

# Teachers' Perception on the Significance of Entrepreneurship Education As A Tool for Youth Empowerment

A.S. Isa

Dept. Visual Art, Federal Government College Billiri, Nigeria

\*Corresponding Author: [albertotanglang@gmail.com](mailto:albertotanglang@gmail.com), Tel.: +2347032135751

Available online at: [www.isroset.org](http://www.isroset.org)

Received: 05/Dec/2019, Accepted: 19/Dec/2019, Online: 31/Dec/2019

**Abstract**—The aim of this research is to find out teachers' perceptions on the significance of entrepreneurship education as a tool for youth empowerment. It also examines its impact in motivating students to be self-reliance, as well as factors affecting the teaching and learning entrepreneurship education in secondary schools. A descriptive survey research was employed and a simple random sampling technique was used for selecting 100 teachers from all the teachers in both public and private schools in Gombe state. The instrument for data collection was a questionnaire designed by the researcher tagged (TPEESSQ), section 1&3 were designed on a 4-points Likert scale while section 2 was designed on a 2-point scale. The reliability coefficient of 0.82 was obtained using Cronbach alpha which shows the instrument was reliable. The data collected were analysed using descriptive statistics. The result shows that teachers were positive on their view on entrepreneurship education as a tool for youth empowerment and they also believed entrepreneurship education help/motivates students to be self-reliant. The teachers rated poor funding from the government, overcrowded classroom, students' poor attitude to learning, and inadequate qualified teachers among others as the problems facing the teaching and learning of entrepreneurship education in secondary schools in Gombe state. The hypotheses were tested using Pearson correlation coefficient, which shows that there is a significant relationship between male and female teachers, as well as public and private school teachers on their view on the significance of entrepreneurship education as a tool for youth empowerment in secondary schools in Gombe state. Based on the findings the following recommendations were made, that government should increase the funding of entrepreneurship education in our secondary schools, adequate and experience qualified teachers should be recruited to teach entrepreneurship education in our secondary schools, teachers that specialized in the fields.

**Keywords**—Unemployment, Poverty, Entrepreneurship Education, Youth Empowerment

## I. INTRODUCTION

Youth unemployment is an issue of great concern, even though it is a global trend but it occurs mostly in developing countries. It remains one of the major problems facing Nigeria today. In Nigeria the teeming youths lack relevant saleable skills to be able to depend on themselves, they completely depend on government for employment. In trying to correct this deficit, the Federal Government through the Nigerian Educational Research and Development Council (NERDC) introduced thirty four (34) Entrepreneurship and Trade related subjects in senior secondary schools and made at least one compulsory for each student. The main aim is to equip students with necessary entrepreneurship skills and attitude that will help them to be self-reliance as well as employers of labor.

In a research carried out by [1] they noted that the socio-economic situation in Nigeria poses a serious threat and challenges to both government and well-being of citizens of the nation as a whole. The unemployment problems further call for different strategies and actions for it to be ameliorated. [2] also stated that Nigeria like most developing nations of the world is faced with myriads of problems and harsh realities which include poverty, unemployment, conflict and diseases.

Entrepreneurship education is believed to be a key driver factor to the economy of any nation. [3] believes that entrepreneurship education is an important component within contemporary economic development of a nation. They further opined that its critical role to the economy of nations is now widely acknowledged as a major source of innovation. In a recent research carried out by [4], they ascertained that a nation like Nigeria, which is among the

developing countries of the world cannot afford to neglect the relevance of entrepreneurship education if career development of her citizens must be developed optimally and if she must advance or progress technologically.

Entrepreneurship education plays a major role in orienting and developing future entrepreneurs whereby reducing and rate of unemployment among the youths. [5] agrees with this statement, she opined that entrepreneurship education has done a lot in the national development in that it can revive the economy of a nation, improve the standard of living of people everywhere, development the indigenous technology base, reduce rural-urban drifts and create employment opportunities. Entrepreneurship education is the core of both individuals and society economy. For an individual to meet up with the demands of the society he needs more skills; with that skills, he can explore his environment for the betterment of both himself and the larger society [6].

The general objective of this research therefore, is to find out teachers' perception on the significance of entrepreneurship education as a tool for youth empowerment in secondary schools in Gombe state. [5] expressed that, the primary objective of senior secondary school education is to ensure senior secondary school graduate is well prepared for higher education as well as acquired relevant functional trade/entrepreneurship skills as to prepare for useful living. The curriculum focus on value orientation, job creation, wealth generation and poverty reduction. This study is geared to find out whether the program is relevant or not. I considered this study significant because the findings will enhance national planning for economic development.

## II. THEORITICAL FRAME WORK

### Entrepreneurship Education

[7] viewed entrepreneurship education as the acquisition of knowledge, skills and attitude to enable the learner apprehend life challenges in whatever form and take decisive steps to realize new trends and opportunities for meeting those challenges in all aspects of human life. While [1] summited that, entrepreneurship education should not be confused with general business and economic studies; it goal is to promote creativity innovation and self-employment, and may include the following elements; developing personal attribute and skills that form the basis of an entrepreneurial mind-set and behavior (creativity, sense of initiative, risk-taking, autonomy, self-confidence, leadership, team spirit etc.), raising the awareness of students about self-employment and entrepreneurship as possible career options, working on concrete enterprise project and activities and providing specific business skills and knowledge of how to start a company and run it successful. Also according to [8] entrepreneurship education encourages students to think innovatively around their future career or employment

options as well as how they can contributes directly to their communities' well-being. They added that such programs are helping to reduce youth vulnerability, social marginality and poverty especially in distressed and disadvantaged communities. [9] posit that entrepreneurship education by its scope, nature and characteristics is a rebranding educational culture meant to guarantee a comprehensive educational system re-engineering arising from the obvious deficiencies of the existing education system. Its aim at equipping the students with prerequisite skills and capacities need in the world of work. In conclusion entrepreneurship education can be seen as an aspect of education which equips an individual with the right attitude, skills and knowledge on how to create, develop and manage their growth oriented business.

### Entrepreneurship Education in Nigeria

Lack of employable skills, is no doubt a major contributing factor to the problem of unemployment in Nigeria [10]. That is why the Federal Government through the Nigerian Educational Research and Development Council (NERDC) introduced 34 Entrepreneurship subjects in senior secondary schools with the sole aim of equipping the students with attitude and ability to recognized business opportunities and venture into it. [6] believes that through teaching entrepreneurship skills, our secondary school graduate assumes more responsibilities in job creation and giving a sharper focus on the field to the students on graduation to be useful to them and functional to the nation. While [11] posit that the aim of the program is to prepare secondary school graduates for higher education as well as acquire relevant functional trade/entrepreneurship skills needed for poverty eradication, job creation and wealth generation. The subjects include:

1. Air Condition and Refrigerator
2. Animal Husbandry
3. Auto Body Repairs and Spray Painting
4. Auto Electric Work
5. \*Auto Mechanical Work
6. Auto Part Merchandise
7. Block-laying, Bricklaying and Concrete Work
8. Book Keeping
9. Carpentry and Joinery
10. Catering Craft Practice
11. Cosmetology
12. Data Processing
13. Dyeing and Bleaching
14. Electrical Installation and Maintenance
15. Fisheries
16. Furniture Making
17. Garment Making
18. GSM Maintenance
19. Leather Goods Manufacturing and Repairs
20. Machine Wood Work
21. Marketing
22. Mining

23. Painting and Decoration
24. Photography
25. Plumbing and Pipe-fitting
26. Printing Craft Practice
27. Radio, Television and Electrical Work
28. Salesmanship
29. Stenography
30. Store Keeping
31. Textile Trade
32. Tourism
33. Upholstery
34. Welding and Fabrication Engineering Craft Practice

### The Benefits of Entrepreneurship Education

Why Government introduced entrepreneurship education to the curriculum of secondary schools? Is there any benefit? These are questions that definitely need answers. [1] expressed that entrepreneurial education should be implemented at all levels. As such schools should be seen not only as centers for knowledge creation and acquisition but also as centers for human empowerment and development through entrepreneurial skill acquisition and training. This will greatly assist in charging the psyche of our youths from studying to get certificates and work, to thinking of coming to school to acquire entrepreneurial skill and to work for themselves. In support of these opinion [12], [6], [13] and [14] in different researches they carried out believes that, to address the problem of unemployment and to achieve sustainable development entrepreneurship education must be implemented at all levels.

Entrepreneurship education seek to prepare people particularly the youths; to be responsible, enterprising individuals who became entrepreneurs or entrepreneurial thinkers by immersing in them the real life learning experience whereby they can take risks, manage result and learn from the outcome [14]. [15] also believes that entrepreneurship education benefits students from all socio-economic backgrounds because it teaches students to think outside the box and nurtures unconventional talents and skills. Furthermore, it creates opportunity, ensures social justices, instills confidence and stimulates the economy. Entrepreneurship education trained students to be creative, innovative and productive individuals in solving societal problems, it helps students to learn organizational skills, and in fact it teaches students to be job creators not job seekers.

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

The overall goal of entrepreneurship education is to provide students with appropriate skills and knowledge that will make them responsible in planning, organizing and establishing small scale business for self-reliance and national development.

### Importance of Entrepreneurship Education

Today more than ever entrepreneurship education is needed by our youths as a tool for self-reliance. [16], believes that the study of entrepreneurship education has never been important as it is today because of the world economic challenges. The importance Entrepreneurship Education to the economic development of Nigeria include the following:

1. **Skills development:** skills is an ability and capability acquired through deliberate, systematic and sustained effort to smoothly and adaptively carryout complex activities or job functions involving cognitive, technical and entrepreneurial skills. Skills development is the act of developing yourself and your skill sets to add value for your own career development. Entrepreneurship education gives room for students to develop their skills in business and career development for productivity.
2. **Vocational development:** refers to the acquisition of knowledge, practical competencies, technical knowhow and attitude necessary to perform a certain trade or occupation in the labor market. Entrepreneurship education helps students to develop their vocational ability.
3. **Initiative and creativity:** Entrepreneurship education helps students to identify unmet needs or new opportunities, has the interest and passion to attempt to solve those problems or opportunities and are able to think creatively about new solutions.
4. **Innovative strategies:** Entrepreneurship education offers more practical teaching in the acquisition of skill, it gives the students ability to create something new out of nothing, by investing in research and development activities.
5. **Economics transformation:** it is widely accepted that poverty reduction and national development cannot be sustained without economic transformation, which involves moving labor from low to higher productive activities. This set of transformations include growth and job creation, which in turns entrepreneurship education empowers people to take advantages of opportunities for job creation.
6. **Effect change:** entrepreneurship education provide students with an ability of driving performance, adding value and being commercialize, it strengthen the students entrepreneurial mindset, foster their desire to achieve and inspire action.

### Statement of Problem

Nigeria is faced with a lot of problems which among them are the issues of poverty and unemployment among the

youths. Unemployment has continue to rise among the teeming youths of Nigeria, because the youths lack relevant knowledge and appropriate skills that will make them self-dependent. [17] believes that Nigeria needs a functional education that will developed the attitudes and entrepreneurial skills of it citizens. This can only be addressed through effective entrepreneurship education programs. It's believed that the introduction of entrepreneurship education in secondary schools will help students to acquire basic skills, attitudes, and knowledge that will make them self-reliant as well as employers of labor.

### Purpose of the Study

The purpose of this study is to examine the significance of entrepreneurship education and trade related subjects as a tool for youth empowerment in senior secondary schools in Gombe state.

### Research Questions

The following research questions were formulated to guide the study.

1. What are the teacher's perception on the significance of entrepreneurship education as a tool for youth empowerment?
2. To what extent did entrepreneurship education help/motivate students to be self-reliance?
3. What are the factors affecting the teaching and learning of entrepreneurship education in secondary schools?

### Research Hypotheses

The following research hypotheses were raised.

1. There is no significant relationship between male and the female teachers on their perceptions on entrepreneurship education as a tool for youth empowerment.
2. There is no significant relationship between public and private school teachers on their perceptions on entrepreneurship education as a tool for youth empowerment.

## III. METHODOLOGY

### Research Design

The design adopted for this study is descriptive survey research design, to evaluate the perception of teachers on the significance of entrepreneurship education as a tool for youth empowerment and it impact in helping/motivating students to be self-reliant.

### Population of the Study

The target population of the study consists of all the teachers of senior secondary schools in Gombe State. Which comprises of both the public and private schools.

### Sample and Sampling Techniques

Simple random sampling techniques was used to select 100 teachers from both public and private schools in Gombe

State. Each individual is chosen entirely by chance and each member of the population has an equal chance of being selected.

### Research Instrument

The instrument for data collection was questionnaire developed by the researcher tagged Teacher's Perception of Entrepreneurship Education in Secondary Schools Questionnaire (TPEESSQ), it was divided in two parts A and B. Part A consists of personal data of the respondents with their identity remain confidential like (gender, nature of school and qualification). While part B is divided into three sections with 28 questions, section 1 and 3 are designed on a 4-point Likert rating scale of, Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). While section 2 is designed on a 2-point scale of High Extent (HE) and Low Extent (LE).

### Validity and Reliability of the Instrument

The instrument was face validated by two experts from the department of Test and Measurement and the center for Entrepreneurship Studies. It was then pilot tested, The Observations and corrections recommended by the experts were effected. The reliability of the instrument was analyzed using Cronbach's alpha and the reliability coefficient of 0.82 was obtained which shows that the instrument was reliable.

### Procedure for Data Collection

The instrument was distributed personally by the researcher in other to achieve a good return. A total of 100 questionnaires were administered to the respondents, 99 were collected back in which 7 were invalid.

### Method of Data Analysis

The research questions were analyzed using mean and standard deviation. To arrive at a decision, any item that is positively worded which has a mean score of 2.5 and above for the questions on 4-points Likert scale is taken as accepted, while an item with a mean score less than 2.5 is rejected. Likewise those on the 2-points 1.5 and above is taking as accepted while below 1.5 is rejected. While the hypotheses were tested using Pearson product moment correlation with 0.05 level.

## IV. RESULT

Table 1. Demographic characteristics of respondents

<i>Variables</i>	<i>Frequency</i>	<i>Percentage</i>
<i>gender</i>		
Male teachers	52	56.53
Female teachers	40	43.47
<i>Educational Qualification</i>		
Bsc/BA	72	78.26

Variables	Frequency	Percentage
<i>gender</i>		
NCE	20	21.74
<i>Nature of schools</i>		
Public	69	75
Private	23	25

The distribution of the respondents by their socio demographic characteristics is presented in table 1. The data revealed that majority of the respondents which constituted 56.53% were male while 43.47% were female. On the nature of schools 75% of the respondents came from public schools while 25% from private schools. It also shows that 78.26% of the respondents are degree holders while 21.74 are NCE holders.

**Research Question 1**

What are the teachers’ perception on the significance of entrepreneurship education as a tool for youth empowerment?

**Table 2.** Mean rating and standard deviation of teachers' perceptions on the significance of entrepreneurship education as a tool for youth empowerment in Gombe state.

SN	STATEMENTS	MEAN	SD	DECISION
1.	It provides employment to secondary schools students	3.47	0.65	Accepted
2.	It developed in the students the spirit of problem solving through creativity	3.54	0.60	Accepted
3.	It equips students with the skills and knowledge for job creation	3.61	0.51	Accepted
4.	It helps the students to contributes their quarter to the economic development of the Nation	3.49	0.60	Accepted
5.	It empowers students to face the problem of unemployment after school	3.53	0.70	Accepted
6.	It gives students great sense of responsibility	3.45	0.62	Accepted
7.	It prepares students to be employers of labor	3.38	0.59	Accepted
8.	It exposes students to the world of business	3.45	0.58	Accepted
9.	It encourages innovations	3.40	0.56	Accepted
10.	It improves students self-efficacy	3.20	0.57	Accepted
	<b>Grand Total</b>	<b>3.45</b>	<b>0.62</b>	<b>Accepted</b>

The table above revealed that all the items from 1-10 agreed with a mean rating ranging from 3.20 to 3.61 which are above the cut-off mark of 2.5. This shows entrepreneurship education has a significant effect on youth empowerment.

**Research Question 2**

To what extent did entrepreneurship education help/motivate students to be self-reliance?

**Table 3.** Mean rating and standard deviation of the impact of entrepreneurship education in helping/motivating students to be self-reliance.

SN	STATEMENTS	MEAN	SD	DECISION
1.	It helps students to take calculated risk	1.68	0.47	High
2.	It helps students to response squarely to challenges	1.71	0.46	High
3.	It helps students to identity problems	1.90	0.36	High
4.	It improves students interpersonal skills	1.85	0.36	High
5.	It helps students in decision making	1.89	0.31	High
6.	It helps students to be dynamic leaders	1.67	0.47	High
7.	It helps students to acquire marketing and advertising skills	1.90	0.39	High
8.	It helps students with the spirit of team work	1.83	0.45	High
	<b>Grand Total</b>	<b>1.80</b>	<b>0.42</b>	<b>High</b>

From the above table all the items from 1-8 with a mean score ranging from 1.63 to 1.90 which is above the cut-off mark of 1.50, shows that entrepreneurship education help/motivate students to high extent to be self-reliance.

**Research Question 3**

What are the factors affecting the teaching and learning of entrepreneurship education in secondary schools?

**Table 4.** Mean rating and standard deviation on the factors affecting the teaching and learning of entrepreneurship education in secondary schools in Gombe state.

SN	STATEMENTS	MEAN	SD	DECISION
1.	Inadequate equipped workshops and laboratory in schools	3.63	0.50	Accepted
2.	Inadequate instructional materials and teaching aids	3.48	0.62	Accepted
3.	Overcrowded classroom	3.27	0.74	Accepted
4.	Inadequate qualified teachers in the area	3.03	0.90	Accepted
5.	Students poor attitude to learning	3.23	0.79	Accepted
6.	Lack of regular and up to date seminars and workshops	3.45	0.64	Accepted
7.	Inadequate practical works	3.43	0.68	Accepted
8.	Inadequate power supply	3.51	0.67	Accepted
9.	Lack of field trip/excursion to relevant areas	3.37	0.66	Accepted
10.	Poor funding from the government	3.51	0.60	Accepted
<b>Grand Total</b>		<b>3.39</b>	<b>0.70</b>	<b>Accepted</b>

The table presented above revealed that, all the items from 1-10 are factors affecting the teaching and learning of entrepreneurship education since the mean rating ranging from 3.03 to 3.63 are above the cut-off point of 2.5.

**Hypotheses Testing**

1. There is no significant relationship between the male and the female teachers on their perceptions' on entrepreneurship education as a tool for youth empowerment.

**Table 5.** Pearson correlation coefficient analysis of male and female teachers' perception of entrepreneurship education as a tool for youth empowerment in Gombe state.

VARIABLES	MEAN	SD	CORRELATION	P-VALUE	t <sub>0</sub>	DF
Male teachers	3.4	0.994				
Female teachers	3.5	1.152	0.667226	0.0351	2.533650	8

\*2 tails

The table above showed the t<sub>0</sub> value 2.533650 and a p-value of 0.0351 tested at an alpha value of 0.05 level of significance with 8 degree of freedom. Since the p-value of 0.0351 is less than the alpha value of 0.05 then the null hypothesis is rejected and the alternative hypothesis is accepted with a correlation value of 0.667226 which is strong and positive.

1. There is no significant relationship between public and private school teachers on their perceptions' on entrepreneurship education as a tool for youth empowerment.

**Table 6.** Pearson correlation coefficient analysis of public and private school teachers' perception of entrepreneurship education as a tool for youth empowerment in Gombe state.

VARIABLES	MEAN	SD	CORRELATION	P-VALUE	t <sub>0</sub>	DF
Public schools	3.4	0.119				
Private schools	3.5	0.135	0.651159	0.041412	2.426741	8

\*2 tails

The table above showed the t<sub>0</sub> value 2.426741 and a p-value of 0.041412 tested at an alpha value of 0.05 level of significance with 8 degree of freedom. Since the p-value of 0.041412 is less than the alpha value of 0.05 then the null hypothesis is rejected and the alternative hypothesis is accepted with a correlation value of 0.651159 which is strong and positive.

## V. DISCUSSION OF FINDINGS

The findings on table 2 revealed that majority of the teachers believed that entrepreneurship education had a significance effect on youth's empowerment with the pooled mean of 3.45 which is above the cut-off point of 2.5. This corroborates with the findings of [18], [19], [20] and [21] that sees entrepreneurship education as a catalyst for youth empowerment. The findings on table 3 revealed that entrepreneurship education had impact in helping/motivating students to be self-reliance with a pooled mean of 1.8 which is above the cut-off point of 1.5. This also corroborates with the findings of [4], [22] who contended that entrepreneurship education motivates students to be self-reliance. The findings on table 4 revealed the constraints facing the teaching and learning of entrepreneurship education as, inadequate equipped workshop and laboratories, overcrowded classroom, students poor attitude to learning, poor funding from government, inadequate power supply, inadequate qualified teachers in the areas among others, with a pooled mean of 3.39 which is above the cut off mark of 2.5. This is in line with the findings [23], [24] and [25] who also believed that all this are factors affecting teaching and learning of entrepreneurship education. The result of the hypotheses shows that there is a significant relationship between male and female teachers in their view on the significance entrepreneurship education as a tool for youth empowerment in secondary schools in Gombe state and there is also significant relationship between public and private school teachers in their view of entrepreneurship education as a tool for youth empowerment in secondary schools in Gombe state.

## VI. CONCLUSION

The role of entrepreneurship education as the catalyst of development to any nation cannot be overemphasize, it is pivot to economic and national development of any nation if properly implemented. In Nigeria it is seen as the road to the solution of poverty and unemployment which has become a teething problem. Based on the findings of this study, it is evidence that teachers are positive in their assessment on the significance of entrepreneurship education as a tool for youth empowerment and it impact on self-reliance. They viewed entrepreneurship education as a means of empowering youths through acquisitions of skills, knowledge and attitudes that will make them to be to be self-reliance as well as employers of labor. Most of the teachers rated inadequate funding from the government, overcrowded classroom, students poor attitude to learning, inadequate workshops and laboratories among others as major factors affecting the teaching and learning of entrepreneurship education in secondary schools.

## VII. RECOMMENDATION

In order to achieve good result in entrepreneurship education the following strategies should be adopted.

1. Government should provide adequate infrastructural facilities like good workshops and galleries for practical and exhibition.
2. Adequate and experience qualified teachers should be recruited to teach entrepreneurship education in our secondary schools, teachers that specialized in the fields.
3. Educational planners need to ensure that class sizes are broken into manageable sizes, which will enable teachers to supervise student's practical works for better result.
4. There should be regular and adequate seminars, workshops and conferences for teachers in order to upgrade their knowledge.
5. Entrepreneurship education teaching have to go beyond the traditional teaching in the classroom, this involves the need to carry students to excursion.
6. Practical aspects, since they are practical oriented subjects should be taught with relevant equipment and tools.
7. Students have to be loaded with enough practical works, this will help them to be competent in performance.
8. Government should increase the funding of entrepreneurship education in our schools, even the teachers have to be motivated from time to time for effective delivery.

## REFERENCES

- [1] U. Aja-Okorie, O. Adali, "Achieving Youth Empowerment through Repositioning Entrepreneurial Education in Nigerian Universities; problems and prospects", *European Scientific Journal*, Vol. 9, No. 28, pp. 113-132, 2013.
- [2] G. K. Baba, "The Challenges of Entrepreneurship Development in Nigeria and Way Forward", *Journal of Business and Organizational Development*, Vol. 5, No. 1, pp. 54 – 64, 2013.
- [3] S. M. Lame, W. F. Yusoff, "The Perception of Students toward Entrepreneurship Courses: An Empirical Study of Nigerian Polytechnic Students", A Paper Presented at the 2<sup>nd</sup> International Conference on Technology Management, Business and Entrepreneurship, Mahkota Hotel Malaka Malaysia 5<sup>th</sup> December, 2013.
- [4] G. O. Akpochafo, I. H. Aliko, "Perceived Impact of Entrepreneurship Education on Career Development among Undergraduates in South-South Universities in Nigeria: Implication for Counselling", *Journal of Education and Learning*, Vol. 7, No. 3, pp.102 – 108, 2018.
- [5] N. K. Uka, "Developing Entrepreneurial Skills in Secondary Schools Students through Effective Mathematics Education in Abia Nigeria", *International Journal of Education, Learning and Development*, Vol. 3, No. 7, pp.1 – 11, 2015.
- [6] E. I. Ngerem, N. Ezikpe, "Role of Entrepreneurship Education in Secondary Schools Student's Economic Development", *International Journal of Education and Evaluation*, Vol. 2, No. 3, pp. 36 – 42, 2016.

- [7] L-R. Akudolu, "A Curriculum Framework for Entrepreneurship Education in Nigeria", *Unizik Orient Journal of Education*, Vol. 5, No. 2, pp. 1 – 16, 2010.
- [8] O. A. Adegun, C. O. Akomolafe, "Entrepreneurship Education and Youth Empowerment in Contemporary Nigeria", *Scholarly Journal of Education*, Vol. 2(5), pp. 52 – 57, 2017.
- [9] D. B. Enu, "Enhancing Entrepreneurship Education in Nigeria", *American Journal of Social Issues & Humanities*, Vol. 2 (4), pp. 232–239, 2012.
- [10] T. A. Adebisi, C. S. Oni, "Assessment of Relevance of the National Directorate of Employment (NDE) Training Programs to the Needs of the Trainees in Southwestern Nigeria", *International Journal of Vocational and Technical Education*, Vol. 4(3), pp. 29 – 37, 2012.
- [11] A. A. Gbemisola, C. S. Adeola, "Assessment of the New Trade/ Entrepreneurship Education in Senior Secondary Schools: Evidence from Rural and Urban Areas of Oyo State Nigeria", *British Journal of Education, Society and Behavioral Science*, 5(1), pp. 50 – 60, 2015.
- [12] R.C. Okeke, B. C. Chukwudebelu, A. N. Idike, "Entrepreneurial Education and National Reconstruction in Nigeria: Critical Issue of Sustainable Development in an Emergent African Polity", *World Scientific News*, 45(2), pp. 239 – 251, 2016.
- [13] F. I. Okon, U. A. Firday, "Entrepreneurial: A Panacea for Youth Unemployment in Nigeria", *International Journal of Small Business and Entrepreneurship Research*, Vol. 3, No. 5, pp. 11 – 22, 2015.
- [14] H. Suleiman, "Youth Entrepreneurship Education for National Development", *International Journal of Education Studies*, 1 (1), pp. 47 – 50, 2010.
- [15] R.B. Florina, T. Sabrina, "Why Schools should Teach Entrepreneurship Education", *Entrepreneurship in Inner-city Education*, 2015.
- [16] G. O. Unachukwu, "Issues and Challenges in the Development of Entrepreneurship Education in Nigeria", *an International Multi-Disciplinary Journal Ethiopia*, vol. 3(5), pp. 213 – 226, 2009.
- [17] A. S. Isa, "Repositioning Vocational and Technical Education for Economic Sustainability and National Development", *Mediterranean Journal of Basic and Applied Sciences Research*, Vol. 2(2), pp. 6 – 17, 2018.
- [18] O. S. Asogwa, E. Dim, "Entrepreneurship Development and Unemployment Reduction in Nigeria", *International Journal of Business and Management Review*, Vol. 4 (8), pp. 27 – 43, 2016.
- [19] A. S. Sajuyigbe, T. S. Kareem, O. Oyedele, "Entrepreneurship Education as Catalyst for Youth Empowerment: Empirical Evidence from Nigeria", Being a paper presented at 4th Learned International Conference on Repositioning the Nigerian Economy for Socio- Economic Growth and Development, Crawford University, Igbesa, Ogun State, Nigeria. 9th – 11th June, 2016.
- [20] U. J. Nwogu, O. Owmondah, G. Aleru, "Principal's perception of Entrepreneurship Education as a Management Strategy for Economic Security in Rivers State, Nigeria", *Journal of Economic and Sustainable Development*, Vol. 4, No. 17, pp. 48 – 53, 2013.
- [21] E. D. Omolumen, A. M. Olajide, "Entrepreneurship Education: A Vital Instrument for Youth Empowerment, Industrial Development and Consolidation of National Integration in Nigeria", *African Research Review; an International Multi-disciplinary Journal Ethiopia*, Vol. 11(1), No. 45, pp. 28 – 48, 2017.
- [22] A. A. Adediran, T. A. Akinsanya, K.G. Adelegun, "The Perception of Teachers on the Impact of Entrepreneurship Education in Secondary Schools", *International Journal of Innovative Education Research*, 3(1), pp. 14 – 22, 2015.
- [23] J. Okoro, "Lectures' perception on the Constraints Facing the Teaching of Entrepreneurship Education in Colleges of Education in South-South Nigeria", *World Journal of Education*, Vol.5, No. 3, pp. 99 – 106, 2015.
- [24] C. Nwekeaku, "Entrepreneurship Education and Challenges to Nigerian Universities", *Journal of Education and Practice*, Vol. 4, No. 3, pp. 51 – 56, 2013.
- [25] C. Akan, C. Etor, "University Lectures' Perception of Entrepreneurship Education as an Empowerment Strategy for graduate Self-employment in South-South Nigeria", *International Journal of Asian Social Sciences*, 3(5), pp. 1180 – 1195, 2013.

### AUTHORS PROFILE

Mr. Albert Isa Salabson an upcoming researcher holds B.A and PGDE in Creative Arts from the University of Maiduguri, Nigeria and Gombe State University Nigeria respectively. He has more than 15 years' experience in teaching and 5years of research experience. He published many papers in local and international journal, currently teaching at Federal Government College Billiri Nigeria. His main research works focus on poverty and unemployment among the youths in developing countries.

