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Evaluation of the Impact of Entrepreneurial Education in Enugu North Local Government Area, of Enugu State, Nigeria.

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ABSTRACT

This research evaluated the Impact of Entrepreneurial Education in Enugu North Local Government Area. Questionnaire and interview was used to collect data, frequency and percentages were utilized in data analysis. Four research questions guided the research. The sampling size consists of 100 (50 males and 50 females) people drawn from entrepreneurs, educators, students -and public administrators who understands the topic of research and have stake in Entrepreneurship in the area. They were selected using stratified random sampling technique. The sample size shows a reflection of the population. Evidence from the research suggests that entrepreneurial education has the capacity to trigger increase in economic growth and reduction of poverty in the area. The researcher also concluded that there are other socio-economic factors that affect and influence the efficiency of the programme, and hence such should be taken into consideration during educational policy prescription and implementation.

Keywords: Education, Entrepreneurial, Administrators, Programme.

INTRODUCTION

The economic growth and development of Nigeria has significant relationship with her human capital development. To develop these human resources means, to equip them with the necessary skills and knowledge to contribute and trigger economic revolution, towards attainment of the nation's objective. Entrepreneurship education has been a great inventory in the education sector but has always been there in different forms, designed to produce graduates or individuals who can initiate or innovate a new business ideology to create wealth for themselves and by so doing, create aggregate wealth for the nation. Entrepreneurial education comes in different varieties, all aim to the development of skills to meet or prepare for opportunities and development of inherent traits in human beings. The programme aims at preparing students or people to open new business or reorganize existing business towards profit making,

which will lead to growth in Gross Domestic Product (GDP). Entrepreneurial programmes can be found in basic school level in Nigerian educational system and higher levels (senior secondary and tertiary institution) as well.

Advanced economies of the West and Asian Tigers have a highly trained, innovative and entrepreneurship education in their curriculum to prepare citizens who can take risk and start up a business and sustain it towards profitability, Citizens who can compete internationally with others and strengthen their regional economic dominance and Global position.

The need for enterprising society can never be over emphasized. Great nations are great today because of their high enterprising populace which promotes its national goals.

To utilize the great potentiality embedded in the nation's population, through enhancement of the enterprising potentials of the people, the government and other agencies have marshaled out plans for it. The government through the national policy on education stated the desirable qualities of her education. And these qualities can only be achieved through inculcation of entrepreneurship programmes in all areas of education in the 6-3-3-4 education model. According to [1], objectives of Entrepreneurial education and the Nigerian National Policy on Education includes:-

- I. To empower the individual with desirable skills, knowledge and values to perform specific functions so as to become self-reliant;
- II. To empower the individual in such a way that the individual will develop his intellectual capacity that would help him to make informed decisions in all spheres of life;
- III. To understand the political framework of a nation and contribute to national economy and development.

While the objectives of entrepreneurship education are:-

- To provide meaningful education for the youth which could make them self-reliant and subsequently encourage them to derive profit and be self-independent;
- To produce graduates with the training and support necessary to help establish a career in small and medium sized business;
- To provide graduates with training in skills that will make them meet the manpower needs of the society;
- To stimulate industrial and economic growth of rural and less developed area;
- To produce graduates with enough training that will make them creative and innovative in identifying new business opportunities; and
- To provide graduates with enough training in risk management and profit making under uncertainty.

“To this effect, in this work “entrepreneur education” is the inculcation of values into

the students through the formal education system, aimed at preparing them with skills necessary to establish new business and make innovations towards sustainability and profit maximization of business units, which will help reduce unemployment, poverty and create aggregate wealth for the nation”.

In the secondary school system in Nigeria, entrepreneurial education can be found in business education and also embedded in different subjects and its practical aspect is seen in vocational and technical schools.

Higher institutions in Nigeria have all made it mandatory that students must pass through entrepreneurial education programmes in order to graduate wealth creating literates. This is because the number of graduate unemployment in the country is alarming and becoming a threat to national security and peaceful coexistence.

With huge debt crises facing the nation cum low revenue accruable from the oil sector, the government can earn more from her large human resources of about 180 million people if they are in gainful enterprises, through different means but with the Small and medium Enterprises (SME) taking a good place in the statistics. Hence, a well-developed human resource of the nation will generate more revenue and ensure a stable economy than the mono-product economy of today which depends on international market to determine the direction of the nation's economy and cannot ensure stability due to the inelastic nature of the product (crude).

The achievement of the nation's macroeconomic objective is only through enterprising populace, which entrepreneurship education will have to play a major role.

When Nigeria attains high development of her human resources, there will be high innovative populace coming up. The contributions of Bill Gate, Mark Zuckerberg, Amancio Ortega and Rosalia Mera, Silvio Berlusconi, Innocent Chukwuma et al in their various nations can never be underestimated hence, the benefitting contributions of entrepreneurship and its education to the socio-economic development of nations.

Post-colonial curriculum of Nigeria has always included programmes aimed at developing and enhancing entrepreneurial and innovative capacity of individuals in the nation. Nigeria needs the education programme now to gain from it like other countries of Japan, South Korea, Singapore, Austria, Canada etc.

Curriculum bodies like National University Commission (NUC), National Board for Technical Education (NBTE), National Commission for Colleges of Education (NCCE), Nigerian Education Research and

Development Council (NERDC) etc. have also insisted on entrepreneurship education to achieve overall national objective. Entrepreneurship education all over the world is a known panacea to poverty alleviation, and to achieve evenly distributed and sustained economic growth and development.

From the foregoing records, there is then the need to evaluate the impact of entrepreneurship education in Enugu North Local Government are

STATEMENT OF THE PROBLEM

Nigeria's leaders have struggled to develop the educational sector and have seen to the review of curriculum, to ensure that entrepreneur education is part of it for possible future economic development, while dealing with other socio-political challenges which is a common denominator of virtually all sub-Saharan Africa countries.

In the face of chronic fall in revenue generation, high unemployment and threat to peace and security of the nation due to restiveness, Nigeria started promoting the development of innovative skills in her populace. This was after various forms of consultation and seminars have been conducted to chart the way forward for a successful nation through the educational system. Of all the effort so far made, the impact has not been felt in the nation significantly. Every year, thousands of graduates join the league of increasing

unemployed people in the nation. These pose a serious threat to the nation's objectives. Hence, a way out has been found in the training of the people to be independent, create jobs instead of being job seekers and promote national goals. Entrepreneurship programme is covered in all facet of the 6-3-3-4 model of the Nigerian educational system. Educators are there and in some cases, the infrastructural needs are also met. We have brilliant students in all parts of the country, but on why these serials of programmes have not inspired people to start up a business, which will cause a positive massive economic revolution, capable of pulling the nation out the vicious cycle of poverty, cannot be clearly said. There is need then, to evaluate entrepreneur education programme in the country, to know the gains so far and where it is lagging behind. Hence, this research attempts to address these issues.

PURPOSE OF THE STUDY

The study will seek to achieve the following objectives;

- To analyze entrepreneur education in all cadre of Nigerian Educational system.
- Examine the relative importance of entrepreneurship education in an economy like Nigeria.
- Ascertain the qualities of educators handling the entrepreneurship programmes
- Give detail of analysis of existing enterprises emanating from

- successful completion of entrepreneurship programmes
- Evaluate the potentialities/deficiencies of government programmes for entrepreneurship in the country.
- Ascertain the relationship between entrepreneurship programmes, socio-economic structure and infrastructure of a nation and the success of entrepreneurship.
- Make recommendations that will be of good use to the government, educational authority and the

people in general towards a profitable society.

SIGNIFICANCE OF THE STUDY

This study will serve as a guide for future government policy formulators and policy makers on the best policy measure to adopt, which will bring out the efficiency and potentiality in the performance of entrepreneurs and entrepreneurial education in Nigeria. Again, the study will also serve policy makers for them to see and know the extent of the impact of the education programme so far, to make necessary and appropriate corrections and adjustments for increase in economic activities, resulting from increasing entrepreneurship.

Also, this work when completed is designed to be of good help to educators, curriculum experts, Economists and other researcher; for the Economists, Educators

and researchers, it will provide them with the necessary data to combat employment and alleviate poverty through sound educational programmes. For the general public, this study will enable them appreciate the good intentions of the educational policies of the government and help in the actualization of the goals. For government and policy analysts, it will help them to actually understand whether the measures taken are achieving the anticipated goals, and for the investors, it will help them to properly evaluate the entrepreneurial educational policy and to strategically position themselves. This work will also show the international community how the country is handling the entrepreneurship programme and her future plans for it.

SCOPE OF THE STUDY

This study is limited to evaluation of the impact of entrepreneurial education in

Enugu North Local Government Area of Enugu state, Nigeria.

RESEARCH QUESTIONS

The following research questions have been designed to guide this study.

1. Does entrepreneurial education have positive effect in the pace of economic development of Nigeria?
2. Is the curriculum content matching with educators handling it?

3. What is the impact of socio-economic structure of a nation on their entrepreneurial pursuit or initiative?
4. Is the government doing enough both in infrastructure, finance and policy continuity to complement the educational programme and see to its success?

Conceptual Framework

Entrepreneurship and Education

Entrepreneurship is the establishment of new venture irrespective of the challenges or risk involved towards making profit. It aims towards success in business venture. It takes innovativeness and prudent management.

Entrepreneurial education" is the inculcation of values into the students through the formal education system, aimed at preparing them with skills necessary to establish new business and make innovations towards sustainability

and profit maximization of business units, which will create aggregate wealth for the nation".

[2], writing on the need for such a programme in the educational sector said, "the high crime rate and violence experienced in Nigeria has been variously blamed on inappropriate educational objectives, let out by high unemployment rate all over the country. The current objectives of education in Nigeria is to

produce employable graduates, a feat which can be achieved only if the content of the curriculum is drastically restructured to a completely vocational or professional configuration, so that all the undergraduates at secondary and tertiary educational levels are streamed into specific or cluster of industries that will absorb them on graduation either on hired or entrepreneurial employment. P.25”

Entrepreneurship can be in form of intrapreneurship, venture initiative and public entrepreneurship.

From the national policy on education, the Nigerian education system is structured into: Early child care and Development aged 0-4 years; Basic Education aged 5-15 years. It encompasses pre-primary: 1 year, 6 years of primary education and 3 years of junior secondary Education; Post-Basic Education of 3 years in senior secondary schools and Technical colleges; and

The education in entrepreneurship aims at enhancing the ability to develop a product, establish ideas on how to manage projects and people, idea on profit taking, Gross revenue and net profit, what to produce, how to produce it, location of business unit, business security, socio-political sphere of people and how to entice them, resources for production and stage by stage process of production.

Tertiary Education provided in Colleges of Education, Monotechnics, Polytechnics, and the Universities.

Entrepreneurship education in all levels of education is aimed at educating students to think creatively and transform knowledge through technological and non technological processes into wealth, and to broaden the nation’s economic base.

Theoretical Literature

There are so many theories on entrepreneurship and business motivation, but for clear understanding and analysis of the concept under review, seven theories will be analyzed.

Richard Cantillon (1680-1734) theory - An Irish economist was the first to define entrepreneur as initiative output of one who aims at making profit from business venture, and bearing the risk that may be seen and the unseen. His work goes contrary to the claim of the classical Economists that the market is in a perfect shape, hence no uncertainty and forbearing risk, which is more unrealistic. According to [3], Cantillon divided producers in the market economy into two classes; hired people who receive fixed wages or fixed land rents, and entrepreneurs with non-fixed, uncertain returns. The farmer-entrepreneurs bears the risk of fixed costs of production and of uncertain selling prices, while the merchant manufacturer pays similar fixed costs and relies on an uncertain return, except for those who only sell their own labour. Business entrepreneurs must lay out monies which, after they have done so, are fixed or given from their point of view. Since sales and selling prices are uncertain and not fixed, their business income becomes an

uncertain residual. Cantillon saw uncertainty as a result of market structure saying that the entrepreneur is better off in a monopoly market system for success in entrepreneurship, and reduced or minimal competition. Cantillon pioneering work focuses on the risk bearing nature of entrepreneurship, ability to manage the uncertainty while steering into the future hence, a properly done business forecast.

According to [4], he classified economic agents into land owners, hirelings and entrepreneurs, and considered the entrepreneur as the most active among them, connecting the producers with costumers.

Frank Kknight’s Risk Bearing Theory- Frank worked on the previous works of Cantillon and J.B.Say and analyzed entrepreneurship as it relates to risk taking and uncertainty. He defined profit as the compensatory return to an entrepreneur for bearing the uncertainty in business.

According to Business Jargons, Knight made a clear distinction between risk and uncertainty. Risk can be calculable and non-calculable risk. The calculable risks are those whose probability of occurrence can be anticipated through statistical data. E.g.

fire, theft or accident and can be insured in exchange for a premium. Hence the amount of premium will be added to the total cost of production. Those whose occurrence cannot be determined are the non-calculable risk. Strategies of a competitor cannot be accurately assessed as well as the cost of eliminating the competition cannot be precisely calculated. Thus such risk is not insurable, therefore it is the uncertainty.

Since there is uncertainty according to Knight, there is a critical role for an entrepreneur to make decisions which will lead to profit. Hence there is need to understand the market and make manipulations for profit.

Alfred Marshall Theory of Entrepreneurship: In his book in 1890, Alfred added organization, capital, land, labour as factors of production and entrepreneurship as the supreme factor that puts these factors into use for efficiency and effectiveness. According to [4], a successful entrepreneur shows a thorough understanding of the industry, good leadership skills, foresight on demand and supply changes and willingness to act on such risky foresights. In conclusion, he said that success of an entrepreneur depends not on possession of these skills, but on the economic situations in which they attempt their endeavours. Alfred Marshall contributed a lot to the body of knowledge and in different ways explained many features in business, entrepreneurship and economic phenomena through his works on Distribution, monetary economics, wants and their satisfaction, utility and demand, consumer's surplus, factors of production etc.

Max Weber's Sociological Theory on Entrepreneurship-This is a crucial theory as it relates to the Nigerian case where religion and nepotism dominates the polity. Max holds the view that, religion and culture have significant impact on entrepreneurship drive of any given society. Hence an entrepreneur works in line with the tandem of his society and expectations on him. He stressed about capitalism and holds that discipline and freedom defines a successful entrepreneur.

Entrepreneurship by Mark Casson a British Economist- According to Wikipedia, he said that successful entrepreneurs demonstrate good judgments in risky innovations and are rewarded through either profits or salaries depending on whether they acted as owners or managers of their firms. He concluded that culture and institutions influence the performance of both individual entrepreneurs, and large multinational corporations. He developed a leader-follower theory of culture in which leaders set cultural norms, which condition the way in which entrepreneurs and managers take decisions. He developed and listed qualities needed for success of any entrepreneur. He also said that demand for entrepreneurship arises from the demand for change. He listed factors that influence entrepreneurship to include; taxation, industrial policy, easy availability of raw materials, easy access to finance on favourable terms, access to information about market conditions, availability of technology, infrastructure and marketing opportunities.

Innovation Theory of Joseph Schumpeter-This theory is based on the innovative prowess of an entrepreneur for economic success. He said that the main function of an entrepreneur is to introduce innovations and that profit in the form of reward is given for his performance. Innovation refers to any new policy that an entrepreneur undertakes to reduce the overall cost of production or increase the demand for his products. Hence, entrepreneurship takes place when the entrepreneur innovates new ways of making things new source of raw materials, new product or output, new method of making product.

McClelland's human Motivation Theory- It states that every person has one of three main driving motivators; the need for achievement, affiliation, or power. These motivators are not inherent: it is developed through culture and life experiences. The needs for achievement and power drive entrepreneurship. David McClelland considers entrepreneurs as people who do things in a better way and makes decisions in times of uncertainty. The dream to achieve big things overpowers monetary or other external incentives. He shows that traditional belief do not inhibit an

entrepreneur and that through training,

achievement orientation can be achieved.

Empirical Literature

[5], researched on the impact of entrepreneurship education on entrepreneurial intentions among Nigerian undergraduates, aimed at finding out if compulsory nature of entrepreneurship education for students at LandMark university, Kwara state, assures an entrepreneur intention or purpose in the students after their study. They used descriptive design method to explain the rationale of their research. To select the sample, stratified sampling method was used with a sample of 120 students in a population of 2,586. The research found out that entrepreneurship education influences students' intentions of becoming self-employed. Gap: Of all, this study failed to establish a path of success students follow to become an entrepreneur, which is part of the rationale for going on to do the research. On what type of entrepreneurship students do actually go on to do, or intend to do, was not given. The stated hypothesis is unnecessary in such research. It should aim at establishing a fact for the future. They concluded their research without any significant recommendation, neither also did they establish the relationship between early child entrepreneur education and tertiary entrepreneur education, consistence, solid foundation and integration.

[6], studied on Entrepreneurship Education and Poverty Alleviation: Impact Analysis of Covenant University Graduate from 2006-2013, in Ogun state Nigeria. The study was carried out to establish a fact about Covenant university graduates, entrepreneurship education and poverty alleviation. Using descriptive cross sectional survey research design, research questions were administered online. They used the sample of 50 graduates from Covenant university, drawn from set 2006-2013. Targeting graduates entrepreneurs in food and drinks sector, fashion and information technology and employees of graduate's entrepreneurs, they found out from their research that, entrepreneurship education as modeled by their institution has significant effect on poverty alleviation and economic development. Yet there are Gaps in this research; the sample (50) does not represent the population, the online

method of administering the data instrument is erroneous, for such has excluded the real entrepreneurs in the rural areas who are making positive impact in alleviation of poverty in the country, yet not connected to the internet. Their exclusion of the agro-allied sector in their instrument does not support their presumed assumption that they have knowledge in the field of study. Their recommendations do not seem to emanate from the said research or from a research work, rather a mere newspaper suggestions. They also failed to establish the relationship between entrepreneurship education, infrastructure that enhances entrepreneurship, structural/cultural barriers and poverty.

[7], assessed "the Impact of Entrepreneurship Education on Students Job Creation Ability after Graduation in Potiskum and Gombe state both in North East Nigeria", aimed at finding out if the final year students will be self-employed upon graduation. Simple random sampling method was utilized with a sample of 300 students from a population of 1,200 final years' students. The research ended negative and found out that, students have no intention to be self-employed. Hence, the ineffectiveness of the entire entrepreneur programmes of the institutions. Gap: the selection of the sample from three schools (technical education section, vocational education section and business education section) in both FCE Gombe and FCE Potiskum should be equal. The recommendations of the study are incoherent and the assumption that finding new venture has been a major problem is not real. Hence, the researchers do not show knowledge of the entrepreneurial programmes of the Nigerian Colleges of Education. The research should also have shown the reason why students do not intend to be self-reliant and quality of educators in those places that handles those programmes.

[8], researched on "Entrepreneurship Education as Strategy for Sustainable Development in Nigeria"; to argue that entrepreneurship programme will equip the students with the skills with which to be

self-reliant. Using qualitative research method (no numerical analysis), he concluded that enhanced and sustainable global economic development depends on a strong entrepreneurship. Gap: this study failed to establish any new fact. The research method leads to nothing new and no benefitting recommendation was made. Such a research should have developed the relationship between entrepreneurial education, entrepreneurial initiative and national development. The variables that complements one another for a better outcome in entrepreneurship education was not considered in the study.

[9], had a study on the Influence of Demographic Factors on Entrepreneurial Intention among Undergraduate Students as a Career Choice in a Turkish university. It aimed at determining the impact of demographic factors on entrepreneurial intention among undergraduate students as a career choice using logistic regression model and chi-square test. They analyzed data from 638 undergraduate students of 30762 at a Turkish university. Their result shows that faculty, type of high school and household income of the students have significant influence on entrepreneur intention among students. Gap: though it looked nice as a research work, but their conclusion that student's faculty, the early school before higher education and household income determines the intention of students becoming entrepreneurs, does not sound realistic with things happening around the world in a free democratic nation. The entrepreneur education programme is structured to cater for students of different status. And there is no known successful entrepreneur of today's world whom such factors are a major determining factor in his success. The questionnaire instrument failed to take into consideration the effect of religion, government policy, culture and fear of unstable future into consideration in their inquiry. Their conclusion and recommendations does not reflect from the research result. Demographic influence on entrepreneurship should include the nature of social amenities and tradition of such demography.

[10], on "Factors Determining Entrepreneurship Trends in Female University Students at Mart University,

Biga, Faculty of Economics and Administrative Science, Turkey" aimed at establishing factors that affect entrepreneurship intentions of female students in the university. Using non numerical analysis method (qualitative method), the result of the research shows that family background and entrepreneur education affect or influence intention of the female students. Gap: the research ended without any recommendation. It cannot be deducted from the research, any knowledge to add to the body of knowledge. The research could not show how entrepreneurial education has overcome the gender issue. The work is incomplete.

[11], with a "Comparative Study of Enterprising Tendency with the help of selected cases in India - aimed at analyzing the tendency towards entrepreneurial characteristics of entrepreneurs, using General Enterprising Tendency Test (GETT) and four cases for the comparative study. They concluded that tendency towards entrepreneurial characteristics plays a role in shaping business. Gap: this study could not define tendency well, in line with its research objective. No recommendation was made based on research findings. Not a well-structured research.

[12] also researched on Role of Business Education in Promoting Entrepreneurship in Nigeria, with the aim of showcasing that business education could lead to self-employment, combat nations unemployment and help in achievement of developmental goals of the nation. No quantitative research method was adopted, and no evidence of any field work. They concluded that Nigerian youths should be allowed to study business education, professional educators should handle the programme and adequate funding provided for it. Gap: there is no evidence from the work to show that they were treating current issues based on facts finding research work, rather, just an analysis of sourced literature works which misled them. Hence, they could not establish the successes or failure of business education graduates or educators in the society.

[13] on Impact of Entrepreneurial Human Capital Development on Rural Entrepreneurship Growth in Osun state

aimed to establish the link between wealth creation, poverty reduction, rural residence and entrepreneurship education, using simple regression method in analyzing data gotten from fifty rural enterprises. They concluded that entrepreneurial human capital development has a positive and significant impact on rural entrepreneurial growth, but many young rural entrepreneurs do not have access to tertiary education due to poverty, and are therefore denied entrepreneurial education and are bound to fail. Gap: the researcher basing the failure of rural entrepreneurs on tertiary education denial, shows their inadequate knowledge on the efforts of the government in incorporating entrepreneurial programmes in various levels of education in the country. At the end of 9 years basic education, a young graduate should be able to do things positively with his hand, head and heart. The research failed to show the main reason for rural poverty in their area of study.

[14], on Entrepreneurship Education: a Prerequisite for Sustainable National Development, with the aim to examine how entrepreneurship education can help in the reduction of unemployment, engender self-reliance and sustainable national development in Nigeria. Using analysis of literature materials in the library as a research method, they found out that entrepreneurship development or education can make its recipients self-employed, self-reliant and contribute to nation's economic and social development. Gap: the research result does not reflect the reality in the society and failed to show why entrepreneurial education programme

embedded in the curriculum for years have not yielded the much anticipated result.

[15], did a study on Impact of Entrepreneurship Development on Economic Growth of Enugu state (A study of registered enterprises in Enugu state, Nigeria), with aim of analyzing its impact on standard of living of the people, its progress as relates to multiple taxation and its effect on job creation. Using a survey design method with a sample of 320 from a population of 2,325, they concluded that entrepreneurship education positively affect the living standard of the people and aid job creation, but is hampered by multiple taxation. Gap: it failed to explain the relationship between entrepreneurship education and improvement in the socio-economic sphere of Nigeria. Rather it gave the normal newspaper result of progresses and challenges of an underdeveloped or developing economy.

[16], conducted a research on Entrepreneurial Skill Acquisition and Youths Self-Employment in Malaysia. Their main objective was to examine the moderating effect of self-motivation on the relationship between entrepreneurial skill acquisition and self-employment practice among graduates from Malaysian public universities. They used stratified random sampling. Studying three zones of Malaysia peninsular, they concluded that enterprise development is very crucial to a nation's economic development through employment generations. Gap: no analysis was presented in the research work to show that cross-sectional survey was conducted. The conclusion of research was poor and contributes little to the body of knowledge.

Summary of Related Literature

Literature has shown that entrepreneurial education programme is a valuable tool in achieving an enterprising society, poverty alleviation and combating of unemployment, but have not explained the

effect of socio-cultural setting of a people to the progress of entrepreneurship and also how infrastructural facilities or capital stock of a people influence success of entrepreneurship drive.

RESEARCH METHOD

This chapter presents the research procedure under the following sub-heading: Design of the Study, Area of the Study, Population of the Study, Sample and Sampling Techniques, Instrument for Data

Collection, Validation of the Instrument, Reliability of the Instrument, Method of Data Collection and Method of Data Analysis.

DESIGN OF THE STUDY

Survey research method is adopted for this study. It is considered most appropriate because it provides the pedestal for the researcher to adequately study the impact of entrepreneurial education in Enugu North L.G.A. It was equally adopted because the research requires complete exploration of the topic. [15] asserts that "In a survey research design, a group of items are studied by collecting and analyzing data from only a few people or

items considered to be a representation of the entire group". [16] also commented that "whenever the major source of primary data for a study would be the views of members of the public or any particular group, a survey method would be called for". [17], also recommended that "survey method will help the researcher to examine the interrelationship among variables and to develop explanatory inferences".

AREA OF the STUDY

The study will be carried out in the geographical region of Enugu North Local Government Area, Of Enugu state Nigeria.

POPULATION OF THE STUDY

The population of this study will consist of all the people who are knowledgeable

enough to understand the topic of the research in Enugu North L.G.A.

SAMPLE AND SAMPLING TECHNIQUE

The sampling size consist of 100 (50 males&50 females) people drawn from entrepreneurs, educators, students and public administrators who understand the topic of research and have a stake in Entrepreneurship in the area. They were

selected using stratified random sampling technique. The sample size shows a reflection of the population. The population is stratified into male and female populace with varying degrees of numbers.

INSTRUMENT FOR DATA COLLECTION

A structured questionnaire was used to elicit information from the respondents. The questionnaire was developed by the researcher after extensive literature review on related issues, based on the purpose of the study. The instrument consist of two

sections namely, section 1 which get information on personal data of the respondents and section 2 which consists of items to get information on the impact of entrepreneurial education in Enugu North L.G.A of Enugu State.

VALIDITY OF THE INSTRUMENT

The instrument was validated by an expert in measurement and evaluation from a reputable institution. To this end, the researcher attached the purpose of the study, the research questions and the hypotheses that guided the study and gave

same to the validators. They assessed the instrument in terms of clarity, relevance and suitability and made their observations. The validators comment guided the modification of the instrument.

Reliability of the Instrument

To ascertain the internal consistency of the instrument, the researcher conducted a trial test using 20 people that falls within the population. During the trial test, the researcher administered the instrument once to the respondents, with an introductory letter acquainting them of the

reason for the study. The respondents were assured of complete confidentiality of all information they will supply. The respondents were allowed to complete the instrument at their own convenience. As a result of this, the researcher booked an appointment with them at a convenient

date. Finally, the researcher was able to retrieve 20 copies of the instrument. This signified 100% of the returned instrument. The researcher carried the same process again with another 20 people drawn from the population, and collected back the same 20 copies. The researcher then used

the Frequency and Percentage to measure the consistency of the instrument, hence the reliability of the instrument. The researcher found it to be high enough and went ahead to use the instrument for the main study.

METHOD OF DATA COLLECTION

The researcher personally administered the questionnaire himself and collected them back after a little time.100 copies

administered were successfully collected, thus, the expected percentage of return.

METHOD OF DATA ANALYSIS

Data collected were organized in tables according to the research questions. Frequency and percentage were utilized in

analyzing data collected. The criterion mean is 50%.

DECISION RULE

The response with 50% and above was acceptable while response below 50% was rejected.

PRESENTATION AND ANALYSIS OF RESULTS

The researcher intends to present, analyze and interpret data gathered in the course of this research. The researcher observed respondent’s answer and try to organize it for the purpose of analysis.

so as to answer the research questions by computing frequency and percentage score of the respondents. n=100

Research Question 1

Does entrepreneurial education have positive effect in the pace of economic development of Nigeria?

Data collected are presented in tables showing the comparison of various results

Table 1

S/N	ITEMS	FREQUENCIES		PERCENTAGE	
		YES	NO	YES	NO
1	Do you know what entrepreneurial education programme is	100	0	100	0
2	Do you think that the link between entrepreneurial education, entrepreneurial initiative and national development is of positive nature	90	10	90	10
3	Do you think it’sbecause the programme is taught in school that people choose to become entrepreneurs	50	50	50	50

Decision:

From the result, it can be clearly seen that all the items had mean above the 50% criterion. Based on this, I conclude that entrepreneurial education programme of Nigeria have positive effect on the pace of

economic development of Nigeria and that people acquire entrepreneurial knowledge, both formal and informal based on the response from table 1 question 3.

Research Question 2

Is the curriculum content matching with educators handling it?

Table 2

S/N	ITEMS	FREQUENCIES		PERCENTAGE	
		YES	NO	YES	NO
1	Do you think that educators handling the entrepreneurial programs are adequately trained and have the prerequisites for such teaching and can motivate students	30	70	30	70
2	Do you think that the entrepreneurial education embedded in the various curriculum of the Nigerian educational system have yielded the required results	20	80	20	80
3	Should the program be taught in schools as a separate course or embedded in all academic programs in the country	50	50	50	50

Decision:

From the result, it can be clearly seen that the result is on the negative side. Hence, the conclusion that there are various challenges experienced in the

program emanating from the poor quality of educators handling the program, and that the curriculum content does not match with the educators handling it.

Research Question 3

What is the impact of socio-economic structure of a nation on their entrepreneurial pursuit or initiative?

Table 3

S/N	ITEMS	FREQUENCIES		PERCENTAGE	
		YES	NO	YES	NO
1	Do you think the cultural/religious belief of people affect entrepreneurial education progress and entrepreneurial initiative	80	20	80	20
2	Does parental background and gender affect entrepreneurial initiative	10	90	10	90
3	Does socio-political instability affect entrepreneurial education	98	2	98	2

Decision:

From the result, it can be clearly seen that the socio-economic structure of a nation affect their entrepreneurial pursuit or initiative. Hence, I conclude that whereas cultural/religious belief affect entrepreneurial progress of a nation, gender does not prevent one from

generating entrepreneurial ideas or having initiatives.

Research Question 4

Is the government doing enough both in infrastructure, finance and policy

continuity to complement the educational programme and see to its success?

Table 4

S/N	ITEMS	FREQUENCIES		PERCENTAGE	
		YES	NO	YES	NO
1	Do you think that the infrastructural state of the nation is affecting the proficiency of the programme in Nigeria	80	20	80	20
2	Is funding a new entrepreneurial initiative a treat to self-reliance aim of entrepreneurial education programme of Nigeria	50	50	50	50
3	Do you think the gap between entrepreneurs in urban area and the rural area is as a result of infrastructural gap	50	50	50	50

Decision:

From the result, it can be clearly seen that the government's effort both in infrastructure, finance and policy continuity to complement the educational

programme and see to its success is not enough, hence there is still problems of infrastructure, access to finance and rural-urban gap.

SUMMARY OF THE FINDING

The analysis show that entrepreneurial education is making a positive impact but that more still needs to be done in the area of infrastructure, provision of quality teachers, ease access to finance,

reorientation of the people towards economic progress and incorporation of both formal and informal entrepreneurial educational ideas to grow the Nigerian state.

Discussion of Findings

This paper is aimed at summing up the findings of this study as well as to draw the conclusion from the research work. Secondly the researcher gives recommendations based on the findings of the study. From the research conducted, it was clear that entrepreneurial education is a good initiative from the government to empower the people and increase self-reliance and reduce the dependency ratio. In the case where cross sectional data or time series data or even panel data can be accessed on it based on its effect on the GDP, it is believed that entrepreneurial education will have a good effect on the

GDP of the nation, hence, it will have bidirectional Granger causality with GDP. In the process of this research, the researcher discovered also that of all the good intentions of the government in initiating the entrepreneurial education, the government still has to do more to provide an enabling environment for entrepreneurship to thrive in the country. However, as stated in the literature review and its characteristic effect, the research found out that the entrepreneurship education in Nigeria is in line with its universal principles but still in its growing stage.

CONCLUSION

This research has been focused on evaluation of the impact of entrepreneurial

education in Enugu North Local Government Area. The research was able to

draw some sensible and objective conclusions. The researcher draws the conclusion that entrepreneurial education has the capacity to trigger increase in economic growth and reduction of poverty in the area. The researcher also concluded

that there are other socio-economic factors that affect and influence the efficiency of the programme, and hence such should be taken into consideration during educational policy prescription and implementation.

IMPLICATIONS OF THE FINDINGS

The research outcome did not deviate from the universal expectation of such research, thus the research shows that

entrepreneurial education is a great programme and is beneficial in Nigeria just like it is to other nations having it.

RECOMMENDATIONS

Having conducted this research and analysed the field data, the researcher recommends the following points, which if adhered to will positively drive the entrepreneurial education to a significant height:

- It was discovered that entrepreneurial education is of great importance to the Nigerian society, hence the relevant authorities should support the educational programme and ensure that is only well qualified educators handle the programme. Also, they should see that it is in all the strata of the educational system of Nigeria.
- Regulatory framework should be established to curb excessive corruption and misappropriation of public funds so as to ensure stability in provision and

availability of infrastructural needs of the people, which will influence economic growth and development

- Well trained personnel (not politicians) should be hired to advise the government on educational policies and management so as to enhance efficiency and create room for policy continuity.
- National reorientation should be increased so as to mitigate the influence of some religious fanatics which preach against economic liberation of the people.

LIMITATIONS OF THE STUDY

The researcher had several constraints in the course of this work such as: the refusal of top government functionaries and officials of the Ministry of Education to grant the researcher the needed audience, relevant information, as well as materials and data needed for this work.

sufficient to carry out a research of this kind.

Inadequate data also posed an obstacle to the researcher in carrying out an efficient research analysis for the concept under study.

Time constraint is another limitation. The space of time given for this work is not

Finance is another limitation, for a work of this nature requires huge amount of money that so it can be done properly.

SUMMARY OF THE STUDY

The evaluation of the impact of entrepreneurial education has shown that it is a good measure towards a healthy economy and a sound educational system. The public received it well with just little

reservation in some places. Thus the researcher can summarize that entrepreneurial education has positive effect on the Nigeria society.

SUGGESTION FOR FURTHER STUDY

A comparative evaluation of the impact of entrepreneurial education in Nigeria and

China will help us know where we can learn more and also areas to expand.

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