

IMPACT OF ENTREPRENEURSHIP EDUCATION ON YOUTH DEVELOPMENT IN NASARAWA STATE

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Abstract

This study adopted a descriptive survey research design. The objective of the study was to examine the impact of entrepreneurship education on youths' development in Nasarawa South Senatorial District, Nasarawa State. The population of the study comprised 240 youths in Nasarawa South Senatorial District. Primary data were collected through a structured questionnaire. A sample one hundred and fifty (150) youths who were randomly selected from the various Local Government Areas in the Nasarawa South Senatorial District which include Awe, Doma, Keana, Obi and Lafia Area Councils with the aid of sampling technique formulated by Yamane, (1967). The findings revealed that there was significant impact of entrepreneurship education on youth development in Nasarawa South Senatorial District. The study recommend among others that government agencies responsible for youth development should ensure that the fund voted for entrepreneurship education is judiciously used to achieve results and that the youths should take more advantage of the Entrepreneurship Education scheme to enhance their entrepreneurial skills, knowledge, thinking, and attitudes towards a successful management and operations of their businesses.

Keywords: Entrepreneurship Education, Entrepreneurial Skills, Knowledge, Thinking & Attitudes, Youth Development

Introduction

Nigeria, like most developing nations of the world is faced with myriad of problems ranging from poverty, unemployment, ethno-religious conflicts, to diseases among others (Chukwu, 2012). These situations pose great challenges to the very existence of individuals in most developing nations, thereby calling for the training of educated men and women who can function effectively in the society in which they live. Despite the status of compulsory entrepreneurship education in Nigerian universities, many graduates still remain unemployed for a long time after graduation.

There is no consensus on the exact meaning of entrepreneurship as scholars and practitioners have tried to define it in various forms. Entrepreneurship is the term used broadly in connection with innovative and creative modern industrial business leaders (Emeruwa, 2005). It is often defined in respect to the functions of an entrepreneur as the person who perceives business opportunities and takes advantage of the scarce resources to use them profitably (Akinbode, 2009). On the other hand, Suleiman (2010) believes that entrepreneurship education seeks to prepare people particularly the youths to be responsible, enterprising individual who became entrepreneurs or entrepreneurial thinkers by immersing them in real life learning experience whereby they can take risks, manage result and learn from the outcome. Entrepreneurship studies entails teaching people that they can either take or create a job. This will enable

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them to be self-employed and not relying on working for government or other people. Often, it creates new jobs for others at the same time. In entrepreneurship studies, training could be given to interested individuals both adults and students through workshops, classes and conferences thereby learning the basic ideas of starting their own businesses and managing them well. Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, social risk, and receiving the resulting rewards of monetary, personal satisfaction and independence.

The benefits and positive effects of entrepreneurship education among youth cannot be overestimated. Any government that shows no good interest in ensuring that their graduates (youths) are entrepreneurially inclined regardless of their field of specialization has failed to plan and planned to fail. Thus, it is imperative to improve the quality of the entrepreneurship education in Nasarawa State and Nigeria at large.

The study posed to determine the impact of entrepreneurship education on youth development in Nasarawa South Senatorial District. The specific objectives were to analyze the approaches of providing entrepreneurial skills in Nasarawa South Senatorial District and determine the challenges militating against acquirement of entrepreneurship skills among youths of Nasarawa South Senatorial District. Based on the stated objectives, three hypotheses were tested:

- H₀₁: Entrepreneurship education has no significant impact on youths in Nasarawa South Senatorial District;
- H₀₂: There are no specific entrepreneurship approaches of acquiring entrepreneurial skills among youths in Nasarawa South Senatorial District; and
- H₀₃: There are no significant challenges militating against acquirement of entrepreneurship skills among youths Nasarawa South Senatorial District.

Review of Literature

This section reviews both empirical and conceptual literature. The word entrepreneur comes from the French word 'entreprendre', which means to do something. It was originally used in the Middle Ages in the sense of a 'person' who is active, who gets things done. The term entrepreneur was later applied to architects. Seeing such activities as the entrepreneurial function, Bernard and Hoselitz defined it as buying labour and material at uncertain prices and selling the resultant product at a contracted price. (Gautam, 1979). Vesper (1980) mentions that there are 11 types of entrepreneurs operating in the community. However, all of Vesper's types are private sector related. Ciastkowski and Vailey (1990) wrote:

"It is of interest to note however that when entrepreneurs are defined, they are rarely characterized by the pursuit of financial gain. Thus, persons who work in the public or social system might also be defined as entrepreneurs if the entrepreneurial processes of searching for opportunities and accessing resources are applied to this public or social role".

The term entrepreneur was first used by Richard Cantillon (1755) in his essay on "The Nature of Commerce". According to Richard Cantillon, an entrepreneur is one who buys factor services at certain prices in order to combine them to produce a product and sell it at uncertain prices at the moment at which he commits himself to his costs. This analysis recognizes that an entrepreneur has the willingness to bear risk. Cantillon (1755) views the term entrepreneur from the supply side and ignores the demand side.

According to Suleiman (2010), entrepreneurship Development Programme (EDP) is the process of enhancing entrepreneurial skills and knowledge through structured training and institutional building programmes. Entrepreneurship development programme in the context of this study refers to the process of enhancing the capacity of recipients through structured training and institutional building programme. This suggests a broader view of knowledge and skills acquisition than training. It is concerned more with individual's potentials than with immediate skills. According to the United Nations Educational Scientific and Cultural Organization (UNESCO, 2005), the aims of various governments to combat poverty through the establishment and creation of poverty reduction programmes failed because graduates of the education system lack practical skills. However, many stakeholders and political leaders believe that fostering a robust entrepreneurial culture and education through entrepreneurial education will maximize individual and collective economic and social success on local, national and global scales. Akpomi (2009) states that entrepreneurial skills and attitudes provide benefits to the society even beyond their application to business activity. The author further states that personal qualities that are relevant to entrepreneurship such as creativity and a spirit of initiative can be useful to everyone in their responsibilities and in their daily existence, industrial or business concerns with the application of the right managerial skills.

Through quality entrepreneurship education, Nigeria could produce a lot of entrepreneurs who could establish and manage businesses on their own. Based on these merits, it is no doubt that entrepreneurship education could be used as major weapon in reducing the worrisome, untamed and ever rising problem of unemployment and poverty in Nigeria. Jobs are created by small business started by entrepreneurial minded individuals many of whom go on to create big businesses. People exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedom, higher self esteem and an overall greater sense of control over their own lives. As a result, many experienced business individuals, political leaders, economist and educators believe that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on local, national and global scale (Rogundade, 2011).

According to Izedonmi and Okafo (2010), entrepreneurial education has a passion for teaching, inspiring, open-minded and confident, flexible and responsible. Listening well, can harness and sell ideas as well as work student- and action- oriented. It has the skill of team players and has a good network. Entrepreneurial education seeks to close the gap between education and economy thereby includes external experts in it teaching; focusing on real-life experiences. Entrepreneurial Education refers to the economic aspect of a topic; and business-related subjects that play important roles in classes – across the disciplines. Entrepreneurial education approach must follow a flexible and adaptable study plan and refer interdisciplinary, project-based learning; using training material rather than textbooks. It puts emphasis on group processes and interactions; as well as a classroom giving room for diversity – of opinions, answers, solutions and the reflection about the learning processes.

The current thinking on entrepreneurial education approach is based on a number of recurring themes:

- a. Entrepreneurship education is more than preparation on how to run a business. It is about how to develop the entrepreneurial attitudes, skills and knowledge which, inturn, should enable a student to 'turn ideas into action,' Teachers cannot teach

- how to be entrepreneurial without themselves being entrepreneurial.
- b. Entrepreneurial competences require active methods of engaging students to release their creativity and innovation.
 - c. Entrepreneurial competency and skills can be acquired or built only through hands-on, real life learning experiences.
 - d. Entrepreneurial skills can be taught across all subjects as well as a separate subject.
 - e. Entrepreneurship education should focus on 'entrepreneurs' as well as entrepreneurs, in light of the fact that most students will use entrepreneurial skills within companies or public institutions.
 - f. To give entrepreneurship education real traction, there is need to develop learning outcomes related to entrepreneurship and assessment methods as well as quality assurance procedures for all levels of education. These should be designed to help teachers progress in the acquisition of entrepreneurial knowledge, skills and attitudes.
 - g. The entrepreneurship education agenda should be promoted beyond teacher educational institutions to businesses and the wider community. Teachers and schools will not be able to realize their ambitions without cooperation and partnerships with colleagues, businesses and others. Entrepreneurship serves as suppliers to other enterprises and bigger organizations, factories or industries. These may include farm produce such as cocoa for food and beverage manufacturing industries, rubber for plastic and applied product industries, cassava and yam for chips, flour and other allied products industries etc. The supply of such products to bigger factories and organizations brings economic power to the entrepreneur, self-fulfillment, as it nurtures indigenous raw materials, to help in resources utilization. Thus leads to creation of empowerment, reduces unemployment and eradicates poverty.

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

Entrepreneurship activities include among others agriculture crop production, animal husbandry, barbing, beauty care, coal production and sales, clothes dyeing and tire, driving career (cars, keke & okada), iron and steel production, money collection (daily/monthly uses), petroleum/petrochemical production, poultry, tobacco production, soap and detergent production, wood treatment, sewing and fashion design, petty trading, car wash, waste management technology and information management technology.

According to Aliu (2007), as the need and call for entrepreneurship increases by the day, the development of entrepreneurship has been stalled in the last few years. This is because of the problems affecting and limiting its development. Many Nigerian entrepreneurs face a lot of challenges. Here are the major ones that have been affecting the development of entrepreneurship in Nigeria.

1. Lack of Capital: There are thousands of Nigerians with brilliant ideas that could be turned into real businesses. However, most of them lack the capital to push their ideas into reality. The lack of capital is the number one reason why the development of entrepreneurship has not improved over the years.

2. **Difficulty in Securing Loans from Financial Institutions:** Due to lack of capital, most people then try to turn to banks and other financial institutions to secure loans to fund their ideas or businesses. However, getting a loan is often difficult and most times impossible for average Nigerians who are looking for funds to start up a business or who already have a small business.
3. **Poor State of Infrastructure in Nigeria:** The lack of good infrastructural facilities is another major problem affecting the development of entrepreneurship in Nigeria. One of the critical infrastructure issues affecting entrepreneurship is the unstable power supply that has forced a lot of businesses to close down. Most entrepreneurs have to rely on generators to run their businesses by spending a lot of money on fuel to run these generators. Lack of good roads and transport system are also another infrastructural challenges plaguing entrepreneurship in Nigeria. The poor state of infrastructure in Nigeria makes the cost of running a business or company high. Most small businesses and start-ups cannot afford it.
4. **Unstable State of Nigerian Economy:** The state of the Nigerian economy is also a major challenge for entrepreneurs in Nigeria. The state of a country and its economy play significant impacts on the level of entrepreneurship in any country. The socio-economic problems and the unstable economy of Nigeria have frustrated a lot of businesses for many years. All these mixed with political instability are not helping businesses to develop.
5. **Inconsistent Government Policies:** There is no continuity in Nigerian government policies especially when there is a change of political leadership. Any new government comes with its own policies and mostly abandons existing ones formulated by previous governments. This seriously impact negatively on the operations of businesses.
6. **High Risk Involved in Starting a New Business:** Many people are afraid of the risks associated with start-up businesses and give up the idea to start own business. However, it is important to understand that business and risk go hand in hand, thus, no pain, no gain.

Many researchers had conducted extensive studies on the effect of entrepreneurship education on job creation for youths. Olaniyan (2005) carried out a study on small scale business in the informal sector in Nigeria. The study used data from a survey of 417 small wood working enterprises in Nigeria and found that characteristics of entrepreneurs have a strong impact on the performance of small scale enterprises. On average, each of the 417 small scale enterprises of the study employed 5 workers. Using regression analysis, the study discovered that there was a positive significant effect of entrepreneurship characteristics on the performance of small wood working enterprises in Nigeria. The level of human capital proxy by the years of schooling of the entrepreneur and the experience of the entrepreneur are the most significant factors that affect the performance of small scale enterprises in Nigeria.

Gunu (2003) carried out a study on 36 small scale businesses in Ilorin Metropolis. Using percentages for comparison found that some of the businesses were created by their owners while others were family businesses. The study further discovered that the sources of finance by these small scale businesses included personal savings, cooperatives, banks loans, family, friends, loans from the Nigerian Economic Reconstruction Fund (NERFUN) and money lenders with personal savings accounting for over 52 percent. This suggests that most business owners started their businesses

from their personal savings. The study also found that most of them were new businesses owned by the owners while few of them were either purchased their businesses, inherited from parents, restarted businesses or family businesses. The study also disclosed that the small businesses were mostly made up of sole proprietorship while majority of the small scale businesses had less than ten employees.

Bowale and Ilesanmi (2014) carried out a study on the determining factors influencing capacity of small and medium enterprises (SMEs) in employment creation in Lagos State, Nigeria. Primary data was used for the study and the target population was small businesses operators in Lagos State. The choice of the study area was based on size and concentration of SMEs. Data was collected using questionnaire from a sample of 180 small firms. The selection of respondents was done using two-stage statistical sampling procedures. In the first stage, five local governments with the highest number of SMEs concentration were selected. In the second stage, using systematic sampling on the list of all the SMEs in the selected local governments, a total number of 36 small businesses were selected systematically from each local government area in the five LGAs in Lagos State. The data collected were analyzed using descriptive statistics and inferential techniques. The results showed that 75% of surveyed SMEs operating in the study area was microenterprises employing less than 10 workers whereas only 19% and 6% of the respondents engaged in small scale and medium scale enterprises each and employing between 10 and 50 workers respectively. The results also showed that there was a substantial increase (133%) in the number of SMEs owners that have grown in terms of employment generation from microenterprises to small scale and medium scale forms over the span of five years. The results showed further that business registration, business size, nature of business and sources of capital were the major factors determining both income and employment generation potentials of SMEs. The study concluded that age of business, education of entrepreneurs and sources of raw materials were only significant in influencing the capacity of SMEs to generate employment.

Emenole and Edeoga (2015) conducted a study on the analysis of employment creation and income generation potentials of Small and Medium Scale Enterprises (SMEs) in Abia State, Nigeria. The study sought specifically to access the income generating capacity of poultry and bakery firms and assessed their employment capacity and its determinants. Sixty samples were randomly selected from each of these two SMEs. Income statement account and multiple regression analysis were used to analyze the data collected. The income statement account revealed that an average poultry in Abia State metropolis had an income generating capacity of N2,534,200 and average bakery N3,151,056 annually. The regression coefficient revealed that size of the firms (0.638) at 1% level of significance, number of department (0.611) at 5% level of significance are positively related to the employment capacity of these firms. Availability of labour (-0.636) and profitability of the organization (-3.138) have a negative relationship with the employment capacity of these firms. Each of these firms has a minimum of two employees and maximum of five persons. The research concluded that employment creation and income generation potentials of small and medium scale enterprises are indispensable for economic development of Abia state in particular and Nigeria as a whole. The researchers recommended that government should encourage more entrepreneurs through the creation of social amenities and review of tax policies which have a negative influence on their income generation capacity.

Safinyu and Njogo (2012) examined the impact of small and medium scale enterprises in the generation of employment in Lagos State. The instruments used to gather data for the study included questionnaire and interviews. A total of 150 copies of the questionnaire were administered out of which 120 copies representing 80% of the questionnaire were properly completed and retrieved while thirty (30) copies representing 20% were not retrieved. Two different statistical methods were employed to analyze the data for the study; the tools were simple percentage and chi-square (X^2). The results showed that small and medium scale enterprises and sustainable development of the Nigerian economy are related, just as promotion of SMEs and improvement in employment generation are related. The research therefore concluded that for a nation irrespective of its economic ideology to achieve meaningful and sustainable development, adequate attention must be given to wide spread of economic activities through entrepreneurship and small and medium scale enterprise generation.

Ayodeji, Paul and Adeniyi (2014) investigated on the operation, problem, and prospects of youth employment programme in Oyo State. The researchers used the Skill Acquisition Scheme and the Youth Empowerment Scheme – Oyo (YES-O) as case studies. A survey methodology was adopted for the study with structured questionnaire designed for four categories of respondents. These were trainees under the Skill Acquisition Scheme, tutors under the scheme, administrators of the two employment programmes in the state, and cadets of the YES-O programme. The data were analyzed using descriptive statistics measures such as tables and percentages through the help of the statistical software (SPSS) to ensure a lucid and simple analysis, The results obtained showed that many factors have mitigated against the ability of the two schemes to achieve their objectives. The state skill acquisition scheme was characterized by problems ranging from inadequate funding, lack of an enduring exit strategy, lack of start- up capital, ineffective monitoring and supervisory mechanism, absence of literacy and numeracy components and poor sensitization. The YES-O programme encountered challenges such as salary – related issues, absence of clearly defined exit strategy, duplications of duties and the inability of cadets to acquire relevant skills useful in the labour market. The recommendations for the improvement of the skill acquisition scheme include the expansion of channels of enrolment into the scheme through collaboration with social groups, the establishment of more training centres, the creation of linkages with microfinance institution, and the adoption of Public Private Partnership (PPP) development strategy in the scheme were proffered. With regards to the YES-O programme, components such as entrepreneurship education, vocational training and business management skills should be incorporated into the programme to cater for cadets in the post YES-O employment period.

In study carried out in Ghana, Frimpong (2014) used 220 samples of students to investigate the impact of entrepreneurship education on partnership venture intentions. The researchers used logistic regression model to test the hypotheses of the study at 5% error level. The study found large scale production, previous experience in running partnership venture, continuity of business as well as access to funds were statistically significant to impact on the intentions to form a partnership venture after graduation. However, at that same error level, the study found that variables such as gender, proximity to and familiarity with prospective venture partners as well as business ideas and opportunities therein venture partnership were statistically insignificant. This means that these variables have little or no effect on influencing entrepreneurship students to consider partnership venture. This finding was in line

with Gunu (2003) who discovered that only 33.33 percent of businesses were business partnerships while the study was also a clear confirmation of the claims of Frimpong (2014) that there was little empirical researches on business partnership.

It is against this background that this research tried to close the gap by examining the relationship between entrepreneurship education and youth development in Nasarawa South Senatorial District, Nasarawa State, Nigeria.

Research Methodology

The research design employed for this study was the descriptive survey design. The population of this study was 240 youths who had gone through entrepreneurship education programme in Nasarawa South Senatorial District, Nasarawa State. Primary data were collected from sampled youths in Nasarawa South Senatorial District with the aid of sampling technique formulated by Yamane (1967). The random sampling technique was used to select a total of one hundred and fifty (150) respondents.

$$sample = \frac{N}{1 + N(e)^2}$$

In this study, N is the total population of the study, e= sampling error is taken to be 5%, based on this, the sample size of this proposed study is computed below: n= Sample size;

$$sample (RSME) = \frac{240}{1 + 240(0.05)^2}$$
$$sample = 150$$

The research instrument was a self developed questionnaire and was purposely to elicit opinion on certain issues. The questionnaire was sub- divided into two parts: ie Sections A and Section B. Section A sought to elicit information from the respondents on personal data while section B sought the opinion of respondents on the effect of entrepreneurship education on youths in Nasarawa State. The items were on a 4 modified Likert Scale of Strongly Agree (SA), Agree (A), Disagree (D) & Strongly Disagree (SD).

In order to establish the validity of the instrument, it was subjected to validation by expert in the area of study to ensure that the items of the questionnaire adequately cover the research questions for the study and to ensure language appropriateness as well as remove ambiguity in the items of the questionnaire. Data collected were presented and analyzed using tables, percentage and mean. Where the mean score was above 2.50, was adjudged 'Agreed' in explaining the phenomenon while below 2.49 was adjudged 'Disagreed' in explaining the situation

The entrepreneurship education in Nasarawa South Senatorial District was measured by the series of entrepreneurship workshop/meetings that were organized yearly in the state. Youth development was measured by acquired entrepreneurship skills, entrepreneurship knowledge, and number of beneficiaries who are now self-employed.

Results

The findings of this study are similar to the various related reviewed literatures of Ayodeji, Paul and Adeniyi (2014) and Bowale and Ilesanmi (2014) above and are analyzed below:

Section A: Demographic Data

Table 1: Respondents by Sex

(N = 150)

Gender	No of Respondents	Percentage (%)
Male	66	44
Female	84	56
Total	150	100

Source: Field Survey, 2019

Table 4.1 shows that 66 of the respondents were male with a percentage of 44% while 84 respondents were female with a percentage of 56%.

Table 2: Employment Status of Respondents

(N = 150)

Employment Status	No of Respondents	Percentage (%)
Working	93	62
Not Working	57	38
Total	150	100

Source: Field Survey, 2019

Table 2 shows that majority of the respondents (63%) were employed while 57(38%) of the respondents were not employed.

Section B: Answering the Research Questions.

Table 3: Aim of Entrepreneurship Education among Youths in Nasarawa South Senatorial District.

(N = 150)

S/N	Questionnaire Items	4	3	2	1	Mean ($\sum fx / \sum f$)	Decision
1	Entrepreneurship enable youths in Nasarawa State have intention of becoming self-employed.	36	55	29	16	2.55	Agreed
2	To make owning business very appealing & important.	58	42	24	20	2.84	Agreed
3	Developing the National Economy through Entrepreneurship.	7	51	45	36	2.05	Disagreed
4	To eradicate social vices mostly acted by youth	47	23	66	14	2.69	Agreed
5	To equip youth with skills needed for identifying business opportunities	54	36	26	25	2.67	Agreed
Sectional Mean						2.56	Agreed

Source: Field Survey, 2019

Table 3 present the different aims for entrepreneurship education among youth in Nasarawa State, Nigeria with an aggregate mean of 2.55. From the table, it was discovered that the aim of entrepreneurship education was to enable youths have intention of becoming self-employed with a mean score of 2.69, followed by the opinion that the aim was to make owning a business to be very appealing and important with a mean score of 2.84. This was followed by developing the national economy through entrepreneurship, and lastly to equip youth with skills needed for identifying business opportunities with mean scores of 2.69 and 2.67 respectively.

Table 4: Approaches of Providing Entrepreneurial Skills in Nasarawa South Senatorial District
 (N = 150)

S/N	Questionnaire Items	4	3	2	1	Mean	Decision
1	Support from governments by providing entrepreneurship skills to youths to engage them actively to release their creativity and innovation	12	8	59	71	1.74	Disagreed
2	Facilitators involved are professionally trained in entrepreneurship	13	19	61	57	1.92	Disagreed
3	Workshops and seminars are organized by communities to facilitate skills acquisition	38	7	49	56	2.18	Disagreed
Sectional Mean						1.95	Disagreed

Source: Field Survey, 2019?

Table 4 present approaches of providing entrepreneurial skills among youths in Nasarawa State with a sectional mean of 1.95. The table shows that youths are engaged actively to release their creativity and innovation with a mean score of 1.74 followed by engaging facilitators who are professionally trained with a mean score of 1.92. Finally, organizing workshops and seminars by communities on entrepreneurship skills with mean score of 2.18.

Table 5: Impact of Entrepreneurship education among Youths in Nasarawa South Senatorial District Nigeria.

(N = 150)

S/N	Questionnaire Items	4	3	2	1	Mean	Decision
1	Youths set up businesses which will enable them utilize the local resources available to them	50	63	12	25	2.92	Agreed
2	Most of the youths own entrepreneurship skills	9	13	56	72	1.73	Disagreed
	Youths become employers of labour	13	12	63	62	1.84	Disagreed
4	Youths with entrepreneurial skills benefits the society	73	65	10	2	3.39	Agreed
5	Youths with entrepreneurship skill boost their living condition	53	55	22	20	2.66	Agreed
Sectional Mean						2.94	Agreed

Source: Field Survey, 2019

Table 1.2.3 present the current impact of entrepreneurship among youths in Nasarawa South Senatorial District, Nasarawa State, Nigeria with a sectional mean of 2.94. From the table, youth with entrepreneurial skills benefit the society with a mean score of 3.39, youth with entrepreneurship skill boost their living condition and youth set up businesses which will enable them to utilize the local resources available to them each with a mean score of 2.66. Furthermore, the table revealed that youth become employers of labor and most of the youth from north east possess entrepreneurship skills with a mean score of 2.92 and 1.84 respectively.

Table 5: Challenges Militating against Entrepreneurship Skills among Youths in Nasarawa South Senatorial District

(N = 150)

S/N	Questionnaire Items	4	3	2	1	Mean	Decision
1	Lack of adequate finance	60	69	18	3	3.24	Agreed
2	Lack of awareness and enlightenment	55	71	15	6	3.13	Agreed
3	Insufficient skilled manpower to train youths on entrepreneurship	4	37	65	44	2.01	Disagreed
4	Lack of adequate facilitating methods and materials	19	18	51	62	1.96	Disagreed
5	No foundation knowledge of entrepreneurship education	71	38	13	28	3.01	Agreed
6	Incompetent and unprofessional trainers	61	78	11	----	3.33	Agreed
Sectional Mean						2.67	Agreed

Source: Field Survey, 2019

Table 5 present the challenges militating against entrepreneurship skill among youths in Nasarawa State with a sectional mean of 2.67. From the analysis, it was revealed that incompetent and unprofessional trainers form a large part of the challenges militating against entrepreneurship skills which had a mean score of 3.33 followed by lack of awareness and enlightenment with a mean score of 3.13. Furthermore, the study revealed that lack of adequate finance with a mean score of 3.24 was one of the inhibitors, followed by insufficient and skilled manpower and lack of foundation knowledge of entrepreneurship education were challenges militating against entrepreneurship education with a mean scores of 2.01 and 3.01 respectively. Finally, the study found that lack of adequate facilitating methods and materials was a challenge militating against entrepreneurship education with a mean score of 1.96.

Conclusion and Recommendations

The study examined the impact of entrepreneurship education on youths in Nasarawa South Senatorial District, Nasarawa State, Nigeria. Based on the findings of the study, the study concludes that youth engagement in entrepreneurship education aids them in releasing their creativity and innovation by becoming potential entrepreneurs. In view of the findings of the study, the following recommendations are made.

Firstly, government should create more awareness and enlightenment on the impact of entrepreneurship education on youths' development in Nasarawa State. Secondly, Government should ensure that entrepreneurship workshops/seminars are organized regularly to facilitate the skills acquisition programmes. In addition, government should be consistent in providing the youths with entrepreneurship skills/programmes in order to enable them identify business opportunities and to become self-employed. Thirdly, Government should also provide adequate finance and sufficient manpower to train the youths on entrepreneurship skills acquisition programmes in the state. Fourthly, appropriate methods and materials should be provided to facilitate effective and efficient entrepreneurship in Nasarawa South Senatorial District and Nasarawa State and Nigeria at large. Fifthly, youths in Nasarawa State should ensure they become employers of labour instead of waiting for white collar jobs. Finally, Nigerian youths should take more advantage of the Entrepreneurship Education to enhance their entrepreneurial skills, knowledge, thinking, and attitudes towards a successful management and operations of their businesses effectively.

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