

## ENTREPRENEURSHIP EDUCATION AS AN ANTIDOTE TO THE CHALLENGES OF UNEMPLOYMENT SITUATION IN NIGERIA: THE THERAPIST VIEW POINT

*Dr. A. E. Onuorah and Onovo Amos Okwudili*

### **Abstract**

The study aimed at examined Entrepreneurship education as an antidote to the challenges of unemployment situation in Nigeria with the therapist view point. 2 research questions guided the study. The descriptive survey research design was employed. The population for the study is the 123 selected entrepreneurs in Enugu Metropolis. No sampling was done because the number is small and manageable. A self structured instrument called Entrepreneurship Scale as used to collect data for the study. It was validated by three experts and its reliability coefficient ascertained using Cronbach Alpha reliability estimate. A coefficient of .83, .67 and .71 was found for the three clusters. Mean and Standard deviation were used to answer the research questions. It was found among others that Entrepreneurship education enhances acquisition of the necessary skills for gainful self-employment in Nigeria and that lack of perseverance, absence of self-confidence, lack of mental ability, lack of respect and inability of the student to communicate well are some of the challenges hinders entrepreneurship education.

Becoming self-sufficient is the desire of every Nigerian, but only an insignificant number actually find a way to make it happen. Too many people do give up on their dreams too soon, when education and guidance could show them the way to success. The dearth of entrepreneurs or people with entrepreneurial mentality has been one of the major inhibitors to the development of a virile indigenous private sector in Nigeria. Nigeria has vast human and material resources but people are still leaving below the poverty level.

Nonetheless, the level of unemployment in Nigeria possesses a great danger to the nation if left unchecked. The Federal and State government is yet to address the alarming rate of joblessness in the land squarely. Unemployment especially among the youths has been the major problem which has been attributed to the fact that most of the graduates do not acquire the needed skills and competence that will make them to be self-employed. Youths of these days want everything fast and free; they lack the patience and the willingness to learn. There is a great need to provide the appropriate counselling, economic and social conditions to encourage the emergence of individuals with required entrepreneurial skills

Yet, the erratic harsh economic situation in Nigeria, with the resultant massive unemployment calls for real emphasis on the need for every Nigerian to strive towards self-reliance through self-employment (Anyakoha, 2005). It is to be noted that no meaningful/significant development including economic growth can take place in an academic/professional environment devoid of entrepreneurship education.

Entrepreneurship Education programmes are the imperatives through which the present deficiencies in our educational system can be guaranteed. This is because they harbor occupational skill, employability, self-reliance and saleable skills which are required to create and re-create employment opportunities. Skills acquisition in various trades appear to be one of the surest ways through which young people can find their way and bearing in the labour market, be it public or private sector (Ochiagha, 2005). To that extent, should sufficient interest be shown in what goes on in the school/workshop with the hope of profiting by it and accommodating and implementation of the psychomotor, cognitive and affective domains in Nigeria.

In curbing unemployment in Nigeria, efforts should therefore be geared towards improving the economy by way of providing the right skills to the people, albeit, through entrepreneurship education to generate employment opportunities. This will assist in no small measure to tackle economic problems and lead to a more prosperous life. This is likely why Entrepreneurship world over is believed to be a catalyst for economic growth and an antidote to unemployment.

To this end, the problem this study addressed is therefore assessment of Entrepreneurship education as an antidote to unemployment situation in Nigeria using the counsellor as a view point through the following objectives:

1. To determine whether entrepreneurship education enhances acquisition of the necessary skills for gainful self-employment in Nigeria.
2. To identify challenges that hinder sound entrepreneurship education in our society.

### **Conceptual Clarifications**

#### **Who is an Entrepreneur?**

Sullivan (2003:1) defined an entrepreneur as a person who has possession of a new enterprise, venture or idea and is accountable for the inherent risks and the outcome of a product. The term was originally a loanword from French language and was first defined by the Irish-French economist Richard in 1755. Entrepreneur in English is a term applied to a person who is willing to help launch a new venture or enterprise and accept full responsibility for the outcome. Say (1834:40), a French economist, is believed to have coined the word “entrepreneur” in the 19<sup>th</sup> century - he defined an entrepreneur as one who undertakes an enterprise, especially a contractor, acting as intermediary between capital and labour (Tim, 2004:23). A broader definition by Say (1834:40) is that the entrepreneur shifts economic resources out of lower and into higher productivity and greater yield.

Entrepreneurs emerge from the population on demand, and become leaders because they perceive opportunities available and are well-positioned to take advantage of them. An entrepreneur may perceive that they are among the few to recognize or be able to solve a problem. Schumpeter (1945:83-84) sees entrepreneurs as innovators and popularized the uses of the phrase creative destruction to describe his view of the role of entrepreneurs in changing business norms. Creative destruction encompasses changes in entrepreneurial activity which makes every time a new process, product or company that enters the markets.

#### **Entrepreneurship**

The existing definitions of entrepreneurship often relates to the functional role of entrepreneurs. They are coordination, innovation, uncertainty bearing, capital supply, decision making, ownership and resource allocation (Barreto, 2009:80). Kilby (1971:6) in Ozioko (2006:20) defined entrepreneurship as the willingness and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully. Hornby (2012:292) referred to entrepreneurship as organizing a business, undertaking and assuming the risk for the sake of profit. Onuoha (1994:181) in Ile (2003:46) stated that entrepreneurship occurs when a person, and /or group of persons or business firm assumes risk in the hope of making profit. According to Stoner and Freeman (1992:156) in Ile (2003:45), entrepreneurship is defined as the seemingly dichotomous process of combining resources to produce goods or services. Ezema (2005) in Olannye and Chukwu (2010:62) viewed entrepreneurship education as a specialized training given to students to acquire skills, ideas, managerial abilities and capabilities needed for self employment rather than being employed for pay.

Furthermore, Ogundele (2005) in Olannye *et al.* (2010:63) observed that because of appropriate entrepreneurship education, training and development, right from childhood, every six out of ten persons in Indonesia is an entrepreneur. The truth according to Ogundele is that being risk-taking business person (an entrepreneur) has become the norm of Asian Tigers. Thus, the possible way of arousing entrepreneurship consciousness is through education, vocational training and other development-oriented programmes which must be provided for pupils and students at various levels of Nigeria educational system.

### ***Entrepreneurship Education as an Antidote to the Challenges of Unemployment Situation in Nigeria: The Therapist View Point***

---

Entrepreneurship is the willingness and ability of an individual to seek for investment opportunities, to establish and to run an enterprise successfully (Suleiman, 2006). The entrepreneurship spirit is a pre-requisite to an entrepreneurial society and culture. This spirit is required for the overall economic growth of any nation especially developing ones like Nigeria. This is in line with the view of Nwangwu (2006) that entrepreneurship is the willingness and the ability of an individual or a firm or an organization to identify an environmental change and exploit such an opportunity to produce goods and services for public consumption. In the words of Dangote as stated by Odjegba (2005) entrepreneurship is built on vision, focus and determination. It is built on standards management practices, enabling environment, access to funds...

#### **Entrepreneurship Education**

The concept of Entrepreneurship education according to Anho (2011) is associated with various activities herein stated but not limited to the following:

*Innovation, creativity, risk taking, initiative, visionary, focus, determination, team spirit, resourcefulness, financial control, self confidence, versatility, knowledgeable, dynamic thinking, optimum disposition, originality, people oriented, flexible in decision, responses to suggestions and criticism, need achievement driven, profit oriented, persistent and persevering, energy for hardwork, adjustment to challenges and future looking.*

According to Osualla (2004) Entrepreneurship education is a programme that prepares individuals to undertake the formation of and/ or operation of small business enterprises which also includes franchise operations for the purpose of performing all business functions relating to a product or service with emphasis given to the social responsibilities, legal requirements and risks for the sake of profit making in the conduct of a private enterprise. This implies that entrepreneurship programmes prepares or equips learners with the skills that make them not just capable but also willing to undertake and run a small business of any kind with the sole aim of making profit. This they can achieve because they have the acquired skills that are required for the task. Such business ventures could be in the area of product or service business.

Zochi (2004) viewed entrepreneurship as a process which involves the efforts of an individual(s) in seeing viable business opportunities in any environment, skillfully planning and managing the resources required to exploit those opportunities for profit making. This suggests that entrepreneurship involves identifying and exploiting business opportunities within a given environment, while assuming its associated risks and gains. It involves taking business initiative, organising or reordering economic activities and accepting the risks for the purpose of profit making. Invariably, entrepreneurship education is the process of acquiring the entrepreneurial skills through training that emphasizes the acquisition and development of appropriate knowledge and skills that empower the individuals maximally to utilize the resources around them.

Entrepreneurship education has been introduced into the country's educational system at all levels in a bid to curb the above mishaps and to encourage graduates at all levels to take advantage of the available opportunities and not only become self-employed but also become employers of labour thereby reducing poverty, unemployment, youth restiveness and contribute to national economic development and wealth creation.

Entrepreneurship generates growth because it serves as a vehicle for innovation, change, and a conduit for knowledge spillovers. Thus, in a regime of increased globalization, the comparative advantages of modern economies are shifting towards knowledge based economic activity, not only do entrepreneurship play a more important role, but also a recommendation for economic growth.

Education remains a vital transformational tool and formidable instrument for socio-economic empowerment, wealth creation, and employment generation, poverty alleviation and value orientation which government has talked about for so long now. Suffice it to be mentioned that education, training and experience can increase the supply of entrepreneurs by making available more skills which are suitable for entrepreneurial endeavour.

Entrepreneurship education involves the willingness of persons to persistently pursue the opportunity to create wealth. This is done through innovative creation of products or services that will meet customers' needs, using scarce resources judiciously in a way that results in the growth of enterprise which satisfies the expectation of stakeholders.

Entrepreneurship education stands out to be an antidote to unemployment having worked in line with today's educational policies that highlight self-reliance, self-employment, gainful employment and also consistent with the global awareness. Entrepreneurship education enhances the acquisition of necessary skills for gainful and self-employment. As a specialized training given to students to acquire skills, ideas and managerial abilities and capabilities for self-employment (entrepreneurship education) stands as a panacea to unemployment saga in Nigeria (Ezema, 2005:20).

### **Entrepreneurship Education as an Antidote to the Challenges of Unemployment Situation in Nigeria: The Counsellor's View Point**

A major antidote to the problem of unemployment in Nigeria is through the development and promotion of entrepreneurial education. Carl Rogers (1961) remarked that a fully functioning person must possess some qualities such as productivity and creativity in an individual, the individual in turn will feel freer to be creative and productive. They will also be more creative in the way they adapt to their own circumstances without feeling a need to conform. He opined that efforts should be made to introduce the study and acquisition of entrepreneurial skills into the curriculum of tertiary education. The compulsory introduction of job creation skills into the curriculum of higher education will enhance the training and production of employers of labour. Our tertiary institutions will henceforth be able to produce job creators, who will in turn train others to be self-reliant thereby reducing dependence on the government for employment (Punch, 2012).

Consequently, entrepreneurship education would prepare occupational fields and effective participation in the world of work. Being an aspect of lifelong learning, it would prepare the people for responsive citizenship. It will facilitate poverty alleviation or serve as a critical tool for poverty alleviation. It will prepare learners for careers that are based on manual or practical activities, traditionally non-academic and totally related specific trade, occupation or vocation. It will provide education designed to develop occupational skills. It will give individuals the skills to live, learn and work as a productive citizens in a global society. It will serve as a catalyst for creating employment opportunities. It is a panacea for achieving millennium development goals (MDGs).

Thus, entrepreneurial education enables recipients live a meaningful and fulfilling life and contribute to national development (Gibb, 2002, Agweda and Abumere, 2008). Entrepreneurship education aids the acquisition of team-building skills critical for both small-scale business and large-scale business. Entrepreneurship education is useful for unemployment situation in Nigeria by creating career opportunities as identified by Okekeani (2008) cited by Akiri (2011), Anho (2013):

*Agriculture crop production, Animal husbandry, Barbing, Business centers, Beauty care, Coal production and sales, Clothes dyeing and tire, Driving career (cars, keke & okada), Iron and steel production, Money collection (daily/monthly ususu), Paper and pulp, Petroleum/petrochemical production, Poultry, Tobacco production, Soap and detergent production, Wood treatment, Sewing and fashion design, Petty trading, Car wash, Waste Management Technology, Information Management Technology.*

### **Theoretical Framework**

This study is anchored on psychological theory of entrepreneurship particularly as it relates to David McClelland (1961) work on Achieving Society. McClelland had postulated that for achievement, which he called achievement motivation (n-ach), by an individual is a precursor of entrepreneurial activities and a strong motivation for engaging in entrepreneurship. McClelland asserted via achievement motivation laboratory experiment about the effect of achievement on people's motivation. From the experiment he observed that most people do not possess a strong achievement based motivation, those who do, display a consistent behaviour in setting goals. The achievement motivation theory was based on the following assumptions

***Entrepreneurship Education as an Antidote to the Challenges of Unemployment Situation in Nigeria: The Therapist View Point***

- Achievement is more important than material or financial reward.
- Achieving the aim or task gives greater personal satisfaction than receiving praise or recognition.
- Financial reward is regarded as a measurement of success, not an end in itself.
- Security is not a prime motivator, nor is status.
- Feedback is essential, because it enables measurement of success, not for reasons of praise or recognition.
- Achievement-motivated people constantly seek improvements and ways of doing things better.
- Achievement-motivated people will logically favour jobs and responsibilities that naturally satisfy, their needs i.e. offer flexibility and opportunity to set and achieve goals.

McClelland firmly believed that achievement-motivated people are generally the ones who make things happen and get results and that extends to getting results through the organization of other people and resources. Basically, the present study is an assessment of Entrepreneurship Education as an antidote to unemployment situation in Nigeria using the role of a counsellor in entrepreneurship education to unemployment situation in Nigeria is an invitation to balance the three domains (cognitive, affective and psychomotor domain such that unemployment situation in Nigeria will become thing of the past among her people and so her people who are achievement-motivated will constantly seek on how to improve the things they do. The implication here is that doing things better will naturally open up new ways and job opportunities which will absorb the unemployed to become independent.

**Methodology**

A survey research design was adopted in carrying out the findings. The population of this study is made up of 123 selected entrepreneurs in Enugu Metropolis. No sampling was done because the population is small and manageable.

The self-structured questionnaire served as the instrument for eliciting information from the level of entrepreneurship education in Enugu metropolis. Out of the 123 questionnaire administered, 117 was returned giving 95.1%. The responses were measured with five (4) point scale, where strongly agree (SA) =4; Agree (A) =3; Disagree (D) =2; strongly disagree (SD) =1;. In analyzing the data, mean scores and standard deviation were used. A cut off point was determined by finding the means of the nominal values assigned to the responses. Thus  $4 + 3 + 2 + 1 = 10/4 = 2.50$ . For decision to be reached, mean scores of 2.50 and above were regarded as agreed statement while mean scores below 2.50 were regarded as disagreed.

**Data Analysis and Results**

Research Question 1: How does entrepreneurship education enhance acquisition of the necessary skills for gainful self-employment in Nigeria?

**Table 1: Mean Rating of how Entrepreneurship Education Enhances Acquisition of the Necessary Skills for Gainful Self-employment in Nigeria**

s/n	Entrepreneurship education and skill acquisition	Responses				Mean — (X)	SD	Decision
		Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree(SD)			
1.	It provides necessary training skills required in meeting the country's man power needs	93	16	05	03	3.70	0.67	Agree
2.	It does not provides necessary training skills required in meeting the country's man power needs	15	33	34	35	2.24	1.02	Disagree
3.	It provides training that inspires creativity and	83	14	11	09	3.46	0.95	Agree

	innovation in identifying business opportunities.							
4.	It does not give opportunity to utilize ones potentials	16	25	37	39	2.15	1.04	Disagree
5.	It gives opportunity to utilize ones potentials	98	08	07	04	3.70	0.73	Agree
6.	It leads to the development of indigenous entrepreneurship and increase utility of local resources	93	16	07	01	3.72	0.61	Agree
	N=117					3.16		Agree
						Grand Mean		

Source: Analysis of field survey, 2016

Table 1 shows that out of the 6 items on how entrepreneurship education enhances acquisition of the necessary skills for gainful self-employment in Nigeria, the respondents agreed with 4 items (1, 3, 5 and 6) as they recorded mean scores that are above the cut off mark of 2.50. They however disagreed with 2 of the items (2 and 4). The standard deviation for all the items are small signifying that there is homogeneity in the responses of the respondents. From the foregoing, the answers to research question 1 is that entrepreneurship education enhances acquisition of the necessary skills for gainful self-employment in Nigeria.

Research Question 2: What are the challenges that hinder sound entrepreneurship education in our Nigeria?

**Table 2: Mean Rating of the Challenges that Hinder Sound Entrepreneurship Education in our Society**

S/n	Challenges Hindering Entrepreneurship education	Responses				Mean $\bar{X}$	SD	Decision
		Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)			
7.	Lack of perseverance on the part of the student is one of the inhibitors to entrepreneurship education	107	05	03	02	3.85	0.53	Agree
8.	Absence of self confidence on the part of the student is one of the problems of entrepreneurship education	99	10	05	03	3.75	0.66	Agree
9.	Lack of mental ability on the part of the students hinders entrepreneurship education	88	23	04	02	3.68	0.62	Agree
10	Lack of respect by the student is one of the problems of entrepreneurship education.	110	04	03	00	3.91	0.36	Agree
11	An excellent skill acquisition	07	33	37	40	2.06	0.93	Disagree
12	Lack of respect by the student is one of the problems of entrepreneurship education.	107	05	03	02	3.85	0.53	Agree
	N=117					3.51		Agree
						Grand Mean		

Source: Analysis of field survey, 2016

Table 2 shows that of the 6 items on the challenges that hinder sound entrepreneurship education in our society, the respondents agreed with 5 items (7, 8, 9, 10 and 12) as they recorded

### ***Entrepreneurship Education as an Antidote to the Challenges of Unemployment Situation in Nigeria: The Therapist View Point***

---

mean scores that are above the cut off mark of 2.5. They however disagreed with 1 of the items (11). The standard deviation for all the items are small signifying that the respondents responses are tightly and closely clustered around the mean. From the foregoing, the answer to research question two is that the challenges that hinder sound entrepreneurship education in Nigeria are: lack of perseverance, absence of self-confidence, lack of mental ability, lack of respect and inability of the student to communicate well hinders entrepreneurship education

#### **Discussion of the Findings**

The study outlines that entrepreneurship education enhances acquisition of the necessary skills for gainful self-employment in Nigeria in the following ways: by providing necessary training skills required in meeting the country's manpower needs, by provides training that inspires creativity and innovation in identifying business opportunities; it gives opportunity to utilize one's potentials and leads to the development of indigenous entrepreneurship and increase utility of local resources. This agrees with the findings of Taiwo (2014), who found that in any giving economy, entrepreneurship development always give birth to job creation which will force people to do something that will better their lives and the country at large. It was clear from his observation that job creation or employment opportunity in an economy can be traceable to entrepreneurship training and development.

Secondly, the study also identified some challenges that hinder sound entrepreneurship education in our society as lack of perseverance, absence of self-confidence, lack of mental ability, lack of respect and inability of the student to communicate well hinders entrepreneurship education. The study by implication correlates with the findings of Baba (2013), who revealed that without technological skills, entrepreneurial spirit which drives economic development through job creation will be lacking. This also agrees with the findings of Okoye, Iloanya and Uduze (2014), who in their study revealed that government polices and initiative has affected the "transformation question which is due to the increase of corruption, inadequate and maladministration.

To this end, the counsellor's viewpoint on unemployment situation viz a vis the entrepreneurship situation in Nigeria required much sensitization on the part of her citizenry because, most people especially school leavers are dependent on the government thereby loosing focus in their abilities of becoming self-sufficient and independent. Nigeria need to be encouraged to make independent choices of entrepreneurial skills that may bring eternal satisfaction to them.

There is no gain saying the fact that human behaviour and the circumstances that propel certain behaviours, differ from one individual to another. It is therefore pertinent that counsellors should arm themselves with appropriate modern theories that will enable them assist individuals with entrepreneurship education difficulties; so as to enable them arrive at the understanding and solution to their problems. Some of the theories include trait and factor or matching theory; decision theory, situational theory, personality theory and developmental theory to mention but a few.

Recent changes in the world system appear to have shown that certain courses are no longer relevant. Some courses seem to be dead-end courses which have little or no relevance to the economy. The urgent need to review the school curriculum to meet with the present economic reality becomes very pertinent. If training is directly related to the industrial demands of the present dispensation, the question of unemployment due to inadequate training becomes history (Schaefer & Lamm, 1999).

Consequent upon the above fact, entrepreneurship education will in turn enhance the acquisition of skills necessary for self-employment which brought about reduction in unemployment in Nigeria. According to Igbo (2001:15) today's educational policies emphasizes self-reliance and self-employment. The increasing global phenomenon and awareness on entrepreneurship education will enhance the acquisition of skills necessary for self-employment

There is no doubt that government alone cannot be saddled with the responsibility of employing the teaming number of graduates in Nigeria. This paper suggests that professionally skilled

graduates be encouraged through the National Directorate for Employment to be self-employed and to grow into becoming employers of labour.

### **Conclusion**

Conclusively from the above analysis and interpretations done and the information from related literature, it implies that

1. Entrepreneurship education enhances acquisition of the necessary skills for gainful self-employment in Nigeria in the following ways: by providing necessary training skills required in meeting the country's manpower needs, by provides training that inspires creativity and innovation in identifying business opportunities; it gives opportunity to utilize one's potentials and leads to the development of indigenous entrepreneurship and increase utility of local resources.
2. Challenges that hinder sound entrepreneurship education in our society are lack of perseverance, absence of self-confidence, lack of mental ability, lack of respect and inability of the student to communicate well hinders entrepreneurship education.

### **Recommendations**

Based on the findings of this study, the following recommendations were proffered.

1. Universities are encouraged to take a bold step of including the laudable programme of entrepreneurship education in their curriculum by setting up entrepreneurship development centres in their campuses. Since vacancies in public and private sectors have become very limited, a proper training in entrepreneurship may go a long way to helping graduates not to rely solely on government paid jobs but seek ways of becoming employers of labour.
2. The establishment of counselling and human development centres in the universities will also help in strengthening entrepreneurship education.
3. Exposing students to proper career counselling will go a long way to reducing the over dependence on the government for employment. The need to boost entrepreneurship education has become more imperative in this dispensation where existing vacancies in public and private establishments appear to be too slim to accommodate the teeming unemployed graduates. Students should be encouraged from the beginning to consider self-employment as a plausible option because government establishment is already saturated.

### **References**

- Agbe, N. N. & Agbe J.I. (1999). *Handbook on Vocational Guidance and the 6.3.3.4. System of Education: Implications for Counsellors and School Administrators*. Lagos: Hiwits. (Chapter 1)
- Agweda, F.E. & Abumere, D.J. (2008). *Entrepreneurship Education: Problems and Prospects*. Paper Presented at the 7th Annual Conference National Association for Research Development (NARD). Federal College of Education, Zuba.
- Aina, O.I. (2008). *African Women at the Grassroots: The silent partners of the women's Movement*. *Int. J. Educ. Stud.* 01 (01). 41-45
- Akiri, A.A. (2011). Universal Basic Education. The Challenges and Future Prospects in Entrepreneurship and Sustainable Development. In E.A. Arubayi, N.E. Akpotu and E.P. Oghuvbu (Eds.) 107-114. *NAEAP Publication, Delta State University Chapter Abraka*.
- Anho, J.E. (2011). Impact of Entrepreneurship Education and Training on University Graduates For Sustainable Development in E.A. Arubayi, N.E. Akpotu and E.P. Oghuvbu (Eds.) *A Book of Reading: Education and Training for Entrepreneurship*.

***Entrepreneurship Education as an Antidote to the Challenges of Unemployment Situation in Nigeria: The Therapist View Point***

---

- Anho, J.E. (2013). *Recreating the Management and Administration of Adult and Non-Formal Education Vis-à-vis Entrepreneurship Education for Unemployment and Poverty Eradication*. A paper presented at the Conference of Association of Nigeria Teachers (ASCONT), Enugu.
- Anyakoha, E.U. (2005). *Entrepreneurship and Vocational Education: A contemporary challenge and the way forward Paper presented at the National Conference on Entrepreneurship Education at FCE (Technical) Umunze, September 25 – 28*.
- Barreto, H. (1989). *The Entrepreneur in Microeconomic Theory: Disappearance and Explanation*, London: Rutledge.
- Carree, M.A., Thurik, A.Z. (2002). *Impact of Entrepreneurship on Economic Growth*. Maasticht: International Handbook of Entrepreneurship Research.
- Deakins, D. and Freel, M (2009). *Entrepreneurship and Small Firms, 5th edition*. New York: McGraw Hill.
- Elkington J. (2011). *Key traits of Social Entrepreneurs*. Harvard Business Publishing. Available (online) at <http://sciencetage.com/v/13869>. Accessed 31/07/15.
- Ezema, C (2005). *Entrepreneurship in Vocational Education*, Enugu: Modern Printers Ltd.
- Fajana (2000). Entrepreneurship Development: A Panacea for Unemployment Reduction in Nigeria. *Journal of Emerging Trends in Economics and Management Sciences (JETEMS)* 2 (4): 251-256.
- Gibb, A. (2002). In Pursuit of a New “Enterprise” and “Entrepreneurship” Paradigm for Learning: Creative Deconstruction, New Values, New Ways of Doing Things and New Combinations of Knowledge. *International Journal of Management Review* 4(3), 233- 269.
- Ile, N.M (2003). *Entrepreneurship Development: The Nigerian Perspective*, Enugu: Chiezugbo Ventures.
- Nwangwu I.O. (2006). *Fundamentals of Entrepreneurship in Educational Management*. Enugu: Cheston Agency Ltd.
- Obioma Nnaemeka (ed) pp 65-88. *Sisterhood, Feminisms, and Power in Africa*. Trenton: New Jersey: Africa work press
- Ochiaga, (2005). *Theory and Practice of Career Development*. Nsukka: Publisher: University of Nigeria Nsukka.
- Odjegba, E. (2005). “Building Nigeria’s Entrepreneurship: What stakeholders say about essential ingredients”. *Sunday Vanguard*. July 3.
- Ogundele, O.J.K (2005). *Entrepreneurship and National Development*. A proposal for Evangelistic Agenda. Paper presented at the inauguration of National Conference of Academy of Management in Nigeria held in Abuja.
- Okorie, J.U. (2000). *Developing Nigeria Workforce*. Calabar: Environs Publishers.

- Olannye, A.P (2010). Creating a market orientation for entrepreneurship performance in DeltaState. *Journal of Marketing and Public Policy*, 1(11), 17-29.
- Osualla, E.C. (2004). *Principles and Methods of Business and Computer Education*. Enugu: Cheston Agency Ltd.
- Ozioko, H. E. (2006). Self-employment: A Panacea to Unemployment, .Uyo: Afahaid and Bros. *Punch Newspaper, October 21, 2012. Entrepreneurial Education will reduce Graduate Employment.*
- Say, J B. (1834). *A Treaty on Political Economy*. Internet Copy: Wikibooks
- Schaefer, R.T. & Lamm, R.P. (2008). *Sociology*. New York: McGraw-Hill. (Chapter 5)
- Schumpeter, J.A. (1911). *The Theory of Economic Development: An inquiry into Profits Capital Credit, Interest and Business Cycle*. Cambridge, MA: Harvard University Press.
- Shertzer, B. & Stone,S.C.(1981). *Fundamentals of Guidance*. Boston:Houghton Mifflin Company (Chapter 8).
- Suleiman, A.S. (2006) *The Business Entrepreneur: Entrepreneurial Development, Small and Medium Enterprises*. Kaduna: Entrepreneurship Academy Publishing
- Sullivan, A. and Steven, M. (2003).*Economics: Principles in action*. Available (online) at: <http://www.pearsonschool.com/index.cfm?> Accessed 22/08/15.
- UNCTD (2005).*Entrepreneurship and Economic Development: The Empretec Showcase*. Geneva: United Nations Conference on Trade and Development.
- Wadhwa, V. (2010). Is entrepreneurship just about the exit? Available (online) at: <http://techcrunch.com>. Accessed 22/08/15.
- Wall Street (Online) Journal (2011). Available at: <http://online.wsj.com/article/SB118712720309797680-email.html>. Accessed 22/08/15.
- Zahre, G.N.S. (2009). A typology of social entrepreneurs, motives, search process and ethical challenges. *Journal of Business Venturing*, 24(50), 312-325. Available (online) at: <http://econpapers.repes.org/article/eejvent/v>. Accessed 22/08/15
- Zochi, M.N. (2004). *Entrepreneurship and Entrepreneurial Skills*. Abuja: Peacock Publications.