

**ENTREPRENEURSHIP EDUCATION AND SELF-RELIANCE: CASE STUDY OF CRESCENT UNIVERSITY, ABEOKUTA, OGUN STATE, NIGERIA**

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**ABSTRACT**

This study examined the impact of entrepreneurship education on self-reliance with a view to assessing its implication on sustainable development of the state and the country in general. The data collected were analyzed using descriptive statistics and Chi-Square methods. The study revealed that majority of the respondent were females, still in their active age and single, and majority of the respondents' parents occupation are self-employed. The result also showed that the most problem observed during entrepreneurship education was lack of modern equipment. Majority of the respondents opined to source for start-up fund from family, friends and personal savings. The study's results concluded that entrepreneurship education has positive impact on self-reliance. The research therefore recommended that government should provide enough funds and training materials to institutions of higher learning to enable them apply and utilize all the relevant skills and knowledge needed for the programme and ensure enabling environment that will drive the entrepreneurial education into reality through the establishment of small and medium scale enterprises after graduation.

**Keywords:** Entrepreneurship Education, Self-Reliance, Demographic Characteristics, Descriptive Statistics And Chi-Square Method

## INTRODUCTION

Today, the rate of graduates' unemployment has become a source of worry to the graduates themselves, parents, relations and of course, the governments. This has become an economic, political and social problem in Nigeria. The zeal for tertiary education is gradually being eroded because of the discouraging wave of graduate unemployment. Creating market-relevant educational training opportunities that will provide undergraduate students with the skills necessary to become more employable is crucial to increasing employment and strengthening economic growth. More so, it enables learners to acquire basic knowledge, skills, attitudes and ideas which will equip them into starting a new business (Iheonumekwu, 2003; Osuala, 2004; Akpomi, 2009; Onuma, 2009).

Education for sustainable development is a focus that seeks to equip people towards creating a sustainable future. However, the way each nation, cultural group and individual views sustainable development will depend on its own values (UNESCO 2000). Hence, entrepreneurial education help students and teachers to gain an understanding of the inter-linkages needed for sustainable development. Thus, education enhances and provides life and occupational skills that will improve the potentials of individual, rein-forcing self-sufficiency and the quality of life.

The tertiary institutions (university, polytechnic and colleges of education) were particularly established to train and prepare students for employment upon graduation. However, Oladipo, Adeosun and Oni (2010) asserted that in the early Nigeria, tertiary institutions were regarded as the single most important industry for the production of high-level manpower needed for the transformation of Nigerian economy. Similarly, World Bank (2009) reported that tertiary education in general, is fundamental to the construction of knowledge economy in all nations.

Job creation and full employment have been part of the development agenda for decades. According to the International Labor Organization (GBSN Report, 2013), there are more than 200 million people unemployed worldwide. Few years back, there was a global financial crisis that touched many countries, causing a massive economic downturn and a major loss of jobs. Years afterwards, the world is still short some 67 million jobs, (GBSN Report, 2013). In addition to catching up to pre-crisis employment levels, the total number of jobs needed to maintain current rates of employment continues to grow each year. Population projections suggest that the world will need upwards of 500 million new jobs by 2020 (GBSN Report, 2013).

One of the social responsibilities of government in the world over is to provide employment to her citizenry. However, the experience of Nigerian youths has shown that government alone cannot guarantee paid jobs to the teaming Nigerian youths. Employment opportunities as provided by government cannot keep pace with the number of youths leaving school (secondary and tertiary institutions) to join the labour market each year. In the words of Onuegbu (2006), the rate of growth of students population may be described as being in geometric progression, while the growth of job opportunities have been in arithmetic progression. However, it becomes imperative for would-be entrepreneurs to have some useful knowledge on how to succeed in business. This should be a prerequisite to floating any business venture especially if sustaining the business is the guiding principle. This is where entrepreneurship education comes in. Given the enabling environment, entrepreneurship education enlightens and equips the youth with modalities for operating and managing enterprises.

Therefore, as a means of empowering Nigerian youths for sustainable self-employment and wealth creation, the integration of entrepreneurship education in the curriculum of institutions of higher learning constitute the hub of this study.

Education may be regarded as a method of teaching people and socializing human beings out of ignorance. It involves the bringing up of a child in the community and constantly training him to adjust himself/herself to the changes in his environment and around the world. (Arogundade, 2011). Entrepreneurship education is therefore, an orientation that seeks to transform graduates from job seekers into job creators in order to reduce graduate unemployment. According to Onu and Ikeme (2008), it is the process of creating or seizing an opportunity and pursuing it regardless of the resources currently controlled. Onuoha (2007) defined entrepreneurship as the practice of starting new organizations or revitalizing mature organizations particularly, new businesses in response to identified opportunities.

Brason (2008), defined entrepreneurship as something we are born with because it is about turning what excites us in life into capital, so that we can enjoy it even more. Suleiman (2006) defined entrepreneurship as the willingness and ability of an individual to seek investment opportunities to establish and run an enterprise successfully. From the above, it shows that entrepreneurship deals with transformation of ideas which has economic values. The most critical of entrepreneurship is the creation of new business.

The aim of education in Nigeria in recent time revolves around preparing the young generations from the primary through secondary and university education to tackle the problems of self-reliance rather than thinking of government employment. Our education system will fail if, while training our young men and women to be intellectuals, be true and obedient citizens of the nation without entrepreneurial education. With entrepreneurial education, there will be reduction in the level of unemployment, indiscipline, armed robbery, etc. because the devil uses an idle hand. Entrepreneurship entails the philosophy of self-reliance such as creating a new cultural and productive environment, promoting new sets of attitudes and culture for the attainment of future challenges.

Self-reliance education is the type of education that provides learners with self-employable skills and special ability in vocations such as catering, carpentry, agriculture and information technology (Nyerere, 1968). It should be able to make it possible for learners to adapt the skills they have acquired to their own context. The goal of entrepreneurship education is to empower graduates, irrespective of their areas of academic specialization, with knowledge and skills that will enable them to create their own income generating ventures, even if they are not able to secure jobs in the public sector.

The introduction of entrepreneurship education into the university curriculum is an empowerment strategy for graduate self-employment, self-reliance and poverty reduction. Where appropriate skills, attitude and knowledge accompanied with appropriate practical work are taught to the students, they would on graduation become self-employed and employers of labor. This will reduce the rate of unemployment if not completely eradicated and move Nigeria from a consumer to producer nation (Okah and Odelola, 2009). It is on this premise that the study is motivated to find out the impact of entrepreneurship education on self-reliance.

The study of entrepreneurship education and self-reliance has implications for sustainable development as it involves a progressive transformation of economy and society. However, Arogundade (2011) gave the major essential tool for achieving sustainable development which includes the following areas: Improve the quality of basic education; Re-orientate existing

education programme to address sustainable development; Develop public awareness and understanding; and provide training for all sectors of private and civil society.

### **Problem Statement**

It has been observed that the university education in the past lacked the necessary information and skills needed to achieve meaningful economy development but only on reliance on white collar job that are not readily available after graduation. In view of the bad state of the Nigerian economy exacerbated by the dwindling fall in the price of crude oil in the world market which serves as a major source of income to the country, there is a strong need to position Nigerian universities curriculum or education to stimulate economic growth and development through the production of graduates with entrepreneurial skills.

On annual basis, graduates are produced to be gainfully employed by the formal sector of the Nigerian economy with little focus on graduate entrepreneurship. There is the observation from the public, especially industry players (employers and human resource managers), that most graduates in Nigeria lack certain qualities that enhances their performance on the job soon after their graduation. The main reason given for this perception is that there is little collaboration between University faculties and the industry/job market. Underlying the unemployment menace, the training received by University students has not been fully successful in equipping students with the required skills and competences needed for job creation and self-employment. This perception of most employers in Nigeria has made many fresh graduates find it difficult to secure jobs because almost all the job advertisements through the mass media request for people with a number of work experience and skills.

Skills shortage, as earlier mentioned, remains a serious constraint in Nigeria. Over 80% of graduates in Nigeria are unemployed, yet they have the qualifications, (Nwaoga and Omeke, 2012). Unemployment in Nigeria appears to be a labour market paradox, and can be attributed to prevailing skills deficit and skills mismatch. The skills deficit among graduates (from higher education) is considered to be constraint to long run economic growth and a contributing factor to incidence of graduate unemployment. Graduates lack generic competencies and are not work place ready. Graduate unemployment, therefore, has undoubtedly become a herculean national cankerworm of which every government has to deal with. Most of the employers, therefore, select fresh graduates who studied in the relevant fields for their jobs as trainees for a number of years before decision is taken either to hire them on full-time basis or as casual workers.

The Nigeria policy on education made it clear on the need for functional, practical and acquisition of appropriate skills and development of competencies as equipment for the individuals to live in and contribute to the development of his/her society (Aladekomo, 2004). Nwangwu (2007); Odjegba (2005); Baba (2013) reported that about 80% of the graduates find it difficult to get employment every year while at the same time much has not been done in trying to bring collaboration between the entrepreneurs and the institutions. The scourge of graduate unemployment in Nigeria is blamed on the university curriculum which has been geared towards stereotyped goals and jobs without adequate practical skills. In other words, graduates from universities acquired knowledge without entrepreneurial skills which would enable them, on graduation to practice what was learnt in school, create jobs for themselves and others and participate in economic development in Nigeria.

Youth in Ogun State are said to be confronted with poverty and unemployment for lack of capacity and essential productive skills for both creative employment in existing organizations and for self-employment (Sagagi, 2010). Many people are unemployed because they have not acquired the kind of skills that are frequently demanded in the environment they operate. Others are unemployed because their skills have been rendered obsolete by technological changes or because they have no skills at all (Kpakol, 2006). With inadequate skills and few opportunities, young people in the state face a future of low-wage employment or ability to be self-reliant after graduation. This reality leaves youth in the state without any sustainable means of livelihood, as a result of which, poverty and unemployment have become the ugly twin faces of the economy.

Available information by National Universities Commission (NUC) in 2004, reiterated the massive unemployment of Nigerian universities graduates in the country, year in, year out. This problem, according to the report, was said to be traceable to the disequilibrium between labour market requirements and lack of essential employable or entrepreneurial skills by the graduates (Dijomol and Orimolade, (1991). This obvious critical skill gaps inhibits the development of youths and the entire development of the nation. The rationale for introducing entrepreneurship course in universities curricular development, therefore, is to help students acquire increased understanding of entrepreneurship. The focus is to equip them with relevant skills and competences that prepare students to become entrepreneurs and managers of new businesses soon after graduation in order to increase their household income, (Gerald, 2013).

The Industrial Training Fund (ITF) was set up in 1971 in this regard in order to bridge the gap between theory and practice. The Student Industrial Works Experience Scheme (SIWES) which is an “off- shoot” of ITF came up in 1973 and has been trying in this regard but the situation seems not to have changed. Moreso, The Nigerian Institute of Management (NIM) has been in partnership with the National Youth Service Corps (NYSC) to ensure that fresh graduates are fully equipped with the needed Knowledge, Attitude and Skills (KAS) needed to function effectively and efficiently in the world of work. Upon all these, the complaints of unemployment are still there. Olaleye (2009) noted that various Federal Government programmes on eradication of poverty have failed because graduates of the education system lack the practical skills which can be acquired through entrepreneurship education programme. One worrisome trend in the Nigerian labour market of recent has been the growing incidence of graduate unemployment of tertiary institutions. The research questions therefore are; What are the demographic characteristics of the respondents in Crescent University? What is the relationship between entrepreneurship education and Self-reliance among Crescent University students?

### **Objectives of the Study**

The broad objective is to examine the impact of entrepreneurship education on Self-reliance amongst students of Crescent University Abeokuta, Ogun State. The specific objectives are to: describe the demographic characteristics of the respondents in the study area; problems encountered during the entrepreneurial education; examine the effect of entrepreneurial education on Self-reliance among Crescent University students as well as to offer recommendation(s) based on research findings with a view to using entrepreneurial education for self-reliance and sustainable development of Nigeria.

### **Justification of the Study**

The dexterity with which hunger and poverty have devastated lives and future ambition of youths especially graduates in Nigeria, have led scholars, federal and state governments prescribing entrepreneurship education and development as the

permanent cure and panacea for extreme hunger and poverty necessitated by unemployment. The great need for entrepreneurship education in Nigeria today, more than ever, is necessitated by the rate of unemployment and its effect on both the people and the nation. With its large reserve of human and natural resources, Nigeria has the potential to build a prosperous economy and increase employment significantly through sound entrepreneurial education among its citizens. It is quite disappointing that various programs have not been yielding expected results.

In spite of the fact that entrepreneurship development has been regarded as the bulwark for employment generation and technological development in Nigeria, the sector nevertheless has had its own fair share of neglect with concomitant unpleasant impacts on the economy. It is against this backdrop that, entrepreneurship when and if gallantly developed in Nigeria will take its pride of place in quelling unemployment and thus generating employment among Nigerian youths (especially the graduates) and once again place the economy on a proper footing.

The quest for self-reliance through education has always been the desire of many nations especially in the present face of global economic downturn. This has made various countries to invest heavily on entrepreneurial education as a gateway to better tomorrow. Thus, it is hoped that study among others will serve as a catalyst for economic growth and sustainable development of Nigeria through institutional policy reform arising from research recommendations.

### **Hypothesis of the study**

H<sub>0</sub> : Entrepreneurial education does not have impact on self-reliance.

### **LITERATURE AND THEORETICAL REVIEW**

In the last century, many writers have identified entrepreneurship with the function of uncertainty and risk bearing and others with the coordination of productive resources, the introduction of innovation and the provision of technical know-how (Hoselitz, 1952). During the sixteenth century, people who organized and managed military and exploration expeditions in France were called "entreprendre". The word entrepreneur originates from the French verb, "entreprendre" and the German word "unternehmen" both of which means to undertake (. In the Oxford Dictionary, an entrepreneur is defined as one who organizes, manages and assumes the risks of a business enterprise. The early 18th century French Economist, Richard Cantillon introduced the term entrepreneurship. In his writings, he formally defines the entrepreneur as the agent who buys means of production at certain prices in order to combine them into a new product. He further defines entrepreneurship as self-employment of any sort where the entrepreneur is the bearer of uncertainty and risk. Shortly thereafter, the French economist Jean Baptiste Say (1824) defines the entrepreneur as someone who shifts economic resources out of an area of lower to an area of higher productivity and greater yield. He added to Cantillon's definition by including the idea that an entrepreneur is one who brings other people together in order to build a single productive organization. But Say's definition, according to Drucker (1985), does not tell us who the entrepreneur is. And since Say coined the term almost two hundred years ago, there has been lack of consensus over the definition of entrepreneur and entrepreneurship.

Entrepreneurship has been recognized as an important aspect of an organization and economies (Dickson *et al.*, 2008; Ossai and Nwalado, 2012; Aruwa, 2004; Akpomi, 2008; Ojeifo, 2013; Baba, 2013). It contributes in an immeasurable ways towards creating new jobs, wealth creation, poverty reduction and income generating for both government and individuals. Schumpeter (1984) argued that entrepreneurship is very significant to the growth and development of economies. Having

understood the role of entrepreneurship in economic development, it becomes apparent that careful attention is needed to invest and promote entrepreneurship. Education is also seen as one of the precondition for entrepreneurship development particularly in a place where the spirit and culture are very minimal. It is said to be an important determinant of selection into entrepreneurship, formation of new venture and entrepreneurial success (Dickson, *et. al.*, 2008; Nwachukwu & Nwamuo, 2010; Baba, 2013). However, it is equally assumed here that there is a positive relationship between education and individual's choice to become an entrepreneur as well as the result and outcome of his or her entrepreneurial activity. The move towards poverty reduction should not be considered and treated in isolation, different approaches and strategies need to be employed. For any country to foster genuine economic growth and development, its educational system must be considered as the bedrock of any meaningful development (Akpomi, 2009).

Human capital theory provides a framework for examining the impact of acquired variables such as education, learning and experience on career outcomes and it was further developed on the assumption that education can serve as a key determinant of decision choice and providing benefit to specific ventures (Ojeifo, 2013). In cognizance of this fact, Ojeifo (2013) opined that education should be designed with a view to create and enhance the supply of entrepreneurial initiative and activities. The bottom line here is to inculcate the spirit of entrepreneurship in the student through education. In fact, this calls for more serious adjustment of policies and new curriculum in line with demand of the present time.

### **Concept of sustainable development**

Sustainable development is a development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts: the concept of 'needs', in particular the essential needs of the world's poor, to which overriding priority should be given; and the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs. Thus, the goals of economic and social development must be defined in terms of sustainability in all countries - developed or developing, market-oriented or centrally planned. Interpretations will vary, but must share certain general features and must flow from a consensus on the basic concept of sustainable development and on a broad strategic framework for achieving it. Sustainable development requires meeting the basic needs of all and extending to all the opportunity to satisfy their aspirations for a better life.

### **Empirical review**

Results of Oosterbek *et. al.*, (2010) showed that the effects on students' self-assessed entrepreneurial skills (and traits) are not significantly different from zero and the point estimates are even negative. The effect on entrepreneurial intentions is significantly negative. This result stands in sharp contrast to earlier positive outcomes of assessments based on the appreciation of the parties involved.

Findings of Luthje and Franke (2002) indicated that there is a stronger interest to start up high-tech growth companies after graduation among US students. There is strong evidence that entrepreneurial programs at US universities still, can serve as a success model for academic institutions in Germany (Luthje and Franke 2002).

Researchers have suggested that education and training for entrepreneurship should positively impact entrepreneurial activity by enhancing instrumental skills required to start-up and grow a business (Honig 2004), by enhancing cognitive ability of individuals to manage the complexities involved in opportunity recognition and assessment (DeTienne and Chandler 2004), and by affecting their cultural attitudes and behavioral dispositions (Livie *et. al.*, 2009). The relevant literature suggests important links between education, venture creation and entrepreneurial performance, as well as between entrepreneurial education and entrepreneurial activity.

In a related study, Okiti (2009) discovered in her study that a greater percentage of university lecturers agreed that entrepreneurship education would enhance graduate self-employment through job creation and enable graduates to be self-reliant and relevant to the society. The study also revealed that entrepreneurship education would eradicate graduate unemployment since it would create entrepreneurial mindset for undergraduates. Researchers have discovered in their various studies that the fundamental principle of entrepreneurship education is that it deals with the organization of knowledge in a particular subject in such a way that it commands more of the hidden potentials in that subject area for self-employment and job creation with system values that are not ordinarily treated as part of the normal university curriculum (Ogumu, 1999). Thus, as students are exposed to these principles and values in the course of teaching and supervision, they would be able to use the knowledge to help in the development of their community (Uche and Adesope, 2009).

Oko-Jaja (2009) pointed out that entrepreneurship is all about risk taking, risk taking is about survival and survival is about life. Hence, entrepreneurs are undoubtedly reasonable risk takers. Information skill is needed for successful business. It enables the students to identify business opportunities in the environment.

Akintoye (2008) reported that graduate unemployment as percentage of total unemployment rose from 1% in 1974 to 4% in 1984. Bassey and Atan, (2012) also reported that graduate unemployment accounted for 32% of the total unemployed labour force between 1992 and 1997. This growing incidence of graduate unemployment in the face of acute skill shortages presents a paradox which further complicates the analysis of labour market distortions in Nigeria. Oyelola (2010) emphasized that one of the major ways to get out of poverty is through getting a sound education that will enable the present generation to compete favorably with their counterparts in other countries. Having a healthy society the youth sector of the population needs to be rediscovered and reintegrated into the main stream. The primary purpose of entrepreneurial education is to develop in the learners' entrepreneurial capacities and mindsets. This will help graduates to recognize business opportunities, mobilize resources and exploit the opportunity for self-employment which will be beneficial for community and national development (Uche *et. al.*, 2009).

Nwosu and Ohia (2009) identified in their study, curriculum content which is not practical-oriented, inadequate finance, poor entrepreneurial mindset, inconsistent government policy and poor infrastructure such as lack of stable electricity and water supply as challenges of entrepreneurship education in Nigerian universities. Anyaogu (2009) in a study pointed out that the content and method of university curriculum are inadequate for the purpose of managing entrepreneurship education geared towards solving graduate unemployment biting the nation. The study further identified infrastructural system which has decayed overtime, frequent power interruption and inadequate funding and poor budgetary allocations to the education sector as major constraints to effective teaching of entrepreneurship education in the universities. Akpomi (2009) faulted the present method of teaching entrepreneurship education and supported de-emphasizing of classroom rhetoric. She maintained that the current classroom delivery method is too mechanistic, using the lecture method which does not promote or encourage



entrepreneurial behavior. Similarly, Nwangwu (2007) observed that the nation's institutions are experiencing high dearth of experts in entrepreneurship education and contended that the task of producing entrepreneurial graduates requires specialists in the field, teachers who have practical orientation in entrepreneurship. This position is in consonance with the findings by Etor *et al.*, (2009) who found out in their study that it is imperative that the teaching of entrepreneurial studies should be handled with high sense of professionalism by specialists in the relevant areas of the program. In this way, the teaching of entrepreneurship education in our universities would enable them to be job creators and employers of labour.

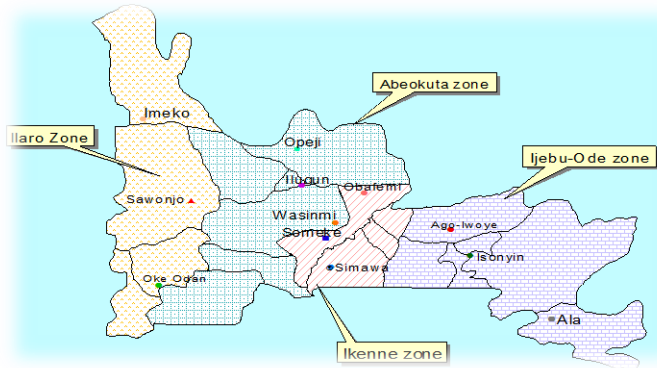
## **METHODOLOGY**

### **Study area**

Ògùn is a state in south-western Nigeria. Created in 1976, it borders Lagos State to the south, Oyo and Osun states to the north, Ondo State to the east and the Republic of Benin to the west. Abeokuta is the capital and largest city in the state. The study was conducted in Crescent University Abeokuta, Ogun State, Nigeria. It is a private University established by the Islamic Mission for Africa, in 2005. It is located in the capital city of Abeokuta in Abeokuta North Local Government Area, Ogun State, Nigeria. Abeokuta is situated on the east bank of Ogun River, located on latitude 7<sup>0</sup> 9' 39''N and longitude 3<sup>0</sup> 20' 54'' E. It is about 77km North of Lagos State by road and 130km by water. As at 2012, the population of Abeokuta was put at 2,005,924 with an area of 16,762 km<sup>2</sup>.

Abeokuta is a city enclosed with a cluster of rock-strew rising above the adjacent forest savannah. The city derives its name from Olumo Rock, a gigantic outcrop of granite rocks. The city of Abeokuta is situated on the central railway line from Lagos. It is sited on the previous trunk road from Lagos to Ibadan. Oyo State is located to the North of Abeokuta, about 70kms away. Abeokuta also has roads that are connected to Ilaro, Sagamu, Iseyin and Imeko/Afon.

A large percentage of people living in Abeokuta engage in white collar jobs and are employees of either the State or Federal Ministries, while the remaining few are self employed. Industrial development in Abeokuta is not yet rampant and Banks constitute the vast majority of private establishments within the city. Banks in the city are located around Oke-Ilewo, Lafenwa, Panseke and Sapon axes.



**Figure 1: Map of the Ogun State showing the study area**

### **Sampling techniques**

There were Five (5) Colleges in the University that were selected. These are College of Social and Management Sciences (COSMAS), College of Natural Sciences (CONAS), College of Information and Communication Technology (CICOT), College of Environmental Sciences (COES) and Bola Ajibola College of Law, (BACOLAW). A total of One hundred (100) questionnaires were administered among the students who have participated and passed the entrepreneurial skills programme of the University using simple random sampling method.

### **Source of Data**

Data from primary source was used mainly in the study. The data was collected through structured questionnaires that were administered among Crescent University students who have passed through entrepreneurial education. A total of One hundred (100) respondents were administered with the questionnaires as this formed the sample size that was used in the study.

The questionnaires consist of 3 sections which captured data on socio-economic characteristics as well as information on entrepreneurship and self-reliance. Section A sought personal data of the respondents (such as gender, age, education etc.); Section B was a 4-point Likert type scale questions (That is, 1-Strongly Agree, 2-Agree, 3-Strongly-Disagree, 4 Disagree). The respondents were required to indicate the extent of their agreement or disagreement with each item by ticking an option against each item of information regarding the entrepreneurial education and self reliance.

## Analytical techniques

**Descriptive Statistics:** This involves the use of charts, percentages, mean and frequency distributions. This was used to describe the objective of describing the demographic characteristics and start-up information of respondents.

**Inferential characteristics:** Objective which tries to examine the effect of entrepreneurial education on self-reliance was achieved using Chi-Square ( $\chi^2$ ). This technique was also used to test the validity or otherwise of the stated hypothesis. The formular is stated below:

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

Where;

$\chi^2$  = Chi-Square

o = Observed frequency

e = Expected frequency

## RESULTS AND DISCUSSION

### Demographic characteristic of the respondents

Table 1 shows the demographic characteristics of the respondents with regards to the entrepreneurial education. From the table, it reveals that the age of the majority (67%) of those involved in the entrepreneurial training at Crescent University ranged from 20-25years, followed by age range below 20years (30%) and the least being age range above 25years (3%). The result implies that most of the respondents are in their youthful age. Hence, there is tendency for proper understanding of the knowledge of Entrepreneurial Education for self sustenance. It also reveals that (97%) of the respondents are single and (3%) of the respondents are married. The implication of this result is that the majority of students in Crescent University are single. This further confirms the fact that they are still in their youthful age.

Table 1 also shows respondents' parents' occupation in which majority (67%) were involved in self-ownership of businesses/self-employed, followed by those who are civil servants with (31%) and the least of the respondents' parent's occupation being artisans with (2%). The result implies that majority of the respondents parents' occupation is sole proprietorship form of business. This might perhaps confirms the general belief that most students in Private Universities are of well to do in the society (Self-employed/ businessmen).

**Table 1: Demographic characteristics of respondents**

<b>Variables</b>	<b>Frequency</b>	<b>Percent (%)</b>
<b>Gender</b>		
<b>Male</b>	<b>41</b>	<b>41.0</b>
<b>Female</b>	<b>59</b>	<b>59.0</b>
<b>Age (years)</b>		
Below 20 yrs	30	30.0
20-25 yrs	67	67.0
Above 25 yrs	03	3.0
<b>Marital status</b>		
Single	97	97.0
Married	03	3.0
<b>Parents' occupation</b>		
Self employed/business	67	67.0
Civil servant	31	31.0
Artisan	02	2.0
<b>Total</b>	<b>100</b>	<b>100</b>

Source: Field survey, 2015.

### **Information on the start-up ventures/self reliance of respondents arising from entrepreneurship education**

Table 2 describes the information relating to the start-up ventures of the respondents after graduation, arising from the entrepreneurial training/education gained while in the University. From the table, it shows that high proportion of the respondents (43%) opined to startup business with above One million naira (₦1.0million), followed by (37%) with funds ranging between five hundred thousand naira and One million (₦500,000.00- ₦1.0million) and the least (20%) with funds less than five hundred thousand naira (₦500,000.00). This result implies that majority of the respondents proposed to start up business with funds that would not be less than One million naira. Furthermore, table also shows that majority of the respondents (95%) preferred to source funds from family, friends and personal savings and (5%) from bank. This result indicates that family, friends and personal savings would constitute the bulk of sources of startup funds.

Table 2 further revealed that Boutique, frozen food ventures constitutes high proportion with (20%) of businesses the students interviewed wanted to invest on, followed by Confectionery/bakery, decoration/cosmetics and medical lab/pharmacy with (12%) and the least being Automobile (3%). The implication of this result is that most students interviewed want to invest on Boutique and frozen foods. It indicates that high proportion of majority of the respondents (49%) posited using advertisement/promo to increase sales of business, followed by innovation with (30%) and the least being through discount with (21%). This result shows that the majority of the students interviewed agreed to increase sales of business through advertisement.

**Table 2: Information on the start-up ventures/self reliance of respondents arising from entrepreneurship education**

<b>Items</b>	<b>Frequency</b>	<b>Percent (%)</b>
<b>Expected start-up fund (₦)</b>		
1,000- 500,000	20	20.00
501,000.00-1,000,000	37	37.00
Above 1,000,000	43	43.00
<b>Expected sources of funds</b>		
Commercial Banks	05	5.0
Family/friends/personal savings	95	95.0
<b>Expected forms of business opportunities among respondents arising from entrepreneurial education</b>		
Automobile	3	3.0
Confectioneries/bakery	12	12.0
Boutique	20	20.0
Decoration/cosmetics	12	12.0
Farming	06	6.0
Frozen food	20	20.0
Hair dressing/Barbing salon	5	5.0
Medical Lab/pharmacy	12	12.0
Supermarket	05	5.0
<b>How to increase sales in chosen business</b>		
Advertisement	49	49.0
Discount	21	21.0
Innovation	30	30.0
<b>Total</b>	<b>100</b>	<b>100</b>

Source: Field survey, 2015.

### **Benefits of entrepreneurial education at undergraduate level**

Table 3 revealed benefits of entrepreneurial education at undergraduate level. The table shows that skills and creativity constitutes (67%) of the benefit received from entrepreneurship education in Crescent University, followed by self-reliance with (30%) and (3%) were indifferent on the benefits. This result implies that the culture of skills and creativity are the most benefits imbibed through entrepreneurship education at Crescent University, Abeokuta, Ogun State, Nigeria.

**Table 3: Benefits of entrepreneurial education at undergraduate level**

<b>Benefits</b>	<b>Frequency</b>	<b>Percent (%)</b>
Skills and creativity	67	67.0
Self reliance	30	30.0
Indifference	03	3.0
<b>Total</b>	<b>100</b>	<b>100</b>

Source: Field survey, 2015.

**Information on problems and suggestions during entrepreneurship education**

Table 4 shows information on problems encountered and suggestions for improvement on entrepreneurial education at undergraduate level. Results revealed that majority (64%) of the respondents' complaint was lack of modern equipment, (34%) encountered problem of crowdedness, and the least with (2%) encountered none. The implication is that lack of modern equipment is the most observed problem during entrepreneurship education at Crescent University. Moreso, the table shows that (80%) of the respondents suggested purchasing or provision of modern equipment for the entrepreneurial class despite been given the basic practical knowledge, (15%) suggested creation of more periods for practical class and (5%) did not give any suggestion which might suggest being satisfied with the quality of the entrepreneurial training in the University. The implication is that most respondents preferred provision of modern equipment as a way of improving entrepreneurial education in the university and the country at large.

**Table 4: Information on problems and suggestions during entrepreneurship education**

<b>Items</b>	<b>Frequency</b>	<b>Percent (%)</b>
<b>Problems encountered during entrepreneurship training</b>		
Crowdedness	34	34.0
Lack of modern equipment	64	64.0
None	02	2.0
<b>Suggestion on entrepreneurship education</b>		
Creation of more time for practical session	15	15.0
Provision of modern equipment	80	80.0
None	05	5.0
<b>Total</b>	<b>100</b>	<b>100</b>

Source: Field survey, 2015.

**Hypothesis that entrepreneurship does not have effect on self-reliance**

Table 5 captures the objective of examining the impact of entrepreneurial education on self reliance among respondents at undergraduate level. The table reveals that that Entrepreneurship have effect on self reliance. Moreso, the hypothesis which states that entrepreneurial education does not have effect on self reliance was rejected at  $P < 0.01$  level of significance. This

therefore implies that, entrepreneurship education exposes students to knowledge and skills for job creation with a strong attendant implication for sustainable development of the state and the country at large. This result is also in conformity with the findings of various scholars that entrepreneurship education enhances graduate self-employment through job creation. (Ogumu, 1999, Okiti 2009; Uche and Adesope 2009).

**Table 5: Test Statistics on hypothesis that entrepreneurship education does not have effect on Self-reliance.**

Description of item	Chi-Square	Df	Asymp. Sig.
Entrepreneurship Education can empower students to be self-reliance.	51.380 <sup>a</sup>	2	.000

Source: Field survey, 2015.

## **SUMMARY, CONCLUSION AND RECOMMENDATIONS.**

### **Summary of research findings**

- Majority of the respondents (Crescent University students) are females, still in their active age and single.
- Majority of the respondent's parent's occupation are self employed (sole proprietors) in their various businesses.
- Majority of the problem observed during entrepreneurship education was lack of modern equipment and suggestion made by the respondents is provision of modern equipment.
- Majority of where the respondents wished to source for startup fund was from family, friends and personal saving and the respondents opined to use at least One million naira to start-up business of their choice.
- Most students interviewed preferred to invest on Boutique and frozen foods.
- The result of the study also revealed that entrepreneurship education could aid the potentials of graduates to be self-reliance for sustainable development of the country.

## **CONCLUSION**

This study examined the impact of entrepreneurship education on self-reliance amongst students of Crescent University Abeokuta, Ogun State, Nigeria by subjecting the output arising from the analysis to the attendant implications on the sustainability of the Nigerian economy. Based on research findings, it was concluded that entrepreneurship education had effect on self-reliance among students at undergraduate level with particular reference to Crescent University, Abeokuta. This empirically further justifies the compulsory inclusion of entrepreneurial education by the Federal Ministry of Education with a view to stemming the tide of joblessness, strengthen and create a culture of self-reliance as well as enhancing sustainable development of Nigeria economy. Thus, it is not a gain say that, an improved sustainable development of the economy hinges on strong entrepreneurship education during undergraduate programme irrespective of the course of study or discipline.

## Policy recommendations

In order to enhance self-reliance through entrepreneurship education, the following policy recommendations are proffered:

- The success of every programme is adequate supply of funds. Thus, for sustainable entrepreneurial education to be achieved by governments (Federal and States), there should enough funds and materials to be released to institutions of higher learning to enable them apply and utilize all the relevant skills and knowledge needed for the programme.
- Government should provide interest free loans to youths through the Bank of Industry in Nigeria to enable them start up their choice of small businesses after graduation.
- The government should also create a good platform or enabling environment that will drive entrepreneurial education into a reality through the establishment of small and medium scale enterprises after graduation from the university. These include good roads, pipe borne water, and as well ensure regular electricity supply as no economy runs on 'lanterns and generators' can break-even in this modern age of high technology.

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