



Entrepreneurship Education As Strategy For Economic Development In Nigeria: Evidence From The Federal Capital Territory (FCT) Abuja, Nigeria.

Anyanwu, Dorathy Oluchukwu¹, Enueshike, Peter², Olaolu, Emmanuel
Oladele³ & Onibiyo, Ezekiel Rotimi⁴

^{1, 2&4}Department of Banking and Finance Nasarawa State University, Keffi

³Baze University, Abuja

Abstract

This research was designed to investigate the roles of entrepreneurship education in poverty reduction and employment generation in Nigeria. A survey design was used for the study. A total of 384 respondents from the University of Abuja and BAZE University, Abuja were involved. Primary data were collected through the administration of questionnaires. The data were analyzed using the Pearson's Product Moment Correlation Coefficient. Krejcie and Morgan (1970) scientific sampling technique was engaged for the finite population of the study. The findings showed that some students intended to start their own business upon graduation, while others had no entrepreneurial ambitions at all because of lack of financial capacity. The study recommended for the need to introduce entrepreneurship education into the curricula for all the three levels of tertiary institutions across the nation, this would help inculcate job-creation mindsets into the hearts of youths, as well create an enabling environment for sustainable economic development, which will lead to reduction in poverty level and crimes rate in Nigeria.

Keywords: Behavior and Innovation, Economic development, Education, Entrepreneurship, Poverty reduction.

Received 02 August, 2022; Revised 14 August, 2022; Accepted 16 August, 2022 © The author(s) 2022. Published with open access at www.questjournals.org

I. Introduction

An entrepreneur is a creative person who readily bears all forms of risks associated with an enterprise, organizes work, finds customers to ensure survival of the business enterprise and handles other diverse activities at the same time. It is the willingness and ability of an individual to seek investment opportunities, to establish and to run an enterprise successfully (Gidado & Akazeze, 2014). Entrepreneurship is a tropical concept that is globally recognized as a pertinent for economic development both in developed and developing countries. It is a strategic driving force of sustaining economic development through innovation, creativity, ventures and job creation, and also its direct effect on poverty incidence across international boundaries (Herrington & Kew, 2014). In recent times, the Nigerian economy has witnessed a decrease in per-capita national income and productivity as a result of high levels of unemployment in the country (Adesina, 2013). Despite the abundance of human resources and other wealth of the nation in areas of agriculture and mineral resources, Nigeria per capita income still falls below expectation as the population growth outweighs the production capacity. According to Biesteker (2014), industrialization was not part of the colonial economic policy, which was anchored on making the colonies primary products producers and importers of finished goods. Consequently, the underutilization of the national resources to effectively increase production for the betterment of the citizenry was not part of the colonial policy. The Nigerian nation, like most developing nations, is faced with harsh economic realities, coupled with myriads of local and global problems which include poverty, unemployment, diseases, insurgency and conflicts. Similarly, Gabadeen and Raimi (2012) maintained that youths in Nigeria are said to be confronted with poverty, unemployment, urbanization and lack of capacity and skills needed to move the economy forward.

The purpose of introducing entrepreneurship education in universities is not merely to prepare young people for employment, but to help develop the individual's personality, wealth creation, value re-orientation, cultivation of innovative and entrepreneurial talents to accelerate the change of employment concepts of college

students, improve their entrepreneurship skills and meet the needs of talents for local economic construction and development (Fayolle & Gailly, 2015). This position is supported by Garba (2017), who argued that entrepreneurship promotes the growth and development of the economy, social development, economic competitiveness, job creation as well as enhancement of social welfare and poverty reduction. Using this framework, students, youths and citizens will have progressively more challenging educational activities; experiences that will enable them to develop the insight needed to discover and create entrepreneurial opportunities.

The educational sector in Nigeria Federal Capital Territory (FCT) is far ahead of the labour system which shows a high level of manpower development, but the major problem is the lack of critical skills. The education system focused more on theoretical experiences of the learners at the expense of those areas like science and technology that could invoke creativity, equip learners with entrepreneur skills and new innovations that will include unemployment rate in the nations. In developing countries like Nigeria, the concept is increasingly gaining prominence among the people in government and private sector. The need to ensure the actualization of the minimum development goals 2030 for national development especially in the area of poverty reduction and as well as to climb out of economic recession have brought the issue of entrepreneurship education. This forced successive governments to announce the introduction of education as entrepreneurship studies, to integrate in the higher education curriculum as a compulsory course for students irrespective of area of specialization (Ojeifo, 2013). Effective implementation started in the 2007/2008 academic session. In pursuance of the full implementation of entrepreneurship education, most tertiary institutions established a coordinating center for entrepreneurship education to support students training (Ojeifo, 2013).

The entrepreneurship education was harped as the panacea to provide the required strategic skills for job creation and poverty eradication, identify potential entrepreneurs, nurture and develop them successfully. Education helps the entrepreneur to transform creative ideas into useful applications by combining resources in new and unusual ways to provide value to society through improved products, technology and services (Agbonlahor, 2016). To realize this objective, education at all levels have been mandated to include entrepreneurship education as part of their curriculum. In view of the above, this study seeks to determine the effect of entrepreneurship education as a strategic tool for promoting economic development in the FCT, Abuja, Nigeria.

In achieving the objectives of this study, the following hypotheses were tested

H₀₁: There is no significant relationship between entrepreneurship behavior and poverty reduction in FCT, Abuja Nigeria.

H₀₂: There is no significant relationship between entrepreneurship innovation and poverty reduction in FCT, Abuja Nigeria.

Conceptual Framework & Development

Entrepreneurship is the act of being an entrepreneur. An entrepreneur can be defined as one who undertakes innovations, and finances a business acumen in an effort to transform innovations into economic goods and services (Agbonlahor, 2016). This may result in new organizations or may be part of revitalizing mature organizations in response to a perceived opportunity. Arogundade (2011), asserted that entrepreneurship is crucial to the development of a state's economy. He noted that the multiple problems of unemployment and low productivity created by the failure of bureaucracies and public corporations in the last two decades are gradually decreasing due to government encouragement of Small and Medium Scale enterprises in Nigeria. Ayodeji, Paul and Adeniyi (2014) maintained that entrepreneurship is one of the most important inputs in the economic development of a country. They stressed further that entrepreneurship plays a pivotal role not only in the eradication of poverty but aids in the industrial sector development, agricultural and service sectors as well. In the same way, Mandara, (2012) pointed out that entrepreneurship education is designed to communicate and inculcate competencies, skills, knowledge, and values needed to recognize business opportunity, organize and start new business ventures. It is about transforming an idea into reality, rather than talking about how to do it. Entrepreneurship therefore, means a science of undertaking tasks with attendant risks and gains, while the entrepreneur is the organizer, innovator, and risk bearer in any business undertaking. The essential objective of entrepreneurship is to make profit and not to incur losses.

According to Nwokike and Okoli (2015), poverty is globally singled out as a socio-economic problem that is so prevalent as a result of the high rate of unemployment which threatens most of the developing countries of the world. It is a well-known fact that the consistent increase in poverty still remains the major impediment or obstacle militating against the optimum utilization of human resources for both social and economic development of Nations. The poverty situation in Nigeria is an issue of great concern due to the historical and depth of inequality in assets, income and opportunity. Ifedili and Ofoegbu (2011) suggested that the key areas that are needed to unlock growth potential in Nigeria can be achieved by promoting entrepreneurship education which contributes to the development of new ventures in order to promote economic development, create jobs and most importantly reduce the level of poverty and crimes in Nigeria.

Economic development occurs when an economy's productive capacity increases which in turn is used to produce more goods and services (Haller, 2012). Economic development in Nigeria has been slowed down over the years due to the deplorable state of some social factors which include poor educational infrastructures, growing urban population, insecurity, corruption, weak industrial infrastructures, ethnic crisis and low per-capita income of less than two dollar per-day for majority of the citizens.

One approach of economic development depicts innovation as the key not only in developing new products or services for the market but also in stimulating interest in the new ventures being created. Economic development generally refers to the sustained, concerted actions of policy makers and communities that promote the standard of living and economic health of a specific area. Economic development can also be referred to as the quantitative and qualitative changes in the economy. Such actions can involve multiple areas including development of human capital, critical infrastructures, regional competitiveness, environmental sustainability, social inclusion, health, safety, literacy and other initiatives (Opafunso & Okhankhuele, 2014).

Nigeria's industrial base is weak as it can hardly support large production of goods and services to meet the large population of the country. As such, there is a heavy dependence as evidenced by the perennial balance of payment deficit. As much as there are vast human and material resources to make the nation self-sustaining and self-reliant, these resources have not been harnessed. There is therefore the need for the nation to look onwards in order to explore the possibility of attaining self-reliance (Ifedili & Ofoegbu 2014). Entrepreneurship education is particularly relevant for national development in a number of ways. In this period of rapid technological advancement, there is a need for trained personnel for new jobs that are becoming available in manufacturing and service occupations.

Specialized areas such as electricity, electronic equipment manufactures and services, computer science and digital electronics, building design, road construction, car assembly among others need highly skilled workers who can take up these jobs. Some of these occupations require not only manual skills but also a high level of technical knowledge and capacity coupled with a broad general education (Du & O'Connor, 2018). This highly qualified personnel trained in accordance with the principle of entrepreneurship training are needed for Nigeria's advancing technology.

Entrepreneurship education is a legitimate programme which provides individuals with skills, knowledge and attitudes required for work. It nurtures skills that enable the recipients to be self-employed as well as to enter into the formal job market. There is a high level of unemployment in the country. This is partly due to the fact that people do not have the knowledge and skills that will enable them to take up jobs that are available (Mandara, 2012). Entrepreneurship education has the capacity of stimulating consciousness toward self-employment as a career option that inspires young people to equip themselves with the knowledge, skills and experience needed to acquire a successful business.

The Nigerian nation, mainly an agrarian society is gradually moving towards industrialization. People need skills to service the sophisticated technical equipment that is now being imported into the country. Opafunso and Okhankhuele (2014) added that entrepreneurship education enables youths to seek success in ventures through one's effort. This is supported by Adesina, (2013) who described entrepreneurship education as being relevant in the promotion of self-employment and poverty alleviation among the citizenry. Entrepreneurship education is crucial to the economic development of nations, through the acquisition of practical skills to make the learner attain proficiency on the job. It is therefore job oriented and production oriented. Approved entrepreneurship education programmes can supply enough technical; manpower for the nation in areas like agriculture, industry, commerce among others without depending on expatriates on the fields.

Similarly, Opafunso and Okhankhuele (2014) depicts that entrepreneurship is the organ which coordinates all other factors of production for the purpose of creating new products or services for new and existing users within human communities for the improvement of their living condition and job creation. Garba (2017) stated that a higher average rate of entrepreneurship in the state corresponds to higher reduction in poverty, it means that every percentage increase in entrepreneurship corresponds to a 2 percent decrease in the poverty rate. Entrepreneurship is therefore the best way for the government to improve the economy by encouraging entrepreneurship education in Nigerian universities as the key to achieve employment creation and sustainable poverty reduction in Nigeria.

II. Empirical Literature

Ifedili and Ofoegbu (2014) studied entrepreneurship management in Nigeria's university system through the study of 800 students from 2 Nigerian universities all of which were randomly selected. Using the Pearson's Product Moment Correlation Coefficient, the study discovered that students have a positive attitude towards entrepreneurship courses but packaging and delivery of knowledge were found to be porous due to so many challenges faced by lecturers. This study further established the existence of a positive relationship between entrepreneurship education and cognitive factors; Knowledge, Skills and Abilities. However, study did

not link this with entrepreneurial motivation and intention which this study does. In addition, Locke and Collins (2014) studied the effects of motivational factors on entrepreneurial decisions. Using a literature survey methodology, study discussed major motivations that influence entrepreneurial decisions, some of which are knowledge, skills and attitude which can be acquired through entrepreneurship education. Study concluded that a clear picture of the entrepreneurial decision process cannot be obtained without studying the influence of motivations. However, the study did not go into specifics on the individual effects of each motivational factor on entrepreneurship decisions, neither was scientific approach adopted. The study is limited to the contributions of the major motivations that influence entrepreneurial decisions in Bangladesh, this study has made the current study to be quite different from their study.

III. Theoretical Framework

The Need for Achievement Theory

The theory underpinning this work is the Need for Achievement Theory (NAT). This theory is a psychological theory proposed by David McClelland in 1965. The theory is based on the psychological and biological views that human needs and actions are a response to internal and external stimuli. The theory further distinguished between natural needs like food and water, and acquired needs. External stimuli in the environment can create an acquired need, just as much as it creates a natural need. Human beings generally exhibit three types of acquired needs – the needs for achievement, the need for power and the need for association (Chen, Xuemei and Sabin, 2012). Entrepreneurial success which includes establishing successful business, benefitting from the business, providing employment and achieving personal wealth, all mostly fall under the need for achievement. This need is central to the development of personal goals and working towards their attainment. The theory points out a strong association between the need for achieving economic development and entrepreneurial activities (Rashipal, 2012).

Protagonist of this theory explained that there would be more entrepreneurial activities in a society where the need for entrepreneurship is high. The root of the theory is that when students or learners are adequately motivated through entrepreneurship education to become entrepreneurs, there is a greater tendency for them to start their own businesses after graduation (Echezona, 2015). The theory is relevant to this study because it emphasizes that needs are developed through education, exposure and experience. Individuals who have not been exposed to the benefits of entrepreneurship, for example, will not develop a need to start a business. This theoretical approach has initiated that entrepreneurial education serves as a viable tool driven divest theories for the purpose of stimulating employment, poverty reduction, fast tracking economic development of the country and promoting entrepreneurship culture among the university students as well as the Nigerian youths.

IV. Methodology

To achieve the research objectives, primary data sources were used and questionnaire administration was mainly used to collect the primary data that were heavily relied on for the study analysis. This paper adopted a survey research design, the population of the study is F.C.T, Abuja Nigeria, and the paper covers selected universities in the F.C.T, Abuja. The population of F.C.T, Abuja is 3,278,000 (NPC projected population, 2021). The sample size is 384, it was derived from the population using Krejcie and Morgan, (1970) the sources of data collection were mainly primary. The study used the Pearson's Product Moment Correlation Coefficient to analyze the data.

Hypotheses One:

H₀₁: There is no significant relationship between entrepreneurship behavior and poverty reduction in the F.C.T, Abuja.

Table 1: Correlation results on the relationship between entrepreneurship behavior and poverty reduction in F.C.T, Abuja, Nigeria.

S/N	STATEMENT	SA	A	N	SD	D	MEAN
1	I seriously consider becoming an entrepreneur	180	142	20	31	11	3.14
2	I prefer a salary work than becoming an entrepreneur	141	127	42	65	19	1.54
3	There are students from my university who intend to start their own business in future.	170	123	43	35	23	4.60
4	I have a network to start my own business in future.	129	119	59	46	31	3.74
5	I will start my own business after my graduation.	132	89	67	45	51	5.27
	General Mean						18.29/5 = 3.66

Decision Rule

The result of regression analysis used to test the null hypotheses one in table 1 shows that the majority of the respondents seriously consider becoming an entrepreneur because the individual mean of 3.14 is greater than 3.00. They students prefer becoming an entrepreneur rather than becoming a salary worker, given the individual mean is 1.54 is less than 3.00. However, the majority of the respondents considered starting their own business in future, given the mean value of 4.60 is greater than 3.0.

Nevertheless, majority are of the respondent were of the view that they have a very good network of starting their own business in the future given that the mean value of 3.74 is greater 3.00, Moreso, most of the respondent agreed starting their own business within three years after their graduation given that the mean value of 5.27 is greater than 3.00. The overall mean of 3.66 which implies that a greater percentage of the student attitude towards entrepreneurship education is higher than those who lack the attitude towards entrepreneurship education.

Hypotheses Two

Ho₂:There is no significant relationship between entrepreneurship innovation and poverty reduction in F.C.T, Abuja, Nigeria.

Table 2: Correlation results on the relationship between entrepreneurship innovation and poverty reduction in F.C.T, Abuja, Nigeria.

S/N	STATEMENT	SA	A	N	SD	D	MEAN
1	Entrepreneurship education promotes economic development.	191	111	35	33	14	4.05
2	Investment in education promotes economic development.	162	122	39	51	10	3.75
3	Access to finance promotes economic development.	151	112	41	46	34	4.15
4	Entrepreneurship culture promotes economic development.	169	129	27	39	20	4.02
5	Market conditions promotes economic development.	26	31	39	126	162	3.89
							19.86/5=3.97

The result of regression analysis used to test the null hypotheses one in table 2 shows that the majority of the respondents are of the opinion that entrepreneurship innovation will promote sustainable economic development because the individual mean of 4.15 is greater than 3.00. Majority of the respondents are of the view that setting up their own targets, they would rather prefer setting difficult targets rather than easy ones given the mean value of 4.10 is greater than 3.00. Most of the respondents agreed that they would rather prefer to have reasonable income in a job that they are sure to keep rather than in a job that they might lose if they did not perform well.

Mostof the respondents said that they enjoyed finding out about things even if it means handling some problems whilst doing so, given that the individual mean value of 4.09 is greater than the average mean of 3.00. Majority believe whenever they are in a group, they are not happy that someone else takes the lead given the individual mean value of 1.75 is less than the average mean of 3.00. Nevertheless, the majority of the respondents were of the view that when they are faced with challenges, they think more about the results of succeeding rather than the effects of failing, given that the individual mean value of 4.25 is greater than the average mean of 3.00. Finally, the overall mean of 4.25 which implies that a greater percentage of the students believed that entrepreneurship education will enhance sustainable economic development in Nigeria.

Table 3.Hypothesis Two: Entrepreneurship Education as a strategy for promoting innovation and poverty reduction in F.C.T, Abuja Nigeria.

S/N	STATEMENT	SA	A	N	SD	D	MEAN
1	Entrepreneurship education promotes economic development.	111	81	20	31	11	4.05
2	Investment in education promotes economic development.	98	73	22	41	19	3.75
3	Access to finance promotes economic development.	121	78	32	15	7	4.15
4	Entrepreneurship culture promotes economic development.	99	82	45	20	9	4.02
5	Market conditions promotes economic development.	114	57	41	23	18	3.89
							19.86/5=3.97

V. Discussion of Result

The findings of this study based on the Pearson correlation result is (0) zero. We accept the null hypothesis which states thatthere is no significant relationship between attitude towards entrepreneurship education on poverty reduction in the F.C.T, Abuja, Nigeria. Shows that the strength of entrepreneurship education is a viable tool for sustainable economic development in the F.C.T, Abuja. This study found scholars

such as Ifedili and Ofoegbu (2014), who argued that entrepreneurship training creates entrepreneurship awareness and encourages the government to include entrepreneurship education in the tertiary school's curriculum as well as inculcating positive attitude towards business startup. The same is applicable to hypothesis two, there is no significant relationship between attitude toward entrepreneurship innovation and sustainable economic development in the F.C.T, Abuja, Nigeria. These findings are not in line with the view of the respondents in hypothesis two, which shows that the majority of the people was of the view that entrepreneurship innovation is a viable tool for promoting economic development. The study further revealed that enabling the environment in Nigeria is not encouraging students to practice their entrepreneurial skills upon graduation. The result of the study is aligns with Gabadeen and Raina (2012); Echezona (2015), who maintained that multiple taxes, poor governance, difficulty of getting incorporated, lack of capital, high cost of raw materials, insecurity, shortage of electricity supply, high rate of inflation etc. discourage entrepreneurial activities in the country

VI. Results & Findings

This study aimed to bring about awareness of the prevailing problem of unemployment, as well as high rate of poverty, mainly due to lack of entrepreneurship skills. The lack of entrepreneurship skills was identified as one of the major problems leading to acute unemployment, as well as high rate of poverty. Therefore, this study reviews the roles of entrepreneurship education in poverty reduction and employment generation in Nigeria. The paper also identifies challenges facing the implementation of entrepreneurship education, which are those relating to inappropriate syllabus, teaching methods and lack of trained entrepreneurship education teachers.

Data were analyzed using the Pearson's Product Moment Correlation Coefficient. The findings showed that teaching entrepreneurship lessons at the tertiary institutions were highly likely to ignite their inert entrepreneurial spirit and ambition. This meant that a good number of students were likely to start their own enterprises in the field of their studies when they exited the university. The results clearly show that self-employment through entrepreneurship education, is one of the best solutions to address the prevailing acute unemployment and underutilization of human resources. Furthermore, findings indicated that encouraging the implementation of entrepreneurship education in the curriculum of tertiary institutions allow students to pursue entrepreneurial ambitions, gives them wider opportunities to access the world of work, as they are equipped with vocational knowledge, skills and competences, in addition to entrepreneurship skills for self-employment in the event they are not able to find paid jobs. The findings showed that ideally, a good number of students intended to start their own business upon graduation and also some of them had no entrepreneurial ambitions at all.

Recommendations

1. A mentor management system should be established in the tertiary institutions to make available school-based enterprises, where students identify and develop entrepreneur's skills and operate small scale business and government should improve power supply as well as special funds to be granted to them. This will strengthen and encourage both teachers and students to industrialize scientific and technological achievements in academics, patents, inventions and creations which in the long run reduce poverty and crime rate.
2. There should be a move by both Federal, State and Local government tertiary institutions to introduce entrepreneurship education into the curricula for all the three levels of tertiary institutions across the nation, if professionally formulated and well implemented. The move would inculcate job-creation mindsets into the hearts of youths and this will help create an enabling environment for sustainable economic development.

References

- [1]. Adesina, O.S. (2013). Unemployment and security challenges in Nigeria. *International Journal of Humanities and Social Science*, 3(7)
- [2]. Agbonlahor, A. A. (2016). Challenges of entrepreneurship education in Nigerian universities: Towards a repositioning for impact. *Journal of education and social research*, 6(1), 208.
- [3]. Arogundade, B. B. (2011). Entrepreneurship education: An imperative for sustainable development in Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies*, 2(1), 26-29.
- [4]. Ayodeji, A., Paul, S. O., & Adeniyi, A. S. (2014). Operation, problems, and prospect of youth employment programmes in Oyo State, Nigeria. *Journal of Economic and Development Studies*, 2(3), 225-241.
- [5]. Biersteker, T. J. (2014). *Multinationals, the state and control of the Nigerian Economy*: Princeton University Press.
- [6]. Chen, S., Xuemei S., & Sibin., W. (2012.). Need for achievement, education and entrepreneurial risk-taking behavior. *Scientific journal publisher, social behavior and personality. An international Journal* 40(8), 1311-1318.
- [7]. Du, K. & O'Connor, A. (2018). Entrepreneurship and advancing national level economic efficiency. *Small Business Economics. Noble International Journal of Social Sciences Research* 50(1), 90-111.
- [8]. Echezona, M (2015). *Entrepreneurship education as a strategy for the promotion of entrepreneurship culture and poverty eradication among university students*. Published (Master), University of Fort-Hare.
- [9]. Fayolle, A., & Gaily, B. (2015). The impact of entrepreneurship education on entrepreneurial attitudes and intention. Hysteresis and persistence. *Journal of small business management*, 53(1), 75-93.

- [10]. Gabadeen, W. O., & Raimi, L. (2012). Management of entrepreneurship education in Nigerian higher institutions: Issues, challenges and way forward. *International Journal of Education and Management Sciences (ABIJEMS)*, 2, 1-26.
- [11]. Garba, A. S. (2017). Promoting entrepreneurship amidst poverty and unemployment: The role of Nigerian educational policies. *International Journal of Asian Social Science*, 7(8), 684-695.
- [12]. Gidado, S. D., & Akaeze, P. (2014). Role of business education in promoting entrepreneurship in Nigeria. *International Journal of Academic Research in Progressive Education and Development* 3(4), 72-77.
- [13]. Herrington, M., & Kew, J. (2014). Entrepreneurial education in a tertiary context: A perspective of the university of South Africa. *The international journal of Enterprising Culture* 22(3), 331-348.
- [14]. Ifedili, C., & Ofoegbu, F. (2014). Managing entrepreneurship education in Nigerian universities. *European Journal of Educational Studies*, 3(1), 101-109.
- [15]. Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607-610.
- [16]. Locke, E.A., & Collins, C. (2014). Entrepreneurship motivation. *Human Resource Management Review*, 13(2), 257-279.
- [17]. Mandara, B. M. (2012). Entrepreneurship education: A panacea to economic development. *Journal of Business and Organizational Development*, 4(1), 13-24
- [18]. Nwokike, F.O., & Okoli, B.E. (2015). Improving the quality and relevance business education through collaboration with co-operate sector. *Nigeria Vocational Association Journal*. 20(1), 322-33.
- [19]. Ojeifo, S. A. (2013). Entrepreneurship education in Nigeria: A Panacea for youth unemployment. *Journal of Education and Practice*, 4(6), 20- 31.
- [20]. Opafunso, Z., & Okhankhuele, O. (2014). Motivation as a factor responsible for entrepreneurial growth in Nigeria: A case study of Export Logistics Limited, Akure, Nigeria. *Mediterranean Journal of Social Science*, 3(4), 166-173.
- [21]. Rashipal, N. J. (2012). Need for achievement an antecedent for risk adaptiveness among entrepreneurs. *Global Journal; of Management and Business Research* 12(22).