



ASSESSING THE EFFECT OF ENTREPRENEURIAL SKILLS TRAINING OF GOMBE STATE UNIVERSITY STUDENTS ON VENTURE CREATION

¹ Nasiru Modibbo *, ² Aisha Abdulrahman, & ³ Salisu Mohammed Isyaka

*Corresponding authors' email: nasirumodibbo@gsu.edu.ng

¹⁻² Department of Public Administration, Faculty of Arts and Social Sciences,
Gombe State University, Gombe - Nigeria

³ Department of Business Administration, Faculty of Arts and Social Sciences,
Gombe State University, Gombe - Nigeria

ABSTRACT

The study assessed the effect of entrepreneurial skills training of students of Gombe State University (GSU) on Venture Creation and Employability skills. The research objectives assessed whether the entrepreneurship trainings received by undergraduate student motivate them to create business ventures after the entrepreneurship training. It also examines the kind of business they started and the challenges involved. The study adopts a survey research method with a population of One thousand Three hundred (1,300) students. One hundred (100) students were selected as sample size for the study. Questionnaire was used as instrument for data collection. The data collected were analyzed using Statistical Package for Social Sciences (SPSS version 20.0). The results revealed that majority of students who offered entrepreneurship courses on Venture Creation strongly agreed that the training exposed them to business opportunities, apart from instilling confidence and the derive in solving problems. However, daunting problems of seeds capitals for start-ups, finance for expansion, connections for market penetrations and other forms of supports were their major challenges. Therefore, the study recommended that the Centre for Entrepreneurship Development Studies for the university to device a means of funding students business ideas, upskilling of existing businesses and creating business networks for students' business.

Keywords: Assessments, Effects, Entrepreneurship trainings, Venture creation, Employability.

1.0 Introduction

The circumstances of graduation from most universities in Nigeria signals more than just the completion of a certificate or degree without a relevant employability skill or survival skills. Employability skills amongst Nigerian graduates are becoming more competitive due to changes in company demands, informed by customers preferences. According to Cousera (2023) in United State of America (USA) only about thirty four percent (34%) of college students feel they have the skills needed to success in work place. Whereas, in India only about fifty percents (50%) of engineering students get job placement after graduation due to lack of adequate employability skills. Similar concerns affect other countries, like United Kingdom (UK) where research shows that forty eight percent (48%) of employers, report that students are leaving universities with insufficient skills.

In Nigeria, the quest for white collar jobs and unemployment rate suggests the educational system lacks the element crucial for avoiding high rate of unemployment in the country.

Data from "Proshare" (2023) notes that the country's underemployment rate is high at twenty two percent (22.8%). This indicates that Nigerians' unemployment rate ranks third behind South Africa (34.4%) and Namibia on a global list of 82 countries in the first quarter of 2021. Although, Nigerian government has taken a number of steps to reduce the rate of unemployment by supporting small and medium-sized enterprises and the federal government has established support for the private sector as a policy priority. For instances, the Nigerian Industrial Development Bank Limited (NIDB), was restructured to become the Bank of Industry. The Small and Medium Enterprise Development Agency (SMEDAN) was established to help entrepreneurs in their business ambitions and small-scale financing schemes in co-operation with commercial banks. Also, the Small and Medium Scale Industries Equity Investment Scheme (SMIEIS) and the Micro, Small and Medium Enterprises Development Fund (MSMEDF) was created (Global entrepreneurship monitor 2020).

Among others measures introduced in recent years is the approach from universities, where the government through its monitoring ministries and academic agencies made entrepreneurship education compulsory for tertiary institutions (Akure & Adogbeji, 2013). The existing gaps between the development of entrepreneurship education for students, and the eventual translation of this education into new venture creation led to the thinking to establish entrepreneurship development centers in Nigeria.

As such, the introduction of Entrepreneurial learning and teaching methods in the Nigerian public institutions, with a view to inculcate entrepreneurial skills and attitudes in students to motivate the creation of new venture by undergraduates (Middleton, 2010). Having observed the important role entrepreneurship education in providing opportunities for young graduates to imbibe the attitude, entrepreneurial career inspiration and entrepreneurial culture needed for new ventures creation. It is also an indispensable ingredient in economic development over a long period of time. It is, thus aptly observed that there exists a proportionate correlation of sustainable economic development with citizens entrepreneurship education (Olowofeso & Ale, 2019). Entrepreneurship encourages entrepreneurs to take risks, embark on knowledge breakthroughs that could lead to new products and services. In line with the above, already established enterprises aspire for new firms through entrepreneurial skills from universities. The reason for this orientation is to enable every student to get acquainted with entrepreneurial skills and philosophies. When students perceive that they have sufficient knowledge and set of abilities and skills to run the business, they become confident about themselves that they can initiate and manage the business.

Therefore, entrepreneurial skills taught in Gombe State University (GSU) and other universities is expected to solve multi-dimensional problems of youth unemployment and employability. The unemployment rate for Gombe State where GSU is located is 31.26% in 2020 up from 27.2% in 2010 (National Bureau of Statistics 2020). The consequences of these problem cannot be solved by the government alone. Hence, the need for the establishments of Centre for Entrepreneurship Development Studies in all Nigerian universities.

However, since the establishment of Centre for entrepreneurship in Nigerian universities, very few studies were conducted to evaluate the success of the Centre's as regards it impacts on venture creature. Thus, as far as this research is concern this study is among the front liners in Nigeria and perhaps the first attempt to conduct a such study in GSU.

It is on the basis of these that this study intends to examine the effects of entrepreneurship skills acquired during entrepreneurship courses on student venture creation ability in GSU for 2020/2021 academic session grandaunts of entrepreneurship course. As such, study hypothesize whether there is a positive correlation between entrepreneurship trainings on students' business start-ups (venture creation) in the context of the following objectives.

- i. assess whether the entrepreneurship trainings received by undergraduate student motivate them to create business ventures
- ii. find out the number of students who started business after taking the entrepreneurship trainings
- iii. examine the focus or attention of business started by students.
- iv. examine their business challenges.

In other to achieve this the study is divided into the following sections, introduction, conceptual review and theoretical framework, methodology, data analysis and recommendation.

2.0 Conceptual review and Theoretical framework

2.1 Concepts on Entrepreneurship

Precisely, there is no consensus definition of entrepreneurship. However, Opara (2000) defined entrepreneurship as the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully, based on the identifiable opportunities. Nwachukwu (1990) defined entrepreneurship as ability to see and evaluate business opportunities, gather the necessary resources to take advantages of them and initiates appropriate action to ensure success. UNIDO (1999) defined entrepreneurship as the process of using initiative to transform business concept to new venture, diversifying existing venture, or enterprises to high growing venture potential. Entrepreneurship is the starting of a new business or refreshing an existing one which have some problems. The process by which Entrepreneurship skills and knowledge can be transmitted or imparted mainly is through education.

2.1.1 Entrepreneurship Education

Entrepreneurship Education is the process of imparting individuals/students with the concepts and skills to recognized opportunities that others have overlooked, and to have the insight, self-esteem and knowledge to act where others have hesitated. Entrepreneurship Education has been viewing as a systematic training and instruction that transmit entrepreneurial knowledge and development of skills in students. Entrepreneurship education is meant to change students' behaviour pattern in the desired direction. Therefore, Entrepreneurship education is a continuing development of relevant entrepreneurial skills and habits whose understanding and application enable the students to contribute meaningfully towards the growth and development of Nigerian economy.

Bink (2005) opined that entrepreneurship education refers to the instructive process involved in the encouragement of entrepreneurial activities, behaviours and mindsets. Entrepreneurship education has come to symbolize all forms of knowledge delivering that seek to empower the individuals/students to create real wealth in the economic sector, thereby, advancing the cause of development of the nation (Ekpoh & Edet, 2011). Similarly, Entrepreneurship education is the process of imparting knowledge and teaching skills to potential entrepreneurs on how to venture into business that is relatively small in nature for future development or advancement (Aminu, 2009).

The Centre for Entrepreneurial Leadership Clearinghouse on Entrepreneurship Education defined Entrepreneurship education (EE) as the process of imparting structural and formal entrepreneurial concept, entrepreneurial behaviour, entrepreneurial culture, skills and mental awareness to be used by students and individuals to develop abilities, and willingness, to seek out investment opportunities, initiate, start, manage and develop business and entrepreneurial activities. Entrepreneurship education is an imperative component of university education providing a motivation, self-efficacy and confidence for students in making career choice of becoming entrepreneurs. Thereby, creating and increasing the new venture creation, economic growth and development. The new business established play very important and significant role in the economy.

According to the Commission Communication (2006), entrepreneurship education is “the individual ability to turn ideas into action”. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives and to master one’s own life. Entrepreneurship education according to this description is the kind of training given to awaken sense of initiative of individuals and their ability to turn ideas into reality. Entrepreneurship education in a school curriculum ensures that each learner has a chance to become an entrepreneur and each student is the architect of his/ her fortune. Entrepreneurship education is an approach to stimulate students to be curious and creative. Towobola and Raimi (2011) explained entrepreneurship education as pragmatic and meaningful interaction between learner and instructor developing the ability of the learners to identify, evaluate and generate ideas and solving business problems in a unique way. UNESCO (2008) stated that entrepreneurship education is all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. It goes beyond business creation. It is about increasing student’s ability to anticipate and respond to societal changes. It is seen by UNESCO as education and training which allows students to develop and use their creativity and to take initiatives, responsibility and risks. To Lee and Wong (2008), entrepreneurship education is a catalyst for economic development and job creation in any society. This is because it seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings (Okafor, 2014).

Entrepreneurship education is the kind of education given to people with a view if developing entrepreneurship qualities properly followed-up with support services for smooth take-off and successful running of business (Idada et al, 2011). According to Mauchi *et al.* (2011), entrepreneurship education is defined as the process of providing individuals with the ability to recognize commercial opportunities and the knowledge, skills and attitudes to act on them. Adebayo and Kolawole (2013) described entrepreneurship education as a specialized training to the students or trainees to acquire skills, ideas, managerial abilities and capabilities for self-employment than employed for wage pay.

In a similar vein, Ekankumo and Kemebaradikumo (2011) stressed that entrepreneurship education seeks to provide students (especially those in tertiary schools) with the knowledge, skills and motivation to encourage entrepreneurial studies in a variety of setting. From these assertions, it is obvious that a well implemented entrepreneurship education will climax in economic empowerment and development.

The above views shows that Students with technical skills have opportunities to develop more promising job prospects and business ventures. The creation of new ventures is the source of most new employment in an economy (Audretsch & Thurik, 2001).

2.1.2 Empirical Review

This section review studies that are relevant to entrepreneurship education and self-employment initiatives. Linan et al, (2005) used the Entrepreneurial Intention Questionnaire (EIQ) to measure entrepreneurial intentions of two different Spanish universities. Using factor and regression analyses techniques, the findings show that youths' intention to become an entrepreneur depends on personal attraction towards entrepreneurship, perceived social norms and perceived feasibility or self-efficacy.

A couple of studies were also investigating with respect to the Nigerian economy. Onah (2006) examined the entrepreneurship education needs of self-employed artisans and craftsmen in the urban area of Enugu state, Nigeria. The questionnaire was distributed among 600 artisans and craftsmen. The study used both the mean scores and two-way analysis of variance (ANOVA). The result shows that the entrepreneurial skills that are comprised of management skills, accounting skills, public relation skills, marketing skills, communication skills and record keeping skills explained significant part of the success achieved by the craftsmen and artisans. The author concludes that entrepreneurship is primarily learned by experience and discovery. The study further states that entrepreneurial learning should be conceived as a lifelong process, where knowledge is continuously shaped and revised as new experience take place.

Agu and Chiaha (2013) investigate the impact of entrepreneurship education on the employability of university graduates in Nigeria. The sample size consists of 320 respondents. The study concludes that entrepreneurship education enables graduates possess employability skills. Akhuemoukhan, et al (2013) examine the impact of entrepreneurship education on employment generation in Nigeria. They employed an econometric analysis using a secondary quantitative data to draw conclusion. The study discovered that entrepreneurship if well-developed it would be an effective tool for poverty reduction, employment generation, fast-track the realisation of universal primary education and promoting gender equality. In addition, Anam et (2014) examined the impact of entrepreneurial education on productive employment and sustainable poverty reduction in Cross River State using 60 beneficiaries of the Central Bank of Nigeria Entrepreneurial Development Center in Calaba. The findings established that there is a significant relationship between entrepreneurial education and employment creation as well as poverty reduction in the state. Daku and Oyekan (2014) suggests various education and youth support programs in terms of skills, attitudes and capacities to establish business outfits for self-employment in Nigeria. The authors suggest the needs to produce well-trained tutor; provide a healthy workplace and environment; develop the required political will; and enlighten parents and children on the relevance of the planned education system. In addition, youths should be supported in establishing new businesses and be educated from time to time so as to stay afloat in business. This will however energise the economy as it brings new ideas to life through innovations, resourcefulness and the aspiration to build something of life-long significance.

Furthermore, Okoro (2014) examined the impact of entrepreneurship education on the enhancement of entrepreneurial skills among undergraduates in South-Eastern universities. Using the descriptive survey design, the findings revealed that entrepreneurship education curriculum have significant impact on entrepreneurial skills in undergraduates. It further shows that there is poor utilization of entrepreneurship education pedagogies in the teaching of entrepreneurship education in the region. Onuma (2016) examined the import of exposing under-graduate students to entrepreneurial education in Ebonyi State University on the ability to create ventures after graduation. The findings showed that entrepreneurial

education is relevant to students as it equipped them with skills for post-graduation job creation ability rather than job seekers.

2.3 Theoretical framework

Need for Achievement Theory (NAT)

The need for achievement theory (NAT) was put forward and refined by a group of researchers Murray (1938), Atkinson, Clark and American psychologist David McClelland (1961) over the years. According to this theory, an individual's motivation to achieve something in life or the dire need to achieve a specific goal because individuals have this needs in varying degrees, irrespective of race, age or location, It is governed by various internal factors such as willingness, determination, punctuality, personal drive along with numerous external factors (also known as environmental factors) such as pressures, expectations, targets, etc., set by relevant organizations, members of the family or the society. A person's need to achieve something and the reason behind his/her overall motivation to achieve a certain goal, according to the AMT, often, comes from within and is strongly related to the individuals need for power and affiliation.

McClelland's need theory is closely associated with learning theory, because he believed that needs are learned or acquired by the kinds of events people experience in their environment and culture. He found that people who acquire a particular need behave differently from those who do not have. In other words, need for achievement is a Behaviour directed towards competition with a standard of excellence. McClelland found that people with a high need for achievement perform better than those with a moderate or low need for achievement, and noted regional, national differences in achievement motivation.

NAT also states that, no matter how many motivational schemes an organization may introduce, no matter how good the incentives are for achieving pre-determined goals; they can only play their part and contribute to the overall organizational success only and only if the individual is willing to stand up and grab them. Without the willingness and self-drive of an employee, great results are always hard to achieve. At the same time, no matter how motivated the individual is in achieving organizational goals, lack of proper encouragement and motivation from the top management in the form of rewards, incentives, promotions, remuneration, etc., can always put the employ on a backfoot.

The important of the theory is that when students are sufficiently motivated to have high need for achievement in life through entrepreneurship education, there is greater tendency for them to set up their own business after graduation.

Students that graduate with entrepreneurial training programmes with high need for achievement desire to set up their own business. The need for achievement drives accomplishment and performance and thereby motivates our behavior. Shapero, (1982) was of the view that, the motivation of business start-up comes to pull and push factors. These pull factors are associated with the opportunity that draws an individual to self-employment. These could be mentors, guest speakers, conferences, university education, entrepreneurial in the family or market opportunities. They usually contribute positively towards business start-ups. In the case of the push (Shapero, 1982) suggested that, Push elements are the negative aspect or necessity factors that drive an individual to become a potential entrepreneur. With respect to the push factors, these factors are either attributed to the economic situation or forced to engage in entrepreneurial activity. Souitaris, Zerbini, & Al-Laham, (2007) analysed the likely benefit of entrepreneurial training. Entrepreneurs are described as the people who are associated with certain psychological attributes such as commitment, pledge to work and have the capacity to take control and manage risk.

Entrepreneurial training programmes are designed to encourage business start-ups, characterised by individual's intention to utilize the opportunities available to become managers of their own enterprise (Colton, 1990). Consequently, entrepreneurial intentions are the motivators of actions. Shapero, (1982) developed an intentional model regarding entrepreneurship. In describing the model, he analyses the model base on how feasible and desire of individual trigger the propensity to act. The need for achievement theory based on entrepreneurial attitudes and intention towards their behaviour towards job creation or self-employment. Ajzen, (1991) proposed the theory of planned behaviour by examining factors that influence individual behaviour. The theory assumes that certain actions of individuals are conscious intention to react in a particular way, the intention is dependent on attitude of individuals that are affected by experience.

Gombe State University undergraduates would be motivated by different goals related to achievement, entrepreneurial training and skills methods inculcating in students to motivate them on creation of new venture and each of these goals affect one's motivation and thereby behavior differently based on the need for achievement. So, Achievement motivation is the need for excellence and significant accomplishment, despite what rewards may be offered after the achievement has been met. The students motivated by needs for achievement usually have a strong desire of setting up difficult objectives and accomplishing them. Their preference is to work in a results-oriented work environment and always appreciate any feedback on their work. Achievement-based individuals take calculated risks to reach their goals and may circumvent both high-risk and low-risk situations (Burnham, 2008).

3.0 Methodology

3.1 Source of Data

The study relied on two sources of data, mainly primary and secondary sources. The primary data was derived through questionnaire, unpublished documents and government sources. while the secondary data were derived in published journals and government periodicals which was used for the literature review and theoretical framework. The primary data informed substantial part of the data analysis. At the same time the findings were refined and corroborated with the secondary sources in the literature review.

3.2 Research Design

This study employed the use of survey research design. The choice of this research design was considered appropriate because of its advantages of identifying attributes of a large population from a group of individuals. The design was suitable for the study as the study sought to examine the effect of entrepreneurial skills training of Gombe State University students on venture creation and employability. The study is restricted to GSU because of its involvement in the subject matter.

3.3 Population of the Study

The population of the study consist of one thousand three hundred (1,300) students of ENTP 311 (Ventures Creation), Gombe State University, Gombe State 2020/2021 academic session (Gombe State University, 2022).

3.4 Sample Size and Sampling Technique

As a result of the inability of the researcher to effectively study the whole population of ENTP 311 (Venture Creation) students of Entrepreneurship, a simple random sampling size of One hundred (100) students was used as the sample size for the study.

3.5 Method of Data Analysis

All the data collected will be analyzed using Statistical Package for Social Sciences (SPSS) and will be presented in tables using simple frequency and percentage

4.0 Data Analysis and Interpretation

Section A: Demographic Data of Respondents

Table 4.1: Age of Respondents

Age (Years)	Frequency	Percentage (%)
15 – 20	5	5.6
21 – 25	41	46
26 – 30	26	29.2
31 and above	17	19.1
Total	89	100

Source: Field Work, 2022

The table above shows age of ENTP 311 students of Gombe State University. 5.6% respondents are within the age bracket of 15 – 20 years, 46% respondents are within the age category of 21 – 25 years followed by 29.2% respondents are within the age bracket of 26 – 30 years while 19.1% respondents had 31 years and above. This shows that majority of the ENTP 311 students are within the age bracket of 21 – 25 years with 46%.

Table 4.2: Faculty of Respondents

Faculty	Frequency	Percentage (%)
Science	16	17.9
Arts and Social Sciences	21	23.5
Education	43	48.3
College of Medical Sciences	3	3.3
Pharmaceutical Sciences	6	6.7
Total	89	100

Source: Field Work, 2022

The table above shows various faculties of ENTP 311 students in Gombe State University. 17.9% respondents are from Faculty of Science, 23.5% respondents are from Faculty of Arts and Social Sciences, 48.3% respondents are from Faculty of Education followed by 3.3% respondents are from College of Medical Sciences and 6.7% respondents are from Faculty of Pharmaceutical Sciences. This indicates that majority of the ENTP 311 students are from Faculty of Education with 48.3%.

Table 4.3: Marital Status of Respondents

Marital Status	Frequency	Percentage (%)
Single	64	71.9
Married	25	28

Total	89	100
--------------	-----------	------------

Source: Field Work, 2022

The table above shows marital status of ENTP 311 students. 71.9% respondents were single while 28% respondents were married. This indicates that majority of the ENTP 311 students were single with 71.9%.

Section B: Does Entrepreneurship Training Received by Undergraduate Students Motivate them to Create Business Ventures?

Table 4.4: Responses Opinion on Whether Entrepreneurship Training Received Motivate them to Create Business Ventures

Statement	SA	A	D	SD
Entrepreneurship training received by undergraduates students aids them to nurture the unconventional talents and skills	47 (52.81%)	21 (23.60%)	9 (10.11%)	12 (13.48%)
Entrepreneurship training creates opportunities to undergraduate students	56 (62.92%)	18 (20.22%)	2 (2.25%)	13 (14.61%)
Entrepreneurship training ensure coverage of skills	66 (74.16%)	16 (17.98%)	1 (1.12%)	6 (6.74%)
Entrepreneurship training instill confidence and stimulates the economy	21 (23.60%)	9 (10.11%)	6 (6.74%)	53 (59.55%)

Source: Field Work, 2022

The table above shows ENTP 311 students' opinion on whether entrepreneurship training they received motivates them to create business ventures in Gombe State University. 52.81% respondents strongly agreed that entrepreneurship training received aids them in nurturing the unconventional talents and skills, 23.60% respondents agreed followed by 13.48% respondents strongly disagreed and 10.11% respondents disagreed with the statement. This reveal that majority of the ENTP 311 students strongly agreed that entrepreneurship training received aids them in nurturing the unconventional talents and skills with 52.81%.

The table also shows that 62.92% ENTP 311 students strongly agreed that entrepreneurship training creates opportunities to them, 20.22% respondents agreed followed by 14.61% respondents strongly disagreed and 2.25% respondents disagreed with the statement. This reveals that majority of the ENTP 311 students strongly agreed that entrepreneurship training creates opportunities to them with 62.92%.

Similarly, the table also shows that 74.16% ENTP 311 students strongly agreed that entrepreneurship training ensure social justice among undergraduate students which provides them with various training skills, 17.98% respondents agreed followed by 6.74% respondents strongly disagreed while 1.12% respondent disagreed with the statement. This clearly indicates that majority of the ENTP 311 students strongly agreed that entrepreneurship training creates opportunities to them with 74.16%.

So also, the table shows that 23.60% ENTP 311 students strongly agreed that entrepreneurship training instill confidence and stimulates the economy, 10.11% respondents agreed followed

by 59.55% respondents strongly disagreed and remaining 6.74% respondents disagreed. This shows that majority of the ENTP 311 students strongly agreed that entrepreneurship training instill confidence and stimulates the economy with 59.55%.

Table 4.5: Respondents Opinion on the Number of Students who Started Business After Taking the Entrepreneurship Training

Number of Students	Frequency	Percentage (%)
1 – 20	18	20.22
21 – 40	21	23.60
41 – 60	35	39.33
61 – 80	15	16.85
Total	89	100

Source: Field Work, 2022

The table above shows responses opinion on the number of students started business after taking the entrepreneurship training in Gombe State University. 20.22% respondents responded that 1-20 students started business after taking entrepreneurship training, 23.60% respondents said 21 – 40 students started business followed by 39.33% respondents opined that 41 – 60 students started business and 16.85% respondents responded that 61 – 80 students started business. This clearly indicates that majority of the respondents opined that 41 – 60 students have started business after taking entrepreneurship training in Gombe State University with 39.33%.

Table 4.6: Respondents Opinion on the Kind of Business they Started after Taking the Entrepreneurship Training

Kinds of Businesses	Frequency	Percentage (%)
Bead making	18	20.22
Barbing	30	33.71
Catering	22	24.72
Phoenix	5	5.62
Fish Farming	5	5.62
Pure Water	9	10.11
Total	89	100%

Source: Field Work, 2022

The table above shows respondents opinion on the kind of business they started after taking the entrepreneurship training in Gombe State University. 20.22% respondents engaged in bead making, 33.71% respondents engaged in barbing, 24.72% respondents engaged in catering activities, followed by 5.62% respondents engaged in phoenix and fish farming activities and 10.11% respondents engaged in making pure water. This reveals that majority of the ENTP 311 students engaged in barbing after taking entrepreneurship training in Gombe State University with 33.71%.

Table 4.7: Respondents Opinion on the Challenges they Faced During Business Startup

Statement	SA	A	D	SD
Start-up capital	66 (74.16%)	16 (17.98%)	1 (1.12%)	6 (6.74%)
Cash flow	59 (66.29%)	18 (20.22%)	2 (2.25%)	13 (14.61%)
Use of technology	21 (23.60%)	9 (10.11%)	6 (6.74%)	53 (59.55%)
Marketing	31 (34.83%)	8 (8.99%)	9 (10.11%)	41 (46.10%)

The table above shows respondents opinion on the challenges they faced during business startup after taking ENTP 311 venture creation in Gombe State University. 74.16% respondents strongly agreed that they faced financial challenges during business startup, 17.98% respondents agreed followed by 6.74% respondents strongly disagreed while 1.12% respondent disagreed with the statement. This indicates majority of the ENTP 311 students strongly agreed that they faced financial challenges during startup business with 74.16%.

The table also shows that 66.29% respondents strongly agreed that they faced difficulties in cash flow management during business startup, 20.22% respondents agreed followed by 14.61% respondents strongly disagreed while 2.25% respondent disagreed with the statement. This shows majority of the respondents strongly agreed that they faced difficulties in cash flow management during business startup after taking ENTP 311 venture creation in Gombe State University with 66.29%.

Similarly, the table also shows that 23.60% respondents strongly agreed that automation of business processes is a sort of challenge faced by students during startup, 10.11% respondents agreed followed by 59.55% respondents strongly disagreed while 6.74% respondents disagreed. This means that majority of the respondents strongly disagreed that automation of business processes is a sort of challenge they faced during startup after taking ENTP 311 venture creation in Gombe State University with 59.55%.

The table also shows that 34.83% respondents strongly agreed that marketing is a kind of challenge they faced during startup business, 8.99% respondents agreed followed by 46.10% respondents strongly agreed while the remaining 10.11% respondents disagreed. This indicate that majority of the ENTP 311 students strongly disagreed that marketing is a kind of challenge students faced during startup business in Gombe State University.

4.3 Test of Hypotheses

H₀₁: whether there is a positive correlation between students training and business creations.

Option	F _o	F _e	F _o - F _e	(F _o - F _e) ²	$\frac{(F_o - F_e)^2}{F_e}$
SA	47	52.81	-5.81	2.4083	0.0240

A	21	23.60	-2.6	1.5811	0.0158
SD	12	13.50	-1.5	1.1832	0.0118
D	9	10.11	-1.11	1.0488	0.0104
TOTAL		100			0.0621

As calculated, the value of chi - square (X^2) was found to be 0.0621 which is higher than the tabulated value. It can be concluded that the entrepreneurship lectures received by undergraduate students motivates them to create business ventures after graduation.

H₀₂: Entrepreneurship Practical by Undergraduate Students Motivate them to Create Business Ventures

Option	Fo	Fe	Fo - Fe	(Fo - Fe) ²	$\frac{(Fo - Fe)^2}{Fe}$
SA	59	66.2	-7.2	2.6832	0.0268
A	18	20.2	-2.2	1.4832	0.0148
SD	13	14.6	-1.6	1.2649	0.0126
D	2	2.2	-0.2	0.4472	0.0044
TOTAL		100			0.0586

As calculated, the value of chi - square (X^2) was found to be 0.0586 which is higher than the tabulated value. It can be concluded that the entrepreneurship practicals received by undergraduate students motivates them to create business ventures.

4.5 Discussion of Findings

The study found that majority of the ENTP 311 students strongly agreed that entrepreneurship training creates variety of business opportunities. It gives the students confidence in facing the challenges of Nigerian socio-economic upheavals. This means that the training impacts a mind-set of "individual self-demand" rather than making demands on others. This therefore means pickup opportunities from problem and solving problems to make money. The important part of this findings corroborates what Daku and Oyekan (2014) reported. That, education and youth support programs in terms of skills, attitudes and capacities helps in establishing business outfits for self-employment in Nigeria. The scholars also revealed that youths should be supported in establishing new business and also be educated from time to time so as to bring new ideas to life through innovations. They also suggest the needs to produce well - trained tutor; provide a healthy workplace and environment; develop the required political will and enlighten parents and children on the relevance of the planned education system. The findings are also similar to that of Akhuemoukhan, and Sofoluwe (2013) discovered that entrepreneurship if well-developed it would be an effective tool for poverty reduction, employment generation, fast-track the realisation of universal primary education and promoting gender equality.

The study also found that majority of the ENTP 311 students have started business after taking entrepreneurship training and they mostly engaged in hair barbing business base on the data in Table 4.6. The findings are in line with that of Okoro (2014) in his examination of the impact of entrepreneurship education on the enhancement of entrepreneurial skills among

undergraduates in South-Eastern universities. The resultant effect will create a reduction in unemployment with a foreseen impact economic growth and development.

Other important findings are that the students are of the opinion that the entrepreneurship trainings received by all students is a kind of social justices because it creates an opportunity for social inclusion where every student is allowed to freely choose a skill irrespective of his or her discipline. One of the key successes to all business venture is individual passion. As such allowing students to freely choose a skill base on their passion is a key motivator to start-ups. However, findings regarding the passion in starting business ventures, is challenged by poor financial support. Despite having good business ideas many of the students could not proceed in terms of business registration, and packaging. Other miscellaneous findings include insufficient space for skill practical's due to congestions and large number of students enrolled in a skill.

In conclusion, a general observation from the overall findings, is that it is glaring that the curriculum for entrepreneurship education in Nigerian has a significant impact on expanding the private sphere in the economy because it will not just reduce unemployment but increase the level of economic growth and development.

5.0 Summary, Conclusions and Policy recommendations

The study examined the effect of entrepreneurial skills training of Gombe State University students on Venture Creations or more precisely, the ability to create business while in school or after graduation.

The introductory part of the study dwell on the problems that necessitates the needs to adopt a entrepreneurship curriculum for all Nigerian universities. included in the section are the objectives, hypothesis and the envisage contributions of the study to various section of the society.

The second section of the study focused on the literature review and theoretical frame. In these sections various scholarly contributions were reviewed within the context of the variables i.e entrepreneurship and venture creation. In the same vein scholarly works were summarized with a view to compare for the purpose of filling and existing knowledge gaps. Needs for achievement theories was adopted for the study based on its relevance to the study.

Section three basically focused on the methodology of the whole work. It includes the design and approach adopted. The design is survey research with a mixed study approach. Quantitative and qualitive techniques was used as the main source of data . This section also includes the population of the study area, sampling size, sampling techniques, sources of data and data analysis techniques.

Section four deals with the translations and interpretations of data based on the response derived from the questionnaire. Three hundred (300) level students were the only target respondents. The responses are based on the objectives of the study. The responses were then discussed and itemize into major and accidental findings.

Section five of this study is a proceed from section four which mainly discussed the findings of the study base on the analysis. The findings are categorized into major and miscellaneous findings. Based on which recommendations were made. The findings of the study revealed a positive correlation between entrepreneurship trainings and venture creation. Hence, the study finally made relevant suggestions in the concluding part of the study.

The work concluding with a reference section for further and more inquiries. The references were generated from in-text citations.

5.1 Conclusion

The study concludes that majority of the ENTP 311 students are within the age bracket of 21 – 25, are from Faculty of Education and are single. The results indicates that most of the ENTP 311 students about 74.1%, strongly agreed that entrepreneurship training creates opportunities to them while 59.5% students strongly disagreed. This therefore confirms the responses in table 4.6 looking at the number and types of business started by the students. However, the students are confronted with challenges of finance as a major obstacle as revealed in table 4.7. This therefore suggest that entrepreneurship education courses are good and should be aggressively encouraged. It also entails that it is something that can be consciously planned and impacted on the society through various means.

5.3 Recommendations

Based on the findings, it is recommended that:

1. Since the training creates opportunities for students, GSU should add more skill courses to ENTP 311 so as to enable the students to have more choices eg, aspects of social entrepreneurship, consultancies, and public speaking.
2. For the purpose of sustainability and business expansion ,GSU should create a mentorship program for start-ups within the Centre for entrepreneurship in other to finetune students ventures for market penetrations.
3. It is also important that GSU should find means of funding students' ideas both internally and externally. The external source could come from relevant financial bodies like Bank of industry (BOI), Central Bank of Nigeria (CBN) etc. and linkages which has the potential of exposing the students to other training opportunities.
4. GSU should create more training spaces in order to ease congestions of students in class areas.

References

- Adebayo, R. and Kolawole, T. (2013). History of Entrepreneurship in Nigeria. *World press, Omaja journal of management science. volume 10.*
- Agu, W. and Chiaha, O. (2013). The Role of Structured Intervention in Shaping Graduate Entrepreneurship. *Un published Thesis, University of Limerick.*
- Atkinson, R. (1991). Business as a Proper Profession. *Fla-grance Standard U. Business Review*
- Akhuemoukhan, X., Raimi, G. and Sofoluwe, D. (2013). Social Entrepreneurship: What it Means to be a Social Entrepreneur. <https://www.sociopreneurship.com>
- Akure, W. and Adogbeji, T. (2013). Entrepreneurship Education and Graduate Employability in Nigeria. *A Research Proposal Presented at Association of African Universities (AAU).*
- Aminu, A.A. (2009). Entrepreneurship Theory and Practice, Compaq publishers, Maiduguri, Nigeria.
- Anam, S., Iba, F. and Aregbe, T. (2014). The Economic Impact of Self-Employment. *Journal of Agricultural and Applied Economics, 44(3), 315-321.*

- Audretsch, T. (2001). A Model of the Entrepreneurial Economy. *International Journal of Entrepreneurship Education in the world*. Vol 11
- Ajzen, I. (1991). Attitude toward entrepreneurship, perceived behavioral control, and Entrepreneurial intentions. *Journal of management in latin America*. Vol 6. ISSN 2316-456
- Bello, A., Jibir, A., & Ahmed, I. (2018). Impact of small and medium scale enterprises on economic growth: Evidence from Nigeria.
- Binks, M. (2005). Entrepreneurship education and integrative learning. http://www.ncge.org.uk/downloads/policEntrepreneurshipEducationand_Integrative_Learning.doc.
- Burnham, S. (2008). Contractual Relations in Small Business. <http://www.Journal of African economics>. Vol 5
- Centre for Entrepreneurial Leadership Clearinghouse on Entrepreneurship Education (CELCEE) (1999) website, <http://www.celcee.edu> retrieved on 14th of May 2011.
- Citizens Information (2014). Making Innovation Work: How to Manage it, Measure it, and Profit from it. Upper Saddle River: Wharton School Publisher.
- Commission, C. (2006). Entrepreneurial Development: for Increased Competitiveness and Business Growth. *Institute of Chartered Economists of Nigeria's Seminar*. Abuja: National Centre for Women Development. 6th June 2008.
- Cousera (2023). The Job Skills of 2023 The Fastest-Growing Job Skills for Institutions <http://www.cousera2023skill.com>
- Daku, Q. and Oyekan, G. (2014). Readings in Entrepreneurship: Bridging Learning and Earning. Grand Heritage Global Communication, Nsukka, Enugu State.
- Ekankumo, K. and Kemebaradikumo, A. (2011). The Effect of Entrepreneurship Education on University Students: Attitude and Entrepreneurial Intention. *European Journal of Business Management*, 7(20), 2.
- Ekpoh, U.I. and Edet, A.O. (2011). Entrepreneurship Education and Career Intentions of Tertiary Education Students in Akwa Ibom and Cross River States, Nigeria. *International Education Studies*, 4(16), 2 - 4.
- Fitzsimmons, J.R. and Douglas, E.J. (2011). Interaction between Feasibility and Desirability in the Formation of Entrepreneurial Intentions. *Journal of Business Venturing*, 26, 431-440.
- Global E. M, (2021). Promoting Entrepreneurs: insight for policy p 48
- Idada, J.A., Okosun, T., Anolu, T., Atagana E. and Aiwansedo, R. (2011). Understanding the Source of Multifractality in Financial Markets. *Physica A: Statistical Mechanics and its Applications*. 391(17), 4232-4251.
- Lee, I. and Wong, P. (2008). Self-Efficacy: Toward a Unifying Theory of Behavioural Change. *Psychological Reviews*, 84, 191-215.
- Linan, R., Rodriguez-Cohard, Y. and Rued-Cantuche, W. (2005). Towards Innovation Measurement in the Software Industry. Retrieved January 10 (2022) from Torkar: <http://www.torkar.se/resources/jss-edisonNT13.pdf>.
- Mauchi, H., Khanifar, H., Nazari, K. and Emami, M. (2011). The Investigation of the Relation between Entrepreneurship and Globalization, Government, Market Structure, and Market Resources *J. Applied Sci. Res.* 8(2): 1079-1087.
- Mckelvie A. J, (2018). What do they think and feel about growth? Examining small business growth. *Asian journal of Business and Entrepreneurship*. Vol 7

- Murray, H. (1938). The Role of Different Theories in Explaining Entrepreneurship. *Journal of multi-disciplinary studies in Europe*. ISSN 896-223
- Middleton, S. (2010). Social Entrepreneurship: Definition and Boundaries. *Technology Innovation Management Review*, 2(2), 22-27.
- National Bureau of Statistics (2018). Gombe State Population of Unemployment Rate. Retrieved April 4 2022 <http://www.rateofemployment in Gombe>.
- Nwachukwu, S.C. (1990). Entrepreneurship challenge in 21st Century. Institute of Material Management, Mumbai, 145-160.
- Okafor, T. (2014). Experiential Learning: An Overview. A Discussion Paper Prepared for Professor Joanne Wright, Deputy Vice Chancellor (Academic). Institute for Teaching and Learning Innovation.
- Okoro, F. (2014). The Effect of Entrepreneurship Education on Students Entrepreneurial Intentions. *Global Journal of Management and Business Research*, 5(6), 10.
- Olowofeso, R.A. and Ale, A.I. (2019). A Paradigm Shift in Entrepreneurship Education Pedagogy in Nigeria: Issues that must be confronted to Evolve Best Practice. Paper Presented at Entrepreneurship Seminar at University of Mkar, Mkar.
- Onah, O. (2006). Personal Views on the Future of Entrepreneurship Education. *Entrepreneurship and Regional Development*, 25(1), 692-701.
- Onuma, N. (2016). Entrepreneurship Education in Nigeria Tertiary Institutions: A Remedy to Graduate Unemployment. *European Centre for Research Training and Development, UK. British Journal of Education*, 4(5), 16-28.
- Opara, E. (2000). Entrepreneurship among Graduates to be of Business/Management Faculties and Economic Development in Nigeria. Business Education Department, River State University of Science and Technology, Port Harcourt, Nigeria. *European Journal of Economics, Finance and Administrative Sciences*, ISSN 1450-2275.
- Proshare, (2023). The Macro Economic Outlook: The many faces of Nigeria in 2023. Understanding the Economics of Change.
- Shapero, A. and Sokol, L. (1982). The Social Dimensions of Entrepreneurship. In C.Kent, D. Sexton and K. Vesper, (Eds.), *Encyclopedia of Entrepreneurship*, 72-90. Englewood Cliffs, NY: Prentice Hall.
- Schumpeter, J (1950), Theory focuses on the role of entrepreneurs as agents of change in Jhingan M.L. (2016). *The Economics of Development and Planning 41st edition* ISBN 978-8281-570-4
- Souitaris, V., Zerbinati, S. and Al-Laham, A. (2007). Do Entrepreneurship Programmes Raise Entrepreneurial Intention of Science and Engineering Students? The Effect of Learning, Inspiration and Resources. *Journal of Business Venturing*, 22(4), pp. 566-591. doi: 10.1016/j.jbusvent.2006.05.002.
- Towobola, E. and Raimi, Y. (2011). Employment Generation Through Entrepreneurial Development: The Nigerian Experience. *British Journal of Economics, Management & Trade*, 11(3), 1-14. Available at: <http://www.sciencedomain.org/journal/20>. Accessed 02/09/2017.
- UNESCO, (2008). Glossary Article on Entrepreneurship Education. <http://www.unesco.org/reports on entrepreneurship.com>
- UNIDO (1999). Report www.unido.org.

- Uwameiye, R. and Uwameiye, B. E. (2006), Attitude of Nigerian University Students Towards Entrepreneurship Education, *European Journal of Scientific Research*, 15(2), pp201-206.
- Williams & S (2016) Explaining Cross-National Variations in the Prevalence of Informal Sector Entrepreneurship. *European Journal of Economics*. Volume 6 ISSN 15643
- York , k. (2020). Entrepreneurship for Sustainable Development: A Review and Multilevel Analysis. *American journal of entrepreneurship research and development*. www.susustainableentrepreneurship.

