

**INFLUENCE OF ENTREPRENEURSHIP EDUCATION ON THE
DEVELOPMENT OF SELF-RELIANCE AMONG COLLEGES OF EDUCATION
STUDENTS IN KWARA STATE**

Abdulrazak Mohammed, Ph.D¹,
Afolayan Samuel Olawale²,
Abdullahi AbdulRafiu³

Department of Business Education,
Faculty of Education,
Al-Hikmah University, Ilorin. Kwara State.
E-Mail: mabdulrazak@alhikmah.edu.ng

Abstract

The influence of entrepreneurship education on the development of self-reliance among Kwara State Colleges of Education students was the main topic of this study. For the study, two research objectives and two research questions were posed. A descriptive survey research design was used in the study. 335 Business Education students from Kwara State's three education colleges made up the study's population. The study's population is manageable, thus a total of 335 respondents were used. The measuring instrument comprises 20 questionnaire items structured research questions raised for the study. The instrument for data collection was validated by two research experts in the field of business and entrepreneurship education. In order to determine the reliability coefficient of the instrument, the instrument was pilot tested at Federal College of Education, Kontagora, Niger State using 20 business education lecturers outside the study area who were not part of the study. Cronbach alpha which the results showed a 0.83 reliability coefficient. Data collected were analyzed using simple arithmetic mean and simple percentage methods of data analysis. According to the study, there are several obstacles that Entrepreneurship Education in Kwara State's Colleges of Education must overcome. These include inadequate planning and education policies, a lack of funding, and a lack of emphasis from the National Commission for Colleges of Education and other government agencies on the implementation of Entrepreneurial Education. On the difficulties in implementing entrepreneurship education, professors' opinions did not, however, differ significantly. It was suggested that all tiers of government work to secure funding for the introduction of entrepreneurship education. Qualified vocational and technical teachers who are fluent in both theory and practice should be hired to enhance the quality of teaching and learning in Entrepreneurship Education. This will help students become self-sufficient and contribute their fair share to economic development after graduation.

Keywords: *Entrepreneurship education, self-Reliance, colleges of Education*

Abdulrazak Mohammed, Ph.D¹, Afolayan Samuel Olawale², Abdullahi AbdulRafiu³

Introduction

The pace at which unemployment of graduates in Nigeria has been an alarming rate to stakeholders in the education sector and even the colleges of Education graduate (Theonumekwe 2013). The has become a problem in the nation socially, economically, and even socially. For this problem, the Entrepreneurship Education programme was designed as an intercession in Nigeria Colleges of Education to inculcate in the students' job creation. However, the programme allows it recipient to understand the abstract, attitude, ideas and skills which will groom then in establishing their personal business venture (Akpomi, 2019).

Entrepreneurship education has been and continue to arose the the interest of the students to start up their business venture after graduation. The idea through Entrepreneurship education programme, its recipient will be able to take entrepreneurship education as a career after graduation. Through Entrepreneurship education programme crime can be drastically reduce in the country. It was on the national policy on education (FGN, 2014), it is obvious that entrepreneurship education creates potentials, attitude, knowledge and skills for self-reliant and development of the nation. Education is the agent of national development.

In Nigeria, the major objective of the entrepreneurship education programme is to eradicate unemployment, amidst depending on the white-collar jobs by the graduate There will be decrease in the rate of unemployment and other crimes in entrepreneurship education is properly put in place. Entrepreneurship is all about self-reliance in the from of creating functional environment, encouraging new ideas and attitudes for future change. Education for self-employment is one of the education that provide its recipient with saleable skills in the area of vocational such farming, poultry, fish farming, and information communication technology (Nyerere, 2018). Its recipients adjust to skills learned in their discourse. Entrepreneurship education to the colleges of education curriculum deals with unemployment. Also, according to (Okah & Odelola, 2019), unemployment is reduced if not completely eliminated and moves the country from a consumer to manufacturer economy.

Academics, economists, educators, and other well-meaning Nigerians are concerned about why the government's admirable attempts to integrate vocational education into the curriculum are not having the desired effect. Like many other states in the nation, Lagos State sees a large number of new business establishments every year, but barely half of them survive for eighteen months or less, and even fewer survive for twenty-four months (Iwuala & Okoroafo 2014). The inability of small business managers to exercise entrepreneurial talents has been blamed for the downfall of these businesses. The French verb "enterprendre," which mean "to undertake," is the root of the English term "entrepreneur." This is a reference to people who take on the venture of starting new businesses. An entrepreneur starts an enterprise. It is the courage to take chances in order to create, plan, and run a firm in a cutthroat, dynamic, international market. According to Igbo (2017), an entrepreneur is someone who launches, takes on risks, markets, promotes, and oversees a new company venture. To succeed and maintain his or her business, an entrepreneur must possess a solid understanding of accounting and costing. According to Aniagboso (2018), any business endeavor's ability to maintain sales and purchase records is essential to its expansion and success.

The foundation of self-reliance in the economy of both individuals and society is entrepreneurship education. An individual needs certain talent in order to meet the demands of society; with these skills, he can investigate his surroundings for the benefit of society as a whole as well as himself. Because vocational education prepares people for the working world, it is a social dimension of vocation that is present in all civilizations with occupational structures.

Therefore, it is argued that the only way to expose school dropouts (youth) to self-employment is through entrepreneurship education programs. According to Njoku and Nwosu (2010), who cited Anyakoha (2013), entrepreneurship education focuses on teaching students how to survive in the face of unemployment as well as develop positive habits, attitudes, and abilities. Alugbuo (2013) entrepreneurs are individuals with ideas, innovative and creativity for new things. An entrepreneur is an individual who see a business possibility, mobilizes the required capital, and have the ideas on how to put all other factors of production into use effectively and has the ability to take a risk. Entrepreneurs are innovators and visionary leaders who have the potentials to commence a business activity/venture.

Entrepreneurship education focuses on potentials ability of the individuals that allow the realization of opportunity. At every phase of education, from primary to graduate university, there are different types of entrepreneurial education. The general objective of both strategies is profit—in one way or another. Teaching entrepreneurship education, colleges of education graduates will be able to take responsibility in job creation. The objective of entrepreneurship education is to makes it recipient acquire skills, ideas, potentials, creative, knowledge, and abilities required to successful entrepreneurship.

Self-employment is the practice of an individual working for themselves as opposed to an employer who provides benefits such as wages or salaries. An independent contractor, usually referred to as an entrepreneur, is a person who owns their own company and makes a living by managing and operating it. People now have the chance to take care of themselves and overcome the issue of poverty. Furthermore, the belief that self-employment is the primary driver of economic growth contributes to the enhancement of a country's economic growth (Lofstrom, 2019). Nigeria's population is expanding quickly, and with it comes a rising need for clothing, food, housing, and medical care. After school, there are not enough white-collar occupations to absorb our young people. Inferentially, the rate of unemployment has been rising. A number of social vices like armed robberies, human trafficking, kidnappings, and assassinations have spread throughout Nigeria as a result of the country's extreme unemployment. The current situation in this nation has led to instability and insecurity (Ebenehi & Oguche, 2017).

The Nigerian government recognizes the need for a technologically and business-oriented society among its citizens, and has incorporated this desire into the national education policy. To that end, entrepreneurship at the subprofessional level must include the acquisition of appropriate skills as well as the development of mental, physical, and social abilities as tools for an individual to participate in and advance his society (Federal Republic of Nigeria (FRN), 2014). For the aforementioned reasons, it is imperative that adolescents who will be financially independent receive the training and instruction needed to rejuvenate the quality of education at all educational levels, including vocational and technical education. While there may have been some research on entrepreneurial education, as far as the researcher is aware, none has examined the impact of entrepreneurship education on Kwara State College of Education students' growth in self-reliance.

Statement of the Problem

Many lecturers at Nigerian colleges of education find it difficult to adequately cover their course syllabus if they do not place an emphasis on experiential learning that fosters the development of entrepreneurial skills in their students. Although it is ideal for students receiving this kind of teaching in entrepreneurship to start their own businesses prior to attending university education, this is frequently not the case. Based on observations, students don't have the business acumen needed to work for themselves after earning the Nigeria Certificate in Education (NCE). Many young people graduate from colleges of education every year, but many

of them are not accepted into universities, leaving them with insufficient preparation.

Furthermore, it has been observed that many educational institutions encourage students to compete for white-collar employment rather than giving them the knowledge and skills necessary to become independent. This is a worrying trend since it will increase the unemployment rate among education graduates and cause more societal difficulties.

Purpose of the study

The general purpose of this study is to assess the influence of entrepreneurship education on the development of self-reliance of students in colleges of education in Kwara State. Specifically, the study sought to determine the:

1. Influence of entrepreneurship education on acquisition of entrepreneurial skills for self-reliance of colleges of education students in Kwara State?
2. Challenges facing the implementation of entrepreneurship education Programme in colleges of education students in Kwara State?

Research Questions

In line with the specific purposes, the following research questions raised to guide the study

1. What is the influence of entrepreneurship education on acquisition of entrepreneurial skills for self-reliance of colleges of education students in Kwara State?
2. What are the challenges facing the implementation of entrepreneurship education Programme in colleges of education students in Kwara State?

Literature Review

Concept of Entrepreneurship Education

Entrepreneurship education plays a critical role in fostering economic development and empowering youth by equipping them with the necessary skills, knowledge, and attitudes to start and manage businesses. This form of education is not only about learning business principles but also about developing a mind set geared towards innovation and self-reliance.

Entrepreneurship education refers to a structured program designed to equip individuals with the skills, knowledge and attitudes necessary to create, manage and grow their own businesses. It encompasses a wide range of learning activities, from understanding business fundamentals to developing innovative ideas and solving real-world problems. The goal of entrepreneurship education is to foster an entrepreneurial mind set that encourages self-reliance, creativity and economic contribution (Nyerere, 2018).

Without a doubt, entrepreneurship is a dynamic process of invention, transformation, and vision. It entails putting enthusiasm and vigor into the creation and execution of fresh concepts and creative fixes. The ability to form successful venture teams, the development of creative skills to gather necessary resources, the willingness to take calculated risks with regard to time, equity, or career, and the fundamental capacity to create sound business plans are key attributes of entrepreneurship policies. Another essential component of entrepreneurship-driven policies is the ability to spot possibilities where others see turmoil, contradiction, and confusion (Kuratko & Hodgetts, 2014). It is anticipated that these traits will eventually promote the formation of new businesses and advance economic growth. Entrepreneurs also frequently possess other characteristics including looking for possibilities, taking calculated risks beyond safe limits, and having the persistence to turn a concept into a reality (Kuratko, 2015).

Over the last ten years, the definition of entrepreneurship has broadened to encompass socio-cultural, political, and educational domains. This type of entrepreneurial activity carried

out by huge organizations is called "intrapreneurship" or "corporate spin-off." According to Hytti (2002), there are three main goals of entrepreneurship education in the context of education: understanding entrepreneurship, becoming entrepreneurial, and becoming an entrepreneur.

These days, a person is seen as an entrepreneur or someone who is involved in entrepreneurship if they are an inventive and creative company leader in their sector or individual (Okala, 2018). According to Akanwa and Agu (2015), entrepreneurship refers to the services provided by the entrepreneur, whereas the entrepreneur is the person who engages in the business of organizing and managing. In essence, an entrepreneur is someone who spots a business opportunity and makes profitable use of limited resources to seize limitless chances.

To meet the enterprise's financial, social, and economic goals, the entrepreneur mobilizes material and human resources and takes on non-insurable risks. Different academics have portrayed entrepreneurs in different ways throughout history. For example, in the late 17th and early 18th centuries, respectively, Adam Smith and Robert Cantillon identified the entrepreneur as a central figure in macroeconomics. Nonetheless, until the 19th and 20th centuries, the theoretical study of entrepreneurship was mostly ignored; empirical attention didn't pick up steam until the last 50 years. A more comprehensive understanding of entrepreneurship did not arise until the 20th century, partly as a result of the groundbreaking contributions made by economist Joseph Schumpeter in the 1930s and by other Austrian economists like Carl Menger, Ludwig Von Mises, and Friedrich Von Hayek.

The definition of an entrepreneur by Schumpeter (1942) as someone who can successfully translate new ideas or inventions into innovations was a crucial contribution. Schumpeter disagreed with many of his predecessors who saw the entrepreneur as a risk-taker and instead attributed risk-taking to the capitalist. Entrepreneurs were frequently portrayed by early researchers in the subject as people who were prepared to risk their careers and financial stability on speculative endeavors in order to pursue an idea. These people devote a large amount of time and capital—wealth created to develop even more wealth—to endeavors that involve varied degrees of risk. Knight (2021) distinguished three categories of uncertainty: real uncertainty, which is impossible to estimate or anticipate using statistical methods; ambiguity, which is hard to measure statistically; and measurable risks, which are quantitatively quantifiable.

Innovation is a component of entrepreneurship; it involves bringing something new to a market that didn't previously exist. Given the intense competition, there is no guarantee that a new product will make it through the initial stage of the product life cycle, even in established markets. According to some academics, entrepreneurship is the service rendered by anyone starting a new company (Ogundele, Sofoluwe & Kayode, 2022). Akanwa and Agu (2015) assert that people are considered entrepreneurs if they find, grow, or innovate a business toward profitability. This concept expands its purview to encompass individuals who manage, inherit, or take over already-existing companies or franchises. Thus, there are three ways to pursue entrepreneurship: franchising, inheriting or taking over an established business, or self-establishment.

Furthermore, anyone may become an entrepreneur if they possess the desire and aptitude to recognize, assess, and seize chances. Entrepreneurship has a complex function in the social and economic development of a country. Business opportunities must be identified and chosen, the type of enterprise must be chosen, resources must be allocated, production factors such as labor, capital, and land must be coordinated, organizational activities must be planned and controlled, risks must be taken, opportunities for employment must be created, and customers must be satisfied through marketing efforts. Additionally, balanced regional development, a reduction in the concentration of economic power, and innovation must be used

to meet local market demands (Ogundele, Kayode, Oduleke, & Alade, 2013). A broad range of experiences are included in entrepreneurship education to provide students the skills and perspective necessary to recognize and seize different possibilities. It goes beyond just starting a business; its goal is to improve students' ability to interact with society and adapt to its changes (Enu, 2012).

According to Emeraton (2018), entrepreneurship education is centered on developing the mindset and abilities required for people to conserve, launch, and oversee company ventures while also navigating their surroundings. Emeraton highlights the significance of developing a few core beliefs and abilities that allow people to react well to their environment and take advantage of chances. This emphasizes how entrepreneurship education helps people develop marketable abilities that are necessary for running their own companies or those of others (Oduwaiye, 2019).

Instead than depending entirely on government jobs, the goal of enterprise education, often referred to as entrepreneurship education, is to help students acquire positive attitudes, innovate, and become self-sufficient (Oduwaiye, 2019). Students who receive this kind of education are given the tools they need to think independently and with confidence, which opens up new information and opportunities for economic growth (Oduwaiye, 2019). The focus on independence and creativity equips graduates to succeed in a changing and dynamic business environment.

Importance of Entrepreneurship Education

By equipping students with the skills needed to recognize and seize business opportunities, entrepreneurship education promotes economic expansion and employment development. It is impossible to overstate the value of entrepreneur training, according to Okorie (2020), since it equips people and resources for industrial activity and independence, which eventually results in increased income and decreased unemployment. This is especially true in developing nations where there are few work options and where starting a business can greatly reduce unemployment. According to Okorie (2020), in the quickly changing economic environment of today, entrepreneurial education is crucial. An education in entrepreneurship is essential for the following main reasons:

1. **Promoting Innovation:** Learning about entrepreneurship inspires people to think imaginatively and creatively. Entrepreneurship education encourages innovation, propelling advancement and economic expansion by giving pupils the knowledge and abilities to spot possibilities and create fresh approaches to issues.
2. **Creating Job Opportunities:** The generation of jobs is greatly aided by entrepreneurs. Entrepreneurs create jobs for others as well as for themselves when they launch new companies or endeavors. By giving people the tools, they need to launch and run their own enterprises, entrepreneurship education helps to lower unemployment rates and create jobs.
3. **Empowering People:** Learning about entrepreneurship gives people the ability to take charge of their own lives. Through the training of critical thinking, problem-solving, resilience, and decision-making, entrepreneurship education provides people with the skills necessary to succeed in their personal and professional lives.
4. **Propelling Economic Development:** One of the main forces behind economic growth is entrepreneurship. Entrepreneurship education stimulates economic growth, draws investment, and advances technology by promoting a culture of creativity and risk-taking.

Furthermore, prosperous business people frequently reinvest their earnings into their companies or other endeavors, which promotes economic growth even more.

5. Encouraging Social Change: Teaching entrepreneurship has the power to encourage constructive social change. Entrepreneurship education has the potential to generate novel solutions for urgent social problems including poverty, injustice, and environmental sustainability by promoting people to recognize and tackle societal concerns through entrepreneurial endeavors.
6. Promoting Global Competitiveness: In the linked world of today, entrepreneurship is crucial to maintaining one's competitiveness in the international market. Through the development of the abilities and mind set required to compete in a business environment that is changing quickly, entrepreneurship education empowers people to take advantage of opportunities and overcome new obstacles.

Method

Descriptive survey research design was adopted in this study. 335 business education students from Kwara State three colleges of education made up the population. The study used census population, there was no sampling. The study's data were analyzed using the mean and standard deviation. The main instrument used for data collection was structured questionnaire adapted by the researcher titled "Entrepreneurship Education in Colleges of Education and Development of Self-Reliance of Students in Kwara State (ECEOEDSS). It adopted a 4-point rating scale of Strongly Agree (SA), Agree(A), Disagree (D) and Strongly Disagree (SD). The measuring instrument comprises of 20 questionnaire items structured research questions raised for the study. The instrument for data collection was validated by two research experts in the field of business and entrepreneurship education. In other to determine the reliability coefficient of the instrument, the instrument was pilot tested at Federal college of education, Kontagora, Niger State using 20 business education students outside the study area who were not part of the study. Cronbach alpha which the results showed a 0.83 reliability coefficient. Data collected were analyzed using simple arithmetic mean and simple percentage method of data analysis.

Results

Research Question One: What is the influence of entrepreneurship education on acquisition of entrepreneurial skills for self-reliance of colleges of education students in Kwara State?

Table 1: Respondents mean rating on the influence of Entrepreneurship Education on Acquisition of Entrepreneurial Skills for Self-reliance.

S/N	Statement Items	SA	A	D	SD	N	Mean	RMK
1.	Entrepreneurship education on acquisition of entrepreneurial skills for self-reliance	40%	25%	18.3%	16.7%	100%	2.82	Agree
	Students are exposed to subject and Skill acquisition for entrepreneurship development	48	30	22	40	335		
2.	Entrepreneurship education provides knowledge, skill and inculcate attitudes needed in an occupation.	43.3%	33.3%	16.7%	6.7%	100%	3.10	Agree
		52	40	20	16	335		
3.	Acquisition of entrepreneurial skills can be used to solve individual, society or national problems.	50%	41.7%	8.3%	0%	100%	3.41	Agree
		30	25	5	0	335		
4.	Acquisition of Entrepreneurial skills can reduce unemployment rate	40%	25%	18.3%	16.7%	100%	3.30	Agree
		84	30	22	20	335		
5.	Entrepreneurship education leads to skill national development	50%	41.7%	8.3%	0%	100%	3.41	Agree
		30	25	5	0	335		

Source: Field Study, 2024

From the above table, with items 1-5, it can be inferred that entrepreneurship education has influence on the acquisition of entrepreneurial skills among college of education students. It also shows that the acquisition of these skills can reduce the rate of unemployment in kwara State with the weighted mean of 2.82, 3.10, 3.41, 3.30 and 3.41 respectively: which shows that entrepreneurship education has influence on the acquisition of entrepreneurial skills among colleges of education students for self-reliance.

Research Question Two: What are the challenges facing the implementation of entrepreneurship education Programme in colleges of education students in Kwara State?

Table 3: Respondents mean rating on the Challenges facing the Implementation of Entrepreneurship Education Programme .

S/N	Statement Items	SA	A	D	SD	N	Mean	RMK
6.	Challenges facing the implementation of entrepreneurship education Programme	18.3%	16.7%	50%	15%	100%	3.40	Agree
	Lack of interest on the part of the students	22	20	60	18	335		
7.	Poor planning and lack of proper educational policy	43.3%	33.3%	16.7%	6.7%	100%	2.54	Agree
		52	40	20	16	335		
8.	Lack of support in the part of government to entrepreneurship education programme.	50%	41.7%	8.3%	0%	100%	2.53	Agree
		30	25	5	0	335		
9.	Poor planning and lack of proper educational policy	40%	25%	18.3%	16.7%	100%	3.40	Agree
		84	30	22	20	335		
10.	Students do not possess saleable skills required by industries	50%	41.7%	8.3%	0%	100%	3.21	Agree
		30	25	5	0	335		

Source: Field Study, 2024

The table above with item 6-10, it that there many challenges facing entrepreneurship training and its full implementation for self-reliance in colleges of education, in Kwara State Nigeria with the mean rating of 3.40,2.54,2.53,3.40 and 3.21 respectively, which shows that the respondents agree with the identified statement items as challenges facing entrepreneurship education in colleges of education, in Kwara State Nigeria

Discussion

The impact of entrepreneurship education on developing entrepreneurial skills that is, the information, abilities, and attitudes required for a career is examined in table one, Research Question One. It takes these abilities to lower unemployment rates. This is consistent with Okorie's (2020) assertion that entrepreneurship training is critical to equipping people and assets for industrial and self-reliance, self-employment, and wealth development. Amawu and Ekienabor (2019) also emphasized that poverty and rural-urban migration can be decreased by giving young graduates with adequate training to identify new business possibilities and launch careers in small and medium-sized businesses. This will also stimulate economic growth and development and the creation of jobs.

According to Research Question Two, one of the main issues that Kwara State's colleges

of Education entrepreneurial education programs face is the low enthusiasm among students in learning entrepreneurial skills, which exacerbates unemployment. The majority of the time, students don't seem very interested in learning things that will help them in the future. This result is in line with Uwameiye's (2019) assessment that a student's lack of excitement and love for technical education courses is the main obstacle to learning entrepreneurial skills in the curriculum.

Conclusion

Any country's economic progress can be accelerated by entrepreneurship education, which aims to provide students the knowledge, abilities, and skills they need to encourage an entrepreneurial spirit. The study came to concluded that developing entrepreneurial skills will allow students work for themselves after graduation, which will assist to lessen the issue of unemployment, which has threatened the advancement, stability, and peace of the country.

Recommendations

Based on the conclusion the study, the recommended that;

1. Lecturers of entrepreneurial education ought to help learners cultivate a positive outlook on conquering the obstacles they face in education schools.
2. Qualified vocational and technical instructors who are adept in both theory and practice must be hired in order to guarantee that students become self-sufficient and contribute to economic development after graduation. This will improve the standard of instruction in entrepreneurial education.

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