

Motivating Factors for Entrepreneurship Education and Functional Skills among Secondary School Students in Osun State

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Abstract

The study examined the entrepreneurship education and functional skills among secondary school students in Osun state. It also examined the level of participation of secondary school students in entrepreneurship subjects as well as their intentions to apply the skills acquired in self-empowerment and the motivating factors that enhance their intentions. The study adopted a survey research design where questionnaires were administered to 200 students who were randomly selected from five randomly selected Secondary Schools in Ife-Central Local Government in Osun state. Findings of the study revealed that senior secondary school students have acquired several vocational skills, out of which trading, electrical works, and catering are the most acquired skills. Furthermore, the study also revealed that although not as many students (55.3%) presently practice entrepreneurship skills to earn money, majority of the students (97.5%) would like to earn money from the skills they have acquired and intend to have an enterprise of their own in future. Finally, the study concluded that the highest motivating factor for acquiring entrepreneurship skills among secondary school students was the fear of unemployment as motivated by the current economic situation in the country.

Keywords: *Entrepreneurship Intention, Entrepreneurship Skill, Entrepreneurship Practice*

Background to the study

Considering the economic stress that Nigeria, amongst other nations of the world are facing in recent times, entrepreneurship development becomes imperative as an innovation that could define the path to economic empowerment especially for the youth who are still vibrant and should be filled with a high level of optimism for their lives and for the nation. This has brought about the need for entrepreneurship education to feature as an attractive premise in the curriculum of a developing nation such as Nigeria. Currently, it is an important topic in local and international gatherings, because of its possible positive influence as a means for extenuating unemployment and other social-economic challenges inhibiting sustainable development in all parts of the globe. In the last decade, there had been growing interest in undertaking and intensifying actions to promote and support the idea of

entrepreneurship as an attractive alternative to wage employment among students around the globe.

On a yearly basis, thousands of university graduates join the labour market in search of gainful employment. These graduates, having spent a minimum of four years in the four walls of the university engaging in much theoretical learning and little practical observations are enthusiastic to be engaged in a different lifestyle. This new life may involve unleashing the many or little that they have learnt, however, it mostly involves an anticipation of a "pay me back" for the knowledge gathered and the effort sustained in the past years. On the other hand, there is a challenge of not only tackling the already sizeable unemployed graduates, but also of absorbing the new entrants into the labour market. Underlying this situation is the fact that the training which tertiary students receive is not adequate in furnishing them with desirable skills and competencies required for job creation and self-employment and development

Entrepreneurship education is not a new phenomenon in the history of Nigeria. It had been in process even since our forefathers learnt different trades such as blacksmithing, goldsmithing, clothe weaving (*aso-oke and kente*) specialized in them, and engaged in those trades to support themselves and their families while contributing their quota to national development. However, in consequence of the increasing population of unemployed graduates and the sensitive need for the nation to take proactive steps to ensure a path of less dependence on bigger nations of the world for numerous goods and services, in the early 2000, the government introduced entrepreneurship studies as a course in higher institutions under the auspices of the Centre for Entrepreneurship Development (CED). The Nigerian government also came up again with a policy that seemingly seemed to be a more foundational one, whereby entrepreneurship education is right from the basic schools. This entailed the inculcation of several other practical subjects in the school curriculum such as cosmetology, electrical installation and maintenance, air condition/Refrigeration repairs; GSM phone repairs, auto electrical and mechanical work etc. The introduction of the New Secondary School Curriculum (NSSC) in the secondary school in Nigeria was a fresh initiative which according to NERDC (2011) aimed at ensuring that graduates from secondary Schools are, among other things professionally trained in entrepreneurship skills and possess relevant Information Communication Technology (ICT) skill that will equip them for challenges of labour market (Alabi, 2014).

Entrepreneurship education in Nigeria amongst other goals also seeks to provide students in secondary and tertiary institutions with the knowledge, skills and

motivation to encourage entrepreneurial success in a variety of ventures (Ojeifo, 2012). Therefore, the move by the government through the Federal Ministry of Education to make entrepreneurship education one of the compulsory general studies for students in secondary schools across the country should be seen as a positive step in the right direction. This is to inculcate in the youths the spirit of self-reliance. This development will not only address the problem of unemployment and underemployment but will also ensure an entrepreneurial human capacity for national development. It is believed that with the introduction of entrepreneurial education in secondary and tertiary institutions, they will be better repositioned to become centres of excellence with the equipping of technical laboratories both at secondary and tertiary levels.

Statement of the Problem

Despite the inadequacy of entrepreneurship training that adolescents have, coupled with the economic downturn in Nigeria, and the increasing number of unemployed graduates in the society, the emphasis on entrepreneurship activities has not attained an anticipated level that can trigger national development. This grim situation is in agreement with the opinion of Liang (2011) that the skills and knowledge needed to meet employers' needs in the market differ from what is taught in schools, and the curricula have not evolved in a manner consistent with changing demands of the industry in terms of environment, culture, or structure.

Further to this, with the introduction of new entrepreneurial subjects, it is not certain if secondary school students in Osun State are aware, understand and are fully engaged in this opportunity provided by the government. Many times, young students because of the characteristic identity confusion and role conflicts at this age, also venture into many activities without having a practical goal for the steps taken. Nevertheless, participation in entrepreneurship should be backed up with much interest and motivation in order to be able to sustain the knowledge acquired. It may amount to a waste, if students participate in entrepreneurship without an intention of self-empowerment, thereby the purpose of the government introducing entrepreneurship subjects at that level may amount to a waste. In addition to this, Ojeifo (2012) describes it as a lifelong process that is essential to the competitiveness of the knowledge of the economy. It is expected that students who acquire various forms of knowledge and skills should be able to sustain knowledge acquired for future empowerment.

Research Questions

The following research questions were thus raised for this study:

1. What knowledge and skill of entrepreneurship do the students have?
2. What is the level of participation of secondary school students towards entrepreneurial education in the study area?
3. Do the students have any intention of establishing their own business entities after the completion of their secondary education?
4. What factors motivate the students to venture into entrepreneurial activities?

Research Objectives

The main thrust of this study therefore, is to examine the knowledge and practice of entrepreneurship education among secondary school students in Osun State. Hence, the specific objectives of this study include:

1. To identify entrepreneurship knowledge and skills in secondary schools in Ife-Central Local Government of Osun State.
2. To identify the level of participation among the students towards entrepreneurial education.
3. To examine the students' intentions to establish their own business entities after the completion of secondary education.
4. To determine the motivating factors of secondary school students to venture into entrepreneurial activities after graduation.

Conceptual Review

Entrepreneurship

Nigeria, like all other developing countries is following the growing global interest in entrepreneurship as a source of economic growth. This can be attributed mainly to growing unemployment levels and stagnant high poverty levels as evident in rising number of citizens depending on social grants. Entrepreneurship studies have been influenced by the economics, psychology, sociology and strategic management literatures providing established theoretical frameworks and methodological tools (Gustafsson, 2004). This multi-disciplinary approach is not surprising given the complexity of the phenomenon entrepreneurship. Chandler and Lyon (2001) saw the multi-disciplinary approach to entrepreneurship in a positive light suggesting this is one of the strengths of the field of entrepreneurship as it considers and borrows frameworks and methodologies from other legitimate social sciences.

Entrepreneurial Intentions

Intentionality is a state of mind directing a person's attention (and therefore experience and action) toward a specific object (goal) or a path in order to achieve something (means) (Bird, 1988). Any planned behaviour is best predicted by observing intentions toward that behaviour, not by attitudes, beliefs, personality or demographics (Bagozzi and Yi, 1989). Intentions have been found to be an unbiased predictor of action, even where time lags exist, for example in career choices (Lent et al., 1994). Hence, intentions predict behaviour, while in turn certain specific attitudes predict intention. Attitudes, again, derive from exogenous influences (Ajzen, 2002). Many researchers see entrepreneurship as a typical example of planned intentional behaviours (Bird, 1988; Katz & Gartner, 1988; Krueger and Brazeal, 1994).

Having an entrepreneurial intention means that one is committed to starting a new business (Krueger, 2007). Entrepreneurship development in primary and secondary schools has received growing attention (Kourilsky, 1995) because students have expressed a desire to participate in entrepreneurship education programs. It is believed that the ideal stage to acquire basic knowledge about entrepreneurship and to foster a positive attitude towards entrepreneurship is during childhood and adolescence years (Filion, 1994).

Entrepreneurship Knowledge, Education and Skills

According to Kirzner, (1979) entrepreneurial knowledge is defined as a 'rarefied abstract type of knowledge - the knowledge of where to obtain information (or other resources) and how to deploy it.' Acquired knowledge generates routines and decisional procedures. These show how enterprising individuals continuously develop their entrepreneurial knowledge throughout their professional lives. When learning is understood as a learner's conscious knowledge formation process, which takes place in a certain cultural and social context, knowledge is considered to be an object, which has certain characteristics enabling it to be used when internal cognitive models are being built. These models are born as a consequence of learning.

Entrepreneurship education is a recent trend in new course development as against the traditional courses that have gained formal recognition in higher-level institutions. Entrepreneurship courses are now finding their ways into formal education as subjects or full degree courses in the tertiary level. Unlike traditional business courses, which have developed and evolved over many decades in universities all over the world in conjunction with active practicing business

operations, formal entrepreneurship teaching in the tertiary level is a relatively young course Gatchalian, M.L, (2010).

Entrepreneurship Education seeks to provide student with the knowledge, skills and motivation to encourage entrepreneurial studies in a variety of setting. The entrepreneurship education is the type of education designed to change the orientation and attitude of the recipients, and in the process, will equip him with the skills and knowledge to enable him start and manage a business enterprise (Agu, 2006.). Garavan and O'Conneide (1994) suggest a range of commonly cited objectives of entrepreneurship education, which include the acquiring knowledge relevant to entrepreneurship, skills in the use of techniques, in the analysis of business situations and in the synthesis of action plans.

Skill is thought of as a quality of performance which does not depend solely upon a person's fundamental, innate capacities but must be developed through training, practice and experience. Although skill depends essentially on learning, it also includes the concepts of efficiency and economy in performance (Adegbite et al, 2007).

Gibb A., Hannon, P. (2006) refer to entrepreneurial core skills as "those capacities that constitute the basic necessary and sufficient conditions for the pursuit of effective entrepreneurial behavior individually, organizationally and societal in an increasingly turbulent and global environment". Drawing from the literature on the characteristics on entrepreneurship, Gibb, A., Hannon, P. (2006) argues that entrepreneurial skills that should be taught, include intuitive decision making, creative problem solving, managing interdependency on a know-how/who basis, ability to conclude deals, strategic thinking, project management, time management, persuasion, selling, negotiation and motivating people by setting an example.

Entrepreneurship Education in Nigerian Secondary Schools

In 1982, many reforms were introduced into the educational system of Nigeria through the introduction of the 6-3-3-4 system of education (Ofoha, 2011). The system is a reflection of a six years in primary school, 3 years in junior secondary school, 3 years in senior secondary school and at least a minimum of 4 years in a tertiary institution. Notable among these innovative reforms is the introduction of vocational education into the secondary school curriculum. The aim of the policy of vocational education in Nigerian secondary schools as stated in the National Policy on Education (1991), to provide training and impartation of necessary skills geared towards the production of craftsmen, technicians and other skilled individuals who

will be enterprising, and to enhance young individuals in Nigeria to have an intelligent understanding of the increasing dynamism of technology.

According to Ofoha (2011), entrepreneurship was introduced to junior secondary 1-3 as part of business studies which is an optional subject. The learning goals of business studies include: Acquisition of basic skills for productive and profitable business venturing in changing business environments; Creating business opportunities, creatively solving problems, taking risks, respecting individual rights and environmental sustainability; Self-motivation, self-management abilities and taking responsibility for oneself in the achievement of business goals; Self-development and the development of other individuals through business opportunities and venture creation.

Research Methodology

Research Design

This study adopted survey research design. The population of the study consisted of all students of secondary schools in Ife Central Local Government in Osun State. A sample of two hundred respondents was selected by simple random sampling technique from 5 randomly selected schools. Forty students were also randomly selected from each school.

The instrument used to collect data for this study was a questionnaire. The reliability of the instrument was conducted using test-retest method in which the questionnaire. Cronbach's Alpha test was used to test for the validity of the instrument. The Cronbach's Alpha value of the instrument was 0.72 which was good enough to carry out the study. In analysing the data collected from the field, descriptive and inferential statistics were employed. Frequency count, simple percentages and Chi-Square tests were used.

Data Analysis, Results and Discussion

Table 1: Socio-Demographic Characteristics of the Respondents

Variables	Frequency n (200)	Percentage (%)
Age		
10-13	48	24.50
14-17	132	65.50
18+	20	10.00
TOTAL	200	100
Mean = 14.70 SD = 2.15		
Sex		
Male	99	49.50
Female	101	50.50
TOTAL	200	100
Religion		
Christianity	175	87.50
Islam	24	12.00
Traditionalist	1	0.50
TOTAL	200	100
Father's Education		
No Formal Education	5	2.55
Primary Education	5	2.55
Secondary Education	48	24.49
Higher Education	138	70.41
TOTAL	196	100
Mother's Education		
No Formal Education	3	1.54
Primary Education	7	3.59
Secondary Education	53	27.18
Higher Education	132	67.69
TOTAL	195	100
Father's Occupation		
Civil Servant	83	42.13
Farmer	14	7.11
Trader	55	27.92
Clergy	11	5.58
Others	34	17.26
TOTAL	197	100
Mother's Occupation		
Civil Servant	67	34.72
Farmer	2	1.04
Trader	114	59.07
Clergy	5	2.59
Artisan	5	2.59
TOTAL	193	100

Table 1 shows the socio-demographic characteristics of the respondents. Majority of the respondents (65.50%) were within the age range of 14-17, (24.50%) fall within 10-13 years while (10.00%) were 18 years and above. Also, the table showed that there are more females (50.50%) than the males (49.50%), the mean age and standard deviation of the respondents to be 14.70 and 2.15 respectively. Again, from the table, majority of the respondents were Christians (87.50%), Muslims were (12.00%), while (0.50%) were Traditionalists. Also from the table are the class of the respondents with majority of the respondents (31.19%) coming from SSS 1, (29.21%) of the respondents were from SSS 2, (20.30%) were from SSS 3, (9.41%) were from JSS 3 while (5.94%) and (3.96%) of the respondents were from JSS 2 and JSS 1 respectively.

The table also shows educational level of the respondents' fathers. Majority of the respondents' fathers (70.41%) had higher education, (24.49%) had secondary education, while equal percentage (2.55%) represented respondents whom their fathers had primary education and no formal education. The table again revealed the educational level of the respondents' mothers. Majority of the respondent's mothers (67.69%) had higher education, (27.18%) had secondary education, (3.59%) had primary education while (1.54%) represented respondents whom their mothers had no formal education.

Furthermore, the table showed the occupation of the respondents' fathers. Majority of the respondents fathers (42.13%) were civil servants, (27.92%) were traders, (17.26%) did other jobs, while (7.11%) and (5.58%) of the respondents father's were farmers and clergies respectively. On the other hand, the occupation of the respondents' mothers shows that majority of the respondents mother's (59.07%) were traders, (34.72%) were civil servants, equal respondents (2.59%) were clergies and artisans while (1.04%) of the respondents' mothers were farmers.

Research Question 1: What knowledge and skill of entrepreneurship do the students have?

Table 2: Students' Entrepreneurship Knowledge and Skill

Subject/knowledge	Frequency (f)	Percentage (%)
Book-Keeping	4	3.85
Basic Computer Training	12	11.54
Catering Service	14	13.46
Catering & Craft	13	12.5
Creative/Craft	1	0.96
Photography	6	5.77
Cloth Dying	1	0.96
Electrical Works	16	15.38
Garment making	4	3.85
Hair Dressing	2	1.92
Trading and Marketing	27	25.96
Fine Art	1	0.96
Food & Nutrition	1	0.96
Painting/Decorating	1	0.96
Wire works	1	0.96
Total	104	100

Table 2 shows the various entrepreneurship subjects offered and/or entrepreneurship knowledge and skills possessed by the students. The table revealed that 25.96% of the students offers marketing and/or possesses marketing skill only, 15.38% offers electrical installation, 12.5% offers catering crafting while 13.46% are involved in catering only.

The table further revealed that 11.54% of the total respondents/ students are involved in computer training, 3.85% are involved in each of garment making and book-keeping while 5.77% involved in photography and in each of cloth dyeing, painting/decorating, wire works, crafting as well as marketing and food & nutrition has 0.96% of the students are involved. This thus implies that the students possess some entrepreneurial skills.

Research Question 2: What is the level of participation of secondary school students in entrepreneurial education in the study area?

Table 3: Distribution of Respondents by Level of Participation

Variables	Yes		No		Total
	<i>f</i>	%	<i>F</i>	%	
Are there any entrepreneurial subjects offered in your school	145	72.5	55	27.5	200
Do you offer any of the subjects	102	79.69	26	20.31	128
Do you attend classes regularly	97	82.91	20	17.09	117
Do you find the subjects interesting	101	87.83	14	12.17	115
Do you do any practical work during the class or subject	85	70.25	36	29.75	121
Would like to have entrepreneurial subject to be offered in school	147	91.88	13	8.13	160

Table 3 reveals the distribution of respondents by entrepreneurial education, skills and level of participation. From the table, 72.5% of the respondents agreed that there are entrepreneurial subjects in their schools, 79.69% of the total respondents agreed that they offer any of the entrepreneurial subjects. In addition, larger percentage of the respondents (82.91%) do have regular classes, 87.83% of the total respondents find entrepreneurial subjects very interesting, and 70.25% and 91.88% of the total respondents do have practical section during the classes and would like to have the subjects to be offered in their schools respectively. This analysis above implies that the level of participation of the respondents is very high and the subject of entrepreneurial education is highly welcome by the students.

Research Question 3: What intentions do students have after the completion of their secondary education?

Table 4: Entrepreneurial Intentions of the Respondents

Variables	Yes		No		Total
	<i>F</i>	%	<i>F</i>	%	
Intention to be self-employed after graduation	178	89.00	22	11.00	200
Intention to have an enterprise of their own in future	190	95.48	9	4.52	199
Intention to earn money from the skill(s) learnt	195	97.50	5	2.50	200
Presently practice the skill(s) to earn money	115	58.38	82	41.62	197

Table 4 reveals the entrepreneurial intentions of the respondents. According to the table, majority of the respondents (89%) would like to be self-employed when they finish school, 95.48% of the total respondents agreed that they would like to have an enterprise of their own. In addition to the table, 97.50% agreed that they would like to earn money from the skill they learnt. Meanwhile, more than half of the respondents (58.38%) agreed that they presently practise the skill learnt to earn money.

Consequently, due to the positive intention of the respondents, it can be concluded that entrepreneurial education has helped the students to have positive perspective towards the subject.

Research Question 4: What factors motivate the students to venture into entrepreneurial activities?

Table 5: Motivating Factors for Entrepreneurship Education

Variables	Yes		No		Total
	<i>f</i>	%	<i>f</i>	%	
Choice of entrepreneurship skill based on parents' occupation	54	27.00	146	73.00	200
Choice of entrepreneurship skill based on continuity of family tradition	32	16.00	168	84.00	200
Choice of entrepreneurship skill based on lack of opportunity to further education	26	13.00	174	87.00	200
Choice of entrepreneurship skill based on unemployment rate	95	47.5	105	52.5	200

Table 5 depicts the motivating factors for Entrepreneurial Education among the students. From the table, 73% of the total respondents disagreed that they choose the subject based on their parents' occupations while 80% of the total respondents also disagreed that they choose the subject because they don't want to be civil servants like their brothers, sisters, uncles and aunts.

Moreover, 84% of the respondents disagreed that they chose the subject because they want to continue the family tradition. Predominant of the respondents, 87% also disagreed that they chose entrepreneurial subject because they think that they don't have the opportunity to further their education, about 52.5% of disagreed that they choose to venture into entrepreneurial activity because they think the government has failed to provide jobs for the people while 54% of the respondents agreed that they chose the entrepreneurial subject because they don't want to work under anybody.

Discussion

The results of this study confirmed that larger percentage of the schools in the Osun State offer at least one entrepreneurship subject and that there is high level of participation among the students. Not only that but also that the students would like the entrepreneurship subjects to be offered more effectively in their schools. Thus, they possess some knowledge of entrepreneurship education. This therefore implies that entrepreneurship education has received greater attention in secondary schools.

This agrees with the findings of Kourilsky (1995). He found that entrepreneurship development in primary and secondary schools has received growing attention because students have expressed a desire to participate in entrepreneurship programs. It also agrees or conforms to the findings of Filions (1994), who found that the ideal stage to acquire basic knowledge about entrepreneurship and to foster positive attitude towards entrepreneurship is during childhood and adolescence years.

Moreover, this study also revealed that most of the students/respondents would like to be self-employed when they finish school and that they would like to have enterprise of their own. As such, there is a strong intention among the respondents to establish their own business entities after the completion of their schooling.

To buttress this, the findings of Krueger N. F. (2007), revealed that having an entrepreneurial intention means that one is committed to starting a new business. The findings of Friedrich and Visser (2005) also buttress this further. They found that education about entrepreneurship and for entrepreneurship has the capacity of

increasing students' in becoming entrepreneurs at some stages after completing their schooling.

Furthermore, the results of this study also revealed that larger proportion of the respondents are motivated to have entrepreneurship education owing to the fact that they do not want to walk under anybody and that they would like to be their own bosses thus, in essence, they want to be self-employed. This agrees with Paul's findings (2005) that one of the objectives of entrepreneurship education is to offer functional education for the youth such that it will to be self-employed and self-reliant.

- i. The results of this study confirmed that larger percentage of the schools in the State of Osun offer at least one entrepreneurship subject and that there is a high level of participation among the students.
- ii. The students possessed some knowledge of entrepreneurship education.
- iii. Most of the students/respondents would like to be self-employed when they finish school and that they would like to have enterprise of their own.
- iv. Larger proportion of the students were motivated to have entrepreneurship education owing to the fact that they do not want to walk under anybody and that they would like to be their own bosses thus, in essence, they want to be self-employed.
- v. There was no significant relationship between the occupations of parents and the students'/respondents' entrepreneurial intentions and/or choices.
- vi. There was a strong intention among the students to establish their own business entities after the completion of their schooling.

Conclusion and Recommendation

Based on the findings it can be concluded that the general entrepreneurial intention among secondary school students in Ife-Central Local Government is high and encouraging. Entrepreneurship Education is a welcome and interesting subject to students of secondary schools and efforts should be made to increase the participation level of the students.

The following recommendations are proposed to further improve the knowledge and practice of entrepreneurship education among secondary schools students.

- i. Entrepreneurship Education should be practical-oriented so as to sustain students' interest.

- ii. Entrepreneurship Education should not only be offered at the secondary and tertiary levels but should also be entrenched and made compulsory at all other levels of education.
- iii. Entrepreneurship Educators should adopt interaction based teaching which will foster active participation of students.
- iv. Secondary school curriculum should be designed in such a way that it changes the attitudes and behaviour of students to the extent that they perceive employment creation as the correct ideology of life.
- v. The curriculum should also allow students to prepare for "risks and ownership". Schools offering the subject (Entrepreneurship Education) should have well-equipped resource centres with the necessary facilities for hands-on learning.

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