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**AN APPRAISAL OF ENTREPRENEURIAL EDUCATION AND THE  
CHOICE OF ENTREPRENEURSHIP AMONG SELECTED NATIONAL  
YOUTH SERVICE CORPS (NYSC) MEMBERS POSTED TO  
NASSARAWA STATE.**

**BY**

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**ABSTRACT**

*The continual dependence of Nigerian government on a mono- revenue source with a concomitant shrinking of the manufacturing sector, owing to poor infrastructural facilities cannot be said to be a good condition for sustainable public and private sector development. It is noticed that the country is faced with challenges of unemployment and poverty amidst abundant resources which have remained untapped. One dimension of this problem is youth unemployment, which has exacerbated the poverty incidence of the nation. In an attempt to reduce unemployment and poverty, the Nigerian government directed that entrepreneurship education be incorporated into her tertiary institutions curriculum in order to promote self employment among her graduates. This study is thus targeted at appraising and shedding more light on the role played by entrepreneurship education in stimulating entrepreneurial choice among the Nigerian youths. The study sampled 350 youth corps members at Keffi, Nassarawa state orientation camp to investigate their entrepreneurial interests. A descriptive statistical approach, using frequency distribution and percentage was adopted with a view to analyzing the data for generalization. It was revealed that the 52.6% of the graduates who indicated interest in becoming entrepreneurs after service took entrepreneurship course while in school. The remaining 47.4% prefer to work for government and organized private sector establishments, out of which, a large percentage admitted not taking entrepreneurship course while in school. Also most graduates of Polytechnics were willing to venture into entrepreneurship as much as universities graduate. Further more, graduates of education and engineering faculties were found with higher interest of becoming self employed compared to graduates of other faculties.*

*Finally, graduates of north/central region were found to have a lesser interest in making entrepreneurship their career choice compared to their counterparts from the south/eastern region .Our findings suggest further proactive intervention strategies by the government to consolidate entrepreneurship education in all tertiary institutions, pay more attention to infrastructural development, provide a safe and secure environment for entrepreneurship development and regulate the national minimum wage rate.*

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## **INTRODUCTION**

The importance of entrepreneurial education as a drive to self employment can never be over emphasized. It creates impact on individual minds, actions and aspirations, which is of particular interest to government, policy makers, educators, prospective business men and women. It is a general belief that people who have skills and knowledge with determination to do a thing are more likely to do so. This, in effect has underscored the study of entrepreneurship in the contemporary world. It is believed that an entrepreneur is an exceptional individual, innovator and organizer who pulls together factors of production for efficient and effective usage. Carson (1982) believed that the entrepreneur is motivated by three psychological forces which include: a desire to build private kingdoms; a desire to conquer and the sheer joy of creating or simply exercising one's energy and ingenuity. Also, an entrepreneur is believed to possess some traits, which include – boldness, confidence, personal leadership and force (Obembe and Adeleye, 2012). An entrepreneur is further defined by Knight (1921) as a person who has an inclination to foresee uncertain events in pursuit of profit rather than bringing about a change in the economy. This was underscored by Kirzner (1979), who views an entrepreneur as some one who is alert to opportunities for profit. In a review provided by Moschandreas (2000), an entrepreneur, in pursuance of his profit motive, helps in moving the economy from a sub-optimal position to a position on the production possibility curve. Important as it may be, the roles of entrepreneurs have generated policy choice by various governments all over the world to increase entrepreneurial activities and promote entrepreneurship. The roles outlined above have made it much imperative to promote entrepreneurial education in a developing country like Nigeria. The study problem stems from the fact that the country is faced with challenges of unemployment and poverty amidst abundant resources which have

remained untapped. One dimension of this problem is youth unemployment, which has exacerbated the poverty incidence. Statistics from National Bureau of statistics (2011) puts unemployment growth rate at 12.4, 13.9 and 16.1 percents in 2009, 2010 and 2011 respectively while average youth unemployment rates within the same periods were 43.7, 25.3 and 36.5 percents. This poses a great danger to the growth and stability of our country. In fact, the numerous crises and instability bedeviling Nigerian State today are clear manifestation of rising youth unemployment. An obvious confirmation of this was an indication in the 2012 budget which made the highest allocation of about \$ 5.7 billion (about N921.91 billion) to the security sector. Hence, Nigeria would have to contend with seeking continuous ways to solve youth unemployment in order to bring about steady growth and development.

Within the frame work of potential efforts and strategies to boost employment and job creation for young people, entrepreneurship is increasingly accepted as an important means and a valuable additional strategy to create jobs and improve livelihoods and economic independence of young people. It is an innovative approach to integrating youth into today's changing labour market (Schoof, 2006). Among the past anti- unemployment strategies adopted by the Nigerian government were the establishment of National Directorate of Employment (NDE) in 1987 and Youth Empowerment Scheme (YES) under National Poverty Eradication Programme (NAPEP) in 2001. NDE, for example, was established to equip the youths with necessary skills to enable them become self employed. Statistics from the agency revealed that hundreds of thousands of youths have benefited from its acquisition and entrepreneurial training programmes. In year 2000, a total of 21,708 youths were said to have received training in vocational skills in the 36 states of the federation (Obembe and Adeleye, 2012). In spite of all these, youth unemployment growth is unabated.

As part of the recent measure, the National University Commission (NUC) directed that all Universities must incorporate entrepreneurial education in their curriculum with the aim of ensuring that student are equipped with the necessary knowledge and skills that can make them self reliant after graduation. Indeed entrepreneurial education has been found to exert a positive impact on entrepreneurial choice among graduates from around the world. Fortunately; various studies have been conducted in Nigeria to verify the efficacy of using entrepreneurial education in stimulating entrepreneurial choice. Two of the most recent ones are by Siyanbola et al, (2009) and Obembe and Adel eye (2012), which were very comprehensive in scope. That of Siyanbola et al reported that entrepreneurial education has a positive impact on career choice of the students

surveyed. But that of Obembe and Adeleye pointed out that teaching entrepreneurial skill may be a necessary, but not a sufficient condition to serve as a motivating factor for tertiary graduate students in venturing into entrepreneurship in Nigeria. Implicit on these studies is that youth unemployment will be controlled if entrepreneurship education is made compulsory and consistently taught in all our institutions of higher learning.

However, a careful examination of these studies shows some weaknesses. Foremost, apart from the studies conducted by Siyanbola et al and Obembe & Adeleye, others were limited to one or two states in a single geo-political zone, which in the researcher's opinion limits the generalization of the result to the whole economy. In the case of Siyanbola et al, though the study was comprehensive, it did not disaggregate the students according to their respective faculties and departments in its analysis. However, even though Obembe and Adeleye covered this defect, as they believed a student's department/field of study might pre-dispose him/her to entrepreneurial choice, their study only captured five psychological traits – initiative, taking advantage of opportunities, persistence, self confidence and assertiveness. These, the researcher believes are inadequate; thus, extending this study to capture other traits as self independence, determination, motivation and risk bearing / aversion, which are believed to be capable of predicting entrepreneurial choice.

The broad objective of this study is thus, targeted at appraising and shedding more light on the roles played by entrepreneurship education in stimulating entrepreneurial choice by examining the relationship between entrepreneurial education and career choice. Also, the study seeks to find out whether government intervention in trying to stimulate the supply of entrepreneurship is yielding the desired results. The study however focuses on the National Youth Corps (NYSC) Members posted to Nassarawa State in 2012/2013 session.

This paper is made up of five parts. Having dealt with the first part; the general introduction, which covers the research problems and objectives, the other parts consist of theoretical background and literature review, the methodology, data presentation and analysis while the fifth (final) part concludes the paper and makes some policy recommendations.

## **CONCEPTUAL AND THEORETICAL UNDERPINNINGS**

### **Definition of Concepts Entrepreneur**

The term entrepreneur is a loan word from French and was first defined by an Irish economist – Richard Cantallion as a person who has possession of an enterprise or venture and assumes significant accountability for the inherit risk

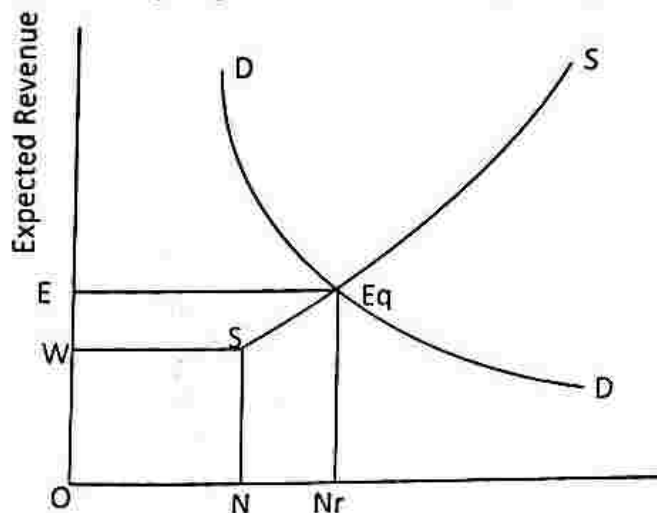
and outcome. He is an organized and ambitious leader who combines land, labour and capital to create and market goods and services. Various writers define entrepreneur in different ways. Jean Baptist say, a French economist who coined the word 'entrepreneur' defined it as someone who is involved in the allocation of resources in order to improve productivity growth in the economy. Schumpeter (1943) viewed entrepreneur as a very exceptional person, a revolutionary innovator who overturns known ways of production and brings about disequilibrium in the economy. Carson (1982) brought together the most essential element in these theories and thus defined an entrepreneur as someone whose specializes in taking judgmental decisions about the coordination of scarce resources.

### **The Economic View on the Concept of Choice.**

Choice is the act of choosing, which is a function of influence, willingness or intention. Since the productive resources are naturally scarce and limited in supply producers and/or prospective entrepreneurs are faced with the problem of choice. The limited available resources requires choice to be made regarding what to produce, how to produce and how much to produce. An individual consumer must choose among the types of goods and services and between the present and future consumption because of his limited money income. The government too, is forced to decide on what public goods and services to provide to improve the economic welfare of the people, since these goods and services are often competing with the limited resources at its disposal. In the same vein, graduate facing unemployment problems have the choice to make between self employment and the hardship of the labour market.

### **Theoretical Background**

Carson (1992) provided a theoretical explanation of the market for entrepreneurial activities. For easy explanation, this theory is depicted in figure 2.1 below



This figure shows the demand and supply curves of entrepreneurial activities. The demand curve, which shows the relationship between the numbers of active entrepreneurs and their expected revenue (reward) has a negative slope, indicating a lower reward for the entrepreneurs if the number of active entrepreneur is large and vice versa. The position of the demand curve is influenced by the pace of change in the economy. The faster the pace of change, the further away it is from the origin. On the other hand the supply curves present the number of people with the necessary skills and traits who decide to make the choice of becoming entrepreneurs. At point N, where there is the National Minimum Wage, the supply curve is flat, which indicates that people will not be willing to become entrepreneurs at a wage that is below the National Minimum Wage rate. As the expected revenue ( $E_r$ ) becomes higher, more people with the necessary traits will leave paid employment to act as entrepreneurs ( $N_r$ ). The rate of the increase of  $N_r$  as  $E_r$  increases presents the intersection  $E_q$ , which depends on social and institutional factors that may affect the willingness of individuals to become entrepreneurs and the extent of barriers to entry into entrepreneurship. The supply side, however depends on the number of individuals who possess the necessary traits to become entrepreneurs and the proportions of the potentials entrepreneurs who can acquire control of the necessary resources to qualify as entrepreneurs. Thus, the shape of SS curve is believed to be influenced by three factors – changes in wealth distributions, social mobility and educational qualifications.

Psychologists have usually examined the choice of entrepreneurship using the theory of Planned Behaviour. However, the researcher is not concerned with the physiology of this study, but rather with the interventionist strategy of the programme. As an interventionist programme, we sought to find out whether government intervention in trying to stimulate the supply of entrepreneurs is yielding the desired results.

### **Factors Influencing the Choice of entrepreneurship.**

Variables to consider in explaining the theoretical postulation motivating an individual to becoming an entrepreneur are age, gender, religion, ethnicity, family background and personality traits (Obembe and Adeleye, 2012).

#### **Age**

The role of age on the choice of entrepreneurship was provided by Parker (2009). It was believed that older and matured energetic people could express a higher preference for entrepreneurship over and above the younger people due to certain factors which includes access to the needed resources. More so, older people were



believed to have built business networks arising from their age and experience which younger people do not have. However it is believed that entrepreneurship intention or choice may not appeal to people beyond a certain age. Reasons adduced for this include low preference for risk at an old age, tastes may shift away from enterprise as aging sets in (Levesque and Minniti, 2006) and finally older people may not be able to work for longer hours as entrepreneurs (Obembe and Adeleye, 2012). Thus, it is agued that individuals are increasingly likely to become entrepreneurs as they grow older, up to a certain point, after which the probability of becoming an entrepreneur declines with age (Levesque and Minniti, 2006).

In this study therefore, our respondents could be described as belonging more or less to the same generation in terms of age group. Thus the age groups are classified as; under 21 years, 21.– 25 years, 26 – 30 years and above 30 years.

### **Gender**

There is a growing awareness that for a variety of reasons, women face different opportunities and constrains in entrepreneurship compared to men; and that these considerations affect their participation and performance in entrepreneurship (Parker 2006: p 184). It is believed that discrimination can have a positive or negative impact on entrepreneurship choice. Discrimination against women in formal employment increases the probability of women in becoming self employed as an escape route, while discrimination against them by lenders can constrain their probability of becoming self employed. It is however noticed that across the world, women entrepreneurs are found to be in the minority. For instance, in Europe, women entrepreneurs were said to be fewer than men folk. Female entrepreneurs were found to vary from 20% in United Kingdom, Ireland and Sweden to 40% in Belgium and Portugal (Cowliing, 2000)

### **Family Background**

The entrepreneurial background of person has been found to influence the probability of the person becoming an Entrepreneur. Based on 1992 CBO data calculated by Fairlie and Robb (2007), about 51.6 percent business owners were found to have a self employed family members prior to starting their own business. According to Dunn and Hotz-Eakin (2000), a son's probability of becoming self-employed doubles from 0.015 to 0.031 when either of the parents is self-employed. Several reasons were proposed by Fairlie and Robb (2007) for this occurrence. These includes acquisition of general business and managerial experience arising from close proximity to a family owned business, provision of cheap finance by parents, inheritance of a business etc. In several studies with control variables, parental participation in entrepreneurship was found to exert a

significant impact on probability of becoming an entrepreneur. This is true in wide range of countries, including European nations (Niitty Kangas and Teervo, 2005; Henley, 2007; Colombier and Masclet, 2008), the U.S.A (Fairlie and Robb, 2007) and China (Djankov, 2006).

### **Cultural Background/Ethnicity**

Based on the work of Weber (1930) of 'Protestant Work Ethic', it is argued that attitude towards entrepreneurship can be influenced by the culture and religion of particular ethnic groups (Rafiq, 1992). Some prominent figure in Islam and the Sikh religion were business men; and some Hindu-castes specialize in business activities (Obembe and Adeleye, 2012). In the U.K, it was documented that given all other factors, Muslims, Hindus and Sikhs had significantly higher probabilities of being self employed than Christians from ethnic minorities (Clark and Drinkwater, 2000). However most empirical studies find little or no effect from religion on entrepreneurial choices (Parker, 2006: p173).

It is believed in Nigeria, that the culture of entrepreneurship is particularly popular among the Igbo's, hence we expect that citizens of Igbo origin will be more entrepreneurially inclined than other ethnic groups.

### **Personality Traits**

Personality traits usually considered in entrepreneurial choices include achievement, motivation, risk taking/aversion and attitudes regarding control and delegation. However, psychological traits that have been suggested to predict entrepreneurial intentions include need for (i)self achievement (McClelland, 1961); (ii) creativity and initiative (Hull et al, 1980); (iii) The propensity for risk taking (Hirsrich and Peters, 1995); (iv) self confidence and locus of control (Brockhaus, 1987), (v) desire for independence and autonomy (Hornaday and Aboud, 1971); (vi) self esteem and innovation (Robinson et al 1991); (vii) persistence; and (viii) energy and commitment. Some of these traits have been incorporated in to the study as factors influencing Entrepreneurial decision.

### **Academic Performance**

In line with observation made by Siyanbola et al (2009), academic performances of students in Nigeria could have a lot to do with entrepreneurial intention of students. This is evident as most companies in Nigeria when short-listing candidates for aptitude test normally emphasize on students with First Class and Second Class upper division. This normally put candidates with grades below Second Class upper division at a disadvantage. It is thus expected that graduates with little chances of securing hot jobs may eventually opt for self employment (Obembe and Adeleye, 20012).

## **EMPIRICAL LITERATURE OF ENTREPRENEURIAL EDUCATION AND INTENTION**

In Malaysia, Zaidatol (2009) examined entrepreneurs self efficacy and intention of university students. The study found that entrepreneurial intention score was higher if students perceive there was a need to learn entrepreneurship at the university. Students who perceive a need for business through entrepreneurship education scored higher mean scores in entrepreneurial intention compared with other group of students and the difference was highly significant. Also, there was a relationship between entrepreneurial attributes and the intention to be self employed.

In Nigeria, Izedonmi and Okafor (2010) examined the effect of entrepreneurial education on student's entrepreneurial intentions. The study also sort to determine weather such intension usually gives rise to entrepreneurship start-up among students. Data of 250 students who currently offered entrepreneurship course within the South/Western part of the country were collected. The study found that entrepreneurship education had a positive impact on entrepreneurial intension.

Ekpoh and Edet (2011) examined the influence of entrepreneurship education and career intension of tertiary education students in Akwa Ibom and Cross River states. A sample of 500 students was used and analyzed using a frequency counts, percentage and population T-test. The result review that majority of the students (29.6%) wanted to go into paid employment, 26.8% indicated self employment, 21% opted for both paid and part time businesses, 15% were interested in post graduate studies and 7.6% preferred to go for post graduate studies and part time businesses. The findings show that entrepreneurship education impacts positively on the career intensions of tertiary education students.

In the study of Obembe and Adeleye (2012) the impact of entrepreneurial education on entrepreneurial intension was carried out among 380 NYSC members at Ikare Akoko, Ondo State. The study reviewed that 79.2% of the respondents admitted that they took entrepreneurship course while in school, but 20.8% did not. 46% were willing to opt for self employment while 54% preffered to work for government and private sector organizations. The study, which used logistic regression model to analyze the determinant of entrepreneurial choice surprisingly revealed that those who took entrepreneurship course while in school were found with less probability of venturing into self employment. The study concluded that entrepreneurship education at the university level may not really be a motivating factor for tertiary graduates in venturing into entrepreneurship in Nigeria.

## **METHODOLOGY**

### **Research Design and Instrumentation**

The literature in the field of entrepreneurship permits primary data as reliable. Based on this, a well thought-out questionnaire was developed for this study. Structured questionnaires were designed and administered on 500 NYSC members posted to Keffi, Nassarawa State orientation camp for the 2012/2013 service year, out of which 350 were found usable for the analysis. Our respondents were categorized into those with and without entrepreneurship education.

### **Method of Data Analysis**

Based on the occupational choice model of Lucas (1978), there are three major applications in entrepreneurial studies. These are the probability that at a snapshot of time, individuals are entrepreneurs rather than employees; what factors affect the decision to become entrepreneur as opposed to remaining in paid employment (or unemployment) and investigating entrepreneurs' decision in entrepreneurship (Parker, 2009). The first of these three identified cases suits our purpose since we are trying to examine the feasibility of Youth Corps members in venturing into entrepreneurship at the end of their service year.

The study adopts descriptive statistics like frequency and percentage for data analysis, where a stratified random sampling technique was employed to collect the required data.

## **DATA PRESENTATION AND ANALYSIS**

### **Descriptive Analysis**

This section considers the socio-economic and demographic characteristics of the respondents which include gender, age, religion, nature of institution graduated from, faculty of respondents, academic grades and their entrepreneurial choice. These variables, which form the bases for our analysis, are provided in table 4.1.

**Table 4.1 Socio-economic and Demographic Characteristics of the Respondents**

Characteristics Percentage	Frequency	N = 350
<b>1. Gender</b>		
Male	203	58.0
Female	147	42.0
<b>2. Age (years)</b>		
<21	36	10.3
21 – 25	105	30.0
26 – 30	204	58.2
>30	5	1.5
<b>3. Religion</b>		
Islam	133	38.0
Christianity	217	62.0
<b>4. Geo-Political Zone:</b>		
North/East	29	8.2
North /West	38	10.8
North Central	87	25.0
South /East	101	28.8
South / West	46	13.0
South/South	49	14.2
<b>5. Nature of Institution:</b>		
University	216	61.6
Polytechnic	134	38.4
<b>6. Academic Grade:</b>		
First Class / Distinction	12	3.5
Second Class upper / Upper Credit	30	8.5

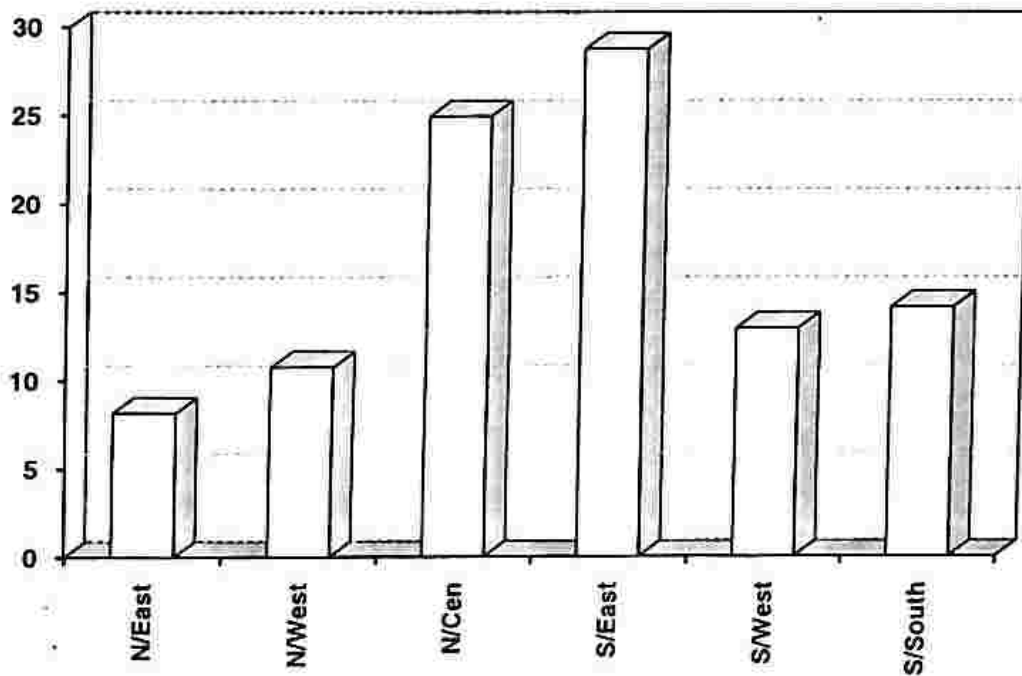
Second Class lower / Lower Credit	189	54.0
Third Class	92	26.3
Pass	27	7.7
<b>7. Faculty of Respondents:</b>		
Business and Management Sciences	108	30.8
Social Science	77	22.0
Environmental Sciences	11	3.0
Arts / Humanities / Law	28	8.0
Agricultural Science	15	4.4
Education	35	10.0
Engineering and Technology	50	14.3
Biological Sciences	8	2.4
Sciences	14	4.0
Medical Sciences	4	1.1
<b>8. Entrepreneurial Choice:</b>		
Willing	184	52.6
Unwilling	166	47.4

*Source: Field Survey, 2012*

The distribution of the respondents according to gender characteristics indicated that 58.0 percent of them were male while 42.0 percent were female. This is an indication that the data was not lopsided against the female folk. In terms of age distribution of the respondents, it shows that the corps members were majorly distributed between the age of 21 and 29. A total of 58.2 % of them were distributed between age 26 and 30, while 30.0% of them were distributed between 21 and 25 years. Only 10.3% and 1.5% of them were less than 21 years of age and above 30 years respectively, as 5 of them clocked 30 years a week after their arrival in the orientation camp. In terms of religion, the distribution is fairly skewed towards the Christians as 62.0% of them were Christians and 38.0% were Muslims.

Meanwhile, the distribution of the respondents according to their geo-political zone (ethnic origin) is depicted in figure 4.1 for conspicuous viewing and clarity.

**Fig 4.1: Distribution of Corps Members according to Geo-Political Zones (%)**

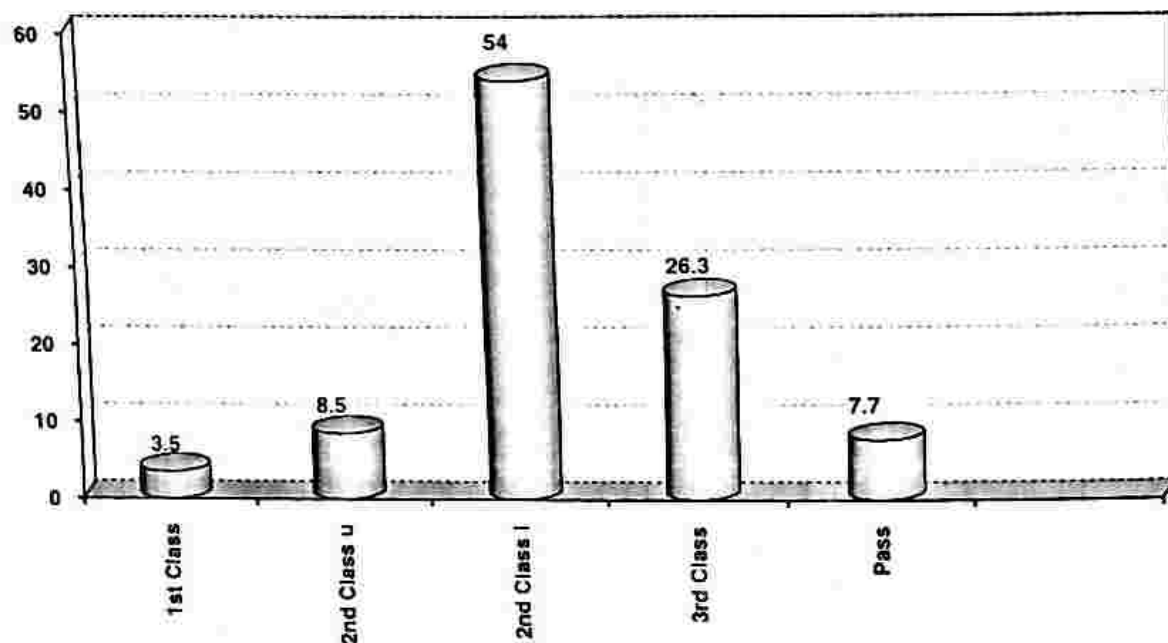


According to the above figure, the distribution of the respondents can be said to be fairly distributed among the six geo-political zones, with least percentage of 8.2 representing the corps members from the North / East and highest percentage of 28.8 covering those from the South / East. This is used as a convenient way to represent numerous ethnic nationalities that were represented in the sample.

Moreover, two types of Higher Institutions were captured in this survey. These are the Universities with a higher percentage of 61.6 and Polytechnics with 38.4%. It is an interesting distribution as it affords the researcher the opportunity of making comparison between the entrepreneurial choice of universities and polytechnics graduates.

Of importance to the study are the respective academic grade of the respondents, hence the distribution is represented in figure 4.2

**Fig 4.2: Distribution of Corps Members According to their Respective Academic Grades (%)**

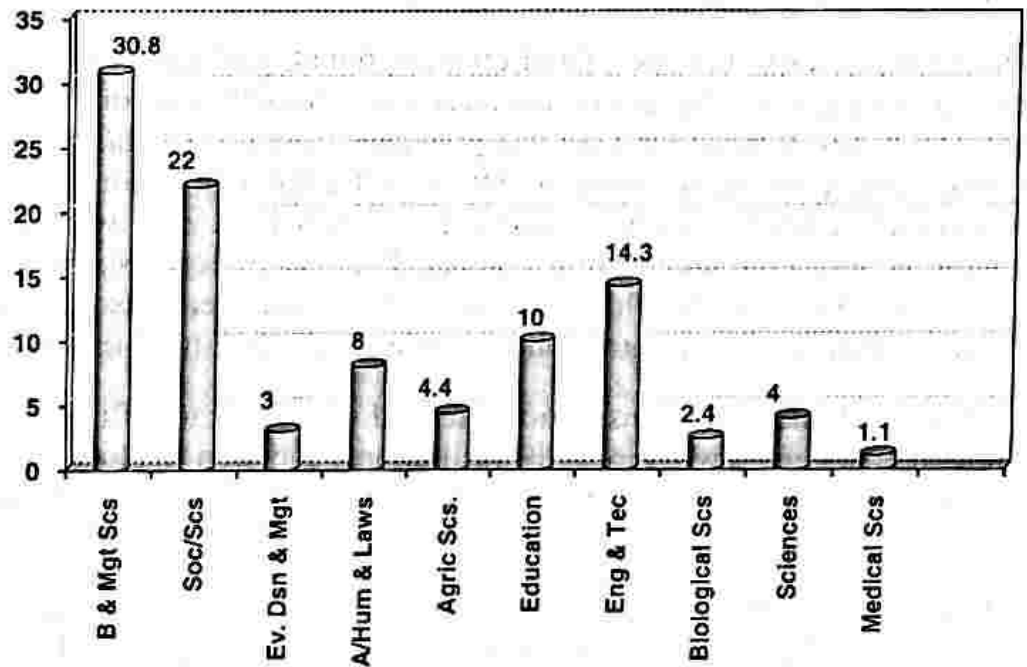


The above is an indication that the academic grade of the majority of the respondents falls within Second Class lower (equivalent to lower credit) with the highest percentage of 54.0, followed by Third Class with 26.3%. 7.7% of the respondents came out with the poorest academic grade, which is 'Pass'. Only 3.5% and 8.5% of the respondents came out with First Class (Distinction) and Second Class upper (Upper Credit) respectively. This distribution affords the researcher of the opportunity of comparing the entrepreneurial intention of the graduate with higher grades and their counterparts with lower academic grades.

The respective fields of study of the respondents is of utmost importance to this study, hence the distribution is represented in figure 4.3 below.



**Fig 4.3: Distribution of Corps Members According to their Field of Studies (%)**



This figure shows that certain faculties were fairly represented while some were under represented. Graduate from the faculty of Business and Management Sciences representing 30.8% dominated the sample, followed by Social Sciences with 22.0%. Others include Engineering and Technology (14.3%), Education (10.0%) and Arts, Humanities and Laws (8.0%). Faculties that were poorly represented include Agricultural Sciences (4.4%), Sciences (4.0%), Environmental Design and Management (3.0%), Biological Sciences (2.4%) and Medical Sciences (1.1%).

In terms of the willingness of the graduate to choose entrepreneurship after their service year, 52.6% indicated interest while 47.4% shows no interest.

## **FINDINGS AND DISCUSSION**

The findings from the demographic characteristics shows that the male corps members have a higher probability of becoming self employed, as compared with their female counterparts. Furthermore, the impact of religion on entrepreneurial choice shows that Christian corps members have the higher probability of making entrepreneurship choice compared to their fellow Muslims. However, age differences among the corps members play a significant role in motivating them

to becoming entrepreneurs. Meanwhile, the corps members between the age group of 26 – 30 years representing 58.2% were found with a higher percentage of becoming self employed as compared with those below 25 years. This confirms that maturity influences the decision of entrepreneurial choice.

Moreover, in respect of the role of ethnic nationality of the respondents in taking to entrepreneurship, the corps members were classified according to their geo-political zones. It was found out that graduates from the South/East zone (majorly Igbos) were most likely people to opt for self employment compared to the ones from other geo-political zones. Those from North/West zone were less willing to venturing into entrepreneurship compared to those from North Central zone. Graduates from the South/West and South/South were also found with less percentage of becoming entrepreneurs compare to those from the South/East.

Furthermore, the type of institution attended was found to influence the choice of entrepreneurship. Two types of institutions captured include university and polytechnic. It was however, discovered that university graduates are more willing to embark on self employment after service.

Moreover, the study added the role of personality/psychological traits to examine its effects on the graduates' interests in becoming entrepreneurs. The traits include initiative, persistence and ability to act on opportunities, self confidence, assertiveness, self independences, determination, motivation and risk bearing/aversion. Most of these traits play no significant roles in influencing entrepreneurial intention. However, self independence, determination and risk taking/aversion are found to have strong influence on the graduates in their choice of becoming entrepreneurs or not. Moreover the role of parental influence on entrepreneurial intention was not significant. Also, the influence of a role model who is a business man place insignificant influence on the career choice of entrepreneurship among the corps members.

Furthermore, the class of degrees (academic grades) was found to exercise significant impact on the decision of the coups members in taking to self employment. In addition, the findings show that the faculties of graduates influence the decision of the graduates in becoming entrepreneurs. Although the faculty of Business and Management Sciences had the highest percentage of the respondents (30.8), graduate from the faculty of Education and Engineering and Technology were much more interested in becoming entrepreneurs compared to those from other faculties. This finding is an indication that graduates of Education may have been influenced by the rewards to setting up a school. This is the manifestation of failure of government to provide good and quality education in the recent time, which had increased the profitability of private school

establishments. Also, the findings reveal that technology may be an important factor influencing graduates to self employment

Finally, the importance of entrepreneurial education was examined by categorizing those who took entrepreneurship course while in school from those who did not offer the course. Those who went through entrepreneurial course were found with higher interest in venturing into self employment compared with those who did not offer the course while in school.

## **CONCLUSION AND RECOMMENDATIONS**

The desire of government to reduce the rate of youth unemployment in Nigeria motivates this study. The study appraises entrepreneurial education and examines its role on the choice of entrepreneurship among the Nigerian youths. The findings of this study support the ideas that providing entrepreneurship education in Nigerian tertiary institutions may be an effective solution in reducing youth unemployment. The findings suggest that government can further reduce unemployment by placing more emphasis on vocational studies.

The dynamism of economic society argues that as the economy develops its framework changes. The governments of factor-driven economies, which basically depend on extractive activities, are advised to focus on enhancing the basic requirements of economic development such as stable government, basic infrastructural development, primary health care and education. Obviously, in such economies, most entrepreneurship activities are necessity-driven and governments need to pay more attention to provision of basic foundation for enabling activity (environment) capable of improving the economic wellbeing of the people. The rate of youth unemployment will indeed be reduced if the government can pay more attention to its infrastructural development, whereby stable, but lower cost of electricity supply is provided as well as efficient railway system.

Furthermore, the Nigerian government needs a safe and secure environment now more than ever before as this will go a long way to foster peace and harmony where both public and private sector investment (entrepreneurship development) can thrive.

Added to the above, the government may need to review the outrageous salaries and allowances of the political office holders. Also the national minimum wage rate issue may need to be put under control. This is because if the wage rate in the public service is too high, people will be discouraged from venturing into self employment. The issue of corruption must also be constantly put into check as

this will go a long way to provide a stable socio-political and economic environment.

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