(4) Entrepreneurship education and development in special areas of interest.

(5) Internet based business system for management of business transaction from suppliers to sellers.

Anyakoya (2006) pointed out four major categories of competencies or skills needed for successful in entrepreneurship:

Managerial skills: - these include the following;

1- Ability to communicate effectively using oral written skills.

2- Knowledge of method of conducting meeting.

3- Ability to make long and short equipment.

4- Ability to purchase goods, tools and equipment.

5- Knowledge in factor involved in overhead control.

6- Knowledge of inventory control and turnover.

7- Knowledge of management and supervisory skills.

8- Ability to manage time and meet job schedule.

9- Ability to conduct personal evolution

10- Knowledge of good human relationship.

11- Knowledge of employer growth and development.

12- Ability to determine personal salary.

Accounting financial competencies: - these include;

1- Knowledge of account.

2- Knowledge of costing.

3- Knowledge to interpret financial statement.

4- Ability to understand payroll and various deductions.

5- Ability to know gross and net profit.

6- Ability to know sources of funds.

7- Ability to know how to obtain loans.

8- Knowledge of federal, state, and local government levies, taxes, and regulations.

9- Knowledge of factors involved in decision to grant loan by financial house.

10- Knowledge of business laws.

11- Knowledge of safety rules involved in a particular business.

12- Awareness of existence and use of professional like lawyers, bankers, advertisement, agents etc.

13- Knowledge of use of insurance.

14- Knowledge of total business or industry being entered.

15- Awareness of manufacturing and method.

16- Knowledge of importance of space, traffic flow, site of business, packing lot, and conveniences.

Important of marketing and sales skills: these include;

(1) Knowledge of seasonal fluctuation goods.

(2) Ability to determine the extent to which product will sell.

(3) Familiarity with various aspects sales and salesmen.

(4) Ability to budget and forecast.

(5) Ability to determine current and future trends in sales of products.

(6) Ability to determine availability of goods/ raw material for production and storage of finished goods.

(7) Ability to determine and interpret factors which indicate extent and strength of competition.

(8) Ability to determine what customers need.

(9) Knowledge of advertisement.

General business competencies: these include;

(1) Knowledge of type of ownership (sole trader, partnership etc.)

(2) Undertaking basics steps involved in starting business.

(3) Awareness of facilities available to supplying information on starting a small business (governmental agencies trade association and resources).

(4) Familiarization with purchasing of fixture, equipment and furnishing.

(5) Ability to assess facilities and equipment required.

(6) Knowledge of building and space utilization.

(7) Ability to judge performance of employees.

(8) Ability to find out sources of capital to start business.

(9) Knowledge of how to determine employees' wages and allowance.

(10) Knowledge of how to hire and fire employees.

2.2: Business Planning Skills.

Business planning skills is process involves the preparation of entrepreneur undertakes before embarks / start his/ her business. This preparation covers the whole gamut of the particular venture the investor wants to embark upon. This preparation involves concretization of the business ideas, identification of the human and material resources to be engaged, the value that will stand for and the whole stakeholders to be involved including the customers who are the heart of the business and all other effort an entrepreneur put in to realize his /her goals before business start. According to Iyanda and Bello (1988:50), who did pioneering work in the area of business in Nigeria assert that planning is "the process of taking stock of existing resources, determine those resources needed for getting defined facets of the work of an organization done, and the initiation of efforts directed at acquiring the balance resources needed to do the job on. The focus of panning is usually the specific goals designed for component unit of an organization. The rationale of planning is basically that of trying to equip a manager with the resources that would be needed for realizing measurable result in the future".

2.2.1: Importance of Planning.

Planning is vital to any business organization whatever small, medium or leverage. Even established firms and industries in various sectors of economy, need to plan at various stages of their developments. Infants, planning process assists managers of various organizations to think of how goods and services of their firms can be produced within allotted time limits, how managerial goals can be achieved, how goods and services can be profitably produced and how

the managers intend to grapple with the future, in terms of desirable changes of their goods and services (Iyanda and Bello, 1988).

However, in this section, the basic importance of planning in respect of an entrepreneur has to do with aligning or realizing with the goals of the business. The entrepreneur has the golden opportunity when planning, to actually reassess, re-evaluates his goals to ensure conformity with other components of the plan. He /she has the opportunity to modify his /her goals, strengthen and review them forward and backward in such a way they fit or agree with others components of his plan.

The opportunity of thinking of how to profitably produce goods and services another crucial purpose why planning is very significant for the business owner. If the entrepreneur finds that the proposed output (goods/ services) cannot be profitably, he/she has the opportunity to make necessary modifications in his/ her input. With this, the man plunges into production without a thorough opportunity to plan may fail woefully because the opportunity to verify some of his claims not be there.

Planning allows the owner to work on a particular schedule and within a time frame or perspective. Once a time-line has been identified, he/she then adheres to his/her well designed time perspective for attaining specific objective of various component of the plan for the project or business he/ she wants to implement or start. Specific time frames for achieving special tasks would have been outlined in the plan. Doing this enables the business owner to work according to a plan and on schedule.

Planning assists the entrepreneur to think of future developmental needs of that venture. In a more specific way, even at the level of planning, when production output has been identified, it is still in cumber on the entrepreneur to thin of future expansion of the business. This can determine, either by setting future expansion targets or even future expansion needs in terms of machinery and or other vital infrastructural needs.

In essence, we can deduce that proper planning skills can also help in the following excellent summary:

(1) To clarifying direction of the business.

(2) To ensure efficient use of resources.

(3) To provide a way for measuring progress.

(4) Support effective decision.

(5) Coordinate activities.

(6) Allocate responsibilities.

(7) Motive and guide people.

2.3: Concepts of Innovation and Creativity.

Entrepreneurial innovativeness: innovation can be conceptualized as the “process that turns an invention into a marketable”. In this sense innovation something more valuable than the invention; it consists of idea commercialization, implementation of that idea and also includes some modifications of presented products, resources and system.

Various researchers have given description of innovativeness as one of the most important traits of entrepreneurs. The entrepreneur entrepreneur can best be defined as a change agent and considered the entrepreneurs as “an idea man and a man of action, involved in identifying new opportunities”. The viewpoint of Drucker (1995) is that the innovation is the most basic role of entrepreneur. He described the term innovations the specific tools of entrepreneur (And) the means by which they exploit change”.

Innovation is generally described as a process of taking ideas to market. Innovation describes the process of adding value to creative ideas. Amidon (2002) defines innovation as knowledge, which she explained further as the creation, evolution, exchange, and application of new ideas into marketable goods of a nation’s economy and the advancement of society.

Innovation also describes stages of invention, translation and commercialization. land (1992), explained innovation as consisting of entrepreneurial, divergent, incentive, creative, explorative management duplication, modification, improvement, commonality shred leadership, divergence and innovation, sharing and integrating differences, partnering and vision. Land further amplified that innovators can hold a situation in chaos for long periods of time without having to reach a resolution won’t give up have a long-term commitment to their dreams. Innovation introduces a maximum of attention into the thinking process, unifying concepts that often appear to be opposed, solving problems which appear impossible”.

James Brian Quinn (1986) identified five stages of innovation which can be adopted executive in organization. The stages include- recognition of a venture, outcome, desire,

opportunity; the second stage is invention of process making the outcome a reality; the third stage, describes the development of the strategies than can result in the realization of the outcome; the fourth stage is the implementation stage and finally comes the stage diffusion, commercialization and marketing profit.

2.3.1: Principles of innovation.

(1) Innovation requires a vision: innovation requires change, risk and upheaval. Innovation is not done for innovation sake; there must be a driving innovator compelling the organization to develop the systems, resources and culture needed to support innovation.

(2) Innovation must be strong leadership driven: without strong leadership support there are bound to be barriers to innovation. Leadership defines and communicates the vision.

(3) Innovation is the customer-driven bottom line focused- the purpose of innovations to find better ways to delight customers while meeting the needs of all other stakeholders and creating a financially viable organization.

(4) Innovation thrives only in an environment of trust and respect not only within the organization but also global environment.

(5) Innovation must be driven by creativity. Creativity generates the new ideas, concepts, designs and percepts for innovation

(6) Innovation must be use the strategies tactics of integrated value.

(7) Innovation must be using the strategies and tactics of value monopolies.

(8) Innovation must be using the strategies and tactics of repetition.

(9) Innovation must use the strategies and tactics of manufacture.

(10) Innovation usually begins from the baseline-prior assumptions and way this has always been done is usually set aside in order to consider new possibilities, alternatives, and perspectives.

(11) Innovation looks at the total picture-creating solutions in one area that cause problems in another is not innovation.

(12) Innovation requires effective human independence and synergy. Innovation is essentially collaborative and co-operative, usually a group phenomenon.

(13) Innovation requires a risk-tolerant ambience. Creation of anything new involves some risk possibilities of fail lure. Innovative environment value experimentation and trials. Remember Thomas Edison's 10,000 trials.

(14) Innovation involves everybody and harnesses their ideas to create new outcomes. Innovation treats everybody as stakeholders and rewards each member of the innovative group appropriately.

(15) Innovation is a continuous process; it requires constant renewal, reinvention and continuous dedication and commitment.

(16) Innovation requires continuous scanning and future trends.

(17) Innovation requires a continuous and consistent learning. It is only in an environment in which people learn continuously and consistently that serious innovation can take place.

(18) Innovation requires a high degree of confidence, commitment and can-do attitude, which are not easily neutralized.

(19) Innovation requires that the individual member of the innovation team to understands and operates coherent communication with the other members by:

-achieving understanding first;

-listening non-judgmentally;

-listening for the essence; and

-being authentic.

(20) Strategic process of renewal must be used to sustain innovation.

Creativity is an attribute that needed in every fact of life for economic growth and development. The construct, however has been defined by the different authors in different ways. According to Plucker, Bughetto and Dow (2004), creativity in the interaction among aptitude, process and environment by which an individual or group produces a perceptible product that is both novel and useful as defined within the context. The environment as seen in this definition include the school setting, instructional materials, books, the teachers' curriculum and all the things that the students need to interact with in order to achieve creative skills.

Creativity as use in Torrance Test Creative Thinking (TTTC) refers to five mental abilities which are fluency, originality, elaboration, abstractness of tittles and resistant to

premature closure (Torrance, 2007). These are also referred to as five aspects of divergent thinking that are frequently used in literature (Kuafman, Plucker and Bear, 2008). Fluency refers to the number of responses to a given stimulus (ability to produce different list or meaning to a given problem); originality is the uniqueness of responses to a given stimulus (ability to produce some list or meanings that some other people who are of the same level may not be able to produce); flexibility is the number of and uniqueness of categories of responses to a given stimulus (it involves categorization of ideas and listing. Its ability to list items by category or by groping them); elaboration is the extension of ideas within a specific category of responses to a given stimulus to fill with details (listing by category).

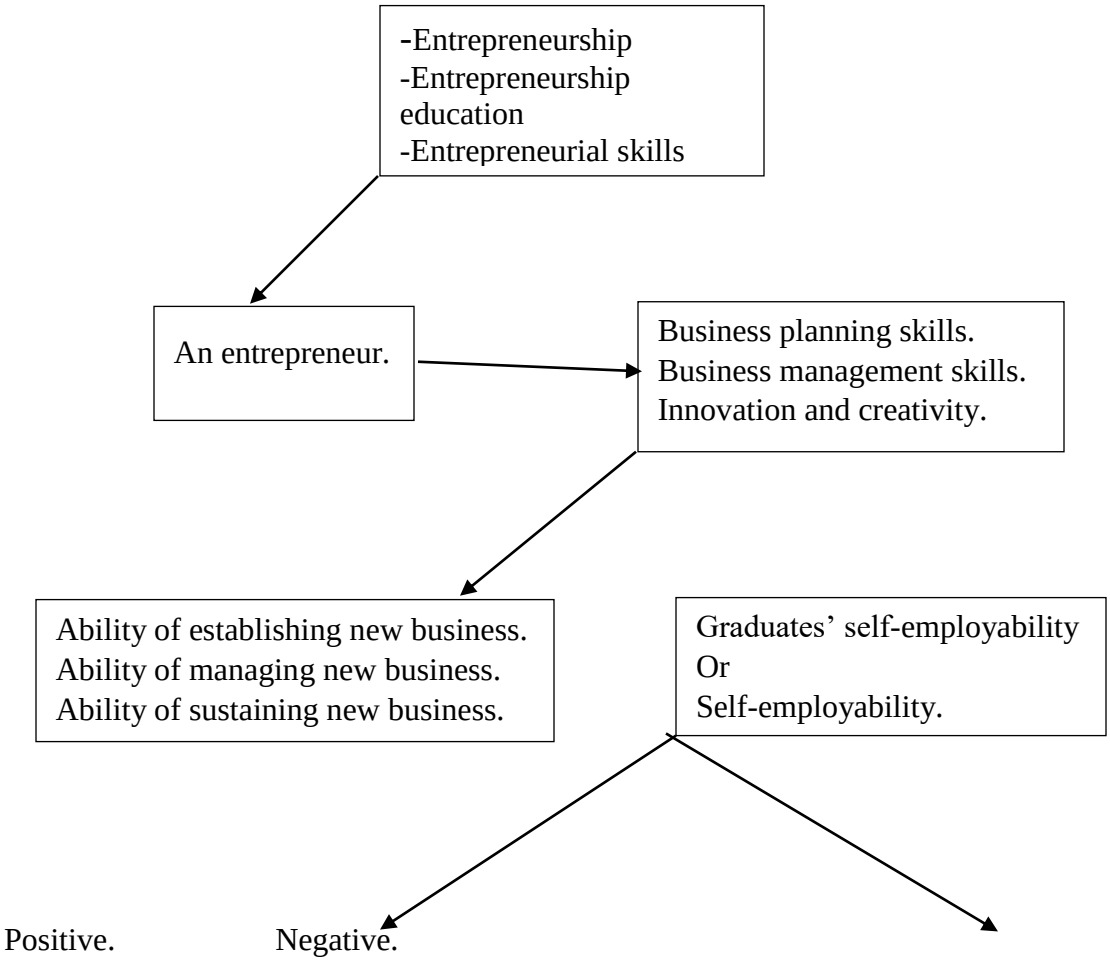
It is worthwhile to take notes that creativity must possess the following characteristics which include: mental process, action, it should be found within a domain, it must be purposeful and covey novelty to every individual (Faulty and savage, 2007). However, people have misconception on creativity as it was originally seen as artistic or musical phenomenon (Faulty, 2007). That is, as an attribute which can only be possessed by the people in the field of artistic subjects such as painting, sculpture, graphics etc. or those who study music and theater arts.

Hence, Cropley (2001) expressed that the the artist saw creativity as medium of beautifying the environment, a form of communication or self-expression, or way of opening up or coping with previously unknown.

It organizing creative thinking, kuafman, Plucker and bear (2008) opined that the model of “four p” is usually considered. The four PS are: creative person, creative process, creative

press, and creative product. Thus, a researcher can approach creative research by focusing on any of the four. The study of creative person according to kuafman et-al (2008), will focus on the individual characteristics of the creator that is, the personality motivation, intelligence, thinking styles, emotional intelligence or knowledge of the can take place.

2.4: Theoretical Framework.



Source: Researcher's Framework.

Figure1: theoretical framework showing the influence of Entrepreneurship Education on Self-Employability Among Business Education Graduates of Ahmadu Bello University, Zaria.

In view of this pictorial representation showing all relevant variables, it can be deduced that its start from individual's knowledge of entrepreneurship education, then becoming an entrepreneur, having relevant skills as business planning skills, business management skills and innovation and creativity, which will in turns lead to positive or negative to self-employability.

2.5: Empirical Studies.

In a study carried out by Shehu (2011) titled "Relationship Between Entrepreneurship Skills and Employment Opportunities to the Business Education Graduates of Ahmadu Bello University, Zaria". The objectives of the study were to determine the relationship between curriculum of business education and entrepreneurial sills development of business education students in ABU Zaria and assess the extent to which graduates of business education use entrepreneurial skills to set- up small and medium scale enterprises. The researcher made use of the population of one hundred and fifty-five (155) students and sample of seventy-nine (79) students were selected. Questionnaire were used for the collection of data. simple percentage s was used to describe the data collected and Pearson products moment correlation (PPMC) t-test was used to test hypotheses of the research. One of the findings of the study reveals that entrepreneurship improves the management of small and medium scale business among others, in view of this, the researcher recommended that curriculum of business education needs to

innovation to reflect the practical aspects of entrepreneurship so as to enable competent entrepreneurs after graduation, among other recommendations.

From the work of Shehu, the researcher noticed that 300 level students were not part of the population of the study and did not sample them in his research and never gave reasons for his exception. The work is very vital to his study, however because its draws the researcher's attention back to some important aspects of entrepreneurship education.

Looking at the work of Okon (2012) titled "The Role of Entrepreneurship Education on Job Creation and Poverty Eradication Among Business Education in Ahmadu Bello University Zaria". The objectives of the study were to determine if entrepreneurship education provides business education students with adequate training that will enable them to be creative in identifying novel business opportunities and to find out if entrepreneurship education creates employment among graduates of business education in ABU Zaria, among others. The researcher made use of the population of two hundred and forty-six (246) and sample one hundred and twenty-three (123) out of the which one hundred and forty (141) one were returned by the respondents. Some of the findings revealed that the entrepreneurship education provides business education students with adequate training that will enable them to be creative in identifying novel business opportunities and entrepreneurship education is the key to innovation, productivity, and effective competition, among others. In view of this, the researcher recommended that universities should make entrepreneurship education a compulsory course in

all field of study. Training of trainers should be developed and sustained based on a broad concept of entrepreneurship and on action based learning approach among others.

The work of Okon (2012) is relevant to this study because its brings the attention of the researcher's back to some important aspects of entrepreneurship education and also serves as a guide towards the conduct of the current research work.

Another study carried out by Ametu (2015) on "Assessment of the Acquisition of Business Education Student's Knowledge and Skills for Entrepreneurship Education in Ahmadu Bello University, Zaria". The objective of the study is to assess the influence of business education students' knowledge and skills acquisition in accounting for entrepreneurship education and to determine influence of business education students'' knowledge and skills in marketing for entrepreneurship education, among others. The researcher made use of population of three hundred and eight (308) students and sample one hundred and fifty-four (154) students out which of one hundred and sixty (160) properly filled, returned subjected to the analyses. Questionnaire were used for collection of data and simple percentage was used to describe and answer the research question on four (4) rating scale. Some of the findings revealed that accounting knowledge and skills acquired by business education students is relevant for successful operation and management of a business enterprise and knowledge and skills acquired by the business education students in marketing is relevant for successful operation and management of a business enterprise, among others. In view of this the researcher recommended among others that there is the need for undergraduates in the business education program and

even graduates from other program to strive toward skills acquisition because success and progress in the world of work and becoming self-employed and self-reliant depend on the amount of skills and abilities to possessed there is equally need for those already teaching these course to improve on them because by this, students are taught the pre-requisite skills and knowledge of how and what it takes to establish, manage and successfully run a business outfit of their choice in their various discipline.

The work of Ametu (2015) is relevant to this because its brings the attention of the researcher's back to some important aspects of entrepreneurship education and also serves as guide towards the conduct of current research work.

2.6: Summary of Literature Review.

The summary of the literature review categorically highlight the needs to examine the position of entrepreneurship education and business education as an important component of vocational and technical education which provides and equips the beneficiary with the basic , skills , competencies, experiences and attitudes for the world of work and to become self-reliant and empowered through entrepreneurship education that will help them take advantages of business opportunities which abounded in Nigeria.

The chapter discussed the concepts entrepreneurship education, features of entrepreneur, entrepreneurship and national development, importance entrepreneurship education in Nigeria, the characteristics and objectives of entrepreneurship education, the future and benefits of

entrepreneurship education, essential internet tools available in entrepreneurship education, business planning skills, important of planning, concept of innovation, and creativity, principles of innovation, and empirical studies.

CHAPTER THREE

RESEARCH METHODOLOGY.

This chapter discusses the methodology used in conducting the research. A detailed analysis of the methods as outlines under the following sub-headings;

3.1 : Research Design.

3.2 : Population of the Study.

3.3 : Sample Size and Sampling Procedure.

3.4 : Instrument for Data Collection.

3.4.1: Validity of the Instrument.

3.4.2: Pilot Study.

3.4.3: Reliability of the Instrument.

3.5 : Procedure for Data Collection.

3.6 : Procedure for Data Analysis.

3.1: Research Design.

The design used on this study was descriptive survey research design, this involves collection of data from the subject of the study. The researcher made use of survey research design due to the fact that it is an effective method to gather relevant data from a few samples of a population considered to be fine representatives of the entire group. Abiola (2007) observed that, descriptive survey research is concerned with the collection and analysis of data for the purpose of descripting, evaluating or comparing current and prevailing practice, events or occurrences.

3.2: Population of the Study.

According to Oke (2005), population refers to universe or entire group of persons, objects, or events whose characteristics are being studied. Therefore, the population of this study consists sixty-six (66) of business education students graduated from Ahmadu Bello University Zaria in the year 2013. The breakdown of the population is shown in the Table1 below:

Table1: Distribution of the Population of the Study.

Gender	**Number of graduates.**
Male	49
Female	17
Total.	**66**

Source: Record office Department of Vocational and Technical Education.

Table one above shows that males students were forty-nine (49) while female were seventeen (17) which gave the total number of sixty-six (66) students graduated from Ahmadu Bello University, Zaria business education in the year 2013 as the population of this study

3.3: Sample Size and Sampling Procedure.

This is the process of drawing a sample from the population. For the purpose of this study, the sample size is twenty-nine (29) students of business education graduated from Ahmadu Bello University Zaria, in the year 2013. The sample procedure of this study was purposive sampling technique, only students who responded to the question were sampled. The breakdown of the sample is shown in the Table 2 below:

Table 2: Distribution of the Sample Size of the Study.

Gender.	**Number of graduates.**
Male.	21.
Female.	8.
Total.	**29.**

Source: Respondents to the questions.

From the Table two (2) above shows that the male students were twenty-one (21) while female were eight (8) which gave the total number of twenty-nine (29) students graduated from Ahmadu Bello University, Zaria business education in the year 2013 as the sample size of the study.

3.4: Instrument for Data Collection.

The instrument used for data collection was questionnaire which consists of section A and B. Section "A" consists of the bio-data of the respondents and section "B" consists of fifteen (15) questionnaire items drawn from the research questions in chapter one. Research question number one has items 1-5, research question number two has items 6-10, research question number three has items 11-15 and Table three (3) below represents the summary of the questionnaire items.

Table 3: Distribution of the Questionnaire Items.

Research questions.	**Distribution of items.**
Research question one.	1-5.
Research question two.	6-10.
Research question three.	11-15.
Total.	**15.**

Source: Researcher's Formation.

The technique used in rating the questionnaire is the four (4) points rating scale of numerical values. In order to obtain the needed responses, the researcher provided each questionnaire items with four (4) options from which the respondent will choose. This was an understanding of Tuckman (1979), who introduced the equal appearing interval scale. It was a four pointed scale in which the interval between each point on the scale was assumed to be equal.

It was used to register the extent of agreement or disagreement with a particular statement of an attitude, belief or judgement. The items were constructed in Four-point rating scale as follows:

-Strongly Agree. (S A) 4 Points.

-Agree. (A) 3 Points.

-Disagree. (D) 2 points.

-Strongly Disagree. (S D) 1 point.

3.4.1: Validity on the Instrument.

In order to test the validity of the instrument, questionnaire items were developed based on the purpose of the study and research questions, which will be checked by the researcher's supervisor and experts from educational foundation to determine the validity of the instrument and make necessary corrections and the final copies were administered to the respondents through the means of google mailing (GMAIL) by the administration of the researcher.

3.4.2: Pilot Study.

A pilot study was carried out, thirty (30) respondents were selected as the sample size. Thirty copies of the questionnaire were administered to a similar population at Federal College of Education, Zaria using final year students of business education department. The result of the pilot study was subjected to statistical test to determine the reliability of the instrument.

3.4.3: Reliability of the Instrument.

Reliability of the instrument is the ability to measure what is ought to measure. To ensure the reliability of the instrument the researcher used test re-test method and the coefficient correlation of 0.80 was obtained. The correlation was high enough to adjudge its reliability.

3.5: Procedure for Data Collection.

In line with the sample size of the study, the instrument for data collection in this study which is the questionnaire, was administered to business education students graduated in 2013 from Ahmadu Bello University, Zaria. The researcher personally supervised the administration of copies of the questionnaire to the respondents through the means of google mailing (GMAIL). Because the respondents were sparsed across the country, the researcher got their contact from departmental record office. Thereafter each respondent was sent a mail containing the questionnaire. The respondents were given one week to complete and reply the completed questionnaires. Therefore, the retrieved questionnaires were subjected to data analysis.

3.6: Procedure for data Analysis.

Data collected was subjected to descriptive statistics, percentage, mean and standard deviation were used to answer research question and analyze the bio-data of the respondents. The hypotheses were all tested with the inferential statistics of chi square (X^2). The Chi square is the appropriate statistics to use because the data is in form of perception of frequencies of response of strongly agree, agree, disagree and strongly disagree. And what is needed is Influence.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter contained data analysis and presentation according to questionnaire administration. A total copy of sixty-six (66) questionnaire were sent to business education students graduated 2013 from business education Ahmadu Bello University Zaria, using Google mailing (Gmail) and thesetotal copies of the questionnaire were filled and retrieved from the researcher google mail which twenty-nine (29) out of the total copies of the questionnaire were purposely sampled. Therefore, the analysis was done based on sampled questionnaire. This chapter discussed through the following sub-headings:

4.1: Bio-Data of the Respondents.
4.2: Answers to Research Questions
4.2.1: Research Question One.
4.2.2: Research Question Two.
4.2.3: Research Question Three.
4.3: Testing of Hypotheses.
4.4: Summary of Major Findings.

4.1: Bio-Data of the Respondents.

The bio-data of the respondents was presented in table 4-6 as follows. The distribution of respondents by gender was presented in Table four (4) below.

Table 4: Distribution of the Respondents by Gender.

Gender.	No. of respondents.	Percentage (%).
Male.	21	72%.
Female.	8	28%.
Total.	29	100%.

Source: Field Study, 2018.

Table four (4) above indicates that the male graduates were twenty-one (21) representing 72% while the female graduates were eight (8) representing 28% of the sample. Therefore, the male graduates were the majority of the total sample of the population.

The distribution of respondents by qualification was presented in Table five (5) below.

Table 5: Distribution of the Respondents by Qualification:

Level.	No. of respondents.	Percentage (%).
First degree (BSc, Ed).	23.	79%.
Masters (M.Ed.).	6.	21%.
Ph.D.	-	-
Total.	29.	100%.

Source: Field Study, 2018.

Table five (5) above indicates that twenty-three (23) respondents representing 79% were first degree holders (BSc, Ed) while 6 respondents representing21% were second degree holders (M. Ed). Therefore, this indicates that the majority of the respondents were first degree holders.

The distribution of respondents by option was presented in table six (6) below.

Table 6: Distribution of the Respondents by Option.

Option.	**No. of the respondent.**	**Percentage (%).**
Accounting.	11.	38%.
Marketing.	15.	52%.
Secretariat.	3.	10%.
Total.	29.	100%.

Source: Field Study, 2018.

Table six (6) above indicates that Accounting students were eleven (11) representing 38%, Marketing students were fifteen (15) representing 52% while only three (3) students were in Secretariat representing 10% of the respondents by option. This indicates that the majority of the respondents were in marketing option.

4.2: Answers to Research Questions.

Answers to the research questions was presented in tables 7-9 below.

4.2.1: Research Question One (1).

What is the influence of an entrepreneurship education on the ability of Ahmadu Bello University business education graduates to establish a new business?

To answer the above question the researcher used item 1-5 of the questionnaire. The summary of the respondents to the research question one was presented in Table seven (7) Below.

Table 7: Summary of the Response to Research Question One.

Item.	S A	A	D	S D	T A	T D	Mean	Std. Dev.	Decision.
1	56	36	6	1	92	6	3.41	1.87	Agreed.
2	60	24	12	1	84	12	3.34	1.86	Agreed.
3	40	42	6	2	82	8	3.10	1.82	Agreed.
4	40	39	10	1	79	11	3.10	1.82	Agreed.
5	32	36	16	1	68	17	2.93	1.78	Agreed.
Average Mean.							**3.18**		**Agreed.**

Source: Field Study, 2018.

The analysis of data in Table seven (7) item one (1) above, shows that 92 respondents agreed to the fact that entrepreneurship skills acquired is enough for a business education graduates to establish a new business while only 6 respondents disagreed. From item two (2) of the research question, it was observed that 84 respondents agreed that entrepreneurship knowledge is enough for a business education graduates to establish a new business meanwhile, item three, four and five of the research question all agreed that. Therefore, the average mean

score of 3.18 indicates that entrepreneurship education acquired by the graduates of Ahmadu Bello University Zaria is adequate enough to establish new businesses.

4.2.2: Research Question Two (2).

What is the influence of an entrepreneurship education on the ability of Ahmadu Bello University business education graduates to manage a new business?

To answer the above question the researcher used item 6-10 of the questionnaire. The summary of the respondents to the research question two (2) was presented in Table eight (8) Below.

Table 8: Summary of Response to Research Question Two (2).

Item	S A	A	D	S D	T A	T D	Mean	Std. Dev.	Decision.
6	48	42	4	1	90	5	3.28	1.84	Agreed.
7	24	60	6	1	84	6	3.14	1.78	Agreed.
8	56	36	2	2	92	4	3.31	1.88	Agreed.
9	40	39	12	1	79	12	3.17	1.81	Agreed.
10	32	51	2	4	83	4	3.07	1.80	Agreed.
Average Mean.							**3.19**		**Agreed.**

Source: Field Study, 2018.

The analysis of data in Table eight (8) item six (6) above, shows that 90 respondents agreed to the fact that entrepreneurship skills acquired is enough for a business education graduates to manage a new business while only 5 respondents disagreed. From item seven (7) of the research question, it was observed that 84 respondents agreed that entrepreneurship

knowledge is enough for a business education graduates to manage a new business meanwhile, item eight, nine and ten of the research question all agreed that. Therefore, the average mean score of 3.19 indicates that Entrepreneurship Education acquired by the Graduates of Ahmadu Bello University Zaria is adequate enough to manage new businesses.

4.2.3: Research Question Three (3).

What is the influence of an entrepreneurship education on the ability of Ahmadu Bello University business education graduates to sustain a new business?

To answer the above question the researcher used item 11-15 of the questionnaire. The summary of the respondents to the research question three (3) was presented in Table nine (9) below.

Table 9: Summary of Response to Research Question Three (3).

Item	S A	A	D	S D	T A	T D	Mean	Std. Dev.	Decision.
11	48	42	6	1	90	6	3.34	1.85	Agreed.
12	32	57	2	1	89	3	3.17	1.82	Agreed.
13	36	54	4	1	90	4	3.28	1.82	Agreed.
14	32	45	10	1	77	11	3.03	1.80	Agreed.
15	48	42	4	1	90	5	3.28	1.85	Agreed.
Average Mean.							**3.22**		**Agreed.**

Source: Field Study, 2018.

The analysis of data in Table nine (9) item eleven (11) above, shows that 90 respondents agreed to the fact that entrepreneurship skills acquired is enough for a business education

graduates to sustain a new business while only 6 respondents disagreed. From item twelve (12) of the research question, it was observed that 89 respondents agreed that entrepreneurship knowledge is enough for a business education graduates to sustain a new business meanwhile, item thirteen, fourteen and fifteen of the research question all agreed that. Therefore, the average mean score of 3.22 indicates that Entrepreneurship Education acquired by the Graduates of Ahmadu Bello University Zaria is adequate enough to sustain new businesses.

4.3: Testing of Hypotheses.

The hypotheses were all tested with the inferential statistics of chi square (X^2). The Chi square is the appropriate statistics to use because the data is in form of perception of frequencies of response of strongly agree, agree, disagreed and strongly disagreed. And what is needed is Influence.

Hypothesis One: Entrepreneurship education has no significant influence on the ability of Ahmadu Bello University business education graduates to establish a new business.

Chi square statistics on influence of entrepreneurship education on the ability of Ahmadu Bello University business education graduates to establish new businesses. N=29.

Table 10: Summary of Chi-Square (X^2) Test to Null Hypothesis One.

Variable	S A	A	D	SD	Total	X^2Comp.	X^2Critic.	P
Influence of entrepreneurship education on ability to establish new business	14 (11.40)	12 (11.60)	3 (5.00)	0 (1.0)	29	24.170	**21.026**	0.002

Source: Data Output, 2018.

Results of the Chi square (X^2) statistics from Table Ten (10) above shows that entrepreneurship education significantly influence the ability of Ahmadu Bello University business education graduates to establish new businesses. Reasons being that the computed X^2 value of 24.170 is higher than the X^2 critical value of 21.026. More over the calculated p value of 0.002 is lower than the 0.05 alpha level of significance. This insist that the level of entrepreneurship education determines the possibility of Ahmadu Bello University Zaria business education graduates to establish a new business.

Therefore, the null hypothesis which state that Entrepreneurship education has no significant influence on the ability of Ahmadu Bello University business education graduates to establish a new business, is hereby rejected.

Hypothesis Two: Entrepreneurship education has no significant influence on the ability of Ahmadu Bello University business education graduates to manage a new business.

Chi square statistics on Influence of Entrepreneurship Education on the ability of Ahmadu Bello University Business Education Graduates to manage new businesses. N=29.

Table 11: Summary of Chi-Square (X^2) Test to Null Hypothesis One.

Variable	**SA**	**A**	**D**	**SD**	**Total**	**X^2Comp.**	**X^2Critic.**	**P**
Influence of entrepreneurship education on ability to manage new business	14 (10.07)	12 (15.10)	1 (2.42)	2 (1.41)	29	23.737	**21.026**	0.022

Source: Data Output, 2018.

Results of the Chi square (X^2) statistics from Table eleven (11) above showed that entrepreneurship education significantly influence the ability of Ahmadu Bello University Business Education graduates to manage a new business. Reasons being that the computed X^2 value of 23.737 is higher than the X^2 critical value of 21.026. More over the calculated p value of 0.022 is lower than the 0.05 alpha level of significance. This insist that the level of entrepreneurship education determines the possibility of Ahmadu Bello University Zaria business education graduates to manage a new business.

Therefore, the null hypothesis which state that Entrepreneurship education has no significant influence on the ability of Ahmadu Bello University business education graduates to manage a new business, is hereby rejected.

Hypothesis Three: Entrepreneurship education has no significant influence on the ability of Ahmadu Bello University business education graduates to sustain new businesses.

Chi square statistics on influence of entrepreneurship education on the ability of Ahmadu Bello University business education graduates to sustain a new business. N=29.

Table 12: Summary of Chi-Square (X^2) Test to Null Hypothesis One.

Variable	**SA**	**A**	**D**	**SD**	**Total**	**X^2Comp.**	**X^2Critic.**	**P**
Influence of entrepreneurship education on ability to sustain new business	12 (9.87)	14 (15.91)	2 (2.62)	1 (0.60)	29	28.917	**21.026**	0.003

Source: Data Output, 2018.

Results of the Chi square (X^2) statistics from Table Twelve (12) above showed that entrepreneurship education significantly influence the ability of Ahmadu Bello University business education graduates to sustain a new business. Reasons being that the computed X^2 value of 28.917 is higher than the X^2 critical value of 21.026. More over the calculated p value of 0.003 is lower than the 0.05 alpha level of significance. This insist that the level of entrepreneurship education determines the possibility of Ahmadu Bello University Zaria business education graduates to sustain a new business.

Therefore, the null hypothesis which state that entrepreneurship education has no significant influence on the ability of Ahmadu Bello University business education graduates to sustain a new business, is hereby rejected.

4.6: Summary of Major Findings.

From the data analysis above, the following are the major findings:

(1). Entrepreneurship education significantly influenced the ability of Ahmadu Bello University business education graduates to establish new businesses.

(2). Entrepreneurship education significantly influenced the ability of Ahmadu bello university business education graduates to manage new businesses.

(3). Entrepreneurship education significantly influenced the ability of Ahmadu Bello University business education graduates to sustain new businesses.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter contained the summary, conclusion and recommendations under the following sub-headings

5.1: summary.

5.2: conclusion.

5.3: recommendations.

5.1: Summary.

This study was an attempt to investigates an "Assessment of an Entrepreneurship Education on Self-Employability Among Business Education Graduates of Ahmadu Bello University, Zaria". Chapter one of the study attempts to give the background of the study and the problems associated with the study, three objectives of the study, three research questions, and three null hypotheses were formulated from the research questions and also significance of the study were well stated. While chapter two drowned on the three related literature of the study. Chapter three lists the method and sources of data collection, procedure, instruments for data collection, population of the study, sample and sampling techniques and finally the technique of analyzing data. Chapter four the data were presented and analyzed using the responses of the respondents, and also major findings were discussed.

5.2: Conclusion.

Based on the findings, the researcher data concludes that an entrepreneurial knowledge and skills if it is not adequately taught and understood by the graduates of business education

Ahmadu Bello University, Zaria would not enable them to establish, manage, and sustain new businesses effectively.

5.3: Recommendations.

Based on the findings and conclusion, the following recommendations were made in respect of graduates, university, society and government as follows:

(1). It was recommended that graduates should use their knowledge and skills acquired to establish manage and sustain their own businesses since they had been taught and trained all the necessary knowledge and skills in various vocation or occupation that will make them to be “job makers” not “job seekers”.

(2). It was further recommended that universities should use their best knowledge and skills and also upgrade their facilities of teaching and learning of entrepreneurship education which will make the students to learn appropriate knowledge and skills that will make them self-reliance not only waiting for a white collar job after graduation.

(3). It was also recommended that the entire society should invest their own share of contribution to the development of entrepreneurship by making societal entrepreneurship skills acquisition centers for sustainable development of immediate environment and consumer satisfaction.

(4). Federal, state and local government also should encourage graduates who have knowledge and skills of entrepreneurship by given them soft loans and infrastructures in order to be self-reliance which in turns curtail all economy crisis resulting by unemployment such as arm

robbing, kidnapping among others and which will reduce the burden of reliance on government job and also improve standard of living and Growth National Product thereby leading to a vibrant economy in the country (Nigeria).

References.

Adamu, U.A (2008), Motionless Point in Chaos: Education Reforms, Innovations and the Challenges Tertiary Education in Nigeria. Paper Presented at the National Conference Organized by Kano Polytechnic.

Agu C.N(2006), *Pedagogy of Entrepreneurship in a Contemporary Society*. The Enterprise International Research Journal for Development. January- April 8(1). Pp18-32.

Brown P and Hesketh, A (2004), *The Mismanagement of Talent*. Employability and Jobs in the Knowledge Economy. Oxford University Press.

Imeoparia, P.O and Ediagbonya, K. (2012). *Employability of Business Education graduates.* International Research Journal. Available *Online@Http//Www.Interessjournal.Org/Er*.

Kazilan, Hamzah, R. And Bakar A.K (2009). Employability Skills Among the Student of Technical and Vocational Training Centers in Malaysia. European/Social Science 9(1).

Magaji, Z.B(2010). *Empowering Business Education Graduates Through Entrepreneurship Education*, Journal of Business Educational Research and Development (JOBERD),1 (1).

Raposo, M. And Paco, A. (2011), *Entrepreneurship Education, Relationship Between Education and Entrepreneurial Activity*. Psicothema, 23 (3) Pp.453-457.

UNESCO (2008): Promoting Entrepreneurship Education in Secondary Schools. Final Report of UNESCO Inter-Regional Seminar On Promoting Entrepreneurship Education in Secondary Schools held in Bangkok, Thailand On 11th -15th February (2008).

Adiele, E. E. (2010), Entrepreneurship Education a Strategy for Achieving Self-Reliance and Economic Development. *Journal of Management and Enterprise Development*.7(3).

Akhuemonkhan, L. A. (2003). *Entrepreneurship Development, Entrepreneurial Characteristics and Competencies.* A Paper Presented at Trainer Workshop in Yaba College of Technology Lagos; September 29th –October.

Akudolu, L. R. (2010), *A Curriculum Framework for Entrepreneurship Education in Nigerian.* Unizik Orient Journal of Education 5(2), 28-35.

Aliu, S. (2007), *Entrepreneurship Education*: An Overview Teacher's Guide on Entrepreneurship Education for Polytechnic and Monotechnic in Nigeria.

Ametu, P. O (2015), *Assessment of the Acquisition of Business Education Students' Knowledge and Skills for Entrepreneurship Education in Ahmadu Bello University, Zaria.* Unpublished project submitted to; Udoh A. A. (2015), for Award of B. Ed in Business Education.

Amidon, D. M. (2002). Innovation: What every CEO should know. ENTOVATION.

Anna, G. M. (2013), Sustainable Entrepreneurship Education: *A synergy for National Security*. Published Journal, 2(2) 72-80.

Anyokoha, E. U. (2006). Entrepreneurship Education and Wealth Creation Strategic Practically Tips for Economic Empowerment and Survival Nsukka: Great A. P. Express Publisher ltd. Nigerian.(31) Plough, c. (2013), *Review for Effective Methods of Teaching Business Education in the 21st Century, http://knowledgecater. sg. OCrg/KG/content/creativity.*

Baer, J. and Kuafman, N. (2005). Bridging Generally and Specifically: The Amusement Part Theoretical(apt) Model of Creativity. Roeper Review 27, 158-263.

Barnabas, P. A. and Darkuwa, F. S. (2007). *Distance Learning Education as Women Empowerment Strategy in Nigeria.* International Journal of Research Educ.1(1 & 2).

Birdthistle, N. (2007). "An Examination of Tertiary Level Students and their Intention Found 20) an enterprise", Institute for Small Business Entrepreneurship, Nov, Pp. e7-9. *http//www.ul.i.e/business/courses/mbsintlentrepmgent. Shtml*. Retrieved and Printed on 19th Nov, 2013

Dana, L. P. (2007). *Towards a Skills Model for Entrepreneurs*, JSBE 5(1) Pp 27-31, Education is Beginning, AJSB, 11(40) Pp37-53.

Drucker, P. F. (1995). "Innovation and Entrepreneurship" Newyork: Harper and Row.

Emeruwa, C. (2004). *Capacity of Building Entrepreneur Development*. A paper presented at the ETF/NCCB train the teacher workshop held at Okene 13th -15thJully 20th ,2009.

Essien U. S. (2004). Mapping in Nigeria: *Policy Options for National development*. A Research Project Submitted to NIPSS.

Fautley, M. (2005). *Creativity Learning and Special Subjects*: An evaluation of phase 1, England: University of Central England.

Fautley, M. and Savage, J. (2007). Creativity in Secondary Education, Southernehay East: Learning matters. Ud.

Filion, L. J. (2011). *Defining the Entrepreneur*. In Dana, L.P.(Ed.). World Encyclopaedia of Entrepreneurship. Cheltenham, UK and Northampton, MA, USA, Edward Elgar, 41-52.

Hisrich, D. R. (2007). *Entrepreneurship and Intrapreneurship*: Methods of Creating new companies that have an impact on the economic renaissance of an area in Entrerpreship, Intrapreneurship and Venture Capital, Lexington, Lexington Books.

Hornby, A. S. (2001). *Oxford Advanced Learner Dictionary of Current English*. (17th Ed.) London; Oxford Press.

Iyanda, O. and Bello, J. A. (1988), (Eds). *Elements of Business in Nigeria*. University of Lagos Press.

Jimoh, A. A. (2015), *key to Business Success. http:www.tutor2u.netlbusiness*.

Kirby, D.A(2002). *Entrepreneurship Education*: Can Business Schools meet the challenge? International council for small business ICSB2002-079 47th World Conference Sanjuan, Puerto Rico June 16-19.

Kuafman, J. C., Plucker, J. A. and Bear, J. (2008). *Essential of Creative assessment*. Canada: John Wiley and sons, Inc.

Kuratko, D. F. (2005). *The Emergence of Entrepreneurship Education*: Development, trends, and challenges. Retrieved from: *httpwww3.uma.pt/filpejmsousa/emp/kuratko,2005pdf*.

Kuratko, D. F. and Hodgetts, R. M. (2004). *Entrepreneurship:* Theory, process, practice. Mason, OH: South-Western College Publishers.

Kurya, U.L (2006). Concept of Entrepreneurship and types of Entrepreneurs. In: Zaharadeen, U. A. et-al (Eds). *Entrepreneurship Education for Vocational and Technical Students* (2nd Ed). (Pp44-54) kano: benchmark Publishers limited.

Land, G. and Jarman, B. (1992). *Breakpoint and Beyon*. Newyork: Harper Collins Publishers.

NEEDS (2004). National Economic Empowerment Development Strategy (NEEDS)- National Planning Commission Pamphlet, Abuja, Nigeria.

Okon, A. S (2012), *Role of Entrepreneurship on Job Creation and Poverty Eradication Among Business Education Students in Ahmadu Bello University, Zaria.* Unpublished project submitted to; Udor A. A (2012), for Award of B. Ed in Business Education.

Plucker, J. A., Beghetto, R. A. and Dow, G. T. (2004), why is not creativity more important to educational psychologists? *Potential pitfalls and future directions in creativity research,* Educational Psychologists, 39(2) 83-96.

Sagagi, M. S. (2007), *Change Management and Competitiveness*: the challenge for education. A paper presented at a workshop on entrepreneurship education for polytechnics and monotechnics in Nigeria organized by NBTE.

Shane, S. A. and Venkataraman, S. (2000). *The promise of Entrepreneurship as a Field of Research.* Academy of Management Review, 25(1), 217-226.

Shehu, J. A (2011), *Relationship Between Entrepreneurship Skills and Employment Opportunities to the Business Education Graduates of Ahmadu Bello University, Zaria*. Unpublished Project Submitted to; Magaji, Z. B (2011), for Award of B. Ed in Business Education.

Sule, M. N. (2004). *Sociology of Education in Perspective*; Deka Publishers, Job.

Torrance, E. P. (2007). *Torrance Test of Creative Thinking*: Norms and Value Technical Manual, Bensenville, IL Scholastic Testing Services.

Vincett, P. S. and Farlow, S. (2008). "Start-a-Business": *An Experiment in Educ. Through Entrepreneurship*. Journal of Small Business and Enterprise Devt, 15 (2). Pp274-288.

Zakari, I. M. (2006). Entrepreneurship: Prospect and Challenges. *ICAN Students Journal.* 1(2). 20-30.

APPENDIX I

INTRODUCTORY LETTER

Business education section,

Department of Vocational and Technical Education,

Faculty of Education, Ahmadu Bello University, Zaria.

Kaduna State.

Dear sir/ madam.

I am an undergraduate student with the above name institute and address. As part of the requirement for the fulfillment of award of the BSC(ED) business education (Accounting option).

I am undertaking a research on "Assessment of Entrepreneurship Education on Self-Employability Among Business Education Graduates of Ahmadu Bello University, Zaria".

I am soliciting for your cooperation and help to kindly answer the question attached here with and sent it back through my Gmail address (**jabiralhassan2018@mail.com**). All information would be treated confidentially and would be used for academic purpose only.

I do hope my request will be given a durable consideration.

Yours faithfully,

Jabir Alhassan.

SECTION "A" BIO-DATA.

Please your response (√) in the appropriate option:

(1) Gender; (i) male ( ). (ii) female ( ).

(2) Highest Educational Qualification; (i) First Degree (BSc/B. Ed). (ii) Masters (MSc/M.Ed.) (iii) Ph.D.

(3) Age; (i) 26-35. (ii) 36-45. (iii) 46 and above.

(4) Year of experience; (i) 5-9. (ii) 10-14. (iii) 15 and above.

(5) Option (First Degree); (i) Accounting. (ii) Marketing. (iii) Secretariat.

SECTION "B" (QUESTIONAIRE).

Instruction (s): please indicate your response (√) in appropriate column in each of the question below:

NOTE; S A = STRONGLY AGREE.

A = AGREE.

D = DISAGREE.

S D = STRONGLY DISAGREE.

Research question one (1).

What is the influence of an Entrepreneurship Education on the ability of Ahmadu Bello University business education graduates to establish a new business?

S/No	Questionnaire Items	S A	A	D	S D

1	Entrepreneurship skills acquired is enough for a business education graduates to establish a new business.				
2	Entrepreneurship knowledge is enough for a business education graduates to establish a new business.				
3	Innovation skills is enough for a business graduates to establish a new business.				
4	Creativity skills is enough for a business education graduates to establish a new business.				
5	Business planning skills is enough for a business education graduates to establish a new business.				

Research question two (2).

What is the influence of an Entrepreneurship Education on the ability of Ahmadu Bello University business education graduates to manage a new business?

S/No	**Questionnaire Items**	**S A**	**A**	**D**	**S D**
1	Entrepreneurship skills acquired is enough for a business education graduates to manage a new business.				
2	Entrepreneurship knowledge is enough for a business education graduates to manage a new business.				
3	Management skills is enough for a business education graduates to manage a new business.				
4	Self- confidence skills acquired is enough for a business education graduates to manage a new business.				
5	Economic skills acquired is enough for a business education graduates to manage a new business.				

Research question three (3).

What is the influence of an Entrepreneurship Education on the ability of Ahmadu Bello University business education graduates to sustain a new business?

S/No	Questionnaire Items	S A	A	D	S D
1	Entrepreneurship skills acquired is enough for a business education graduates to sustain a new business.				
2	Entrepreneurship knowledge is enough for a business education graduates to sustain a new business.				
3	Business management skills is enough for a business education graduates to sustain a new business.				
4	Accounting skills is enough for a business graduates to sustain a new business.				
5	Marketing skills is enough for business education graduates to sustain a new business.				

APPENDIX II.

H1

Worksheet size: 100000 cells

Chi-Square Test 14 12 3 0

Expected counts are printed below observed counts

	SA	A	D	SD	Total
1	14	12	3	0	29
	11.40	11.60	5.00	1.00	
2	15	8	6	0	29
	11.40	11.60	5.00	1.00	
3	10	13	3	3	29
	11.40	11.60	5.00	1.00	
4	10	13	5	1	29
	11.40	11.60	5.00	1.00	
5	8	12	8	1	29
	11.40	11.60	5.00	1.00	
Total	57	58	25	5	145

Chi-Sq. = 0.593 + 0.014 + 0.800 + 1.000 +
0.172 + 0.169 + 0.800 + 4.000 +
0.172 + 0.169 + 0.000 + 0.000 +
1.014 + 0.014 + 1.800 + 0.000 = 24.170
DF = 12, P-Value = 0.002
5 cells with expected counts less than 5.0

H2
Chi-Square Test

Expected counts are printed below observed counts

	SA	A	D	SD	Total
1	12	13	2	1	28
	9.72	14.58	2.33	1.36	
2	6	20	3	0	29
	10.07	15.10	2.42	1.41	

3	14	12	1	2	29
	10.07	15.10	2.42	1.41	
4	10	13	6	0	29
	10.07	15.10	2.42	1.41	
5	8	17	0	4	29
	10.07	15.10	2.42	1.41	
Total	50	75	12	7	144

Chi-Sq. = 0.534 + 0.172 + 0.048 + 0.096 +
1.645 + 1.587 + 0.141 + 1.410 +
1.534 + 0.638 + 0.830 + 0.247 +
0.000 + 0.293 + 5.313 + 1.410 +
0.425 + 0.238 + 2.417 + 4.759 = 23.737
DF = 12, P-Value = 0.022
10 cells with expected counts less than 5.0

H3
Chi-Square Test

Expected counts are printed below observed counts

	SA	A	D	SD	Total
1	12	13	3	0	28
	9.53	15.36	2.53	0.58	
2	8	19	1	1	29
	9.87	15.91	2.62	0.60	
3	9	18	2	0	29
	9.87	15.91	2.62	0.60	
4	8	15	5	1	29
	9.87	15.91	2.62	0.60	
5	12	14	2	1	29
	9.87	15.91	2.62	0.60	
Total	49	79	13	3	144

Chi-Sq. = 0.641 + 0.363 + 0.088 + 0.583 +
0.354 + 0.600 + 1.000 + 0.259 +
0.076 + 0.275 + 0.146 + 0.604 +
0.354 + 0.052 + 2.167 + 0.259 +
0.461 + 0.229 + 0.146 + 0.259 = 28.917
DF = 12, P-Value = 0.003
10 cells with expected counts less than 5.0

APPENDIX III.

CHI SQUARE CRITICAL VALUES

	α =0.995	**0.99**	**0.975**	**0.95**	**0.9**	**0.1**	**0.05**	**0.025**	**0.01**	**0.005**
df =1	---	---	0.001	0.004	0.016	2.706	**3.841**	5.024	6.635	7.879
2	0.01	0.02	0.051	0.103	0.211	4.605	**5.991**	7.378	9.21	10.597
3	0.072	0.115	0.216	0.352	0.584	6.251	**7.815**	9.348	11.345	12.838
4	0.207	0.297	0.484	0.711	1.064	7.779	**9.488**	11.143	13.277	14.86
5	0.412	0.554	0.831	1.145	1.61	9.236	**11.07**	12.833	15.086	16.75
6	0.676	0.872	1.237	1.635	2.204	10.645	**12.592**	14.449	16.812	18.548
7	0.989	1.239	1.69	2.167	2.833	12.017	**14.067**	16.013	18.475	20.278
8	1.344	1.646	2.18	2.733	3.49	13.362	**15.507**	17.535	20.09	21.955
9	1.735	2.088	2.7	3.325	4.168	14.684	**16.919**	19.023	21.666	23.589
10	2.156	2.558	3.247	3.94	4.865	15.987	**18.307**	20.483	23.209	25.188
11	2.603	3.053	3.816	4.575	5.578	17.275	**19.675**	21.92	24.725	26.757
12	3.074	3.571	4.404	5.226	6.304	18.549	**21.026**	23.337	26.217	28.3
13	3.565	4.107	5.009	5.892	7.042	19.812	**22.362**	24.736	27.688	29.819
14	4.075	4.66	5.629	6.571	7.79	21.064	**23.685**	26.119	29.141	31.319
15	4.601	5.229	6.262	7.261	8.547	22.307	**24.996**	27.488	30.578	32.801
16	5.142	5.812	6.908	7.962	9.312	23.542	**26.296**	28.845	32	34.267
17	5.697	6.408	7.564	8.672	10.085	24.769	**27.587**	30.191	33.409	35.718
18	6.265	7.015	8.231	9.39	10.865	25.989	**28.869**	31.526	34.805	37.156
19	6.844	7.633	8.907	10.117	11.651	27.204	**30.144**	32.852	36.191	38.582
20	7.434	8.26	9.591	10.851	12.443	28.412	**31.41**	34.17	37.566	39.997
21	8.034	8.897	10.283	11.591	13.24	29.615	**32.671**	35.479	38.932	41.401
22	8.643	9.542	10.982	12.338	14.041	30.813	**33.924**	36.781	40.289	42.796
23	9.26	10.196	11.689	13.091	14.848	32.007	**35.172**	38.076	41.638	44.181
24	9.886	10.856	12.401	13.848	15.659	33.196	**36.415**	39.364	42.98	45.559
25	10.52	11.524	13.12	14.611	16.473	34.382	**37.652**	40.646	44.314	46.928
26	11.16	12.198	13.844	15.379	17.292	35.563	**38.885**	41.923	45.642	48.29
27	11.808	12.879	14.573	16.151	18.114	36.741	**40.113**	43.195	46.963	49.645

28	12.461	13.565	15.308	16.928	18.939	37.916	**41.337**	44.461	48.278	50.993
29	13.121	14.256	16.047	17.708	19.768	39.087	**42.557**	45.722	49.588	52.336
30	13.787	14.953	16.791	18.493	20.599	40.256	**43.773**	46.979	50.892	53.672
40	20.707	22.164	24.433	26.509	29.051	51.805	**55.758**	59.342	63.691	66.766
50	27.991	29.707	32.357	34.764	37.689	63.167	**67.505**	71.42	76.154	79.49
60	35.534	37.485	40.482	43.188	46.459	74.397	**79.082**	83.298	88.379	91.952
70	43.275	45.442	48.758	51.739	55.329	85.527	**90.531**	95.023	100.425	104.215
80	51.172	53.54	57.153	60.391	64.278	96.578	**101.879**	106.629	112.329	116.321
90	59.196	61.754	65.647	69.126	73.291	107.565	**113.145**	118.136	124.116	128.299
100	67.328	70.065	74.222	77.929	82.358	118.498	**124.342**	129.561	135.807	140.169