



Factors Affecting Job Creation among Secondary School Leavers in Delta State, Nigeria

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Abstract

This study is aimed at identifying challenges secondary school leavers in Delta State encounter in the process of creating jobs. It examined these challenges along three dimensions: the personal, educational system and government factors. The paper adopted a survey research, whereby copies of the questionnaire were administered to one hundred and sixty-six (166) secondary school graduate entrepreneurs in Ika local government area of Delta State. Since the population size could not be ascertained, the sample size was calculated by using Cochran's sample estimation technique with unknown population. The data were analysed using regression and Pearson matrix correlation techniques especially Ordinary Least Squares (OLS) estimation technique. The OLS analysis revealed that personal, education system and government factors have positive coefficients (0.340, 0.347 and 0.792 respectively) and a significant influence on success at job creation at 5% level of significance. As per the strength to which the independent variables affect the dependent variable, the beta coefficient results show that government factors ($\beta_3=0.792$, $p<0.05$) has the most significant effect on 'success at job creation', followed by educational system ($\beta_2=0.347$, $p<0.05$). 'Personal factors' ($\beta_1=0.340$, $p<0.05$) have the lowest significant effect on the dependent variable. Specifically, poor funding of the entrepreneurial programmes by government and lack of stimulating learning experiences mar secondary school leavers' entrepreneurial success. The study, therefore, recommends that government adopt a more pragmatic approach to entrepreneurship by building training centres that liaise with schools within a given area, providing instructional resources, funds, instituting monitoring agencies to alleviate the challenges faced by secondary school leavers. Further studies should however be carried out specifically on secondary school leavers in rural areas whose plight may be different and require more stringent measures.

Keywords: Nigeria, Delta State, Job Creation, Entrepreneurs, Secondary School Leavers

JEL Classification: R23, J6, J60, J600

Paper Classification: Research Paper

Introduction

In order to realize economic sustenance, Nigeria has been adopting practical and effective ways of dealing with the cogs in the economic development wheels and one of the key areas exploited is education. Indeed, the awareness of people about the benefits and important role education can play in the pursuit of self-reliance has been on the increase over the years. This

led to the publication of the first edition of the National Policy on Education in 1977, which was further revised in 1981, 1998, 2004, 2007 and in the recent past, the sixth edition of 2013 (FRN, 2013). The document defined education as a process that helps to develop the whole man to enable him function effectively in whatever environment he may find himself. With the passage of time, coupled with the dynamism of our environment, these earlier education reforms have been rendered virtually inadequate in the sense that the problem is no longer solely that of insufficient qualified and skilled manpower to fill the industries but also that of creating jobs for the large number of qualified graduates. This has become a more worrisome issue and the situation has therefore necessitated a move towards finding a solution to the problem of unemployment.

The efficient and effective teaching of entrepreneurship in Nigerian schools has the possibility of fostering self-employment among the students and accelerating sustainable growth and development. This is evident in a number of developed nations such as Japan and America that utilised entrepreneurial education for improving their human capital as opposed to the traditional teach-listen approach prevalent in developing countries such as Nigeria (Witte & Wolf, 2003; Raimi, 2011). Hence, business education programmes are expected to start from the early years of students' academic pursuit in which students become empowered as potential entrepreneurs and future economic change agents and pace setters.

Entrepreneurship education is meant to inculcate into the student what it takes to efficiently and effectively harness and utilise the available human, material, financial resources for the production of goods and services. The entrepreneurial educators on the other hand, are expected to familiarise themselves with the contents of the curriculum and prepare lessons and practical plans to this effect. The inability to properly teach the contents of the curriculum negates the entrepreneurial objectives (NERDC, 2014). Consequently, the attainment of these objectives, one of which is employment of graduates of the programme, seems to have been quite elusive over the years.

Statement of Research Problem

There is a serious case of unemployment among secondary school leavers which the Nigerian society is seemingly not paying any attention to presently. The job creation alternative is also not being achieved as expected. Indeed, school leavers are still finding it difficult to create jobs. These constitute the rationale for this study which specifically seeks to identify the problems faced by secondary school leavers in getting employed either under someone (as employees) or over others (as employers of labour).

Research Objectives

The broad objective of the study is to identify the problems of entrepreneurship among secondary school leavers and to seek lasting solutions to unemployment. The specific objectives of the study are to:

1. ascertain the personal factors that hinder secondary school leavers from creating jobs;
2. determine the educational system factors that prevent secondary school leavers from creating jobs and;
3. identify the government factors that hinder secondary school leavers from creating jobs.

Research Hypotheses

The following null hypotheses were tested at 0.05 probability level:

H_{o1}: There is no significant relationship between personal factors and success at job creation.

H_{o2}: There is no significant relationship between educational system factors and success at job creation.

H_{o3}: There is no significant relationship between governmental factors and success at job creation.

Literature Review

Theoretical Framework

This study adopts Barney (1991) resource-based theory of entrepreneurship. The theory seeks to explain how an individual can successfully become an effective entrepreneur. It lays emphasis on the ability of individuals to take advantage of different resources available to him and exploit them. The resources to take advantage and leverage on may include capital, education and interpersonal relationships and techniques or skills. Alvarez and Barney (2000) suggest that if an entrepreneur has all the resources within his disposal, he will be able to take advantage of business opportunities.

The relevance of this theory to this study is that it presents the prelude to entrepreneurial education which is an important resource to be possessed by the entrepreneur. It also emphasises the importance of entrepreneurial abilities. The success of entrepreneurial practice lies in the possession of entrepreneurial skills and capital, which Barney (1991) also identified as a major resource in entrepreneurship.

The Concept of Entrepreneurship Education

Entrepreneurship can be defined as the willingness and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully. Entrepreneurship is the process of creating a unique value, of pulling together a unique package of resources to exploit an opportunity (Inegbenebor & Igbinamwhanhia, 2010). Entrepreneurship has to be learnt through education and practice, hence Idada, Okosun, Anolu, Atanaga and Aiwansedo (2011) in Ediagbonya (2013 p.36), define 'entrepreneurship education as the kind of education given to people with a view to developing entrepreneurship qualities properly, followed up with support services for smooth take off and successful running of business'.

Entrepreneurship education is the conscious and purposeful effort by an educator geared towards inculcating entrepreneurial skills and attitudes to enhance the success of learners in the world of business (Isaac, Visser, Friederich & Brijal, 2007). It seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Its focus is on the development of attributes and skills that enable the recognition of opportunity. Nations are now more concerned about the quality of education that will provide opportunities for employment and generate income to both the individual and the nation, and not that type of education that tends to produce 'consumers' (Abuku, 2016). The Nigerian Educational Research and Development Council (NERDC, 2014) curriculum for the trade subjects/entrepreneurship was designed to reflect the above definitions.

Entrepreneurship Education in Nigerian Secondary School System

Entrepreneurship education is not a new phenomenon in Nigeria; it has been an age-long tradition (Akhueomonkhan, Raimi & Sofoluwe, 2013). However, its need has become more reinforced following the persistent upsurge of unemployment which the education sector could have been able to resolve. The colonial education system introduced in Nigeria did not give room for entrepreneurship. Instead, it was service oriented. Earlier literate Nigerians were educated to do such jobs as clerks, interpreters, and sanitary inspectors without any special, professional nor entrepreneurial skills (Alakekomo, 2004), and the earlier Nigerian curriculum was designed to reflect such colonial philosophy. But with the increasing unemployment rate that crippled the Nigerian economy in the early 1980s, there was the need to review the education curriculum. Hence, Nigeria adopted entrepreneurship education as reflected in the National Policy on Education which states that education is the most important instrument for propelling change (Akhueomonkhan, et'al 2013; FGN, 2013).

The Nigerian secondary school system comprises the three years of junior secondary education (under basic education) and three years of senior secondary education (under post-basic education and career development). Among the goals of basic education and post-basic education and career development are those of providing the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement; and providing entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development respectively (FRN, 2013). In the Nigerian secondary school education system, entrepreneurship education is taught through various business education subjects such as business studies at the Junior Secondary School (JSS) level and through the thirty-four trade subjects at the Senior Secondary School (SSS) level.

As an attempt to curtail the problem of unemployment in the society, the federal government considers the entrepreneurship education a veritable solution. Hence, it has made it compulsory for students in all secondary schools in the country to offer trade/entrepreneurship subjects. Each school is to choose, at least, one subject from the list of the 34 subjects and consistently offer it. According to Junaidu (2016) in Obe (2018 p.2), 'the subjects are meant to empower the youth upon completing their education, and the whole structure of the SSS was changed to include English, Mathematics, Civic Education and one compulsory trade subject, which is either plaiting, or GSM repairs or fishing'. The idea is to ensure that every senior secondary graduate is well prepared for higher education as well as equipped with relevant functional trade/entrepreneurship skills needed for poverty eradication, job creation and wealth generation (Okoye & Ogunleye 2015; NERDC, 2018). The present Nigerian education curriculum at the senior secondary is designed to be in line with the National Economic and Empowerment Development Strategies (NEEDS) and Millennium Development Goals (MDG) which include value-orientation, poverty reduction, job creation, wealth generation and empowerment through education (Okoye & Ogunleye 2015).

The secondary school graduate, who for reason of lack of finance or interest in advancing further academically has the option of going into the job market preferably as a creator than as a seeker of jobs as the entrepreneurial objective advocates. This entails grooming and breeding innovative and creative individuals that would create jobs themselves instead of seeking them. The government agencies such as the Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) play facilitating role by initiating programmes aimed at providing access to functional entrepreneurship among youths to tackle unemployment in the country (Anaeto, 2017). Hence, Osinbajo (2016) and Kolawole (2018), reiterates that the main purpose of entrepreneurship

for children in primary/secondary schools is to encourage them to think creatively and innovatively.

Factors Affecting Secondary School leavers' ability to create Job

There is a myriad of challenges confronting secondary school leavers in their practice of entrepreneurship. These challenges may be categorised into three dimensions: personal, educational system and government factors.

Personal factors include skills, experience, locus of control belief, managerial ability, initial capital and ability to deal with failure. The issue of how to raise the required fund for their proposed business remains a major problem affecting entrepreneurs. They may have acquired the requisite skills for the business but the start-up capital is usually difficult to generate.

Due to their lack of experience, secondary school leavers' entrepreneurs easily get discouraged when they experience trying times in the business. Many of them do not possess adequate interpersonal skills, especially in the area of developing relationship with customers. In many cases, they find it difficult controlling their emotions when certain conflicts occur between them and grieving customers or clients.

The inability to maintain accurate book keeping records is yet another challenge secondary school leavers' face in the practice of entrepreneurship. Many of them maintain single entry financial records only to get themselves confused when business transactions become more complex. This makes them run into indebtedness in the long run. The problem of employing personnel who would help them to grow the business is also a major challenge. This is usually as a result of the small size of their enterprise and their inability to make enough profit to pay the personnel.

The locus of control beliefs of the young entrepreneurs also determine their ability to stay in the business. Entrepreneurs who possess internal locus of control belief are self-motivated and confident and are not easily swayed by the circumstances around them whereas entrepreneurs who possess external locus of control belief get easily discouraged as they believe in fate and luck (Inegbenebor & Igbinomwanhia, 2010).

The desire to continue their education in institutions of higher learning also poses as a challenge to secondary school leavers. As a result, many of them venture into business as a temporary means of earning income. When they eventually gain admission into the university, many of them close down their businesses abruptly even where it may be possible to pursue their education while keeping their business venture running.

The apathy to entrepreneurship by secondary school leavers is a very disturbing problem. Many students have the belief that young people who go into entrepreneurship are poor, and that they are merely in search of survival. This erroneous perception often discourages the other students from paying adequate attention to their entrepreneurship classes and teachers, disrupting their pursuit for financial independence.

Educational system factors in this respect include the extent to which school authorities devote their interest and resources to the project and how the business teachers transfer the knowledge to the students. Many school authorities lack adequate resources to efficiently prepare the students for entrepreneurship.

Governmental factors relate to the degree of commitment of the government agencies towards secondary school entrepreneurship. Through its various agencies such as the Ministry of Education, NDE (National Directorate of Employment), Small Medium Enterprises Development Agency (SMEDAN), the National Poverty Eradication Programme (NAPEP), government, to a large extent determines the success of entrepreneurship education and practice in the country. The ministry of education, more than others, wields more influence on the project and is expected to provide adequate resources for the teaching of the subjects. However, it has been observed that along with the various agencies mentioned above, the ministry of education has not been proactive to secondary school entrepreneurial objectives. The schools lack adequate funding, support, infrastructures and basic amenities, making it difficult to produce knowledgeable and skilled entrepreneurs.

Dealing with Entrepreneurial problems through Job creation

Times have changed, gone are the days when students would merely focus on their studies, work hard to pass examinations and get employed when they graduate from school. Lately, this is no longer so. They have come to realise that jobs are in short supply. The unemployment surge and the dwindling nature of some economies of the world are wake-up calls for students, parents, teachers, school authorities, institutions and governments to begin, if they have not started, to take to and heavily rely on entrepreneurship as the panacea to these challenges. And this entrepreneurship initiative should begin with entrepreneurial education at both the primary and secondary levels of education and skill acquisition that would eventually lead to job creation.

Research Methodology

Research Design

The study utilised the survey research design involving the use of a 20-item questionnaire that consisted of 5 items on Individual Factors, 7 on Educational System Factors, 5 on Government factors and 3 on Success at Job Creation. The population of the study consisted of all secondary school leaver-entrepreneurs in the Ika North East and South local government area.

Sampling Technique

The study applied the use of the judgmental sampling. Copies of the questionnaire were distributed to secondary school leavers who helped to identify their fellow entrepreneurs/colleagues.

Sample Size Determination

As at the time of conducting this study, there were no readily available secondary data in the ministry of education or other sources on secondary school leavers who later turned entrepreneurs. Therefore, their population size could not be ascertained. The sample size of the study, comprising secondary school leavers that are currently practising entrepreneurship in Ika local government areas, was calculated using Cochran's sample estimation formula with unknown population given as: $n = \frac{Z^2 pq}{e^2}$

Where: n = sample size,

e = sampling error,

p = estimation proportion of the population or maximum variability of the population at 50%,
 $q = 1-p$ and $z = Z$ - statistic.

Using a confidence interval of 99%, the z-score is 2.58 at 99% and $e = 0.1$

Therefore $n=166.41$

≈ 166

Data Collection

The questionnaire was the instrument for data collection. 166 copies of the questionnaire were administered and 120 (72 per cent) were completely filled and returned. The items, which were structured in line with the formulated research questions, were designed to conform to a five point Likert-type-rating scale of Strongly Agree (SA) – 5, Agree (A) – 4, Undecided (UD) – 3, Disagree (D) – 2 and Strongly Disagree (SD) – 1. The decision rule (DR) applied was such that the calculated mean rating of responses on any of the questionnaire items equal to or greater than 3.5 would be regarded as ‘Agree’ while the calculated mean rating of responses that fell between 2.50 and 3.49 would be regarded as ‘Undecided’. Where the calculated mean was less than 2.50, it was regarded as ‘Disagree’.

Validity and Reliability of Research Instrument

Some copies of the questionnaire were given to two experts in the field of entrepreneurship for face validation. Then, a test-retest method was used to test the reliability of the questionnaire item. The reliability coefficient of the instrument using Pearson Product Moment correlation was 0.70. This indicated a high reliability of the instrument.

Data Analysis

Data gathered on the research items were coded and analysed using descriptive and inferential statistics. Data for hypotheses were analysed using SPSS 22.0 at 5% level of significance. The Model Equation is stated as:

$$SJC = \beta_0 + \beta_1 PER + \beta_2 EDU + \beta_3 GOV + \varepsilon \dots \dots \dots (1)$$

Where SJC= Success at job creation; PER= Personal factors; EDU: Educational system Factors; GOV: Government factors;

e = Error term; $\beta_0, \beta_1, \beta_2, \beta_3$ =Coefficients of the various independent variables.

Apriori expectations: $\beta_0 > 0, \beta_1 > 0, \beta_2 > 0, \beta_3 > 0 \dots \dots \dots (2)$

The OLS was used to estimate equation 1

Results

Independent Variables:

Table 1: Personal Factors

β	Variables	SA	A	UD	D	SD	Mean	SD	DR
1.	Secondary school leavers do not have adequate prerequisite skills for entrepreneurship.	17 14.17%	10 8.33%	5 4.17%	45 37.5%	43 35.83%	2.28	1.02	Disagree
2.	Secondary school leavers possess the requisite experience for job creation.	2 1.67%	2 1.67%	5 4.17%	0 0.75%	21 17.5%	1.95	1.31	Disagree
3.	Secondary school leavers have enough capital to start off their business.	1 0.83%	1 0.83%	1 0.83%	1 0.83%	116 97%	1.08	1.32	Disagree
4.	Secondary school leavers have adequate entrepreneurship preparation/training.	33 27.5%	37 30.83%	10 8.33%	12 10%	28 23.33%	3.29	0.87	Undecided
5.	Secondary school leavers are internally motivated to deal with business challenges.	23 19.17%	10 8.33%	8 6.67%	41 34.16%	38 31.67%	2.49	1.02	Disagree
	Mean of means						2.22		Disagree

Source: Field survey (2018)

Table 2: Educational System Factors

S/N	Variables	SA	A	UD	D	SD	Mean	SD	DR
6.	Teachers possess knowledge of relevant and updated entrepreneurial skills.	30 25%	40 33.33%	10 8.33%	12 10%	28 23.33%	3.27	0.87	Undecided
7.	School authorities provide sufficient preparation for entrepreneurial students.	2 1.67%	2 1.67%	10 8.33%	90 75%	16 13.33%	2.03	0.83	Disagree
8.	Many schools have career counsellors.	2 1.67%	2 1.67%	5 4.17%	90 75%	21 17.5%	1.95	1.31	Disagree
9.	Training received in secondary schools is relevant to the demand/needs of the industry.	20 16.67%	12 10%	10 8.33%	38 31.67%	40 33.33%	2.94	0.99	Undecided
10.	Business studies are taught in all schools.	40 33.33%	13 10.83%	25 20.83%	9 7.5%	33 27.5%	3.15	0.87	Undecided
11.	Teaching methods encourage creativity and innovation.	21 17.5%	17 14.17%	40 33.33%	16 13.33%	25 20.83%	2.92	0.97	Undecided
12.	There are adequate teaching-laboratories for entrepreneurship classes.	2 1.67%	5 4.17%	5 4.17%	87 72.5%	21 17.5%	2.00	1.31	Disagree
	Mean of means						3.06		Undecided

Source: Field survey (2018)

Table 3: Government Factors

S/N	Variables	SA	A	UD	D	SD	Mean	SD	DR
13.	The economy encourage private investments that facilitate job creation.	26 21.67%	14 11.67%	30 25%	22 18.33%	28 23.33%	2.9	0.97	Undecided
14.	The ministry of education provides the necessary resources needed by schools.	40 33.33%	25 10.83%	13 11%	9 7.5%	33 27.5%	3.25	0.87	Undecided
15.	The business environment is conducive for job creation.	2 1.67%	2 1.67%	10 8.33%	90 75%	16 13.33%	2.03	0.83	Disagree
16.	The government provides adequate infrastructures to facilitate business.	30 25%	30 25%	15 12.5%	13 11%	32 26.67%	3.11	0.91	Undecided
17.	Government policies are business-friendly.	14 11.67%	18 15%	20 16.67%	16 13.33%	52 43.33%	1.97	0.79	Disagree
	Mean of means (X)						2.65		Undecided

Source: Field survey (2018)

Dependent Variable

Table 4: Success at Job Creation

S/N	Variables	SA	A	UD	D	SD	Mean	SD	DR
18.	I did not find it difficult to start my own business.	22 18.33%	28 23.33%	20 16.67%	17 14.17%	33 27.5%	2.23	0.97	Disagree
19.	It took me a short time to start my business after I finished from secondary school.	15 12.5%	20 16.67%	03 2.50%	35 29.17%	57 47.5%	2.43	1.31	Disagree
20.	I have all relevant support from my environment.	4 3.33%	7 5.83%	9 7.5%	34 28.33%	66 55%	1.74	0.91	Disagree
	Mean of means						2.13		Disagree

Source: Field survey (2018)

Testing of Hypotheses

The multiple regression analysis is shown below

Table 5: Regression Result using Ordinary Least Square

Model Summary				
Model	R	R-square	Adjusted R square	Std. Error of the Estimate
1	.986a	.972	.971	.24965

Coefficients^a

	Unstandardized Coefficients		Standardized Coefficients	t-statistics	P-value	Hypotheses
	Beta	Std. Error	Beta			
Constant	0.531	0.097		5.474	0.000	Significant/Accept Ha Significant/Accept Ha Significant/Accept Ha
PER	0.340	0.041	0.035	8.293	0.041	
EDU	0.347	0.031	0.401	11.194	0.000	
GOV	0.792	0.061	0.640	12.984	0.000	

Predictors: (constant), Government factors, Educational system factors, Personal factors: Dependent Variable: Success at Job Creation; R2 = 0.972, Adjusted R2 = 0.971, Durbin Watson = 0.270
Note: t-statistic and P-values are significant at (0.05 or 0.01) respectively.

Source: Researchers' computation on the field survey (2018) using SPSS 22.0.



Discussion of Results

There is a general consensus among the secondary school leaver-entrepreneurs that they lack most of the personal or individual requirements of entrepreneurship. This is evidenced by the 3.74 value obtained as the mean of means. In agreement with some previous research findings, the study revealed that difficulty in obtaining capital ranked highest among the challenges. This is often attributed to reluctance on the part of the banks to give out loans to these school leavers because they do not possess collaterals for the loans.

Findings on the educational system were on the whole indecisive. However, respondents revealed that inadequate preparation, irrelevant training, lack of career counsellors were much of a challenge to them. These shortcomings in most cases stem from the underfunding problem faced by virtually all the schools where entrepreneurship education is run. Much of the literature on entrepreneurship in Nigeria corroborates this finding. Gabadeen and Raimi (2012) assert that the inadequate funding of entrepreneurship education has negatively affected the implementation of entrepreneurship education curricula.

Though the overall opinion of the respondents was 2.65 (undecided), government policies were adjudged unfriendly to business and the environment equally inconducive for business. Some of the school leavers linked this problem to the inadequacy of infrastructures in the country among other problems stated.

The results of the estimated multiple regression model using OLS are shown in Table 5. The coefficient of determination (R-squared) of 0.972 indicates that the available data on independent variables (personal, educational system, and government factors) jointly explain 97.2% of the systemic variation in the dependent variable (success at job creation) with only 2.80% being explained by other variables that are not part of the study. The adjusted R² (R-bar) of 97.1% is also in support of the result since it is also relatively high. Hence, it shows a goodness of fit for the model.

The OLS analysis furthers reveals that personal, education system and government factors have positive coefficients (0.340, 0.347 and 0.792) and a significant influence on success at job creation at 5% level of significance. These findings indicate that a unit increase in the personal, educational and government factors will result in approximately 34%, 35% and 79% increase in 'success at job creation' jobs respectively. This means that when these factors are available and are adequate, they can and do influence success at job creation.

As per the strength to which the independent variables affect the dependent variable, the beta coefficient results show that government factors ($\beta_3=0.792$, $p<0.05$) has the most significant effect on 'success at job creation', followed by educational system ($\beta_2=0.347$, $p<0.05$), and lastly personal factors ($\beta_1=0.340$, $p<0.05$) with the lowest significant effect on the dependent variable. This indicates that personal and educational system factors may not be strong indicators of success at creating jobs as compared to government factors. Therefore, government factors are the strongest significant predictors of success at job creation. This could find credence and possibly explain the phenomenon of success attained by many unschooled individuals in the society. By implication, the requirements for a successful business as far as job creation is concerned may not necessarily be obtained from our educational system.

Finally, on the basis of significant t - statistics and p- values, the alternative hypotheses were accepted for the study.

Implications of the Study

The implication of this study is that the government needs to play its role in facilitating job creation by building a conducive environment in which people can start and grow their businesses. This role of government in entrepreneurship in Nigeria cannot be over emphasised considering the high unemployment and illiteracy rates in the country. Being a highly public driven economy, the Nigerian government is unable to provide jobs for the teeming population due to limited resources.

The government's responsibility would involve providing the necessary infrastructures, security and financial assistance for her citizenry. This could also be by way of ensuring that agencies charged with the responsibility of disbursing loans to small and medium scale entrepreneurs do so faithfully without diverting the funds. In respect of policies, the Nigerian government is expected to ensure the enforcement of the several policies already formulated.

For better outcomes, entrepreneurship education in the secondary schools should be adequately funded for the building of well-equipped laboratories, instructional materials and other items necessary. The teaching of entrepreneurship in school depends much on government support as this has the ability to foster self-employment and improve the country's economy (Akhuemonkhan, Raimi & Sofoluwe, 2013). The linking of educational policy with industrialization and employment policies through formal education intervention will help in the fostering of skills, attitudes and values among students (Aladekomo, 2017).

Recommendations

The curriculum of the entrepreneurship programme in our secondary schools needs to be further reviewed to include the availability of government funded training centres for schools within a given area where students can easily practicalised their acquired entrepreneurial skills. This is necessary as many schools often do not possess the requisite materials for the training. Also, the reviewed curriculum should feature the use of audio visuals and education software. The government agencies such as the NDE, SMEDAN, NAPEP and others should be more proactive. They should be more involved in the sensitization and monitoring of entrepreneurship programmes in secondary schools. They should also be saddled with the key responsibility of providing subsidized instructional learning materials and other necessary tools that will ensure the effective implementation of the Nigerian Educational Research and Development Council (NERDC) objectives. Furthermore, the financial support agencies such as the Educational Trust Fund (ETF) and Petroleum Training and Development Fund (PTDF) should continuously provide financial aids to secondary schools.

There have been various schemes (Subsidy Reinvestment and Empowerment Programme (SURE-P), N-Power, Osun Youth Empowerment Scheme (O-YES) and so on introduced by the government for job opportunities. The job opportunities offered by these schemes which presently are accessed based on certain qualifications are usually met by university graduates should also be made open to secondary school leavers.

Teachers/instructors should be trained and retrained through seminars, workshops, conferences, etc. to acquire new and relevant knowledge, skills, techniques, competence needed for effectiveness in the teaching-learning process. Stimulating learning experiences should also be used by teachers of business to arouse student's interest in business education.

A set of entrepreneurship-facilitating institutions, some of which would give out loan to these leavers, should be set up to enable them to start their own enterprises without cut throat interest rates and collaterals as well.

Conclusion

The graduates of our secondary schools can create jobs only when they are adequately groomed and equipped with the necessary knowledge, skills and attitude. The combined factors (personal, educational system and government) considered in this study are what are required to build a well rounded graduate.

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