



High Rate of Unemployment and Youth Disillusionment in Taraba State, Nigeria: Entrepreneurship Education as Antidote

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ABSTRACT

This paper examines the high rate of unemployment and youth disillusionment in Taraba State, Nigeria, and proposes entrepreneurship education as a solution to this problem. Entrepreneurial skills are those skills that an entrepreneur needs to successfully add value to their work. Every Nigerian aspires to be self-sufficient, but only a small proportion of those who try succeed. Too many people give up on their dreams far too soon, when education and mentoring could lead to success. The scarcity of entrepreneurs or people with entrepreneurial mindsets has been one of the major impediments to the development of a vibrant indigenous private sector in Nigeria. The country's problems, which range from abject poverty to youth unemployment, to youth restiveness and violence, have prompted the government's recognition of entrepreneurial studies in schools. The goal is to encourage young people to work for a living. The problems and solutions to issues impeding entrepreneurship development were discussed. This study employed a descriptive survey design to elicit the perspectives of Taraba state entrepreneurs. The researcher chose the study area of coverage using a deliberate non-probability sampling method; two local governments from each zone of the state were sampled, and two hundred and fifty (250) populations were extracted from these study areas. A Structured Questionnaire was used as a research instrument. For data presentation and analysis, frequency and tabular percentage forms were used, and chi-square (X^2) was used to test the study's hypotheses. The result revealed that, at the 0.05 level of significance, the calculated value is greater than the tabulated value, i.e., $8.852 > 7.815$. As a result, we reject the null hypothesis in favor of the alternative, which states that there is a significant relationship between entrepreneur qualification and entrepreneurship education in Taraba state. The findings also revealed that, entrepreneurship education can be used as a strategy for realigning practical education in Nigeria, as well as a means of addressing unemployment and other societal issues. The researchers recommended that, students should begin taking entrepreneurship courses in schools. All parties involved must support the proposed introduction of Entrepreneurship studies as general courses across in schools.

1.0 Introduction

Education is a powerful tool for boosting economic growth and national development. It is regarded as the cornerstone of development because it serves as the foundation for literacy, skill acquisition, technological advancement, knowledge acquisition, and the ability to harness the environment's natural resources. Ayara in Antai and Anam (2012) asserts that education produces better citizens and contributes to the improvement of a society's overall standard of living the education sector is critical in any country because it provides the skilled labor required to achieve national economic goals and objectives. According to Adeogun (2003), education is a critical tool for combating unemployment, poverty, and ignorance. According to the National Policy on Education (2004), some of the cardinal goals of education include "the development of individuals' intellectual capacity to understand and appreciate their environment, as well as the acquisition of both physical and intellectual skills that will enable individuals to develop into useful members of the community."

Youth unemployment has remained one of the most serious threats to Nigeria's economic development and stability. The situation in Nigeria is bleak, with seven (7) out of ten (10) youth unemployed, underemployed, or simply unemployable in 2010, and over 200,000 youth unemployed in the last five years (Ayoola, 2008). Given that these young people are the most active segments of the population; their inability to find good jobs poses a serious threat to the country. As has been seen in the country's history of violence over time, an increasing number of those who are not gainfully employed or adequately educated remain prey as political tools of violence. For years, the country has relied heavily on oil as its primary source of revenue; however, the current administration fails to recognize that the country's future may very well depend on the economy of its people (the youths), which is possibly the country's only

untapped, underutilized, and most lucrative resource. If this trend continues for the next ten years, given the effects of increased poverty, a lack of employment, and a failing educational system, it is difficult to predict what will happen. After successfully acquiring entrepreneurial skills through continuous education, one is prepared to positively contribute to the reduction of unemployment by working for oneself (Ezema, 2005).

2.0 Statement of the Problem

Every Nigerian wishes to be self-sufficient, but only a small percentage of those who wish to do so succeed. Too many people abandon their dreams far too soon, when education and guidance could lead them to success. One of the major impediments to the development of a vibrant indigenous private sector in Nigeria has been a scarcity of entrepreneurs or people with entrepreneurial mindsets. Nigeria has vast human and material resources, but people continue to live in poverty. Unemployment, particularly among young people, has been a major issue. This issue was attributed to the fact that the majority of graduates do not acquire the necessary skills and competence to be self-employed. Nowadays' youth want everything fast and free; they lack the patience and willingness to learn. The problem addressed by this study was determining whether entrepreneurship education improves the acquisition of necessary skills for gainful self-employment in Nigeria, as well as identifying challenges that impede sound entrepreneurship education in our schools.

3.0 Objectives

The specific objectives are:

- i. To identify the qualification of entrepreneurs and the barriers to good entrepreneurship education in schools in Taraba state.
- ii. To provide solutions to identified challenges in the implementation of sound entrepreneurship education programs in Taraba state schools.

4.0 Research Questions

The following research questions have been formulated to guide the study:

- i. Does the qualification of the entrepreneur influence entrepreneurship education? And what are the barriers to good entrepreneurship education in our society?
- ii. What is the solution to the identified challenges in the implementation of sound entrepreneurship education programme in Taraba state?

5.0 Conceptual Framework

5.1 Concept of Education

Education is a critical tool for socioeconomic and long-term development. The educational system of a country determines its economic, political, scientific, and technological development and advancement (Famade, 2004). Education remains a powerful factor for development and sustainability in a developing country like Nigeria. People develop their skills, abilities, attitudes, and other forms of behavior through education. Education, according to Akilaiya (2005), provides skills that are purposefully designed to improve human knowledge and competence. It also promotes enlightenment and boosts productivity. Education also instills in people the necessary skills and intellectual abilities to explore their surroundings.

Adeogun, (2003) Mr. Adeogun (2003) States that education promotes economic growth and development by: promoting technical changes and ultimately increasing productivity and output in various ways, increasing worker productivity and incomes whether through skill diffusion or work procedure organization, increasing allocation efficiency by increasing labor force flexibility and mobility in response to changes in labor force demand, and bringing about many other gains. It is undeniable that the ability of the country's youths to actively participate in economic development is heavily influenced by the type, quality, and depth of education available to them. According to Ocho (2005), education, in addition to understanding and

creative skills, can help an individual live fully and contribute to the development of society. In a nutshell, education is viewed as a process that assists learners in acquiring knowledge, skills, and acceptable attitudes and moral behavior that will enable them to be responsible citizens capable of caring for themselves and their families while also contributing to society.

5.2 Concept of Entrepreneurial Skills

Entrepreneurial skills are defined as the set of abilities required to be an entrepreneur. In other words, entrepreneurial skills are those that an entrepreneur requires in order to successfully run a business or add value to work. According to Agu *et al.* (2013), entrepreneurial skills must be nurtured through proper education so that they can be directed to responsible and enriching small business ventures that will benefit the entrepreneurs and the communities in which they live. Entrepreneurship skills are also those that an individual should have in order to succeed in a virtual learning environment. Communication skills; creative/innovative skills; decision-making skills; problem-solving skills; planning and organizing skills; risk management skills; risk management skills; self-management skills; technological/technical skills; teamwork skills; learning skills; initiative skills; enterprise skills; financial skills; managerial skills, marketing/saleable skills; interpersonal relationship skills; integrity skills; practical skills; assertiveness skills (De Oliveira, Felipe, Roberto, & De Oliveira, 2016). The aforementioned skills are critical for an individual to be a successful entrepreneur. This is why entrepreneurship education programs must be implemented in universities in order to instill entrepreneurial skills in young people.

One of the entrepreneurial skills that can be taught and acquired through entrepreneurship education is creativity. Creativity is defined as the generation of new ideas (Cook, 2005). Creativity generates not only new but also valuable ideas. Runco (2004) defines creativity as imaginative processes with public outcomes that are unique and valuable. Creativity is a multifaceted process

that necessitates a variety of thinking styles as well as tolerance for contradiction and paradox. Holt (2006) defined creativity as the ability to create something new. It is a phenomenon in which a person creates something new (a product, a solution, a work of art, etc.) that is valuable. Creativity, according to Hornby (2000), is the use of skill and imagination to create something new or a work of art. As a result, an artist is said to be creative if he has the ability and skill to create something new, such as a new work of art. Creativity is the process of devising alternative solutions to human problems; new ideas are developed, as are new concepts and designs. The individual is stimulated by a difficult situation; he is guided by curiosity, and the end result is the generation of new and novel ideas. Creativity is thought to extend beyond new products, new services, and improved processes (Cook, 2005). Creativity is a mental process that involves the generation of new ideas or the association of existing ones. It is inherent in all humans and thus has a global distribution. The ability to think divergently or differently is another characteristic of creativity. It includes the ability to generate new and numerous ideas, to be flexible rather than rigid, to associate and link facts, and to brainstorm, analyze, and incubate.

5.3 Entrepreneurship Education Approaches

Entrepreneurship education is the type of education that can influence the growth and development of a business through technical and vocational training. Entrepreneurship education has distinct learning and teaching approaches. At the outset, the approach used for teaching and learning entrepreneurship education was the creation of a business plan (Hill, 1988). The business plan was deemed ineffective and inadequate for training potential entrepreneurs who are expected to select or assume risks, identify business opportunities, gather resources, initiate actions, and establish an organization or enterprise to meet such demand or market opportunity (Anyakolu, 2006).

Honig (2004) identified two other teaching approaches as simulation and games,

while Solomon (2007) highlighted business plan writing, lectures by well-known professionals, case studies, and closed supervision of programs as teaching approaches. Other approaches include experimental learning, expert visits, and so on. Based on the various studies conducted, the experimental teaching that involves a pragmatic approach was adjudged to be the best methods of teaching and learning entrepreneurship education (Tarabishy, Solomon, Fernald, & Sashkin, 2005).

5.4 Objectives of Entrepreneurship Education

According to Paul (2005) in Ossai and Nwalado (2012), entrepreneurship education is designed to achieve the following goals.

- i. To provide functional education to youths in order for them to be employable and self-sufficient.
- ii. Provide adequate training to young graduates so that they can be creative and innovative in identifying new business opportunities.
- iii. To act as a driver of economic growth and development.
- iv. Provide tertiary institution graduates with adequate risk management training to ensure that learning is possible.
- v. Reduce the high rate of poverty
- vi. Create job opportunities
- vii. Reduce rural-urban migration.
- viii. Provide enough training and support to young graduates to enable them to establish a career in small and medium-sized businesses.
- viii. To instill in youths and adults the spirit of perseverance that will enable them to persevere in any business venture they embark on.
- viii. Ensure a smooth transition from the traditional to the modern industrial economies.

6.0 Theoretical Framework

6.1 The Cognitive Approach Theory

Taylor (2008) proposed cognitive theory. The theory holds that people do not have perfect knowledge of the world because there is too much information to process. As a

result, they must choose and interpret information based on previous experiences, and as a result, see and know the world in new ways.

Two psychological processes result in behavioral patterns. The first process involves the selection of environments, while the second involves the production of environments. When people develop certain preferences and behavioral standards, they tend to select activities and individuals who share those preferences, mutually reinforcing pre-existing personal inclinations and fixed courses of action. More specifically, the individual characteristics that lead to an entrepreneurial career are only activated when exposed to a favorable socialization process in which an entrepreneurial career is one of several viable options. As a result, the social environment is critical in fostering future entrepreneurs. The general idea is that individual characteristics are precursor traits that help to determine how experiences are weighted or attended to and how the individual reacts to those experiences in the context of a given 'cafeteria of experiences.' That is, individuals will only act on their entrepreneurial potential if they possess a specific ability and sensitivity, if environmental opportunities exist, and if they have social support. These three requirements must be met before taking action to become an entrepreneur. Actually, the interaction of ability or skills, environmental opportunities, and social support is likely to result in a positive reinforcing spiral in which the entrepreneur is supported and thus can further develop his specific set of skills. As a result, basic intelligence combined with an interest in becoming an entrepreneur leads the individual to develop the skills required for success. This theory explains why people pursue entrepreneurial endeavors. As a result, the social environment is critical in fostering future entrepreneurs. The general idea is that people will use their entrepreneurial potential if there are environmental opportunities and social support. According to empirical literature, entrepreneurship education can activate entrepreneurial potential because it provides individuals with the necessary skills to be

successful in life. The application of cognitive theory improves understanding of why people engage in entrepreneurial behavior. This theory makes it possible to better understand the interaction between the characteristics of the situation and the characteristics of the entrepreneur. In other words, there is a shift from studying the entrepreneur's personality to studying the situations that lead to entrepreneurial behavior. Individuals' behavior is heavily influenced by how they perceive a situation or environment, as well as how that situation or environment is presented to them.

Applying this theory to this work, it becomes clear that the teaching and learning of entrepreneurship education unleashes the entrepreneurial potentials of youths, allowing them to secure jobs after school or, at best, become self-employed by establishing their own businesses using the wealth of knowledge and skills they may have acquired during their time in school. Furthermore, the theory explains that when there are environmental opportunities, individuals activate their entrepreneurial potential. The teaching of entrepreneurship education is the environmental possibility in question. This means that entrepreneurship education increases an individual's entrepreneurial potentials and skills, allowing them to develop skills that will benefit both them and their society.

6.2 The Ecological Approach Theory

Aldrich Howard (2000) proposed the ecological approach theory. It takes into account the environment's influence as well as the idea that entrepreneurial behavior is deliberate. The interactions of several factors are examined in order to predict behavior in this process-focused approach. Beliefs, perceptions, and assumptions are learned in the context of a given environment, according to this theory. These attitudes and perceptions influence behavior by predicting intentions. Thus, the ecological approach implies that entrepreneurial characteristics can be learned but also vary across individuals and situations. An entrepreneurial intention is thus mediated in the following way: an individual's perceptions, attitudes, and assumptions are

formed as a result of an environment or event. These perceptions are then translated into intentions or potentials. Then, through behavior, intentions or potentials are expressed.

The ecological theory and the study are related in that the theory sees environment and events as major determinants of entrepreneurial intentions, and the study, in turn, sees environment through entrepreneurship education as a determinant of entrepreneurial intention. In other words, entrepreneurship education in schools creates these enabling environments for instilling entrepreneurial skills in students. Both theories also accept that individuals can activate their entrepreneurial potentials if there are environmental possibilities, with entrepreneurship education being one of those environmental possibilities.

7.0 Challenges of Entrepreneurship Education in Nigeria

Entrepreneurship education has various connotations in the country's tertiary institutions. Some of these programs frequently present entrepreneurship education programs in the context of vocational and technical education rather than developing the entrepreneurial spirit, which is the stimulation of entrepreneurship activities and performance in a variety of disciplines. The following are the most significant barriers to rapid entrepreneurial development.

- i. Widespread political and bureaucratic corruption, as well as a lack of social consensus on critical macroeconomic policy issues.
- ii. Limited access to vocational and skill-development training for rural and urban youths working in the informal economy.
- iii. The lack of regulatory mechanisms for effective oversight of enterprise development initiatives, particularly those aimed at SMEs.
- iv. The presence of administrative and trade barriers that impede capacity development and access to technical assistance.

- v. Significant infrastructure deficits (particularly in roads and electricity) and systematic irregularities that harm small businesses.

8.0 Strategies for Effective Entrepreneurship Education

In today's knowledge economy, human talent is the single most important productive factor (Ekpudu, 2012). Focusing on the development of a skilled workforce and the expansion of human capacities through high quality systems of entrepreneurship education, training, skills acquisition, and lifelong learning is critical for assisting youths and graduates in finding good jobs and enterprises in finding skilled workers. This will give the entrepreneur a significant competitive advantage. According to Ayodele (2006), the following strategies will help to alleviate the problem of entrepreneurship education in the country in order to achieve viable entrepreneurship education that will enhance sustainable development in Nigeria.

- i. As part of national economic development strategies, some genuine schoolwork-based learning should be incorporated into some studies. The creation of an apprenticeship scheme would provide new graduates with work skills and experience.
- ii. Create a small venture capital fund by pooling local public and private funds.
- iii. School-based enterprises in which students identify potential businesses, plan, create, and operate small businesses with the school serving as a mini-incubator.
- iv. Establish small business schools in which interested students and community members can enroll.
- v. Create entrepreneurship internship programs that connect students with locally successful entrepreneurs through clearly defined education programs.
- vi. Establishing an enterprise college to foster the specific skill sets required for entrepreneurship in order to serve as skill acquisition centers for youths.

- vii. Creating a politically friendly economic environment.
- viii. Improving government taxation of small businesses.

9.0 Review of Empirical Study

Onah (2008) conducted research on the entrepreneurship education needs of self-employed artisans and craftsmen in Enugu. The study's goal was to determine the entrepreneurial education needs of craftsmen and artisans. The study was guided by six research questions and three null hypotheses. For the study, the researcher employed a descriptive design. The study's population included 1,840 artisans/craftsmen, and the sample size was 600 artisans/craftsmen. The data collection instrument was a structured 30-item questionnaire. To answer the research questions, mean scores were used, and the null hypothesis was tested using a two-way ANOVA. The study's findings indicate that six entrepreneurial skills, including management skills, accounting skills, public relations skills, marketing skills, communication skills, and record keeping skills, are critical for any self-employed craftsman or artisan. The study proposed strategies that self-employed craftsmen and artisans could use to meet or achieve their goals. These strategies include the ability to state or formulate clear goals with good initiative; the ability to maintain/sustain personal drive; the competency to maintain singleness of purpose; and the ability to develop the right attitudes for work. The current study is related to the reviewed study in that the reviewed study investigated the needs of self-employed artisans and craftsmen, whereas the current study seeks to investigate entrepreneurship education as a tool for reducing unemployment in Nigeria. However, while the current study seeks to determine the entrepreneurial skills and employability skills required in Youths to be self-employed and employed in various organizations, the reviewed study only focused on self-employment skills.

Agbogidi (2007) conducted a study on the entrepreneurial skills required by auto mechanics technology students in Delta state

technical colleges for the establishment of small and medium scale enterprises. The purpose was to identify entrepreneurial skills required by auto mechanics technology students. The study employed a descriptive survey design. Because the number of respondents was small, no sampling was done. As a result, the entire population, 59 respondents, was used for the study. To elicit information from the respondents, a 10-item questionnaire was used. The researcher discovered that in order for workers to be efficient in automobile repairs and other areas, they must be given the necessary skills and knowledge. These abilities include managerial abilities, financial management abilities, marketing abilities, and communication abilities. The reviewed study is related to the current study in that the former addressed the entrepreneurial skills required by auto mechanics technology Youths in technical colleges for establishing small and medium scale enterprises, whereas the latter emphasized the importance of entrepreneurial skills in Youths. The reviewed study, on the other hand, only looked at communication skills, marketing skills, financial management skills, and managerial skills, whereas the current study looked at other entrepreneurial skills.

10.0 Methodology

10.1 Design

A descriptive survey design was chosen for this study, because the study involves data collection in a natural setting, this design is deemed appropriate. The study sought the views of Taraba state entrepreneurs.

10.2 Population

The total number of registered SMEs in Taraba (enterprises registered under CAC) is 930 (SMEDAN/NBS, 2017). For this study, the number was reduced to 250 SMEs. The researcher used a deliberate non-probability sampling method to select the study area of coverage; two local governments from each zone of the state were sampled, and two hundred and fifty (250) entrepreneurs were extracted from these study areas. These studies also considered the possibility that many of these businesses were not registered and thus

were not included in our analysis. The goal is to discover each respondent's various levels of entrepreneurial acumen in order to see if the acumen developed as a direct result of the impact education delivered in universities, through external avenues, or a combination of both.

10.3 Sampling Techniques and Sample

The researchers sampled two hundred and fifty (250) people from a total of nine hundred and thirty (930) SMEDSNs registered with the Corporative Affairs Commission (CAC) in Taraba state. The questionnaire was distributed as follows: Jalingo 80, Zing 30, Gassol 40, Bali 30, Wukari 40, and Takum 30. Jalingo received the highest score because it is the state capital. The researchers sampled this number because it was not possible to use the entire Taraba state population of 2,294,800 (2006 population census figure) as the population for this study; the researchers used a simple random sampling technique. The technique gave each member of Taraba state's SMEDANs an equal and independent chance of being chosen or included in the sample. The researchers distributed the questionnaire in markets and public places, and some were given oral interviews.

10.4 Data Collection Technique

A Structured Questionnaire was used as a research instrument to collect primary data. For this study, the researchers gathered

information from both primary and secondary sources. To collect primary data, the researchers used a questionnaire and an oral interview. To ensure high instrument return, the direct delivery and retrieval method was used to administer the instrument. The research assistants collected the completed instruments from the respondents on the spot.

10.5 Method of Data Analysis

All primary source data collected through questionnaires and oral interviews was presented and analyzed statistically. Frequency and tabular percentage forms were used for data presentation and analysis, and chi-square (X^2) was used to test the study's hypotheses. The chi-square (X^2) statistics was used because it is a powerful non-parametric tool for dealing with data from multiple observations. The difference between observed and expected frequencies is calculated using Chi-square. The chi-square (X^2) test was used to determine significance at alpha levels of 0.05. Below is the chi-square formula.

$$X^2 = \sum \frac{(O-E)^2}{E}$$

Where:

O: Observed frequency

E: Expected frequency

\sum : Sign of summation

The Significance level (α) = 0.05

Degree of Freedom (df)= (Column -1)(Row-1)

11.0 Result Discussion

11.1 Demographic characteristics of Respondents

Information in Table 11.1 below was sorted on gender, the summary of the respondents' base on gender is distributed as: male 146(58.4%) and female 104(41.6%).

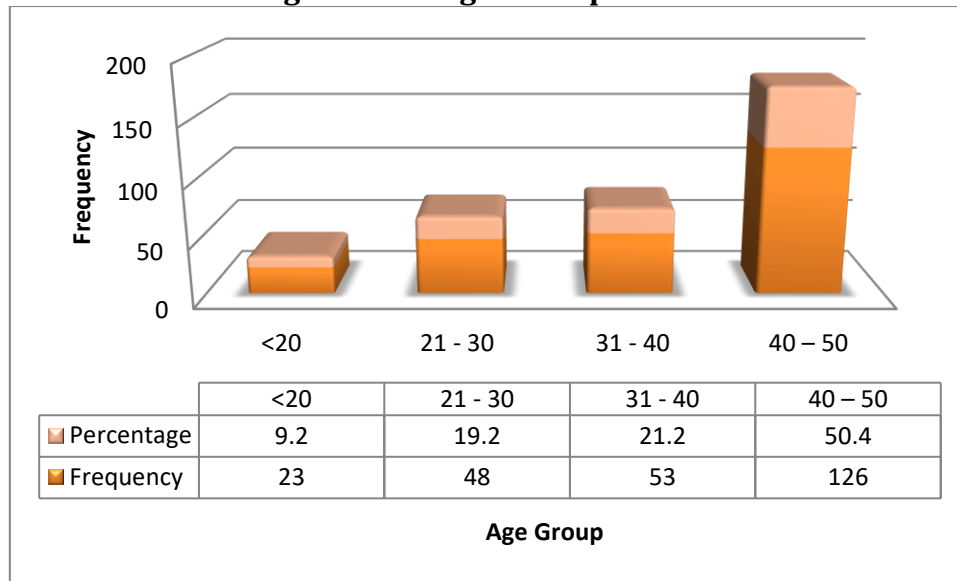
Table 11.1: Gender of Respondents

Gender	Frequency	Percentage
Male	146	58.4
Female	104	41.6
Total	250	100

Source: Field survey 2022

Figure 11.1 below shows the age distribution of respondents; 9.2% of the respondents were between 12 – 20 years, 19.2% were between 21 - 30 years, 21.2% were between 31 – 40years and 50.4% were 41 – 50years in age. Age was generally found to increase with enterprise numbers.

Figure 11.1: Age of Respondents



Source: Field survey 2022

Information in Table 11.2 below is on qualification of respondents, number of respondents that attained primary education is 58(23.2%), 71(28.4%) had secondary education, those with tertiary education were 93(37.2%) and 28(11.2%) had no formal education.

Table 11.2: Qualification of Respondents

Qualification	Frequency	Percentage
No Formal Education	28	11.2
Primary Education	58	23.2
Secondary Education	71	28.4
Tertiary Education	93	37.2
Total	250	100

Source: Field survey 2022

Table 11.3: What are the Challenges that Hinder Sound Entrepreneurship in Taraba State?

S/No	Statements	Response			
		SA	A	D	SD
1	Before issuing loans to start a new business, financial institutions usually require collateral.	131(52.4%)	83(33.2%)	22(8.8%)	14(5.6%)
2	Institutional and political corruption, as well as a lack of social conventional wisdom on economic variables policy issues.	148(59.2%)	76(30.4%)	18(7.2%)	8(3.2%)
3	Inadequate vocational and training programmes for youths.	118(47.2%)	97(38.8%)	31(12.4%)	4(1.6%)
4	The urge to become rich and powerful quickly hinders graduates from satisfying the criteria of entrepreneurship.	91(36.4%)	101(40.4%)	56(22.4%)	2(0.8%)

5	Students prefer in paid employment and do not wish to cultivate an entrepreneurial spirit or culture.	125(50%)	82(32.8%)	36(14.4%)	7(2.8%)
6	Apparent lack of a proactive regulatory atmosphere that enhances grassroots entrepreneurial development.	95(38%)	118(47.2%)	29(11.6%)	8(3.2%)

Source: Field Survey 2022

Table 11.3 present the research question 1 that demand answers to the lingering problems confronting entrepreneurship education in Taraba state. What are the Challenges that Hinder Sound Entrepreneurship in Taraba State; this was to ascertain their reasons that hinders youth from venturing into entrepreneurship in the study area. A total of 131(52.4%) strongly agreed that Before issuing loans to start a new business, financial institutions usually require collateral, 83(33.2%) agreed, 22(8.8%)disagreed and 14(5.6%) strongly disagreed. They were also asked if Institutional and political corruption, as well as a lack of social conventional wisdom on economic variables policy issues hindered entrepreneurship development in the study area. 148(59.2%) strongly agreed, 76(30.4%) agreed, 18(7.2%) disagreed and 8(3.2%) strongly disagreed. Inadequate vocational and training programmes for youths in Taraba state affects entrepreneurship programmes? 118(47.2%) strongly agreed, 97(38.8%) agreed, 31(12.4%) disagreed and 4(1.6%) strongly disagreed. The urge to become rich

and powerful quickly hinders graduates from satisfying the criteria of entrepreneurship. A total of 91(36.4%) strongly agreed, 101(40.4%) agreed, 56(22.4%) disagreed and 2(0.8%) strongly disagreed. Students prefer in paid employment and do not wish to cultivate an entrepreneurial spirit or culture? 125(50%) strongly agreed, 82(32.8%) agreed, 36(14.4%) disagreed and 7(2.8%) strongly disagreed. Finally, they were asked if apparent lack of a proactive regulatory atmosphere hindered entrepreneurial development? 95(38%) strongly agreed, 118(47.2%) agreed, 29(11.6%) disagreed and 8(3.2%) strongly disagreed. The difference observed is due to different meanings assigned to entrepreneurship education in tertiary institutions throughout the country. Some of these programs commonly present entrepreneurship education programs in the discourse of vocational and technical education rather than developing the spirit of entrepreneurship, which promote entrepreneurialism activities and performance in multiple fields.

Table 11.4: What is the Solution to the Identified Challenges in the Implementation of Sound Entrepreneurship Education in Taraba State?

S/No	Statements	Response			
		SA	A	D	SD
1	Reorganizing the academic curriculum to include entrepreneurship courses.	110(44%)	93(37.2%)	34(13.6%)	13(5.2%)
2	Entrepreneurs must stay current in their business by attending seminars and workshops.	134(53.6%)	87(34.8%)	25(10%)	4(1.6%)
3	Entrepreneurs should be provided with free entrepreneurship training by Government and NGOs	121(48.4%)	79(31.6%)	37(14.8%)	13(5.2%)
4	Students must be able to identify business opportunities and	83(33.2%)	138(55.2%)	19(7.6%)	10(4%)

	recognize changes in their environment.				
5	Graduates who are qualified to be entrepreneurs should be given loans by the government and non-governmental organizations.	151(60.4%)	91(36.4%)	7(2.8%)	1(0.4%)
6	Students' industrial work schemes should be revitalized to include issues of entrepreneurship.	76(30.4%)	163(65.2%)	9(3.6%)	2(0.8%)

Source: Field Survey 2022

Table 11.4 present the research question 2; what are the Solution to the Identified Challenges in the Implementation of Sound Entrepreneurship Education in Taraba State; data shows that respondents generally agree strongly on the appropriate strategies for enhancing the acquisition of competencies for entrepreneurship in Taraba state. According to the result obtained, A total of 110(44%) strongly agreed that Reorganizing the academic curriculum to include entrepreneurship courses is a way forward, 93(37.2%) agreed, 34(13.6%) disagreed and 13(5.2%) strongly disagreed. They were also asked if Entrepreneurs must stay current in their business by attending seminars and workshops. 134(53.6%) strongly agreed, 87(34.8%) agreed, 25(10%) disagreed and 4(1.6%) strongly disagreed. Entrepreneurs should be provided with free entrepreneurship training by Government and NGOs? 121(48.4%) strongly agreed, 79(31.6%)

agreed, 37(14.8%) disagreed and 13(5.2%) strongly disagreed. Students must be able to identify business opportunities and recognize changes in their environment. A total of 83(33.2%) strongly agreed, 138(55.2%) agreed, 19(7.6%) disagreed and 10(4%) strongly disagreed. Graduates who are qualified to be entrepreneurs should be given loans by the government and non-governmental organizations? 151(60.4%) strongly agreed, 91(36.4%) agreed, 7(2.8%) disagreed and 1(0.4%) strongly disagreed. Finally, they were asked if Students' industrial work schemes should be revitalized to include issues of entrepreneurship. 76(30.4%) strongly agreed, 163(65.2%) agreed, 9(3.6%) disagreed and 2(0.8%) strongly disagreed. These strategies are equally important because it provides practical experience and motivation for entrepreneurs to stick and improve on the available innovation availing to them.

Table 11.5: Testing of Hypotheses

Variables	N	t-cal.	t-tab	df	Prob.	Remark
No Formal Education	28					
Primary Education	58	8.852	7.815	(4-1) = 3	0.05	Accept H_1
Secondary Education	71					
Tertiary Education	93					
Total	250					

H_0 : There is no significant relationship between entrepreneur’s qualification and entrepreneurship education in Taraba state.

H_1 : There is significant relationship between entrepreneur’s qualification and entrepreneurship education in Taraba state.

Decision making: from the t-test research technique, it was observed that the calculated result is greater than the table result at the 0.05 level of significance i.e. $8.852 > 7.815$. Therefore, we reject the null hypothesis that there is no significant relationship between entrepreneur's qualification and entrepreneurship education in Taraba state and accept the alternative which says there is significant relationship between entrepreneur's qualification and entrepreneurship education in Taraba state.

12. Conclusion

This study, high rate of unemployment and youth disillusionment in Taraba State, Nigeria: Entrepreneurship Education as Antidote arose because of the high spate of unemployment and its peculiar problems in Nigeria in order to explore possible ways of combating the menace. Two objectives of the study with corresponding research questions guided the study. Literature was reviewed in line with the objectives which examined the conceptual framework, theoretical and empirical studies. A research questionnaire was developed and administered to 250 Small and Medium Enterprises in the study area. Data was analyzed using frequency tables, simple percentages and inferential statistical tool. Results from the chi-square analysis showed a general agreement and acceptance with the research question from the t-test research technique, it was observed that the calculated result is greater than the table result at 0.05 level of significance i.e. $8.852 > 7.815$, Therefore, we reject the null hypothesis that there is no significant relationship between entrepreneur's qualification and entrepreneurship education in Taraba state and accept the alternative which say there is significant relationship between entrepreneur's qualification and entrepreneurship education in Taraba state.

13. Recommendations

In light of the findings, the following recommendations have been made:

1. Students should begin taking entrepreneurship courses and practical

training in modern ICT. This necessitates the establishment of additional teaching positions in the emerging areas. This entails restructuring and strengthening the curriculum to include entrepreneurship and practical ICT courses

2. All parties concerned must support the proposed introduction of Entrepreneurship study across faculties and departments in the country as general courses.
3. There should be a workshop cum information processing laboratory where students should carry out practical assignment and projects based on real life problems which graduates face in their work places.
4. After graduation, parents should continue to support and encourage their children to pursue entrepreneurial endeavors.
5. The Ministry of Education should establish viable and mandatory entrepreneurship courses in tertiary institutions across disciplines.

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