



The impact of entrepreneurial education on youth empowerment among the undergraduate students in Kogi State University

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Abstract

The study examines the effects of entrepreneurial education on youth empowerment among undergraduate students in Kogi State University, Anyigba. The study used survey research design. The population of the study comprises of all 17,802 undergraduate students of Kogi State University while the sample size of the study comprises of three hundred and ninety-one (391) undergraduate students of Kogi State University. 391 questionnaires were distributed, 250 were filled and returned. The hypotheses were tested using multiple regression analysis. The software used was SPSS version 20. The result revealed that entrepreneurship research, entrepreneurship curriculum and entrepreneurship training have significant effects on youth empowerment among undergraduate students in Kogi State University. The study concluded that, entrepreneurship research, entrepreneurship curriculum and entrepreneurship training have significant effect on youth empowerment in this time of economic downturn. The study recommends among others that more funds should be release to tertiary institutions so as to aid more entrepreneurship research in tertiary institutions in Nigeria and also entrepreneurship training should be conducted for students of tertiary institutions in Nigeria so as to update their entrepreneurship skills needed in the 21st century business environment.

Keywords: Entrepreneurship Education, Youth Empowerment, Entrepreneurship Research, Entrepreneurship Curriculum, Entrepreneurship Training

1. Introduction

In the last decades, the concept of entrepreneurship has become vital as a result of constant and increasing economic problems especially unemployment (García-Rodríguez, 2017). Countries are motivated to increase the rate of entrepreneurship to promote economic and social wellbeing (Peng et al.; 2012). Entrepreneurship and innovation are a priority on the political agenda of many countries (Bleaker et al.; 2006). There is an increasing interest in Entrepreneurship Education in Nigeria. More private Universities are including entrepreneurial

education in their curriculum while public universities are making it as part of their general studies. With the growing population in Nigeria (currently about 200 million) coupled with huge unemployment figures, there is a need for the government to encourage entrepreneurial education.

Entrepreneurship education among students of Kogi State University, Anyigba will increase entrepreneurship skills among the students. Students can then set up their businesses after their education. Tertiary institutions are expected to take centre stage in the process of continuous development of entrepreneurship in a Nation, to generate

employment, and improve the economic development (Fatoki & Oni, 2014). Job creation will be enhanced by quality entrepreneurship education which will invariably reduce unemployment, poverty and social vices in Nigeria (Maina, 2013). Entrepreneurship, therefore, is a gateway to employment in view of volatile economic realities. It is in consonance with this background the study seeks to examine entrepreneurial education and youth empowerment among undergraduate students in Kogi State University, Anyigba.

Problem Statement

The high level of unemployment couple with the increasing rate of graduate turnover in higher institution prescript the need for the introduction and teaching of entrepreneurial education. Recent development shows that many graduates out of school without forma employment cannot make themselves useful. Consequently, the introduction of entrepreneurial education programs is to provide them with the knowledge and skill to identify new opportunities to start businesses of their own and manage this business successfully. The essence is to reduce the rate of unemployment in the country. The concept of Entrepreneurship education is centered on the training and acquisition of skills and knowledge which leads to the identification of new business opportunity.

Emmanuel, Dazala, and Daniel (2012) argued that for a long-time tertiary institution have been focusing on producing graduates who have little or no market value, rather than focus on programs such as entrepreneurship that can help in job creation. Tertiary institutions need to produce job-creating and self-reliant graduates rather than job seeking graduates (Eugene, Adlive and Agwubuike, 2013). There is a need to encourage graduating students with an alternative jobs and sources of income in the volatile economy. The study therefore examines the

entrepreneurial education and youth empowerment among undergraduate students in Kogi State University, Anyigba

Research Questions

In other to achieve the objectives of this study, some research questions were formulated.

- i. To what extent does entrepreneurship research have significant relationship on youth empowerment among undergraduate student in Kogi State University, Anyigba?
- ii. Does entrepreneurship curriculum have significant relationship on youth empowerment among undergraduate student in Kogi State University, Anyigba?
- iii. To what extent does entrepreneurship training have significant relationship on youth empowerment among undergraduate student in Kogi State University, Anyigba?

Research Objectives

The main objective of the study is to examine the effect of entrepreneurial education on youth empowerment among undergraduate students in Kogi State University, Anyigba. The specific objectives are to;

- i. To examine whether entrepreneurship research have significant relationship on youth empowerment among undergraduate student in Kogi State University, Anyigba.
- ii. To investigate whether entrepreneurship curriculum have significant relationship on youth empowerment among undergraduate student in Kogi State University, Anyigba.
- iii. To assess whether entrepreneurship training have significant relationship on youth empowerment among

undergraduate student in Kogi State University, Anyigba.

Research Hypotheses

For the purpose of this study, the following hypotheses will be formulated and tested:

H₀₁: There is no significant relationship between entrepreneurship research and youth empowerment among undergraduate student in Kogi State University, Anyigba.

H₀₂: Entrepreneurship curriculum does not have effect on youth empowerment among undergraduate student in Kogi State University, Anyigba.

H₀₃: Entrepreneurship training does not have effect on youth empowerment among undergraduate student in Kogi State University, Anyigba.

Significance of the study

This study helps policy makers to build the right curriculum for entrepreneurship education in the universities in Nigeria and other developed countries of the world. Pedagogies internships, business projects, field trips, entrepreneurship conference and case studies should be encouraged and used for entrepreneurship education because it helps students to gain a high level of entrepreneurial skills.

It serves as a guide for other entrepreneurs to build their entrepreneurial minds to become more creative, develop new ideas and innovate new things. This study also helps entrepreneurs to be aware of the various opportunities surrounding them and take advantage of them.

2. Literature Review

2.1 Conceptual clarification

Concept of Entrepreneurship Education

Entrepreneurship education is one course that seeks to change the mind-set and attitudes of people in order to equip them with the various skills that are needed plan and successfully launch and manage their own businesses. Ibe (2008) stated that entrepreneurship education could be conceptualized as the type of educational process geared towards equipping students with creative and innovative ideas that will

enhance self-employment and job creation. Entrepreneurship education provides an individual with the needed skills that helps them to tackle a problem in a creative and innovative manner. Entrepreneurial individuals establish jobs for themselves and employ other people to work for them thereby reducing the level of employment. "Entrepreneurship education is a meaningful and purposeful intervention by teachers in the life of the student to survive in the business world" (Isaac, Visser, and Brijlal, 2007).

According to Fretschener and Weber, (2013). The main objective of entrepreneurship education in tertiary institutions is to empower graduates irrespective their course of study with skills that will provide them the opportunity to engage in income yielding business, whether they are able or not able to secure paid employment whether in public or private sector. Entrepreneurship Education turns a graduate from being a job seeker to job creator (Basse and Archibong, 2005). Entrepreneurial Education was introduced into the undergraduate curriculum of Nigerian Universities in 2006 (Agbonlahor, 2016). The main purpose of introducing to tertiary institutions is to produce graduates with entrepreneurial skills needed in the private sector can also start their businesses and consequently employs others.

Entrepreneurship Research

Entrepreneurship is a multi-faced phenomenon, which comprehends both the start-up of new companies (start-up entrepreneurship) as well as the carrying out of new strategic initiatives within existing business (corporate entrepreneurship). Complexity in studying the topic arises not only from this factor, but also from the uncertainty related to what entrepreneurship research is about (Davidsson, Low and Wright, 2001). This confusion could be ascribed to the presence in the literature of definitions of entrepreneurship that focus on different



aspects of the phenomenon (Davidsson, 2003) and that come from different disciplines.

In spite of the attempt made by Low and MacMillan (1988) to make clarity in the field of research and to define possible directions for the future, more than ten years later Shane and Venkataraman (2000) used the word “hodgepodge” to describe the situation of the current studies on entrepreneurship research. Among the reasons that could explain the impossibility to address the studies in a clear path it is possible to identify the different beliefs held by the scholars on the nature of entrepreneurship research: this creates a “fear that research based on these different views would result in a cacophony of results and ideas” (Gartner, 2001).

Entrepreneurship Curriculum

The term curriculum first appears and is used in sports. Etymologically, curriculum is derived from Greek language *curir* which means “runner and curere” which means “place to race”. Therefore, the term curriculum in ancient Roman bears the meaning as the distance a runner must travel from the start line to finish line. The term curriculum is just used in education world in 1855, which bears the meaning of a number of subjects in higher education. According to Sholeh & Hidayat (2015), in classical view, curriculum is regarded lesson plan in a school, about what lessons and materials to be taught in school. Curriculum is described as written materials intended to be used by teachers to teach their students. Meanwhile, Abu (1978) considers curriculum as any experiences understood by children of school leader including curriculum. Curriculum in its concept is not limited to children’s experience of subjects taught during school hours and curriculum regards anything may be included into schools scope of responsibility, including extracurricular activities. The view that curriculum only contains lesson plan at school is a traditional view, which states

that curriculum is a lesson plan. In modern view, curriculum is more than merely lesson plan or field of study, but everything related to education existing at school is part of curriculum.

Based on the definition above, we may conclude that curriculum has different scope one another, since there is a view which considers curriculum as a number of experiences in the form of activities at school and outside school. The term entrepreneurship is derived from French language (*entrprendre*-to undertake), which is later popular in English language as entrepreneurship. According to Jati and Priyambodo (2015), entrepreneurship bears the meaning a form of activity to conduct difficult, complex and risky work by quickly doing action and initiative, thus benefit is obtained.

Entrepreneurship Training

In Nigeria and other African countries, poverty is described as a socio-economic problem that affects growth and development in the region. The government of these countries have designed and embarked on several measures to reduce the degree of poverty and improve the social well-being of the people. In Nigeria, the federal government has initiated several measures and policies to reduce the level of poverty among the masses. Entrepreneurship is one the measures embraced by the government to reduce mass poverty and unemployment in the country.

Entrepreneurship training entails philosophy of self-reliance such as creating a new cultural and productive environment, promoting new sets of attitudes and culture for the attainment of future challenges (Arogundade, 2011). The development process of any country is determined by the way the production forces in and around the economy is organized. For most countries the development of industry had depended a great deal on the role of private sector. Entrepreneurship training has played a major role in this regard. This opinion is

supported by Ogundele (2007) that the promotion and development of entrepreneurial training activities would aid the dispersal and diversification of economic activities and induce even development in a country. Similarly, Osuagwu (2002) added that entrepreneurial training in Nigeria should be perceived as a catalyst to increase the rate of economic growth, create job opportunities, reduce import of manufactured goods and decrease the trade deficits that result from such imports.

Challenges of Entrepreneurship Education

Lack of academic programs dedicated to entrepreneurship may to a large extent have an adverse effect on entrepreneurial education (Khalifa & Dhiaf, 2016). According to Maina (2013), some of the challenges of entrepreneurship education as shown by three scholars; Gana (2000), Aiyeduso (2004); and Osuala (2010) includes: Inadequate funding by government and non-governmental organizations; ineffective or poor planning, supervision information, and evaluation of the programme across tertiary institutions; inadequate teaching materials equipment and infrastructural facilities. The challenges of globalization, information technology affect curriculum, methodology, facilities, staff, and equipment; inadequate qualified teachers, instructors and support staff; inadequate motivation for teaching and non-teaching staff.; emphasizing theoretical knowledge rather than practical knowledge; massive corruption and poor maintenance culture; poor enabling environment, access to credit/loan, inflation, poverty, insecurity of lives and properties which have an adverse effect on economic activities.

Agbonlahor (2016) identified five practical challenges faced by Entrepreneurship education in Nigeria: Capacity of lecturers/instructors, Absence of curricular capacity to support the training, Limited infrastructural support, Limited

government support, and overemphasis on theory delivery.

Entrepreneurship Education and Youth Empowerment

The term youth is the time of life when the individual is young especially the period between childhood and maturity of the early period of existence, growth or development. The word youth, adolescent, teenage and young persons are usually used interchangeably. A youth generally refers to a time of life that is neither childhood nor adulthood but rather somewhere in between. Youth is an alternative word to the scientifically oriented adolescent and common terms of teen or teenage. Jega (2012) define youth as a special group of people with strong stamina and passion for realizing some goals and purpose. Different countries define the word youth relating to their objectives, conditions and realities existing on ground based on history, contemporary socio-economic and political issues as need to be addressed. For this, different parameters and variables are used in defining their youths in the country. In Nigeria the National Youth Development Policy refers to all young persons of age 18 – 33 years as youths. This category is present in most cultures, the most volatile and yet the most vulnerable segment of the population, socio-economically, emotionally and in other aspects. The youths share certain characteristics that distinguish them from other generation. Youth empowerment means creating and supporting the enabling conditions under which young people can act on their own behalf, on their own terms, rather than at the direction of others. These enabling conditions includes economics and social base, political will, adequate resource allocation and supportive legal and administrative frameworks, a stable environment of equality, peace and democracy and access to knowledge, information and skills and a positive value system.

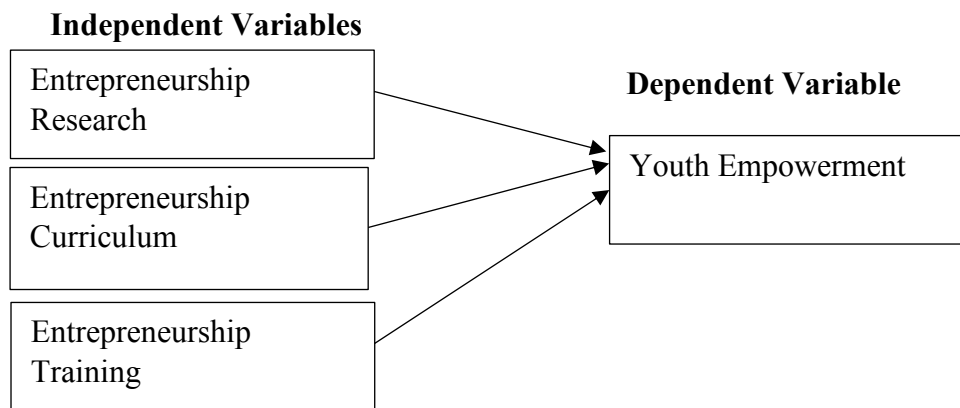


Figure 1: Conceptual Framework

2.2 Theoretical Reviews

Human Capital Theory (HCT)

The human capital theory advocates education as a tool for improving human capital, stimulating labour productivity and boosting the levels of technology across the globe (Robert, 1991). Human capital theorist encourage investment in nation's workforce (people working with public and private sector organizations) because expenditure on training and development is a productive investment like investment on physical assets (Olaniyan and Okemakinde, 2008). Besides, human capital enhancement through quality education is a critical factor that propels economic growth and sustainable development in East Africa, Hong Kong, Korea, Singapore and Taiwan (Olaniyan and Okemakinde, 2008). Furthermore, Schumpeter (1934) views entrepreneurship training as responsible for creative destruction which is a term used to describe the way entrepreneurs create new wealth through innovation that destroys existing market structures used by incumbents to derive competitive advantage. It can also be seen as a continuous process of generating changes in technology and business models that make obsolete the skills that have made successful organizations, implying that education acts as an impetus for creating new ideas, improved techniques, new technologies and new products. In addition, Van-Den-Berg (2001) establishes a

correlation between the level of education and new products development in knowledge-based economies that invested massively in education, technology and related growth elements.

Theory of Planned Behavior

One of the most widely researched intention models is the Theory of planned behavior (TPB). TBP originated by Ajzen (1991). The theory of planned behavior (Ajzen, 1991) was derived from the Theory of Reasoned Action (Fishbein and Ajzen, 1975). The theory states that behavioral motives are formed by one's attitude toward that behavior and one's subjective norms (e.g., influence by parents, role models, peers). The theory of planned behavior hinged on 3 factors: the person's attitude toward the behavior, subjective norm (the influence of other people, and perceived behavioral control (personal assessment of whether one can do it or not).

Ajzen (2005) stated under the theory of planned behavior that the motive was affected by an individual's behavior. The theory of Planned Behavior (TPB) predicts an individual's motive to engage in behavior at a specific time and place. Behavioral intention represents a person's motivation to plan or decide to perform certain behavior consciously. Attitude toward a behavior is the degree to which a person has positive or negative feelings of

the behavior of interest. Subjective norm relates to a person's perception of the social environment surrounding the behavior (Conner & Armitage, 1998). Perceived behavioral control refers to the individual's perception of the extent to which performance behavior difficult or is easy (Ajzen, 1991).

Perceived behavior increases when individuals perceive they have more resources and confidence (Lee & Kozar, 2005). The relationship between student's entrepreneurial intention and entrepreneurship education using the theory of planned behavior is gaining the interest of academics and professionals (Izquierdo and Buelens, 2008; Fayolle et al.; 2010; Sovitaris et al.; 2007). With the exception of Von Graevenitz et al.; 2010; Oosterbeek et al.; 2010).

2.3 Empirical Review

Adekunle & David (2014), examined entrepreneurship education in Nigerian universities: a tool for national transformation. The study adopted survey method using a structured questionnaire. The paper came up with a model of how public and private partnership can be enhanced through entrepreneurship education in Nigerian universities towards national transformation. Findings reveals that the challenges of entrepreneurship education which include inadequate trainers or little knowledge of entrepreneurship by the universities' lecturers, inadequate fund for the program by the universities administrators as well as challenges in the area of curriculum development and implementation were also pointed out as a major constraint of the development of entrepreneurial education in Nigeria.

Afolabi, Kareem & Okubanjo (2017), studied effect of entrepreneurship education on self-employment initiatives among Nigerian science & technology students. Data obtained for analyses was obtained through self-administered questionnaires. In addition, simple

percentage ranking, correlation and regression analysis techniques were used to analyse the questionnaires. It was discovered that entrepreneurship education is a good policy and it has positive effect on self-employment initiatives.

Onah (2006) examined the entrepreneurship education needs of self-employed artisans and craftsmen in the urban area of Enugu state, Nigeria. The questionnaire was distributed among 600 artisans and craftsmen. The study used both the mean scores and two-way analysis of variance (ANOVA). The result shows that the entrepreneurial skills that are comprised of management skills, accounting skills, public relation skills, marketing skills, communication skills and record keeping skills explained significant part of the success achieved by the craftsmen and artisans.

Conversely, Agu & Chiaha (2013) investigate the impact of entrepreneurship education on the employability of university graduates in Nigeria. The sample size consists of 320 respondents, survey method was adopted. Findings reveal that entrepreneurship education enables graduates possess employability skills.

Onuma, (2016), examined entrepreneurship education in Nigerian tertiary institutions: a remedy to graduates unemployment. The study made use of structured questionnaire, test for reliability yielded a reliability coefficient of 0.79. Pearson Product Moment Correlation (r) statistics and population t-test of analysis were used to analyze the data at 0.05 alpha level. Findings reveal that entrepreneurial education is relevant to students with regard to equipping them with skills for post-graduation job creation ability rather than job seekers.

3. Methodology

The objective of this study necessitated the used of descriptive research in which a cross-sectional survey method was adopted. The method deals with



quantitative data generated through questionnaire; to analyse effect of entrepreneurial education on youth empowerment among undergraduate students in Kogi State University, Anyigba.

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

Where:

n = Sample Size

N = Population Size

e = Margin of errors (0.05)

$$\frac{17802}{1+17802 (0.05)^2}$$

$$\frac{17802}{1+17802 (0.0025)}$$

$$\frac{17802}{45.5}$$

n = 391

The main instrument used to collect data was Questionnaire. The questionnaire was divided according to the objective of the study along with the research hypothesis which had three sections (A, B, C, D and E). It contained questions relevant to the variables. 250 copies of questionnaire were correctly filled and returned for the study. Simple random sampling technique was used for the study. SPSS version 20 was used to analysed the data.

$$YE = f(ER, EC \text{ and } ET)$$

$$YE = \beta_0 + \beta_1ER + \beta_2EC + \beta_3ET + \mu_i \text{-----} (1)$$

Where: YS = an indicator representing Youth Empowerment (Dependent Variable);

β_0 = a constant and β_{1-3} = coefficients of independent variables;

ER = a predictor representing Independent Variable (Entrepreneurship Research);

For the purpose of this research work, population of the study is 17802 Student of Kogi State University, Anyigba (KSU, 2022). The sample size was determined using Yaro Yamani formula:

Model Specification

The dependent variable is youth empowerment (YE), while the independent variables are Entrepreneurship Research (ER), Entrepreneurship Curriculum (EC) and Entrepreneurship Training (ET). To achieve all the hypotheses, multiple regression was used to estimate the model. The model is presented thus:

EC= a predictor representing Independent Variable (Entrepreneurship Curriculum);

ET= a predictor representing Independent Variable (Entrepreneurship Training);

μ = Stochastic error term;

i = Cross sectional; and

f = Functional relationship.

4. Results and Discussions

Table 4.1.1: Demographic Characteristics of the Respondents

Category	Frequency (250)	Percentage (100)
Sex		
Male	138	55.2
Female	112	44.8
Age of the Respondents		
18-30	149	59.6
30-45	59	23.6
46-55	29	11.6
56-Above	13	5.2
Marital Status		
Single	140	56
Married	89	35.6
Divorced	21	8.4
Educational Level of the Respondent		
100 Level	64	25.6
200 Level	90	36
300 Level	66	26.4
400 Level	20	8
500 Level	10	4

Source: Field survey (2021).

Table 4.1.1 above shows that 55.2% of the total respondents were male while 44.8% of the total respondents were female. This shows that the majority of the respondents were male.

The table further shows that 59.6% of the total respondents were within 18-30 years of age, 23.6% of the total respondents were within the age bracket of 30-45 years, 11.6% of the total respondents were within the age bracket of 46-55, while 5.2% of the total respondents were 56- years and above. This shows that the majority of the respondents fall within the age bracket of 18-30 years.

Also, the table further revealed that 56% of the total respondents are single, 35.6% of the total respondents are married, while 8.4% of the respondents are divorced. This shows that majority of the respondents are single.

Finally, the table shows the various education level of the respondents, 25.6% of the respondents are in 100L, 36% of the respondents are in 200L, 26.4% of the respondents are in 300L, 8% of the respondents are in 400L, while 4% of the respondents are in 500L. This shows that majority of the respondents are in 200L.

The results from the data and their various statistics are presented below. This starts with the reliability test using Cronbach's Alpha, the frequencies, percentages and inferential statistic of Ordinary Least Square Regression to test all the null hypotheses formulated. The Cronbach's Alpha test of 69% shows a satisfactory result as presented below.

Test of Hypothesis**Table 4.1.22 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.692 ^a	.568	.541	.33924

a. Predictors: (Constant), ER, EC, ET

The R-square value of .568 in table 4.1.22 indicates that the components of independent variable have a combined effect of 57% on the dependent variable while the adjusted r square value of .541 also indicates the accurate influence of the combined effect of entrepreneurship research, entrepreneurship curriculum, and entrepreneurship training of 54.1% on youth empowerment among undergraduate students in Kogi State University. The remaining 45.9% was not captured by variables in this model.

Table 4.1.23: ANOVA Result

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2649.447	3	883.149	4205.348	.004 ^b
	Residual	64.515	345	.187		
	Total	2713.962	348			

a. Dependent Variable: YE

b. Predictors: (Constant), ER, EC, ET

The F-Statistics value of 4205.348 and the sig. level of .004 in table 4.1.23 signifies that the model is good and fit and significant at (0.05) 5% level. This means that the result is good and admissible for decision making.

Table 4.1.24: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.306	.117		5.311	.004
	ER	.489	.061	2.319	13.615	.009
	EC	.393	.096	.618	2.656	.000
	ET	.213	.045	.129	6.297	.003

a. Dependent Variable: YE

Table 4.1.24 shows that the result of t-statistic value of 13.615 and the corresponding sig. level of .009 which is significant at 5% level of significance indicating that entrepreneurship research has significant effect on youth empowerment among undergraduate students in Kogi State University. Based on this, the null hypothesis one, which state

that there is no significant relationship between entrepreneurship research and youth empowerment among undergraduate student in Kogi State University, Anyigba., was rejected.

Table 4.1.24 also shows that the result of t-statistic value of 2.656 and the corresponding sig. Level of .000 which is significant at 5% level of significance,



shows that entrepreneurship curriculum has significant effect on youth empowerment among undergraduate students in Kogi State University. Based on this, the null hypothesis two, which state that entrepreneurship curriculum does not have effect on youth empowerment among undergraduate student in Kogi State University, Anyigba, was rejected.

Lastly, table 4.1.24 further shows that the result of t statistic of 6.297 and the corresponding sig. Level of .003 which is significant at 5% level of significance, indicated that entrepreneurship training has significant effect on youth empowerment among undergraduate students in Kogi State University. Based on this, the null hypothesis three, which says, entrepreneurship training does not have effect on youth empowerment among undergraduate student in Kogi State University, Anyigba, was rejected.

Discussion of Results

This study revealed that entrepreneurship research has significant effect on youth empowerment among undergraduate students in Kogi State University, indicating that an increase in more entrepreneurship research program will lead to an increase in youth empowerment of undergraduate student. This implies that more entrepreneurship research program should be organize by the school from time to time in order to increase youth empowerment in Kogi State University. This finding is in agreement with the a-prior expectation of this study and the study is in consonant with the findings of Afolabi, Kareem and Okubanjo (2017).

The study also revealed that entrepreneurship curriculum has significant effect on youth empowerment among undergraduate students in Kogi State University, indicating that increase in entrepreneurship curriculum will lead to increase in youth empowerment of undergraduate student. This means that, entrepreneurship curriculum should be

reviewed from time to time, also, entrepreneurship curriculum should be design in such a way that it meets the current reality on ground in order to design an effective mechanism that will propel undergraduate student to take active part in entrepreneurship. This finding is in agreement with the a-prior expectation of this study and the study is in consonant with the findings of Agu and Chiaha (2013).

The study finally revealed that entrepreneurship training has significant effect on youth empowerment among undergraduate students in Kogi State University, indicating that an increase in entrepreneurship training activities will lead to an increase in youth empowerment of undergraduate student. This means that more entrepreneurship training activities that meet the current demand of the 21st century should be organized regularly in order to abreast the student of the latest happening for them to take advantage of various entrepreneurship opportunity available at the moment. This finding is in agreement with a-prior expectation of this study and the study is in consonant with the findings of Okoro (2014).

5. Conclusion and Recommendations

The role of entrepreneurship education in increasing the economic development of a country is highlighted in the literature because entrepreneurs are basically contributing to countries' economic development. Although with such a high impact, the study has theoretically and empirically demonstrated the impact of entrepreneurial educations on youth empowerment among undergraduate students in Kogi State University, Anyigba. The result of the study clearly showed that entrepreneurship training, entrepreneurship research and entrepreneurship curriculum have significant effect on youth empowerment among undergraduate students in Kogi State University.

Based on the findings of this study, the following recommendations are made;

1. More funds should be release to tertiary institutions so as to aid more entrepreneurship researches in tertiary institutions in Nigeria.
2. Academic entrepreneurship curriculum of tertiary institutions should be review regularly by NUC so as to update the students of the latest happing in entrepreneurship.
3. More entrepreneurship training should be conducted for students of tertiary institutions in Nigeria so as to update their entrepreneurship skills needed in the 21st century business environment. Tertiary institutions should be highly equipped with sophisticated machines and equipment to aid training of students.

Suggestion for further studies

The study suggested that further studies can be carried out to address peculiar challenges facing entrepreneurship education in Nigeria and how these challenges can be curbed in this era of globalization.

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