
**STUDENTS' PERCEPTION OF TEACHING AND LEARNING
ENTREPRENEURSHIP EDUCATION AS MEANS TO ACHIEVE
SUSTAINABLE DEVELOPMENT IN NIGERIA: A CASE STUDY OF
FEDERAL UNIVERSITY LOKOJA**

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Abstract

The study aimed at investigating challenges of meeting the needs of sustainable development in Nigeria through Entrepreneurship development as perceived by Nigerian University Students. The statistical population for the study is the university students that were randomly selected from Federal University Lokoja as sample for the study. To achieve the intended purpose four research questions and corresponding four hypotheses formulated. Self-developed and well-structured questionnaire with the test-re-test reliability of 'r' = 0.87 was administered on the samples for the study. The content and face validity established by expert from English Language department. To analyze data for the study, the researcher made use of independent sample t-test for statistical analysis using SPSS version 20.0 Findings from the study revealed that inadequate supply of practical equipment for teaching and learning entrepreneurship education, over emphasis on theory rather than practical, as well as lack of opportunities for work visit constitutes major challenges of meeting the needs of sustainable development in Nigeria through Entrepreneurship development. Relevant recommendations were made for improvement.

Keywords: Entrepreneurial attitudes, tertiary education institutions, youth entrepreneurship, unemployment, University students, attitudes, entrepreneurship, work visit, sustainable development

1.1 Introduction

Entrepreneurship has been described as the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit. Entrepreneurs tend to be good at perceiving new business opportunities and they often exhibit positive biases in their perception (i.e. a bias towards finding new possibilities and seeing unmet market needs) and a tendency towards risk-taking that makes them more likely to exploit the opportunity, Nwaogwugwu & Ugiagbe (2008) An entrepreneur may be in control of a commercial undertaking, directing the factors of such as the human, financial and material resources that are required to exploit a business opportunity.

Basic entrepreneurship education is that form of education which is essential for life. Such education must equip an individual with necessary skills to survive in his environment, Osaseri (2010). However, entrepreneurship education according to Afolabi (2008) is the process of acquiring the knowledge, attitudes and skills of entrepreneurship. Such education as observed should be able to provide self-reliant job-creators and not job seekers, as well as equip individuals for creative problem solving and innovation.

An entrepreneur means different things to different people. Hisrich (2011) observed that different professionals have different meaning for entrepreneur. An economist sees entrepreneur as one who bring resources, labor, materials and other assets into combinations that make their value greater than before and also introduces changes, innovations and a new order. To the business man, an entrepreneur is someone who creates wealth for others, as well as finds better ways to utilize resources, reduce waste or produce jobs others are glad to get. Global challenges have made entrepreneurship education very important. The nation and indeed the entire world is faced with serious economic challenges, poverty, and natural disasters thus, excessive flooding, global warming and food insecurity are issues of serious concern. According to (Agundu 2010), at the 2000 UN millennium summit, it was declared that for citizens to be freed from abject dehumanizing conditions of extreme poverty people must learn to be self-reliant. Youths are most affected by these challenges and issues of employment because jobs are lost and new ones are not created. The economic depression has resulted in the displacement of many Nigerian families from their source of livelihood. Okala (2009) asserted that over 6,000 job losses were recorded arising from the economic recession. Shane (2003) noted that as a result of the economic recession, telecommunication operators globally are downsizing their work force. In the face of this, the need for job creation has become imperative and entrepreneurship education is the right tool. The philosophy of entrepreneurship education is centered on the acquisition of knowledge and skill that can be applied for purposeful living Osaseri, (2010). Entrepreneurship education has several opportunities for small scale businesses and can give individuals opportunity for gainful employment, self-reliance and employer of labor.

As a result of the economic, political, and social influence of the global economic meltdown, nations have decided to look inward of their domestic economy in order to build a virile and viable domestic economy that will be relatively immune from the financial and economic strangulations that may occur in the western world again. The recent global economic meltdown has brought to the limelight, as well as the reality, that the world is a global market. Aham (2009) posits that the economy works like a web and what affects one country affects the other. For example, when banks extended loans which are being serviced monthly by companies/individual are not paid as schedule, the implication is that with borrowers' inability to pay-off the loan as at when due, would automatically affect the banking industry's liquidity process. This will result to situations where the banks can no longer honour cash or credit obligations to their customers and cyclical effect continues to the detriment of the economy. It is to this extent that developing nations like Nigeria have decided to look inwards, away from foreign domination of the financial system, as well as a single product economy (crude oil) to engaging the minds of youths in tertiary institutions to entrepreneurial practices and experience through strategic entrepreneurial education. It is sad that a once thriving economy with multiple agricultural

exports such as cocoa, groundnut, hides and skin etc, is now solely dependent on the price of oil in the international market. A fall in the price of oil will result to a fall in the domestic Nigerian economy. It was on this note that the Federal government of Nigeria, through the National Universities Commission (NUC), introduced Entrepreneurship Education (EE) which is aimed at equipping tertiary students with entrepreneurial skills, attitudes and competencies in order to be job creators and not just job hunters. This is to improve the economic, technological and industrial development of the nation, as well as to reduce poverty to its minimum. Oduwaiye (2005) ascribed the need for entrepreneurship education in Nigerian tertiary schools to the dwindling ratio of the availability of white-collar jobs (popularly called “Office Work”). The availability of white-collar jobs compared to the massive turnout of graduates from universities as well as the Nigeria Youth Service Corp (NYSC), shows a negative ratio. The available jobs cannot meet the needs of overwhelming number of graduates turned out from tertiary institutions in Nigeria yearly

1.2 Statement of problem

The current trends in terms of global economic recession have generated a number of economic and social problems especially for the developing and underdeveloped nations. In Nigeria, the skyrocketing rate of unemployment and the search for white collar jobs especially among youths have deepened the worsening case of the economic recession. Sadly, most of the Nigerian youths have been engrossed in white collar jobs and never thought of being self-employed. Nigeria is plagued by high levels of unemployment, and a low skills base, government have initiated numerous interventions to encourage entrepreneurship such as, teaching and learning entrepreneurship education however not enough progress has been made up to date, it appears that past educational policies in Nigeria failed to explicitly recognize the importance of entrepreneurship to human capital development, graduates of Nigeria’s tertiary institutions suffer from the certificate frenzy, and prepare their minds for ‘white collar’ jobs that have become increasingly hard to find, and this makes many of them remain jobless, underemployed for years.

This can be attributed to the lack of understanding of the attitudes and perceptions among the students of tertiary institution towards entrepreneurship. The current interventions are mostly focused on dealing with the most common obstacles such as the cultural and social norms, financial support, regulation, while ignoring to foster on the students’ attitudes towards entrepreneurship as a career choice.

1.3 Aims and Objectives of the Study

The broad aim of this work is to examine students’ perception to challenges of teaching and learning entrepreneurship education as a means to achieving sustainable development. Other objectives of the study are;

- 1) To investigate what students perceived as challenges to teaching and learning entrepreneurship education.
- 2) To investigate male and female students' perception to teaching and learning entrepreneurship education as means to become entrepreneur.
- 3) To determine students' readiness/attitude toward teaching and learning entrepreneurship education, for achieving sustainable development
- 4) To find out if students perceive teaching and learning entrepreneurship education as means to becoming self-reliance, for achieving sustainable development
- 5) To find out students' perception on relationship between teaching and learning entrepreneurship education and opportunity for entrepreneurship development for achieving sustainable development

1.4 Research Questions

The following research questions guided this research

- 1) What are the factors that students perceived as constituting challenges to teaching and learning entrepreneurship education?
- 2) Do male and female students' perceive teaching and learning entrepreneurship education as means to become entrepreneur?
- 3) Do students display readiness/ positive attitude toward teaching and learning entrepreneurship education, for achieving sustainable development?
- 4) Do students perceive teaching and learning entrepreneurship education as means to becoming self-reliance, for achieving sustainable development?
- 5) What is the students' perception on relationship between teaching and learning entrepreneurship education and opportunity for entrepreneurship development, for achieving sustainable development?

1.5 Hypotheses

The following null hypotheses were formulated to guide the investigation

- 1) There is no significant relationship between male and female students' perception on teaching and learning entrepreneurship education and opportunity to become entrepreneur.
- 2) There is no significant relationship between male and female students' readiness/attitude toward teaching and learning entrepreneurship education and achieving sustainable development
- 3) There is no significant relationship between students perception on teaching and learning entrepreneurship education as means to becoming self-reliance for achieving sustainable development
- 4) There is no significant relationship students' perception on relationship between teaching and learning entrepreneurship education and opportunity for entrepreneurship development for achieving sustainable development

1.6 Methodology

This study investigated: ‘Students’ perception of challenges to teaching and learning entrepreneurship education as means to achieve sustainable development in Nigeria, the type of research methodology for this research is descriptive survey. The target population for the study was students of tertiary institutions in Nigeria, with students from Federal University Lokoja as the case study. Using random sampling technique a total of 110 students 10 students each from the eleven departments in the university were selected for the study. Five research questions and four hypotheses were formulated and tested at 0.05 level of significant. The researcher made use of self-developed questionnaire to elicit responses from respondents. The researcher adopted test-re-test method of reliability to establish the reliability of the questionnaire, by administering (20) copies of questionnaire forms to representative sample of the respondent at interval of two weeks the two sets of responses were analyzed using Pearson Pear Moment Correlation result of “r” = 0.87 was obtained. Special attention was paid to content and face validity of the questionnaire.

2.1 Traditional to modern entrepreneurship education

According to Adebayo & Joseph (2013), brief history of entrepreneurship in Nigeria, has a direct impact on what the nation is facing in the present. Entrepreneurship in Nigeria today is not what it used to be in the pre-colonial era. Majority of Nigerians used to be entrepreneurs. Before the colonization era, a lot of Nigerians were majorly involved in trading; the wealthiest at the time were the traders. Even before money was generally accepted as the ledger tender, people exchanged what they had in surplus for what they donot have. Entrepreneurship was a way of life for most people then. Nigeria always was full of people with a business mindset and Nigerians always had a high moral standard and value system for doing business. During the colonial era, the mode of entrepreneurship changed. The colonial masters brought their goods and made Nigerians their middlemen. With the introduction of formal education and the companies established by the colonial masters. A lot of young Nigerians were employed by these companies. As many Nigerians began to accept formal education, most people were being trained to join the labour force and not to be entrepreneurs. The entrepreneurial mindset began to fade away.

The traditional perspective on entrepreneurship placed it within the domain of business studies, making it inadequate for responding to growing competitiveness in today’s new knowledge in the societies. There is need to replace it with the wider notion of ‘enterprise culture’, which focuses on development of the individual and the design of enterprising organizations, and covers such issues as business norms, markets, governance and democracy, financing, and innovations, among others. He proposes considerable changes in both the content and process of learning, particularly the need to shift emphasis from educating people about entrepreneurship to educating people for entrepreneurship. Kirby (2004) stresses further that entrepreneurship should not be equated with new venture creation or small business management only, but more importantly with ongoing creativity and change.

Akpomi, (2008), wrote that: “Federal Government / NUC proposes that educational institutions need to change the process of learning to enable students develop their right brain entrepreneurial capabilities as well as their left-brain analytical skills, and stimulate entrepreneurial imagination. This calls for restructuring the curriculum to accommodate the pressing need for higher entrepreneurial competencies” Akpomi, (2008), identifies four primary areas in which successful entrepreneurs must be developed as content, skills and behavior, mentality, and personality. The first three areas: content, skills and behavior, and mentality constitute creative knowledge that is acquired through the action learning process. Personality characteristics identified include self- motivation, propensity for risk-taking, and deep-seated ethical values. Examples of essential creative knowledge include finance/cash management, engineering, accounting, etc. in the area of content. Leadership, communication, and human relations are some of the skills and behaviors deemed essential. Creativity, opportunistic thinking, vision, and positive thinking are examples of required mentality attributes.

2.2 The Concept of Entrepreneurship and Entrepreneurship Education

Shane (2003) described entrepreneurship as the act of being an entrepreneur. The word entrepreneur which is a French word means “one who undertakes innovations, finance and business acumen in an effort to transform innovations in economic goods”. He continued that the result of entrepreneurship may be a new organization or a part of revitalizing mature organization in response to a perceived opportunity. The most obvious form of entrepreneurship is that of starting a new business. In recent years the term has been extended to cover such areas as socio-cultural, political, and educational forms of entrepreneurial activity. As a result when large companies venture into entrepreneurial activities within the organization, it is described as “intra-preneurship” or “corporate spin-off”. In today’s world, anybody, industry or business leader with innovative and creative business abilities is described as an entrepreneur or someone who engages in entrepreneurship (Okala, 2008). While the entrepreneur is the person venturing into the business of organizing and managing, entrepreneurship is the service rendered by the entrepreneur (Akanwa&sAgu, 2005). These definitions view the entrepreneur as the person who perceives a business opportunity and takes advantage of the scarce resources to meet with unlimited opportunities profitably. To this end, the entrepreneur is one who bears non- insurable risks and this directs the human and material resources to achieve economic, social, and financial goals of the enterprise. Entrepreneurship education has been identified as a major means of assisting our youths and even adult to acquire desired skills and capacities to be self-reliant or self-employed, particularly to prepare them to be able to set up their own ventures and manage them profitably.

Entrepreneurship is a form of education, a move towards self-reliance, a reasonable channel that will greatly assist in curbing the employment problems. This is because its emphasis is on the acquisition of skills and capacities to be self-employed. Entrepreneurship activity being a dynamic process of creating incremental wealth, wealth created by individuals who assume the major risks in terms of equity, time and/or career commitment or provide value for some product or services (Hisrich& Peters, 2002). The socio-economic rationale for the drive to pursue careers

in entrepreneurship are:

Stimulation creativity in all spheres of socio-economics life;

Employment generation;

Creation to wealth;

Democratization of socio-political development, particularly from public-control to private control; and Dispersal of business activities.

Entrepreneurship is the process by which either an individual or a team identifies a business opportunity and acquires and deploys the necessary resources required for its exploitation.

According to Hisrich, (2011) the exploitation of entrepreneurial opportunities may include the following:

- Developing a business plan
- Hiring the human resources
- Acquiring financial and material resources
- Providing leadership
- Being responsible for both the venture's success or failure

2.3 Challenges of Teaching and Learning Entrepreneurship Education Tertiary Institutions

There are many challenges to teaching and learning entrepreneurship education in Nigeria tertiary institutions according to Charlie, (2013):1) Hasty Preparations- The government directive for immediate commencement of the programme is appreciated as it underscores the importance attaches to it, yet preparations before the commencement were hasty. There should have been provisions for a pilot scheme in some selected faculties of selected universities before full-scale implementation country wide. 2) Poor State of Infrastructure- The poor state of infrastructure in Nigerian universities is worrisome as the new entrepreneurship education will only worsen the situation. Obeleagu-Nzelibe & Moruku[2010] have noted that the state of infrastructure in Nigerian university system is , to say the least, embarrassing. Apart from those specific to universities as Academic Staff Union of Universities, ASSU, has argued in several negotiations with the Federal Government, infrastructures, such as, electricity, roads and telecommunications network, generally, 'enable entrepreneurs to access resources and markets unencumbered by spatial-temporal limitations.'

3) Faulty Foundation- Education is a continuous process, but the introduction of entrepreneurship education in the universities without first doing so at the secondary and primary levels, tend to suggest that the new curriculum lacks the necessary foundation. Entrepreneurship education should have commenced at the lower levels before moving to the tertiary level, so that their products, skills and experiences should form the fulcrum of the university entrepreneurship education.

4) Inadequate or outright lack of funding- Though the government directed for immediate commencement of entrepreneurship studies in all tertiary institutions, no special funds have been made to the universities in lieu of the new responsibilities. New classroom blocks, workshops, laboratories, books, academic journals, lecturers, computers, among other materials are required for successful prosecution of the new programme.

Other major factors that have been affecting the development of entrepreneurship in Nigeria.

- 1) Lack of capital there are thousands of Nigerians with wonderful ideas that could be turned into a real business. However, most of them lack the capital to push their ideas into reality. The lack of capital is the number one reason why the development of entrepreneurship has not improved over the years.
- 2) Difficulty in securing loans from financial institutions in the first point, we established that the first problem most Nigerian entrepreneurs' face is the lack of capital. Most people then try to turn to banks and other financial institution to secure loans to fund their idea or business. But getting a loan is very difficult and most times impossible for average Nigerians who are looking for funds to start up a business or who already have a small business. The reason for this is that the banks and financial institution feel it is a huge risk lending money to them. Financial institutions are not sure if entrepreneurs will be able to pay back the loan. Another major reason why securing a loan is so difficult is the requirements needed for securing this loans. Most of the financial institutions demand huge collateral and high-interest rate that small business owners or start-ups cannot afford. This discourages most Nigerian entrepreneurs and kills many promising ideas.
- 3) Poor state of infrastructure in Nigeria The lack of good infrastructural facilities is another major problem affecting the development of entrepreneurship in Nigeria. The number one issue of infrastructure affecting entrepreneurship is the unstable power supply that has forced a lot of businesses to close down. Most entrepreneurs have to rely on generators to run their businesses. They have to spend a lot of money on fuel to run their generators. Also, lack of good roads and transport system in another infrastructural challenge plaguing entrepreneurship in Nigeria. The poor state of infrastructure in Nigeria makes the cost of running a business or company high. Most small businesses and start-ups can't afford it. 4) Unstable state of Nigerian economy, the state of the Nigerian economy is also a major challenge for entrepreneurs in Nigeria. The state of a country and its economy plays a significant impact on the level of entrepreneurship in any country. The socio-economic problems and the unstable economy of Nigeria have killed a lot of businesses in the last couple years. All these mixed with political instability is not helping businesses at all.
- 5) Poor knowledge on how to run a business, not all the problems are from the government or capital related. Another problem is that most people don't know how to manage and grow a business properly. They don't seem to learn or have the resources to learn how to manage and grow a business. 6) Inadequate planning and poor execution, this is the result of the poor knowledge on how to run a business. Most people don't plan properly before they start their business. They don't make researchers about the business, the market for the business, the cost of production, etc. Many do not even make a business plan. So, after they start a business, they get stuck and the business fails. Also, a lot of people start off the wrong path and eventually the business ends up failing.
- 7) Lack of patience and greediness, a lot of new business owners and young entrepreneurs are looking to make money quickly. They are more money oriented and not entrepreneurship oriented. In fact, a lot of people go into business because of the money and they want it fast.

Many people want quick money but as a result, they don't have enough patience to grow a business that has the potential of becoming big. Also, due to the desire for quick returns and greediness, a lot of people try to find easier means of making more money in business and ends up getting duped. 9. High risk involved in starting a new business Many are afraid of the risks and give up the idea to start own business. 9) Lack of entrepreneurial mindset, this is the result of the mentality that was brought instilled in us in the last decades. This is how the colonial era influenced the mindset of many Nigerians.

3.1 Data Analysis, Result and Findings of the Study

Results of data analysis as presented on tables 3.1 provides basis for answer research questions

Table3.1: Mean (\bar{x}), of responses to items set to elicit response

S/N	Items	Agrees	Disagree	\bar{x}
Research Question:1	What are the factors that students perceived as constituting challenges to teaching and learning? entrepreneurship education?			
1	Poor plan and execution of processes of teaching and learning entrepreneurship education: e.g lack of opportunity for wok visit	93	17	2.72
2	Poor enterprising culture	104	06	2.54
3	Unavailability of fund	103	07	2.59
4	Inadequate facilities and equipment for teaching and learning e.g overemphasis on theory than exposure to real life situation training.	102	08	2.78
Research Question:2	Do male and female students' perceive teaching and learning entrepreneurship education as means to become entrepreneur?			
5	Male students prefer government employment than self-employment	79	31	2.68
6	People see self-employment as feminine	54	56	2.81
7	People think that entrepreneurship education is all about being a petty	61	49	2.61

	trading meant for women who are home maker.			
8	Adult males see entrepreneurship as slow way of getting rich	86	24	2.52
Research Question:3	Do more male than females' students display readiness/ positive attitude toward teaching and learning entrepreneurship education?			
9	You think teaching and learning entrepreneurship education Will benefit females than males?	68	42	2.61
10	Teaching and learning entrepreneurship education at the university provides needed skills for both males and females to become self-reliant	58	52	1.65
11	More females than males are embracing skills in entrepreneur than males	93	17	2.52
Research Question:4	Do students perceive teaching and learning entrepreneurship education as means to becoming self-reliance?			
12	It provide fertile ground for nurturing businesses	48	62	0.96
13	It helps to create self-initiatives and innovations	34	76	0.72
14	It helps to enhance and identify business opportunities	57	53	0.71
15	It provide avenue for discovering knowledge and skills that are relevant to life.	45	65	0.91
Research Question:5	What is the students' perception on relationship between teaching and learning entrepreneurship education and opportunity for entrepreneurship development?			
16	It provides training in risk	44	66	1.38

	management in businesses			
17	It creates competence in youth involvement in national development	46	64	1.13
18	It provide fertile ground for nurturing businesses	49	61	1.85
19	It leads to the development of small medium and large scale businesses	52	58	1.33

Source: Researcher’s Field survey 2017

Results of data analysis presented on table 3.1 items 1-4 show that all the mean responses by the respondents’ have means of 2.5 and above, this shows that all the items on the factors that students perceived as factors constituting challenges to teaching and learning entrepreneurship education are considered relevant and acceptable. Results of data analysis presented on table 3.1 items 5-8 show that all the mean responses by the respondents’ have means of 2.5 and above, this shows that all the items on male and female students’ perceptions of teaching and learning entrepreneurship education as means to become entrepreneur are considered relevant and acceptable.

Results of data analysis presented on table 3.1 items 9-11 show that all the mean responses by the respondents’ have means less than 2.5 and above, this shows that all the items on students’ perceptions on display readiness/ positive attitude toward teaching and learning entrepreneurship education, for achieving sustainable development are considered relevant and acceptable. Results of data analysis presented on table 3.1 items 12-15 show that all the mean responses by the respondents’ have means less than 2.5, this shows that all the items on the factors that students’ perception on teaching and learning entrepreneurship education as means to becoming self-reliance, for achieving sustainable development are considered relevant and acceptable.

Results of data analysis presented on table 3.1 items 16-19 show that all the mean responses by the respondents’ have means less than 2.5, this shows that all the items on the factors that students’ perception on relationship between teaching and learning entrepreneurship education and opportunity for entrepreneurship development, for achieving sustainable development are considered relevant and acceptable.

Table 3.2: Analysis of responses to items set to elicit responses for testing research hypotheses

Hypotheses	Items on Research Hypotheses	agree	Disagree	Mean(\bar{x})	SD
Hypothesis:1	As student do you perceive teaching and learning	78	32	1.24	0.59

	entrepreneurship education as opportunity to become entrepreneur?				
Hypothesis:2	You think more male female students' show readiness/ positive attitude toward teaching and learning entrepreneurship education	82	28	1.24	0.94
Hypothesis:3	Would you rather say that students perceived teaching and learning entrepreneurship education as means to becoming self-reliance for achieving sustainable development?	64	46	1.39	0.43
Hypothesis:4	Do students' perceive any relationship between teaching and learning entrepreneurship education and opportunity for entrepreneurship development for achieving sustainable development	69	41	1.23	0.51

Source: Researcher's Field survey 2017

Hypotheses

The following null hypotheses were formulated to guide the investigation

- 1) "There is no significant relationship between male and female students' perception on teaching and learning entrepreneurship education and opportunity to become entrepreneur"

Table 3.2.1 Independent sample t-test on: "significant relationship between Male and female students' perception on teaching and learning entrepreneurship education and opportunity to become entrepreneur".

Item	Response	N	\bar{x}	SD	t-cal	t-cri	df	Remark*
As student do you perceive teaching and learning entrepreneurship education as opportunity to become entrepreneur?	Agreed	78	1.29	0.45	29.67	1.984	109	
	Disagreed	32						
Total		110						

* P = Significant (p<0.05)

Results of analysis show that t-cal (29.67) and t-cri (1.98)at degree of freedom 109 is greater. This shows that the calculated t-value of 29.67 is significant at p-value 0.05, this implies that significant relationship exists among male and female students’ perception on teaching and learning entrepreneurship education and opportunity to become entrepreneur”.

Hypothesis two: “There is no significant relationship between male and female students’ readiness/attitude toward teaching and learning entrepreneurship education and achieving sustainable development”

Table 3:2.2 Independent sample t-test on: significant relationship between male and female students’ readiness/attitude toward teaching and learning entrepreneurship education and achieving sustainable development”

Item	Response	N	\bar{x}	SD	t-cal	t-cri	df	Remark*
You think more male female students’ show readiness/ positive attitude toward teaching and learning entrepreneurship education	Agreed	82	1.24	0.43	30.20		109	
	Disagreed	28						
Total		110						

* P = Significant (p<0.05)

Results of analysis show that t-cal (30.20) and t-cri (1.98)at degree of freedom 109 is greater. This shows that the calculated t-value of 30.20 is significant at p-value 0.05, this shows that respondents are of the opinion that more male female students’ show readiness/ positive attitude toward teaching and learning entrepreneurship education. The implication of this finding is that there is a significant relationship between male and female students’ readiness/attitude toward teaching and learning entrepreneurship education and achieving sustainable development.

Hypothesis three: “There is no significant relationship between students perception on teaching and learning entrepreneurship education as means to becoming self-reliance for achieving sustainable development”

Table 3:2.3 Independent sample t-test on: significant relationship between students perception on teaching and learning entrepreneurship education as means to becoming self-reliance for achieving sustainable development”

Item	Response	N	\bar{x}	SD	t-cal	t-crit	Df	Remark*
Would you rather say that students perceived teaching and learning entrepreneurship education as means to becoming self-reliance for achieving sustainable development?	Agreed	64	1.23	0.43	19.50	1.984	109	
	Disagreed	46						

* P = Significant (p<0.05)

Results of analysis show that t-cal (19.50) and t-crit (1.984) at degree of freedom 109 is greater. This shows that the calculated t-value of 19.50 is significant at p-value 0.05, this implies that there is a significant relationship between students’ perception on teaching and learning entrepreneurship education as means to becoming self-reliance for achieving sustainable development”

There is no significant relationship students’ perception on relationship between teaching and learning entrepreneurship education and opportunity for entrepreneurship development for achieving sustainable development

Null Hypotheses four (4H₀): “There is no significant relationship students’ perception on relationship between teaching and learning entrepreneurship education and opportunity for entrepreneurship development for achieving sustainable development”

Table 3:2.4: Independent sample t-test on: “significant relationship between students’ perception on relationship between teaching and learning entrepreneurship education and opportunity for entrepreneurship development for achieving sustainable development”

Item	Response	N	\bar{x}	SD	t-cal	t-crit	Df	Remark*
Do students’ perceive any relationship between teaching and learning entrepreneurship education and opportunity for entrepreneurship development for achieving sustainable development	Agreed	69	1.32	0.51	34.71	1.984	109	
	Disagreed	41						
Total		110						

* P = Significant ($p < 0.05$)

Results of analysis show that t -cal (34.71) and t -cri (1.984) at degree of freedom 109 is greater. This shows that the calculated t -value of 34.71 is significant at p -value 0.05, this implies that significant relationship exists between students' perception on relationship between teaching and learning entrepreneurship education and opportunity for entrepreneurship development for achieving sustainable development”

4.1 Discussion of Findings

Results of data analysis presented on table 3.1 items 1-4 show that the following are the challenges that students perceived as constituting challenges to teaching and learning entrepreneurship education: poor plan and poor execution of processes of to teaching and learning entrepreneurship education, lack of work visits, poor enterprising culture, unavailability of fund, overemphasis on theory than exposure to real life situation training. Results of data analysis presented on table 3.1 items 5-8 show that differences exist in the male and female students' perceptions of teaching and learning entrepreneurship education as means to become entrepreneur. Results of data analysis presented on table 3.1 items 9-11 show that male and females students differs in their perceptions on display readiness/ positive attitude toward teaching and learning entrepreneurship education, for achieving sustainable development are considered relevant and acceptable. These finding are in line with Odo (2004) which stated that a lot of business opportunities are available for graduates of entrepreneurship education that they can engage in a sole ownership or partnership. Results of data analysis presented on table 3.1 items 12-15 show that all the following are students' perception on teaching and learning entrepreneurship education as means to becoming self-reliance, for achieving sustainable development: it helps to create self-initiatives and innovations, it helps to enhance and identify business opportunities. Results of data analysis presented on table 3.1 items 16-19 show that male and female students 'differs in their perception on relationship between teachings and learning entrepreneurship education and opportunity for entrepreneurship development, for achieving sustainable development are considered relevant and acceptable.

This is in line with Ogbene (2006) which noted that entrepreneurship education deals with the knowledge skills, competencies and aptitude that fits one wholly and entirely for work or business.

Results from hypotheses testing show that: significant relationship exists between students' perception on relationship between teaching and learning entrepreneurship education and opportunity for entrepreneurship development for achieving sustainable development” shows that significant relationship exists among male and female students' perception on teaching and learning entrepreneurship education and opportunity to become entrepreneur; is that there is a significant relationship between male and female students' readiness/attitude toward teaching and learning entrepreneurship education and achieving sustainable development; that there is a significant relationship between students' perception on teaching and learning

entrepreneurship education as means to becoming self-reliance for achieving sustainable development; significant relationship exists between students' perception on relationship between teaching and learning entrepreneurship education and opportunity for entrepreneurship development for achieving sustainable development. These finding is in line with Gürol and Atsan (2006) explored the entrepreneurship profile of Turkish University students based on six major entrepreneurial traits, namely; need for achievement, locus of control, risk taking propensity, tolerance for ambiguity, innovativeness, and self-confidence. The results showed that, except for tolerance for ambiguity and self-confidence, all traits are found to be higher in entrepreneurially inclined students, as compared to entrepreneurially non-inclined students.

4.2 Conclusion

On the basis of the findings from the study the following are the conclusions from this research: that students perceived poor plan and poor execution of processes of teaching and learning entrepreneurship education, lack of work visits, poor enterprising culture, unavailability of fund, overemphasis on theory than exposure to real life situation training are factor constituting challenges to teaching and learning entrepreneurship education, that differences exist in the male and female students' perceptions of teaching and learning entrepreneurship education as means to become entrepreneur; that teaching and learning entrepreneurship education helps to create self-initiatives and innovations, it helps to enhance and identify business opportunities.

4.3 Recommendations

The followings are the recommendations from this research:

- 1) That students should take the opportunities learning entrepreneurship education serious as a means to becoming entrepreneurs for sustainable development;
- 2) That male and female students see teaching and learning entrepreneurship education as means to helps to create self-initiatives and innovations, it helps to enhance and identify business opportunities.
- 3) That male than females' students need to display readiness/ positive attitude toward teaching and learning entrepreneurship education
- 4) That teaching and learning entrepreneurship education should be more of practical oriented that theory and provisions be made for work visit as part of training.

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