

# ENTREPRENEURSHIP DEVELOPMENT AND EMPLOYMENT GENERATION IN DELTA STATE THROUGH BUSINESS EDUCATION

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## **Abstract**

This paper took a study of Delta State growing unemployment situation and how it increasingly dwindles its potentials. This paper is focused on entrepreneurship development and business education as a panacea for reducing unemployment in Nigeria. A well structured four-point Likert Scale questionnaire was administrated to elicit responses from the selected samples. The sample consisted of 230 Business Education students, Degree Programme. The proportionate stratified random technique was used to select 150 accounting major and 80 secretarial major students of business education department. The student-mix consisted of 86 male and 144 female. The data collected were analyzed using Z-test statistics at  $\alpha = 0.05$ . It was found that both accounting and secretarial students are for now not keen on establishing their own businesses after graduating, even with business and entrepreneurial education because of the capital needed. They prefer to be job seekers rather than becoming entrepreneurs. It was also discovered that male and female business education students are not equally interested in going into entrepreneurship. Consequently, it was recommended inter alia that feasibility study report for a potential business should be made mandatory for all business education students before graduation. It was also recommended that government should award best graduating students with start-up capital to enhance entrepreneurship development.

## **Introduction**

Many scholars have written widely on entrepreneurship and its potency to generate employment, thus, underscoring the quintessence, significance and relevance of this sub-sector in the development of any given economy. The experiences of developed economies in relation to the roles played by entrepreneurship buttress the fact that the importance of entrepreneurship cannot be overemphasized especially among the developing countries. In order to highlight its significance in relation to the growth and development of a given economy, entrepreneurship has been variously referred to as a “source of employment generation”. This is because Entrepreneurial activities have been found to be capable of making positive impacts on the economy of a nation and the quality of life of the people (Adejumo, 2000).

Conceptual issues in Business Education and Entrepreneurship Development in

Business Education is simply a discipline that trains people on the techniques of self reliance through business. Nwosu (1999) on his part quipped that Business Education is education for and about business. What this implies is that it is a discipline that exposes the individual to the acquisition of knowledge, skills, techniques and appropriate attitudes relevant and adequate for employment or owning a business enterprise. Jinadu and Akumokhan (2006) reflect that Business Education is a programme which prepares the individual with marketable and saleable skills, competencies, knowledge and attitudes needed for gainful employment and advancement in business occupations. The view here expresses the opinion that Business Education has dual purpose. Aliyu (2006) also supported the above view when he remarked that Business Education is an aspect of education tailored towards skills acquisition needed for employment and enterprise ownership. Ofishe (2011) posited that to become an entrepreneur or a job creator one need to have some traits and character. He stated further that the traits, drives and character leads to innovation and the spirit of production are not in some of the students. In a bid to develop the act of entrepreneurship through training in Business Education, Adejimola and Olutunmilayo (2009) stated that there is now a shift from general education to specific entrepreneurship education. This they said has become necessary in the present realities of growing unemployment in Nigeria and the world over. There is a general consensus on the relevance of entrepreneurship education and development as a tool towards reducing poverty, unemployment and other social vices in the society. In other words, if bulk of the students gets positive entrepreneurship and business education knowledge and this knowledge are put to effective use by the graduates, this can help to reduce unemployment and develop the society.

Entrepreneurship in any field of human endeavour is all about business. Hence the entrepreneur is expected to possess basic business skills. These skills can either be formal or informal – in some cases it can be both. For sound entrepreneurial mindset to be developed in our contemporary society today, an entrepreneur requires a good business education to be able to thrive well and remain self-reliant and self-relevant. This implies that basic education in business techniques is a sine-qua-non towards self employment and entrepreneurship. This may be one of the reasons why government is now extending entrepreneurship as a course outside business in Nigeria. Umemezia (2006) strengthens this point when she said that the quest for self-reliant and resilient economy has led to the introduction of entrepreneurship courses in tertiary institutions. Thus, the government has suddenly realized that entrepreneurship development will help to drive the economy away from unemployment to employment generation.

Business education is an academic course that is meant to educate an individual in skill and vocational field that will enable the individual to fit into the world of work and at the same time fit into the formal sector. As an academic programme, it utilizes the formal education to accomplish its goals. Such education therefore, is to enable the

attainment of attitudes, skills and knowledge considered desirable so as to make an individual efficient and effective in his works in accordance with the need of the society as any point in time. Business education involves teaching students the fundamentals, theories, and processes of business. Education in this field occurs at several levels, including secondary education and higher education or university education. Approximately 38% of students enroll in one or more business courses during their high school session. A majority of student at the university level engage in a business-related major. These majors prepare students for an occupation in business or a business –related field, or a teaching career in academia (Wikipedia, 2009). This implies that most business education students after graduation have various means of employment either as an entrepreneur or they work in an organized sector, as entrepreneur they are employer of labour.

### **Entrepreneurship development**

Entrepreneurship is the individual volition and capability to identify a yawning investment opportunity, establish an organization and run it successful. This implies that an entrepreneur should be able to develop the required skills, acquire the seed money, commence business, expand the business, diversify it and manage the business to fruition. All these according to Shapero (1975) in Ejaife (2012) calls for various roles and behavior traits which include but are not limited to: Identification or investment opportunities:

- \*Decide which business to invest in
- \*Establish the business
- \*Accumulation of prime resources
- \*Risk bearing
- \*Innovation.

Ogundele (2006) averred that actualizing the setting up of a business organization involves various activities which can be subsumed under the following subheading:

- ❖ Identifying Business Ideas - This entails understanding what will constitute the needs and wants of consumers in large quantities which are what to be provided in the locality. These needs are what the entrepreneur can provide in his service delivery.
- ❖ Environmental scanning – This is necessary if the society is very dynamic and complex. The entrepreneur will have to embark on a systematic analysis of the environment to know the opportunities and challenges. The ability of the entrepreneur to handle the internal and external publics is also very important.
- ❖ Industrial Analysis - This consists of business information that is usually published by government and financial institutions. It also includes business plans which contain costs and benefits, analysis of projects to be embark upon by individuals. Information is the decision on the organizational form the business enterprise will take. The various alternatives are sole proprietorship, partnership, private or public company. Other information is the source of

finance, decision on the site of the enterprise.

- ❖ **Effective Management** – This entails putting in place policies and procedures which will enhance the realization of the goals of the enterprise especially in production, human resource management, commercial (marketing, sales and purchasing) finance (accounting internal control measures (budgeting, credit control and audit management) including technical or engineering services.

### **Problems of Entrepreneurship in Employment Generation in Delta State of Nigeria**

The key roles of entrepreneurship include mobilization of domestic savings for investment, significant contribution to Gross Domestic Product (GDP) and Gross National Income (GNI), harnessing of local raw materials, employment creation, poverty reduction and alleviation, enhancement in standard of living, increase in per capital and expert growth and diversification. Irrespective of the benefits associated with entrepreneurship, there are lots of barriers that have prevented youths from fully realizing their potentials and assuming responsibilities in the society. Perceptively, people had gradually moved out of the farms into urban areas and cities, infrastructure had continued to deteriorate, roads uncared for, water supply was irregular, power outage was a regular phenomenon, and even for people who could afford to use electricity-generating sets, petroleum products to power them might not be available as at when needed. Instability and high turnover had negatively affected the performance of primary institutions responsible for policy enunciation, monitoring and implementation resulting in distortions in the macroeconomic structure and its attendant low productivity. These barriers are however differently grouped by different authors and scholars in the literature, ( Onwubiko 2011) outlined his own under the following sub-headings:

1. Absence of infrastructural facilities
2. Inadequate working capital
3. Low standard of education
4. Lack of adequate training
5. Other economic, social and political factor.

### **Prospects of Entrepreneurship Development in Employment Generation in Delta State, Nigeria**

All the above cited problems notwithstanding, plausibility of entrepreneurship development to generate employment abound hence the government fully appreciates the opportunities entrepreneurship creates for employment generation their contributions to economic growth and development as well as the constraints and difficulties in their operating environment. These explain why in the past forty-five years or so, the government has established various support institutions and relief measures specially structured to render assistance and succor to minimize the constraints, which entrepreneurship typically face if not to eliminate them. The

support institutions established by the government range from specialized banks designed to focus on the funding of Small and Medium Enterprises to agencies and departments all meant to give a flip to the fortunes of Small and Medium Enterprises. It is also pertinent to note that government policies behind the establishment and operations of the Small and Medium Enterprise support institutions had not been effective and productive. From all indications of observed lapses inherent in them, the policies were either defective in their formulation and conceptualization, or were not truly and religiously implemented.

Speaking of the prospects of entrepreneurship development in Nigeria in generating employment for the army of the unemployed, the Nation, on Monday 2012 reported that soon, there will be job openings in the cashew subsector of the agriculture industry, as about 300,000 jobs will be created in the subsector this year. The president of the National Cashew Association of Nigeria, Mr. Tola Faseru said that about 300,000 jobs are already in existence in the subsector. Accordingly, the coming of these jobs raises hope of employment for the teeming population of employed and as such encourages farmers to invest more on cashew and advises youths to delve into cashew plantation and business as entrepreneurship (The Nation, 2012).

Again, the Business-Day of February 14, 2012, reported that the National Directorate of Employment (NDE) has disbursed N2.8million for four unemployed graduates in Delta State under its Enterprise Creation Fund (ECF) for Small Scale Enterprises. Edem Duke, the coordinator of the Directorate in the state disclosed in Asaba that the loan was to enable each of the beneficiaries who received N700,000.00 to start their own business. Duke explained that the beneficiaries qualified for the loan based on the feasibility studies of business they presented and which earned them some training by the Directorate. “We expect that the young graduates will use the money to set up their business, run them prudently in line with the training we gave them under our start your Own Business” programme and pay back the money on time.” They were given moratorium of six months on the loan repayment and are expected to complete the repayment in two years. Again, 100 unemployed youths in the state were undergoing training which was targeted as unemployed Rural Youths Centred on hair dressing, Fashion designing, Carpentry, Electrical Installation, Welding and Metal Fabrication. In terms of financing entrepreneurship, the Central Bank Governor, Sanusi, Lamido Sanusi has raised hopes when he spoke on the Nations newspaper that credit to the president Goodluck Jonathan launches Youth Empowerment Programme targeted at 370,000 Nigerian Youths.

### **The Concept of Unemployment**

Every economy is characterized by both active and inactive populations. The economically active ones are referred to as the population willing and able to work, and include those actively engaged in the production of goods and services and those who are unemployed. The International Labour Organization (ILO) defines the

unemployed as numbers of people of the economically active population who are without work but available for and seeking work, including people who have lost their jobs and those who have voluntarily left work (World Bank, 1998). According to Fajana (2000), unemployment refers to a situation where people who are willing and capable of working are unable to find suitable paid employment. It is one of the macro-economic problems which every responsible government is expected to monitor and regulate. The higher the unemployment rate in an economy the higher would be the poverty level and associated welfare challenges. Fajana (2000), Alao (2005), and Wikipedia (2010) identify the following types of unemployment.

1. Structural unemployment occurs when there is a change in the structure of an industry or the economic activities of the country.
2. Frictional unemployment is caused by industrial friction in which jobs may exist, yet the workers may be unable to fill them either because they do not possess the necessary skill, or because they are not aware of the existence of such jobs.
3. Seasonal unemployment is due to seasonal variations in the activities of particular industries caused by climatic changes.
4. Cyclical unemployment also known as Keynesian unemployment or the demand deficient unemployment is due to the operation of the business cycle.
5. Residual unemployment is caused by personal factors such as old age, physical or mental disability, poor work attitudes and inadequate training.
6. Technological unemployment is caused by changes in the techniques of production. Technological changes are taking place constantly, leading to the increased mechanization of the production process. This naturally results in the displacement of labour and finally causing unemployment (Oladele, et al, 2011). Whatever the type and cause of unemployment, entrepreneurship is its answer.

### **Issues of Unemployment in Nigeria**

Issues concerning unemployment in Nigeria and the entire world are no longer news. Unemployment is now an alarming issue giving every government serious concern. Kelle, Ibekwe and Oguezi (2011) confirmed this when they stated that unemployment is one of the developing problems that is facing every developing economy in the 21<sup>st</sup> century today. In Nigeria before the Structural Adjustment Programme (SAP) era in 1986, available data revealed that the oil boom brought outrageous profits that led to wasteful expenditures and neglect of vital economic sectors (Akintoye, 2008). These sectors would have triggered industrial and economic growth that would have reduced unemployment among youths. Kelle, Ibekwe and Oguezi (2011) gave a graphical detail of the unemployment rate of youths in Nigeria. They said 40% of unemployment rate among urban youths are aged between 20 and 24, 31% for those between 15 and 19 and two-third for urban youths between 15 and 24 years old. They

also affirmed that the situation has been compounded by the increasing unemployment of professionals from tertiary institutions. According to Akintoye (2008), graduate unemployment accounts for 32% of the unemployed labour force. However the CIA world fact book of 2010 in Kelle, Ibekwe and Oguezi (2011) gave a conservative and general summary of the rate of unemployment in Nigeria as: Table 1: Summary of unemployment rate from 2003 – 2010.

YEARS	UNEMPLOYMENT
2003	2.3%
2006	2.90%
2007	5.89%
2008	4.90%
2009	4.90%
2010	4.90%

**Source:** CIA World Fact Book, 2010 in Kelle, Ibekwe and Ogezie (2011)

The above figures are still questionable and doubtful by various persons when viewed from the present unemployment realities on ground in Nigeria.

### **Effect of Unemployment**

To every individual, unemployment gives discomfort and makes one almost useless to himself, in that such person cannot provide its basic needs as at when due or almost impossible to cater for his needs. Therefore, it is imperative for a person to be gainfully employed, because it gives one satisfaction and increases the chance of having responsible individuals who are dedicated to themselves and to the society at large. According to Ishola (2008), unemployment is one of the developmental problems that face every developing economy in the 21<sup>st</sup> century. Nigeria is a developing country, therefore the menace of unemployment cannot be ruled out, and hence it is important to have fundamental basic academic courses to eradicate or minimizes unemployment of which business education is a viable tool for such venture. Its graduate usually set up business enterprises that employ people in the informal sector. Hence, Akintoye (2006) noted that, unemployment could be reduced through the informal sector which is a recent global issue targeted at empowering people towards being self productive and independent.

### **Unemployment Reduction through Business Education Programme**

Since business education is a prerequisite to teach an individual basic skills and practical knowledge of establishing their own business or as a factor for gaining job either in formal and informal sector of the economy, then it could also serves as a means of unemployment reduction. Most of the graduates of business education are

self-employed in their different area of specialty ranging from secretariat, accounting, marketing and managerial courses. As a sole proprietor of a business firm, they are duty bound to employ office assistant and professionals who will assist them in the day to day running of their business by so doing, the duty of unemployment reduction as been taking care of to some extent. Dangana and Okpan (2009), sees vocational business education as an education process which has its primary aim as the preparation of people for roles in business enterprises, such roles can be as employee. This implies those business education graduates are potential job creators. In the view of Dangana and Okpan (2009) opine that vocational business education has to be repositioned for the achievement of its objective of producing graduates who are not only skilled and employable but also can be self-employed. It could also be that, any graduate of business education who is suppose to look for a job decides to engage him/her self in their own small business instead of looking for employment as indirect create another opportunity for other graduates to have job and thereby reducing unemployment on knowing to such business education graduate. Business education has various opportunities like any other vocational courses to have an alternative in life in case of scarcity of job, and in the bid of providing job for themselves and thereby create job for the society.

### **Statement of the Problem**

Hardly does any College of Education in Delta State in particular or in Nigeria in general teach their products effective ways of making, managing and multiplying money in real life situations. The level of poverty and unemployment with their attendant social ills in the country continue to sour very high. The problem is that many graduates of business education are job seekers instead of job creators. How then could entrepreneurial initiative be motivated in the schools? What skills could learners need to develop so that on graduation they would aspire to create jobs rather than become helpless job seekers? Olise J. M. (2012)

### **Objectives of the Study**

This paper is aimed at finding ways of reducing unemployment through entrepreneurship development and employment generation through business education in Delta State, Nigeria. The board objective of this study is to determine whether business education graduates contribute towards entrepreneurship development in Delta State, Nigeria. The specific objectives are to:

1. Determine whether business education students majoring in accounting possess the mindset of going into entrepreneurship as a means of reducing unemployment
2. Determine whether business education students majoring in secretarial studies posses the mindset of going into entrepreneurship as a means of reducing unemployment.
3. Determine whether male business education possess the mindset of going into entrepreneurship as a means of reducing unemployment.

4. Determine whether female business education possess the mindset of going into entrepreneurship as a means of reducing unemployment.

### **Research Questions**

The study sought to answer the following research questions:

1. Are business education students (Accounting major) disposed to becoming entrepreneurs after graduation?
2. Are business education students (Secretarial major) disposed to becoming entrepreneurs after graduation?
3. Are male business education students disposed to becoming entrepreneurs after graduation?
4. Are female business education students disposed to becoming entrepreneurs after graduation?

### **Hypotheses**

Two hypotheses were derived from the research questions postulated above. They are to guide the study. The hypotheses are:

Ho1: There is no significance difference between the mean response of business education students (accounting major) and secretarial major regarding their intention to go into entrepreneurship.

Ho2: There is no significance difference between the means response of male business education students and their female counterparts regarding entrepreneurship intention.

### **Methodology – Population**

The population used for this research consisted of 230 out of 475 students in business education department, degree programme. This is consisted of 150 accounting major and 80 secretarial major students of business education department. The student-mix is also consisted of 86 male and 144 female.

### **Sampling Technique**

The proportionate stratified random sampling technique was used to select the respondents. Forty-five (45) students were randomly selected from part three – 30 from accounting option and 15 from secretarial option. Similarly, seventy (70) students from part four were selected – i.e. 45 from accounting option and 25 from secretarial option. The reason for this proportion is that accounting major are more in number than the secretarial major.

### **Instrumentation**

The instrumentation used for data collection was a structured questionnaire titled: “entrepreneurship development and employment generation in Delta State, Nigeria through business education”. It was made up of two sections: Section A – sought for

personal data while section B – sought for data on entrepreneurship development as a means of reducing unemployment through the contribution of business education in Delta State, Nigeria.

### **Instrument Reliability and Validity**

The instrument was administered to 20 persons in Agbor (an urban centre) and 5 persons in Abraka and Ole, all in Delta State. The Cranbach Alpha was used to test the internal consistency of the items in the instrument. A reliability index of 0.79 was achieved. This high index of reliability confirmed that the instrument was reliable for the study. Management and other staff from Business Education Department, opinion papers, and observations formed the version of the instrument used.

### **Data Collection and Analysis**

Copies of the instrument were administered with the help of two four regular NCE students and four regular degree students. The students who were considered as research assistants were tutored on how to administer and retrieve the completed instruments. All the 115 questionnaires administered were correctly filled by respondents and returned immediately. This was possible because of the level of education and concern of the respondents. The research questions were analyzed using the mean with standard deviation. Summarily, mean response above 3.00 on a four-point Likert type scale was recorded as “agreed” while mean responses below 3.00 was recorded as “disagreed”. The null hypotheses were tested using the Z-test statistic at 0.05 level of significance

Table 2: Respondent’s opinion on whether accounting or secretarial students like to become an entrepreneur after graduation.

RESPONSE	WEIGHT	ACCOUNTING	MAJOR	SECRETARIAL	MAJOR
	X	F1	F1W	F2	F2X
Strongly Agreed	5	9	45	6	30
Agreed	4	20	80	11	44
Disagreed	3	23	69	10	12
Strongly Disagreed	2	6	12	4	20
Undecided	1	17	17	9	9
TOTAL	15	75	223	40	112
Mean		2.97		2.88	
Variance		787.2		793	
S. D		28.06		28.16	

Source: Survey Data 2013; Weighted Mean  $\bar{x} = 3.00$ ; Average mean = 2.97 Accounting  
Average mean = 2.88 Secretarial

The mean response from both Accounting (2.97) and Secretarial (2.88) students are less than the weighted mean of 3.00. This implies disagreement or lack of intention to go into entrepreneurship after graduation.

Table 3: Male and female business education responses regarding their interest to go into entrepreneurship after graduation.

Response	Weight	Male	Major	Female	Major
	X	F1	F1W	F2	F2X
Strongly Agreed	5	4	20	6	30
Agreed	4	11	44	2	8
Disagreed	3	9	27	4	12
Strongly Disagreed	2	3	6	27	54
Undecided	1	8	16	33	33
TOTAL	15	43	113	72	137
Mean		2.63		1.90	
Variance		807		848	
S. D.		78.41		29.12	

Source: Survey Data, 2013 Weighted Mean  $\bar{x} = 3.00$

The mean responses of male and female business education students regarding their interest or intention to go into entrepreneurship is 2.63 and 1.90 respectively. Both figures are less than the weighted mean of 3.00.

### Hypothesis 1

Ho: There is no significant difference between the mean responses of business education students (Accounting major) and secretarial major regarding their intention to go into entrepreneurship.

Table 4: Z -test of the difference between the mean response of Accounting and Secretarial business education students regarding Entrepreneurship shows as follow.

Respondents	N	X	SD	Z-cal	Z-crit	Decision	Remark
Accounting major	75	2.97	28.06	0.018	1.96	NS	Accept No
Secretarial major	40	2.88	28.16				

Note: NS = No Significant

**Interpretation of Result**

The result from the above table reveals that  $Z_{cal} (0.018) < Z_{crit} (1.96)$ , hence we can be compelled to accept the null hypothesis which states that there is no significant difference between the mean response of business education students in accounting major and their secretarial counterpart regarding their intention towards going into entrepreneurship after graduation.

**Hypothesis 2**

Ho: There is no significant difference between the mean response of male business education students and their female counterpart regarding entrepreneurship intention. Table 5: Z-test of the difference between mean response of male and female business education states below.

Respondents	N	X	SD	Z-cal.	Z-crit.	Decision	Remark
Male	43	2.63	28.41	0.131	1.96	NS	Accept Ho
Female	72	1.90	29.12				

Note: NS = No Significant.

**Interpretation of Result**

The result from the above table reveals that  $Z_{cal} (0.131) < Z_{crit} (1.96)$ . This implies that there is no significant difference between the average opinion of male and female students in business education regarding their intention to go into entrepreneurship after graduation.

**Results and Discussion of Findings**

The findings from this study revealed that there is no significant difference between the average response of business education accounting students and secretarial students concerning their intentions to go into entrepreneurial businesses as a means of self employment. This correlated with the findings of Dalton (2005) when he posited that the Nigerian Educational System laid emphasis on traditionally job-based work place rather than job creation and entrepreneurship development. Similarly, the study also revealed that there is no significant difference between the opinion of male and female business education students regarding their intention to go into entrepreneurship as a way of reducing unemployment in the society. Again the male and female students of business education also show lack of interest in going into business or becoming entrepreneurs after graduation. Most of them are job-seeker oriented.

**Conclusion**

That youth unemployment in Nigeria is endemic is stating the obvious. Its concomitant consequences on the populace cannot be relegated to the background as

well hence the waning of agricultural practices, lingering poverty, hunger, social vices and insecurity at a very alarming rate have so characterized the Nigerian society. This is considering the fact that about 70% of the entire Nigeria's 150million populace are youths whose about 71% are unemployed majorly graduates who are from 20 years and above, affecting adversely the workforce utility of the country.

It is a pity that these youths and graduate who are qualified, willing and able to work cannot find a job and as such earns nothing. They cannot handle any family or societal responsibility which mopes at them every second. Such individuals are frustrated hence a time bond. They are vulnerable and can be used by unscrupulous elements in the society to pervert all sorts of crime and mayhem, which they would out rightly abhor should they were productively engaged or gainfully employed; a succor that entrepreneurship brings to both the individuals and the society at large.

Based on the findings, it can safely be said that both the accounting and secretarial students in business education show lackadaisical attitude towards having their own business enterprises after graduation as a means of self employment. This finding is rather surprising since business education (or education in business related areas) ought to be the lunch-pad into positive entrepreneurship development and unemployment reduction. The students still prefer to be job seekers rather than employers of labour. Does this suggest that the business education curriculum is not large enough to spur students/graduates into entrepreneurship? Is it that the entrepreneurship courses are not practical-oriented? Or they are not enough?

The findings also revealed that both male and female business education students also lack the will-power to go into entrepreneurship as a means of quick self-employment and unemployment reduction. Finally, sustained education and enlightenment programmes on the opportunities that abound in the environment should be put in place. If the Nigerian government must revitalize its economy, reduce unemployment progressively, and generate more employment opportunities, a paradigm shift in policy that is critical to effective entrepreneurship development becomes imperative.

### **Recommendations**

Following the findings of this work the researcher make bold to recommend the following:

1. That the State/Federal Government should hasten the power sector reforms and re-stabilize the power sector to end the looming energy crisis in Nigeria. This is to encourage entrepreneurial activities in the country as power is a major factor in the economy, in terms of enterprise activities.
2. That there should be a government regulated means of entrepreneurial development sponsorship devoid of politics and the likes that have crippled those erstwhile attempts to encourage entrepreneurship development in Nigeria in terms of financial sponsorship as lack of access to finance is one of

the major problems of entrepreneurship development.

3. For business education to contribute meaningfully to entrepreneurship development, its curriculum must be task-oriented rather theory-oriented.
4. All business education students should be required to prepare a feasibility study of a business they intend to go into before graduation. This could even replace the out-of-fashion long essay or project work.
5. Business education SIWES scheme should be more practical oriented and not-log-book oriented. This is to encourage and development entrepreneurship in them.
6. Government should provide the best business education or vocational education students with a start-up award to go into entrepreneurship.
7. Business education department and the school in general should encourage an entrepreneurship centers in schools or in major towns where youths can acquire more practical skills.

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