

Developing Entrepreneurship skills for ... Bello, M. & Haruna, A. (2025)

Developing Entrepreneurship Skills for Self-Reliance among Tertiary Institution Graduates in Kano State, Nigeria

BELLO, Miswaru¹

Phone: +2348029044944

Email: miswarubello@gmail.com

HARUNA, Auwalu²

Phone: +2348033472272, +2348095425119

Email: auwalungeral@gmail.com

¹Department of Educational Psychology and Counseling, Sa'adatu Rimi College of Education Kumbotso, Kano

²Department of Mathematics Education, Sa'adatu Rimi College of Education Kumbotso, Kano

Abstract

This study investigated Developing entrepreneurship skills for self-reliance among tertiary education graduates in Kano State, Nigeria. The study also examines how entrepreneurship programmes in institutions affect students' entrepreneurship intentions, career readiness and skills acquisition. A mixed methods approach was employed, combining survey data from 273 male and 111 female students from three tertiary institutions making a sample of 384 students and an in-depth interview with 20 entrepreneur educators at the colleges and universities selected for the study. The instruments for data collection are self-developed questionnaire and focus group discussion FGD with reliability coefficient of 0.62 and 0.69 respectively. The result of the study revealed that; There is significant gender difference between Male and female students in perceived entrepreneurial education and skill acquisition among tertiary institutions graduates in Kano state. No significant difference between rural and urban students in perceived entrepreneurial education and skill acquisition was observed among tertiary institutions graduates in Kano state. No significant difference in perceived entrepreneurial education and skill acquisition among tertiary institutions in Kano state. Based on the findings major recommendations were offered; educators and policy makers should emphasize integrating entrepreneurship education into curricula, promoting experiential learning and supporting mentorship initiative. Gender inclusiveness should be enhanced to ensure gender equality in entrepreneurial training. State and Federal governments should support students with loan that will promote entrepreneurship and skill acquisition among graduates of tertiary institutions, among others.

Keywords: Entrepreneurship education, Self-reliance, Entrepreneurial intentions, Career readiness, Experiential learning

Introduction

Nigeria education systems originated from pre-colonial time in the advent of independence when in 1958 the colonial government contracted Eric Asbhy to survey the manpower need over a period of 20 years from 1960-1980. The idea is to produce manpower that will manage the Nigeria private and public sector after independence. Despite several reforms in education sector the curriculum and policy makers find it difficult to derail from the initial colonial education system aimed at producing graduates for white colour jobs. In late 1980s the Nigeria's companies and civil service could no longer have vacancies to employ these graduates. Their numbers are growing day by day while the economy is deteriorating due to western loan accumulation. In mid 1990s companies begin to gradually close and governments at the three levels started to declare employment embargo in their Ministries, Departments and Agencies (MDAs) despite continuously producing the students from their universities and other tertiary institutions. This brings curriculum reform of 1981, 1990s and 2000 in which aspect of entrepreneurship and skill acquisitions were included in the national policy of education NPE. The Nigeria National policy on Education 6th edition section five sub section 110-112 emphasized innovation and enterprise education in Nigeria post-secondary with a view to promote skills acquisitions among the students. On the specific the section 110 (b) states educate post-secondary students to think creatively and transform knowledge through technological processes into wealth and have broader economic base. Section 110 (d) acquires entrepreneurial skills. While in section 111a it states that institution in collaboration with relevant bodies and establishments to ensure practical training and experience for students. Based on the above there is need for ensuring all students from tertiary institutions to be trained to learn one vocational skill or the other to ensure self-reliance among higher education students. Graduates from tertiary institutions in Nigeria, particularly in Kano State, face significant challenges in securing employment, leading to a high rate of unemployment resulting from dependence on white-collar jobs (NBS, 2023). The lack of entrepreneurship skills hinders their ability to become self-reliant and contribute to the economic development of the state (Afolabi, 2017).

Developing Entrepreneurship skills for ... Bello, M. & Haruna, A. (2025)

Research Objectives

The study was aimed to achieve the following objectives:

1. Examine the gender differences in perceived entrepreneurial education and skill acquisition among tertiary institution graduates in Kano State.
2. Investigate the differences in perceived entrepreneurial education and skill acquisition between rural and urban students in Kano State.
3. Assess the variations in perceived entrepreneurial education and skill acquisition among different tertiary institutions in Kano State.
4. Determine the interactive relationship between students' skill acquisition, entrepreneurial self-efficacy, entrepreneurial job creation, and entrepreneurial education among tertiary education graduates in Kano State.

Research Questions

The study sought to answer the following questions:

1. Is there a significant gender difference in perceived entrepreneurial education and skill acquisition among male and female tertiary institution graduates in Kano State?
2. Do rural and urban students differ in their perceived entrepreneurial education and skill acquisition in Kano State?
3. Are there notable differences in perceived entrepreneurial education and skill acquisition among tertiary institutions in Kano State?
4. What is the nature of the interactive relationship between students' skill acquisition, entrepreneurial self-efficacy, entrepreneurial job creation, and entrepreneurial education among tertiary education graduates in Kano State?

Research Hypotheses

The following hypotheses were tested:

1. There is no significant gender difference in perceived entrepreneurial education and skill acquisition among tertiary institution graduates in Kano State.
2. There is no significant difference in perceived entrepreneurial education and skill acquisition between rural and urban students in Kano State.
3. There is no significant difference in perceived entrepreneurial education and skill acquisition among tertiary institutions in Kano State.
4. There is no significant interactive relationship between students' skill acquisition, entrepreneurial self-efficacy, entrepreneurial job creation, and entrepreneurial education among tertiary education graduates in Kano State.

Scope of the Study

This study focused on graduates of tertiary institutions in Kano State, Nigeria, with an emphasis on exploring how entrepreneurship skills could be developed to promote self-reliance among this demographic.

Conceptual Framework

Entrepreneurship

Entrepreneurship is the ability and readiness to develop, organize and run a business enterprise, along with any of its uncertainties in order to make a profit. The most prominent example of entrepreneurship is the starting of new businesses, Magasi (2017). In economics, entrepreneurship connected with land, labour, natural resources and capital can generate a profit. The entrepreneurial vision is defined by discovery and risk-taking and is an indispensable part of a nation's capacity to succeed in an ever-changing and more competitive global marketplace. Magasi (2017) entrepreneurship is largely classified into four major sub-groups viz;

Small Business Entrepreneurship

These businesses are a hairdresser, grocery store, travel agent, consultant, carpenter, plumber, electrician, etc. These people run or own their own business and hire family members or local employee. For them, the profit would be able to feed their family.

Scalable Startup Entrepreneurship

This start-up entrepreneur starts a business knowing that their vision can change their society. They attract investors who think and encourage people who think beyond their existing practice. This will encourage them to do things that can help them employ labour to run a firm or company. They require more venture capital to support their project or business.



Developing Entrepreneurship skills for ... Bello, M. & Haruna, A. (2025)

Large Company Entrepreneurship

These huge companies have defined life-cycle. Most of these companies grow and sustain by offering new and innovative products that revolve around their main products to feed markets.

Social Entrepreneurship

This type of entrepreneurship focuses on producing product and services that resolve social needs and problems. Their main objective is to work for society and not make any profits.

Characteristics of Entrepreneurship

Not all entrepreneurs are successful; there are definite characteristics that make entrepreneurship successful. A few of them are mentioned below by Beugelsdijk, and Noorderhave (2005);

- i. **Ability to take a risk-** Starting any new venture involves a considerable amount of failure or risk. Therefore, an entrepreneur should prepare to be courageous and able to evaluate and take risks.
- ii. **Innovation-** It should be highly innovative to generate new ideas, start a company and earn profits out of it. Change can be the launching of a new product that is new to the market or a process that does the same thing but in a more efficient and economical way.
- iii. **Visionary and Leadership quality-** To be successful, the entrepreneur should have a clear vision of his new venture. However, to turn the idea into reality, a lot of resources and employees are required.
- iv. **Open-Minded-** In a business, every circumstance can be an opportunity and used for the benefit of a company.
- v. **Flexible-** An entrepreneur should be flexible and open to change according to the situation. To succeed in this, a business person should be equipped to embrace change in a product and service, when needed.
- vi. **Know your Product-** A business owner should know the product offerings and also be aware of the latest trend in the market. It is essential to know if the available product or service meets the demands of the current market.

Importance of Entrepreneurship by Ribeiro 2017

- i. **Creation of Employment-** Entrepreneurship generates employment and provides an entry-level job, required for gaining experience and training for unskilled workers.
- ii. **Innovation-** It is the hub of innovation that provides new product ventures, market, technology and quality of goods.
- iii. **Impact on Society and Community Development-** A society becomes greater if the employment base is large and diversified. It brings about changes in society and promotes facilities like higher expenditure on education, better sanitation, fewer slums, a higher level of home ownership.
- iv. **Increase Standard of Living-** Entrepreneurship helps to improve the standard of living of a person by increasing the income. The standard of living means, increase in the consumption of various goods and services by a household for a particular period.
- v. **Supports research and development-** New products and services need to be researched and tested before launching in the market. Therefore, an entrepreneur also dispenses finance for research and development with research institutions and universities.

Skills Acquisition

Skills Acquisition is the act of learning/acquiring skills to start up a business to earn money, while entrepreneurship is simply a process of running a business of your own Emmanuel, (2012). Entrepreneurship is not complete without skills acquisition. As an entrepreneur you need to acquire the require skills that will make you successfully run your business. Skill acquisition involves learning, while entrepreneurship involves taking risk, Pintrich et al (2010).

There are many ways to acquire skills, including:

1. Attending college or other accredited schools
2. Attending trade skill classes
3. Reading books
4. Getting into a mentorship program



Developing Entrepreneurship skills for ... Bello, M. & Haruna, A. (2025)

Theoretical Framework

Theoretical and practical implications suggest that entrepreneurship education can foster a culture of self-reliance, empowering students to navigate uncertain labour market and drive economic growth for their development economically. Studying entrepreneurship can significantly increase the likelihood of success by providing individuals with the knowledge, skills, mindset, and networks necessary to navigate the challenges of starting and managing a business, Hodgins et al (2010). Entrepreneurship education sets to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Variations of entrepreneurship education are offered at all levels of schooling from primary or secondary schools through graduate university programs, GEM, (2020). It was therefore no surprise that the Federal Government of Nigeria, through the National Universities Commission (NUC), Nigeria commission for colleges of education NCCE, National board technical education NBTE introduced Entrepreneurship Education (EE), which is aimed at equipping tertiary students with entrepreneurial skills, attitude and competencies in order to be job creators and not job seekers.

Entrepreneurship education emphasizes setting up, starting up and running a business it also deals with developing the attitudes, competencies, and behaviors for functioning entrepreneurially within the business and non-business contexts (Henry, 2013; Jones and Iredale, 2010). There are four major types of entrepreneurship education: Small Business, scalable start up entrepreneurship, social entrepreneurship and large scale entrepreneurship. To ensure these students self-efficacy need to be put into consideration, it's when students understand themselves and their immediate environment then they will put in their best toward realisation of their potentialities Boyd and Vozikis (1994). Entrepreneurial self-efficacy (ESE) is the application of self-efficacy in entrepreneurship research, referring to the extent to which entrepreneurs are confident about their own entrepreneurial skills to complete various tasks and projects (Boyd and Vozikis, 1994; Chen et al., 1998).

The construct of self-efficacy is defined as a person's beliefs concerning his or her ability to successfully perform a given task (Bandura 1977). Self-efficacy beliefs are perceived to be a major mediator of behavior. Self-efficacy can influence the course of action pursued by an individual, the amount of effort they expend, their resilience, as well as their persistence in the face of obstacles (Bandura 1977). The stronger the notion of self-efficacy, the greater the effort, perseverance and flexibility expended (Bandura 1986). Self-efficacy beliefs can also influence people's thoughts and feelings (van Dinther et al 2010). Individuals characterised by low self-efficacy are inclined to perceive tasks as more difficult than they actually are. Such thoughts can lead to feelings of failure and depression, tension and helplessness. A high level of self-efficacy, on the other hand, creates feelings of tranquility and challenge in the face of difficult situations (van Dinther et al 2010)

Theory of Planned Behaviour

The theory of planned behavior (TPB) is a full-fledged social psychology theory, and has been widely used in the fields of Education, management, nursing, marketing, and etc. However, the TPB has not been given adequate attention in communication studies in China. This paper uses the makes a comprehensive review on the origins, basic construct, and cutting-edge studies on TPB, as well as analyzing the development status and future direction of TPB. The theory of planned behavior (TPB), deriving from theory of multi attitude (TMA) and theory of reasoned action (TRA) (Ajzen & Fishbein, 1973), is a social-psychological theory that explains behavioral decision-making processes of human beings with aiming at understanding and predicting the behavior of individuals, advocating that the successful completion of human behaviors are mainly controlled by individual will. According to TRA, the behavior intention of individuals is determined by two factors of attitude and subjective norm, in which the subjective norm is influence by normative beliefs in the society and the attitude, can be divided into positive or negative aspects. Ajzen (1985) held that human behavior is more often affected by the factors of external and objective circumstance rather than completely controlled by individual will. In order to add the power in prediction and explanation of TRA on human behavior, Ajzen (1985) added the variable of perceived behavioral control besides subjective norm and attitude, and extended and revised the structure of TRA as believe, behavioural intention, subjective norms and attitude.

Human Capital Theory

Human capital theory by Friedman 1953 in (Zamora, 2006) posits that investments in education, training, skills, and health increase an individual's and a society's productivity, leading to greater economic success. This theory views human attributes as a form of capital, similar to physical capital, that can be invested in to generate returns in the form of higher



Developing Entrepreneurship skills for ... Bello, M. & Haruna, A. (2025)

wages and improved performance for companies and economies. It is ironic that the difficulty of proving human capital theory's posited direct link between formal education and productivity is at least partly a consequence of what some would identify as structural flaws in neoclassical economic philosophy Merwe (2010). Human capital theory, as a product of neoclassical economics, inherits its metaphysical assumptions of the "hard core" of the orthodox economics research programme. The issue of assumptions in economic theory has been much debated (Friedman 1953, Nagel 1963) in (Zamora, 2006). Human capital theory as cited in Eide and showalter (2010) forms the basis for most work in the economics of education. The study of human capital has proven to be an exceptionally fruitful vein of research that offers insights on topics as diverse as discrimination, inequality, unemployment, fertility, marriage markets, immigration, and productivity. This article briefly discusses several aspects of human capital theory, including theoretical and empirical considerations, as well as some prominent empirical results directly related to education.

Methodology

Descriptive survey research design was employed for the conduct of this study, the design deals with the relationship between non-manipulated variables in a natural, rather than artificial setting. It involves hypotheses formulation and testing and it use logical methods of inductive- deductive reasoning to arrive at generalizations and often employ methods of randomization (Paniel, 2015). The study site comprises of some tertiary institutions in Kano Metropolis institutions selected for the study includes Sa'adatu Rimi college of education Kumbotso, Kano, Yusuf Maitama Sule University, Kano State polytechnic and federal college of education Kano. To ensure development of entrepreneurship education among students of tertiary institutions, government should do their best to ensure provision of entrepreneurial facilities in all institutions of higher learning for training the potential graduates before they leave their colleges. For example, Sa'adatu Rimi College of Education Kumbotso in Kano state is an exceptional example where all students most register and pass entrepreneurial course and should also register for skills acquisition practical one out of thirty-eight traits of practical skills at the skills acquisition center must be registered before their graduation. Although students were charged a token to provide practical's learning facilities but it was concluded the result pays as every year the immediate past students were brought back for testimonies and their net worth after they started business. Tracer studies were made and the college found 25 percent of the college students do not file application for civil service jobs. Entrepreneurship education cannot be limited to core or elective course or only the need to make it practical there by making the students derived economic benefit is paramount. The result of this is not limited to economic drive only but providing employment opportunities to low and menial carder employment among low resource members of the community as well as bringing services close to the community at this era of expensive cost of transport.

The population of the study comprises of all students of the respective tertiary institutions in Kano state. Cluster sampling technique was used for this study. Cluster sampling according to Bichi (2004) Cluster could be zonal education areas, within the zonal areas schools were sampled, within the schools and finally individuals were sampled within the classes. Based on the above simple random sampling technique was used to select number of participants to represent the sample size to be used for the conduct of the study. Simple random sampling technique was used to select the sample size for the study with 384 participants, obtained from Research Advisor table of sampling size 2016. The sample was selected proportionately based on institutions size i.e Bayero University Kano 146, Yusuf Maitama Sule University Kano 56, Sa'adatu Rimi College of Education Kumbotso, Kano 103 and Kano State Polytechnic 79. Instrument used for data collection was self-develop questionnaire entitled: Developing Entrepreneurship Skills for Self-Reliance Questionnaire (DESSR-Q). It's likert type 4 scale scored on Strongly agree 5, Agree 4, Disagree 4 and Strongly disagree 1. The instrument is 40 items scale in to four constructs skill acquisition, entrepreneurial self- efficacy, entrepreneurial job creation and entrepreneurial education, with each construct having ten items each. Content validity is when a questionnaire adequately reflects the underlying behavior or body of knowledge. Content validity is established by having experts evaluating the relevance of the test items (Orodho, 2008). For the research instrument to be valid and to measure what it is supposed to measure, the instrument was assessed and corrected by four (4) experts in entrepreneurial education and test and measurement. To measure the consistency of the instrument, pilot study was carried out using test-retest method where by fifty (50) questionnaires were pilot tested in some areas of the metropolis that are out of the sample population of this study to ascertain the reliability of the instrument. The respondents who form the pilot test are selected from Wudil University of science and technology, Federal college of education Kano and Audu Bako College of agriculture Dambatta.



Developing Entrepreneurship skills for ... Bello, M. & Haruna, A. (2025)

The objective of the pilot test is to ensure each of the items developed is reliable for information gathering. The result of the pilot test was subjected to scale test and obtain the reliability coefficient of .766. Data analysis procedure was made using descriptive and inferential statistics while simple percentage was used to summarize the demographic variables in study.

Presentation of Results

Results of the field survey is summarized based on simple percentage, descriptive and inferential statistics.

Summary of demographic variables

Table 1: Distribution of Respondents by Demographic Variables

Variables	Frequency	Percentage
Male students	273	71.1
Female students	111	28.9
Students from rural environment	209	54.4
Students from urban environment	175	45.6
Students from Bayero University Kano	146	38.0
Students from Yusuf Maitama Sule University Kano	56	14.6
Students from Sa'adatu Rimi College of Education Kano	103	26.8
Students from Kano Kano State Polytechnic	79	20.6

Source: field data 2024: numbers in parenthesis below are in percentage

Table 1 presents the demographic variables under study based on students' population in the respective university, college and polytechnic. A total of 273(71.1) students are male while 111(28.9) were female students. Students from urban environment who form the sample of the study are 209(54.4) while those who indicated they are from rural areas are 175 (45.6). Bayero university Kano has the highest respondents with 146(38.0). Yusuf Maitama Sule University have 56(14.6) students who form the sample of the study. Sa'adatu Rimi college of Education Kano has 103(26.8) respondents while Kano state polytechnic has 79(20.6) respondents who form the sample of the study. Based on the above the highest sample was recorded at Bayero University Kano while the lowest was recorded at Yusuf Maitama Sule University.

Test of hypotheses

Hypothesis 1: There is no significant gender difference in perceived entrepreneurial education and skill acquisition among tertiary institution graduates in Kano State.

Table 2: Gender difference in entrepreneurial education and skills acquisition among tertiary Institution graduates in Kano state

Variables	N	Mean	SD	df	z-cal	sig	p-val	Decision
Skills acquisition Male	273	44.50	18.16	382	2.07	0.92	0.05	H ₁ accept
Female	111	44.90	1.82					

Source: field data 2024

Table 2 presents z-test of skills acquisition among gender. The test showed z cal = 2.07, p= 0.92 > 0.05 therefore null hypothesis which stated there is no significant difference between genders in perceived entrepreneurial education and skills acquisition among tertiary institutions' graduate students in Kano state was not rejected.

Hypothesis 2: There is no significant difference in perceived entrepreneurial education and skill acquisition between rural and urban students in Kano State.

Table 3: Z- test Rural and Urban students in Entrepreneurial Education and skills acquisition

Variables	N	Mean	SD	df	z-cal	sig	p-val	Decision
Skills acquisition Urban	209	44.50	1.84	382	0.91	0.60	0.05	H ₂ accept
Rural	175	44.70	1.81					

Source: field data 2024

Table 3 presents z test of skills acquisition and students' environment. The test showed no significant difference between students' environment (Urban and Rural) at z cal = 0.91, p= 0.60 > 0.05, the null hypothesis which stated there is no



Developing Entrepreneurship skills for ... Bello, M. & Haruna, A. (2025)

significant difference between urban and rural students in perceived entrepreneurial education and skills acquisition among tertiary institutions' graduate students in Kano state was accepted.

Hypothesis 3: There is no significant difference in perceived entrepreneurial education and skill acquisition among tertiary institutions in Kano State.

Table 4: Difference in skills acquisition among tertiary Institutions in Kano state

Variables	Sum of Sq	Mean Sq	df	F-cal	sig	p-val	Decision
Between Groups	1.70	0.58	3				
Within Groups	1696.80	4.46	380	0.13	0.94	0.05	H ₃ Accepted
Total	1698.50		383				

Source: field data 2024

Table 4 presents F-test of perceived instructional delivery between the universities under study. The test showed F-cal = 0.13, P = 0.94 > 0.05 null hypothesis which states there is no significant difference between institutions in perceived entrepreneurial education and skills acquisition instructional delivery among tertiary institutions under study in Kano state was accepted

Hypothesis 4: There is no significant interactive relationship between students' skill acquisition, entrepreneurial self-efficacy, entrepreneurial job creation, and entrepreneurial education among tertiary education graduates in Kano State.

Table 5: Correlation matrix between variables and entrepreneurship education

Variables	SAI	ESE	EJC	EE
SAI	1			
ESE	0.53	1		
EJC	0.56	0.59	1	
EE	0.47	0.44	0.39	1

Source: field data 2024

Table 5 presents correlation matrix between students' skills acquisition, self-efficacy, job creation and perceived entrepreneurial education. The test showed moderate relationship among the variables at r 0.47 between skills acquisition and perceived entrepreneurial education, r = 0.44 between students self-efficacy and perceived entrepreneurial education while r = 0.39 between job creation and perceived entrepreneurial education. The results were all recorded at p < 0.05. Based on the above we conclude the null hypothesis which states there is no significant relationship between students' skills acquisition, entrepreneurial self-efficacy, entrepreneurial job creation and perceived entrepreneurial education among tertiary institutions' graduate students in Kano state was rejected.

Summary of Focus Group Discussion

Below are some of the responses of part of the sample entrepreneurship educators who are contacted during the survey who happen to be parents and care givers of the university undergraduate students.

From Bayero University Kano:

Skills acquisition could be the best system of education as our students will graduate well prepared to start enterprising themselves without waiting for government to employ them after graduation.

From Sa'adatu Rimi College of Education Kumbotso, Kano:

If this system is in place why shall we waste our time going for rigorous education system that wasted the future of our youth? This type of system gives them knowledge on how to write a business plan to help themselves and others.

From Kano State Polytechnic:

Entrepreneurial education should be given more priority in terms of learning period and practical to help equipped the students with necessary requisite of becoming self-reliant.

Above are responses from Bayero University Kano, Yusuf Maitama Sule and Sa'adatu Rimi University of Education by Entrepreneurship educators respectively.



Developing Entrepreneurship skills for ... Bello, M. & Haruna, A. (2025)

Summary of the Findings

1. No significant difference was found between gender male and female students in perceived entrepreneurial education and skills acquisition
2. No significant difference was found between urban and rural students in perceived entrepreneurial education and skills acquisition
3. No significant difference was found between students in perceived entrepreneurial education and skills acquisition instructional delivery among tertiary institutions under study in Kano state.
4. There is significant but moderate relationship between students' skills acquisition, students' self-efficacy, job creation and perceived entrepreneurial education among graduate in Kano state

Discussion of Findings

Lack of gender difference as revealed by the study is an encouraging finding which suggest that entrepreneurship education in Kano state is not a gender perpetuating gender bases, the findings support the national policy goals of inclusivity among gender. The study indicates both urban and rural graduates do not differ in their struggle to become self-reliant. The national economic policy that affects private sector operation due to poor power supply, custom and excise duty has forced many companies to close. The graduates have then mounted pressure in public sector which makes employment very difficult.

The study has not shown any disparity between the tertiary institutions, university, colleges and polytechnic. This equally indicates entrepreneurial education can be taught at any higher institution of learning in Kano state. Irrespective of the program they are offering. This clearly showed the need of national policy goals to produce self-reliant citizens. The moderated correlations between states that while entrepreneurial education is related to skill and self-efficacy, other factors in this study like graduates' access to startup capital, community and family support, broader economic climate also plays a critical role in determining self-reliance. Overall, the study's findings have implications for educators and policymakers seeking to promote entrepreneurial education and skills acquisition among university students. By understanding the relationships between variables, stakeholders can develop targeted interventions to support students from diverse backgrounds and enhance their entrepreneurial capabilities.

Conclusion

Based on the major findings above, entrepreneurial training and education should be given to all irrespective of their gender difference. It is an approach for training the mind of students before they graduate to enable them possesses skills that will make them self-reliant. Students did not differ based on the environment they come from as both urban and rural students were the same in the quest for entrepreneurial education. The study showed no difference between the universities in the training of entrepreneurial education this may be due to same regulatory body governing the operation of the Nigeria universities as well as similar curriculum operated by the universities. The state polytechnic and the colleges of education have different curriculum but may be due to national policy and federal ministry of education guide they do not differ in provision of entrepreneurial education training. Moderate relationship between students' skills acquisition, students' self-efficacy, job creation and perceived entrepreneurial education among students were recorded as the area of entrepreneurial education study is new both staff students and teachers are doing their best to make and gain insight in the new programme.

Recommendations

There is need to provide entrepreneurial education to all students irrespective of their gender. The issues of this knowledge is not limited to male or female graduates, all should register with the course and should be compulsory. Students' background or environment should not be taken into account while registering entrepreneurial education courses has to be taught to reflect the need of both rural and urban skills need. All tertiary institutions irrespective of their mandate should train their students' entrepreneurial education and skill acquisitions to avoid redundancy and expectations in private and public sector employment. Parents, government and CBOs should focus on entrepreneurial education capacity building to enhance students' self-efficacy.

References

- Adeyemo, K. A. (2013). Entrepreneurship education and self-employment: A study of Nigerian University graduates. *Journal of Entrepreneurship Education*, 16(1), 1-14.



Developing Entrepreneurship skills for ... Bello, M. & Haruna, A. (2025)

- Afolabi, M. O. (2017). Entrepreneurship education and youth unemployment in Nigeria. *Journal of Education and Practice*, 8(10), 1-8.
- Ajzen, I. (1985). From intentions to actions: A theory of planned behavior. Berlin: Springer.
- Ajzen, I., & Fishbein, M. (1973). Attitude and Normative Variables as Predictors of Specific Behavior. *Journal of Personality and Social Psychology*, 27(1), 41-57
- Bandura, A (1986) Social foundations of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, pp 191-215
- Bichi. Y. M. (2004). Educational Research and Statistics, Debis Co Press, Kano, Nigeria.
- Beugelsdijk, S., Noorderhaven, N. (2005). Personality Characteristics of Self-Employed; An Empirical Study. *Small Business Economics* 24(2), 159-167. DOI 10.1007/s11187-003-3806-3
- Boyd, N.G. & Vozikis, G.S. (1994). The Influence of Self-Efficacy on the Development of Entrepreneurial Intentions and Actions. *Entrepreneurship Theory & Practice*, 18(4), 63
- Chen, C.C., Greene, P.G., & Crick, A. (1998). Does Entrepreneurial Self-efficacy Distinguish Entrepreneurs from Managers? *Journal of Business Venturing*, 13(4), 295–316.
- Eide, E.R and M H Showalter, M. H (2010). Human Capital. Brigham Young University, Provo, UT, USA 2010 Elsevier Ltd.
- Emmanuel, E.A. (2012). Entrepreneurship Education & Attitude of Undergraduate Students to Self-Employment in Mubi, Adamawa State, Nigeria. *Journal of Education and Practice*. 3(8); 9.5
- GEM (2020). Global Entrepreneurship Monitor: 2020/2021 Global Report.
- Henry, C. (2013). Entrepreneurship Education in HE: Are Policy Makers Expecting too Much? *Education and Training*, 55, 836-848.
- Hodgins, H. S., Weibust, K. S., Weinstein, N., Schiff- man, S., Miller, A., Coombs, G. & Adair, K. C. (2010). The Cost of Self-Protection: Threat Response and Performance as A Function of Autonomous and Controlled Motivations. *Personality and Social Psychology Bulletin*, 36(8), 1101–1114.
- Jones, B., & Iredale, N. (2010). Viewpoint: Enterprise Education as Pedagogy. *Education & Training*, 52, 7-18
- Magasi, C. (2022). The Influence of Entrepreneurship Education on Entrepreneurial Intentions: Perception of Higher Education Graduates. *International Journal of Research in Business and Social Sciences*. 2147-4478, 11 (2): 371-380
- Merwe, A. (2010). Does Human Capital Theory Explain the Value of Higher Education? A South African Case Study. Durban University of Technology, South Africa. *American Journal of Business Education – January 2010 Volume 3, Number 1*
- NBS (2023). National Bureau of Statistics. Nigeria's Unemployment Rate. National Bureau of Statistics. Abuja Nigeria
- NPE (2013). National Policy on Education. Federal Ministry of Education. Abuja Nigeria.
- OECD (2019). Fostering Entrepreneurship and Innovation. Organisation for Economic Cooperation and Development. Paris France
- Orodho, A.J. (2008) Elements of Education and Social Science Research Methods. Kanazja, Nairobi.
- Paniel, B. B. (2015). Research Design in Social Sciences.
- Pintrich, P R and Schunk, D H (2003) Motivation in Education: Theory, Research and Applications (2nd ed) Englewood Cliffs, NJ: Prentice Hall Merrill
- Ribeiro-Soriano, D. (2017). Small business and Entrepreneurship: their Role in Economic and Social Development. *Entrepreneurship & Regional Development*, 29(1-2), pp.1-3.
- Van Dinther, M, Dochy, F and Segers, M (2010) Factors Affecting Students' Self-Efficacy In Higher Education. *Educational Research Review*, 6, pp 95-108
- Zamora, B. (2006) A New Discussion of The Human Capital Theory in the Methodology of Scientific Research Programmes. *Paper presented at the International Symposium on Economic Theory, Policy and Applications, Athens, Greece. 21-23*