



# Knowledge, Attitude and Utilization of Entrepreneurship Programmes by Students in Cross River State College of Health Technology, Calabar, Nigeria

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## Authors' contributions

This work was carried out in collaboration among all authors. Author GAU designed the study, wrote the protocol and wrote the first draft of the manuscript. Author AJA managed the statistical analysis of the study. Author JEO managed the literature searches. All authors read and approved the final manuscript.

## Article Information

DOI: 10.9734/SAJSSE/2021/v10i230257

Editor(s):

(1) Dr. Velan Kunjuran, University Malaysia Kelantan (UMK), Malaysia.

Reviewers:

(1) Al-Qadasi Nabil, Jilin University, China.

(2) Luiz Eduardo Simões de Souza, Universidade Federal do Maranhão, Brazil.

Complete Peer review History: <http://www.sdiarticle4.com/review-history/65384>

Original Research Article

Received 02 December 2020

Accepted 08 February 2021

Published 15 March 2021

## ABSTRACT

The key objective of entrepreneurship education in higher institutions generally is to foster a culture amongst students with a view of not only educating them but to also support graduates towards establishing and also maintaining sustainable business ventures. To achieve the purpose of this study, the basic structures and three research objectives, questions and hypotheses were formulated. A well designed questionnaire was prepared, two hundred and sixty copies printed and distributed to respondents. Two hundred and fifty - five (255) copies (of the questionnaire) were returned, representing 98% success, while five (5) copies were destroyed for want of information and poor completion. The two hundred and fifty – five copies were used for analysis. The data were extracted from the questionnaire and arranged in tables to ease percentage analysis. Chi – square statistical tool was used to test the hypotheses at 0.05 level of significance. The result revealed that entrepreneurial education is relevant to students in the institution as it equipped them with skills for post-graduation job creation ability, the students' low attitude towards the scheme

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which seems to have negative effect on the utilization rate. The study recommended collaborative efforts of Government to identify other entrepreneurship programmes to address unemployment on graduation.

*Keywords: Knowledge; attitude; utilization; entrepreneurship.*

## 1. INTRODUCTION

Entrepreneurship is critical for every economy as it is the engine of economic progress, job creation as well as social adjustment [1]. It is one of the best means of triggering economic and social development in developing nations like Nigeria [2]. The growing need to hasten economic development by generating new ideas and to translate into profitable ventures make entrepreneurship a Centre of focus for many scholars and policy makers [3]. [4] Posited that Entrepreneurship education in institutions of higher learning seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in many ways; variations of entrepreneurship education are offered at all levels of schooling through graduate university programme. [5] succinctly defined Entrepreneurial education as the inculcating in the citizenry appropriate skills, habits and competences necessary for self and paid employments.

The genesis of Entrepreneurship Education in Institutions of higher learning in Nigeria is traced back to 2006 when the Nigerian University Commission was given presidential directives by the Ministry of Education to supervise and coordinate the programme of introducing entrepreneurship education in Nigerian institutions of high learning, in collaboration with the National Board for Technical Education (NBTE), and the National Commission for Colleges of Education (NCCE) to be handled by the committee set up by the Federal Government. According to FMOE, the vital role of introducing entrepreneurial studies in higher institutions of learning was to make beneficiaries to think creatively towards job creation during their undergraduate days, Empowerment of the people (students) on graduation, Creation of employment, develop Individual confidence in business, and with the overall goal of reducing unemployment and boosting the economy of the nation and as well as providing the graduates opportunity for self-reliance. Thus, the products of higher Institutions would become employers of labour and benefit from the possibility of multiplier effect in the entire economy which was

to cause a reduction in the poverty level in the economy and unemployment thereby improving the income level in the economy.

### 1.1 Statement of the Problem

It is disturbing to acknowledge that since the introduction of entrepreneurship education programme in Nigerian Universities, Colleges of education and Polytechnics, we still have graduate applicants roaming the street and in the job markets looking for non-existing job opportunities. Lack of entrepreneurial skills is no doubt a major contributing factor to the problem of graduate unemployment among youth in Nigeria. Inadequate infrastructural facilities to impact entrepreneurial skills in many of our institutions of higher learning is another constraint. This may be as a result of poor funding and inadequate provision of resources to cope with the ever increasing demand for education. Also, the students may be poorly informed about entrepreneurship education and the prospects that abound on completion of the programme. Students need additional information on the various facets of the programme which can enhance their choices and enable them to know how such skill will meet their needs on graduation. Lack of access to the basic information on the available skills will result in low choice of skills, which will in turn lead to poor utilization of entrepreneurship programmes in higher institutions. Also since the students are not adequately informed about the programme, most of them (students) only see it as a condition for fulfilling their academic requirements than a programme that has hope for their future. Thus, poor knowledge, results in poor acceptance and naïve attitude towards entrepreneurial studies and also affect the utilization rate. These and other factors necessitate this study to determine the level of knowledge and utilization of entrepreneurial programme in Cross River State, College of Health Technology, Calabar, Nigeria.

### 1.2 Objectives of the Study

The general objective of this study is to investigate knowledge, attitude and utilization of entrepreneurial programmes in Cross River

State, College of Health Technology, Calabar, Nigeria. The specific objectives are as follows:

- i). To ascertain whether the attitude of students impact negatively on the practice and utilization of entrepreneurial programmes in Cross River State, College of Health Technology, Calabar, Nigeria.
- ii). To find out whether students in Cross River State, College of Health Technology, Calabar, Nigeria have knowledge about entrepreneurship programmes offered at the Centre for entrepreneurial studies.
- iii). To determine if lack of knowledge and awareness of entrepreneurial skills available at the Centre for entrepreneurial studies, impact on utilization level.

### 1.3 Research Questions

The three research questions were generated from the three objectives to guide the researchers in the study.

- i). Does the attitude of students impact negatively on the practice and utilization of entrepreneurial programmes in Cross River State, College of Health Technology, Calabar, Nigeria?
- ii). Do students in Cross River State, College of Health Technology, Calabar, Nigeria have knowledge about the various entrepreneurship skills offered at the Centre for entrepreneurial studies?
- iii). Does lack of knowledge and awareness of entrepreneurial programmes available at the Centre for entrepreneurial studies, College of Health Technology, Calabar, Nigeria, impact on utilization level?

### 1.4 Hypotheses

Three hypotheses were subsequently formulated by the researchers based on the research questions for the study, as follows:

- i). The attitude of students does not impact negatively on the practice of entrepreneurial programmes in Cross River State, College of Health Technology, Calabar, Nigeria.
- ii). That, students in Cross River State, College of Health Technology, Calabar, Nigeria do not have knowledge about the various entrepreneurship programmes offered at the Centre for entrepreneurial studies.

- iii). That, lack of knowledge and awareness of entrepreneurial skills available at the Centre for entrepreneurial studies, College of Health Technology, Calabar, Nigeria, does not impact on utilization level.

### 1.5 Conceptual Analysis

According to [6] entrepreneurship is the ability some people have to accept risks and combine factors of production in order to produce goods and services. It can also be seen as the willingness and ability of an individual to seek investment opportunities in the environment and be able to establish and run an enterprise successfully based on the identified opportunities. This implies that for entrepreneur to succeed he must have the capacity to seek the environment for economic opportunities that will increase its economic value in business and the economic growth of the society in general.

According to the [7] about 70 percent of an area's economic performance and wellbeing is dependent upon how entrepreneurial the area's economy is. Entrepreneurship skill and development deal with the study of entrepreneurial behaviour, and dynamics of business set-up, development and expansion of the enterprise. Entrepreneurship skill and development refers to the process of enhancing entrepreneurial skills and knowledge through structured training and institution-building programmes in enhancing effective entrepreneurship. Its basic aim is to enlarge the base of entrepreneurs in order to hasten the pace at which new ventures are created, accelerate employment generation and economic development. Small and medium enterprise (SME) development, on the other hand, focuses on developing the enterprise, whether or not it employs or is led by individuals who can be considered entrepreneurial. Furthermore, entrepreneurship skill and development concentrates more on growth potential and innovation than Small and medium enterprise (SME) development does [8]. [9] maintained that entrepreneurship promote and help in the alleviating of unemployment problems, overcome the problem of stagnation and to increase the competitiveness and growth of business and industries. [10] mentioned that the basic aims of entrepreneurship education in higher institutions is the development of managerial capabilities, by helping the young graduates to identify problems, identify its alternatives, compares the alternatives in terms of cost and

benefits implications, and finally chooses the best alternative. This exercise helps in sharpening the decision making skills of an entrepreneur.

## 2. MATERIALS AND METHODS

### 2.1 Study Design

Descriptive survey design was adopted in the course of the study. This design was chosen based on the fact that, the study is intended to generate information about the relationship that exist between the variables and the research problems under investigation. Besides, it allows the researcher to study a large population. Thus, the study utilized the questionnaire in order to determine the opinion of the sampled population to isolate the interrelation of the variables under investigation.

### 2.2 The Population of the Study

The target population used for this study was derived from students attending lectures at the Centre for Entrepreneurial studies, Cross River State College of Health Technology Calabar, with total of 700 students between the period of September and November 2020 [11].

### 2.3 Sample Size

The study sample used was 260. This was determined by using the Slovene's formula (minimum sample size formula) for estimating a single finite proportion.

$$n = N/1+N (e)^2$$

Where n = sample size, N = population, e = level of error (0.05).

#### 2.3.1 Inclusion criteria

- i. Only students attending CES lectures and who were available and willing to participate in the study were included.
- ii. Students from 1<sup>st</sup> and 2<sup>nd</sup> year attending lectures at Centre for Entrepreneurial studies, College of Health Technology Calabar.

### 2.4 Sampling Technique

The sampling technique used for this study was the consecutive sampling technique.

Consecutive sampling technique also known as a total enumerative sampling is a sampling technique in which every subject meeting the criteria of inclusion is selected until the required sample size is achieved. A total of 700 students attended lectures from the period of September to November, 2020 and a sample size of 260 was derived. Four days were used to administer the questionnaires.

### 2.5 Instrument for Data Collection

The instrument for data collection was a self-structured questionnaire. It was drawn based on the stated objectives. The questionnaire comprises of four sections: section A consisted of demographic information of the respondents; while section B to D consisted of information based on the stated objectives under study.

Out of the two hundred and sixty (260) copies of the questionnaire that were distributed to respondents, Two hundred and fifty - five (255) copies (of the questionnaire) were returned, representing 98% success, while five (5) copies were destroyed for want of information and inadequate completion. The reliability of the instrument was tested by the consistency of response, which was evaluated by repeated pilot testing. That is, the researchers gave copies of the questionnaire to a group of students in the neighbouring State, Akwa Ibom State College of Health Technology, Etinan for completion. The questionnaire were collected back and analyzed and the result compared. The result shows the reliability of the instrument of 0.81. The validity of the research instrument was determined in consultation with some experts in Department of Health Information Management, College of Health Technology, Calabar for corrections and input. The corrections and suggestions were carried out which gave the instrument face and content valid and could be used for the study.

The extracted data were presented in a tabular form to show the various responses from the respondents and percentage was used to statistically analyze the data. Chi – square statistical tool was used to test the hypotheses at 0.05 level of significance.

Formula for chi – square ( $X^2$ ).

$$X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Level of significance = 0.05

**2.5.1 Decision rule of acceptance or rejection**

When the calculated chi – square ( $X^2$ ) value is greater or equals to critical table value reject the Null hypothesis and accept alternative hypothesis. If the tabulated  $X^2$  value is greater than the calculated value, accept the null hypothesis and reject the alternative hypothesis.

**2.6 Analysis of Data**

The data that were collected from the field through the questionnaire were presented in a tabular form. The demographic data of the respondents were analyzed using percentage to draw comparison and chi – square statistical tool was used to test the hypotheses at 0.05 level of significance.

**2.6.1 Demographic data of respondents**

The Table 1 shows the distribution of respondents by age, out of the 255 respondents surveyed, 106 respondents representing 41.6 percent were between the ages of 15-25 years, 140 respondents representing 54.9 percent were between the ages of 26-35 years and 9 respondents representing 3.5 percent were between the ages of 36-45 years of age.

**Table 1. Age distribution of the respondents**

Variables (Age)	Frequency	Percentage
15-25	106	41.6
26-35	140	54.9
36-45	9	3.5
Total	255	100

Source: questionnaire

The Table 2 shows the distribution of respondents by marital status, out of the 255 respondents surveyed, 217 respondents representing 85.1 percent were single, and 38 respondents representing 14.9 percent were married.

**Table 2. Marital Status of respondents**

Variables (Marital status)	Frequency	Percentage
Single	217	85.1
Married	38	14.9
Total	255	100

Source: questionnaire

The Table 3 shows the distribution of respondents' religion, out of the 255 respondents surveyed, 201 respondents representing 79 percent practiced Christianity, 8 respondents representing 3 percent practiced Islam while 46 respondents representing 18 percent practiced other religions.

**Table 3. Religious background of the respondents**

Variables(religious background)	Frequency	Percentage
Christianity	201	79
Islam	8	3
others	46	18
Total	255	100

Source: questionnaire

**2.7 Hypothesis One**

Ho: The attitude of students does not impact negatively on the practice of entrepreneurial programmes in Cross River State, College of Health Technology, Calabar, Nigeria.

Questionnaire item 8: Does the attitude of students impact negatively on the practice of entrepreneurial programmes in Cross River State, College of Health Technology, Calabar, Nigeria? Was used to test the hypothesis.

**2.7.1 Decision rule of acceptance or rejection**

If the calculated chi – square ( $X^2$ ) value is greater or equals to critical table value reject the Null hypothesis and accept alternative hypothesis. While if the tabulated  $X^2$  value is greater than the calculated value, accept the null hypothesis and reject the alternative hypothesis.

Since the calculated value 26.73 is greater than the table value 3.84, the Null hypothesis is rejected and the alternate hypothesis accepted. Meaning that, the attitude of students impact negatively on the practice of entrepreneurial programme in Cross River State, College of Health Technology, Calabar, Nigeria.

**2.8 Hypothesis Two**

Ho: That, students in Cross River State, College of Health Technology, Calabar, Nigeria have knowledge about the various entrepreneurship skills offered at the Centre for entrepreneurial studies.

Questionnaire item 11: Do you have knowledge about the various entrepreneurship skills offered at the Centre for entrepreneurial studies? Was used to test the hypothesis at 0.05 level of significance.

Since the calculated value 23.02 is greater than the table value 3.84,  $H_0$  is rejected and  $H_1$  accepted. Thus, students in Cross River State, College of Health Technology, Calabar, Nigeria do not have knowledge about the various entrepreneurship skills offered at the Centre for entrepreneurial studies.

## 2.9 Hypothesis Three

$H_0$ : That, lack of knowledge and awareness of entrepreneurial skills available at the Centre for entrepreneurial studies, College of Health Technology, Calabar, Nigeria, impact negatively on the utilization level of the available skills.

Questionnaire item 14: Does lack of knowledge and awareness of entrepreneurial skills available at the Centre for entrepreneurial studies, impact negatively on the utilization level of the available skills? Was used to test the hypothesis at 0.05 level of significance.

### 2.9.1 Decision rule of acceptance or rejection

Since the calculated value 35.29 is greater than the table value 3.84,  $H_0$  is therefore rejected and  $H_1$  accepted. That is, lack of knowledge and awareness of entrepreneurial skills available at the Centre for entrepreneurial studies, College of Health Technology, Calabar, Nigeria, impact negatively on the utilization level of the available skills.

## 3. RESULTS AND DISCUSSION

The aim of this study is to investigate knowledge, attitude and utilization of entrepreneurial programmes in Cross River State, College of Health Technology, Calabar, Nigeria. The researchers framed three objectives, from which research problems were identified. Three research questions were raised which resulted in the formulation of three hypotheses. Extensive literature review was carried out and conceptual analysis undertaken to have a clear understanding of the concept under investigation.

A structured questionnaire was designed by the investigators and 260 printed copies were distributed to first and second year students for

completion, of which 255 copies were retrieved duly and appropriately completed. The data were extracted from the questionnaire collected and hypotheses were tested at 0.05 level of significance. The result of hypothesis one shows that the calculated value 26.73 is greater than the table value 3.84, the Null hypothesis was rejected and the alternate hypothesis accepted. Meaning that, the attitude of students impact negatively on the practice of entrepreneurial programmes in Cross River State, College of Health Technology, Calabar, Nigeria.

The result of this hypothesis was in accordance with [12] assertion that customs, traditions and beliefs vary with population groups, a good understanding of the perceptions, knowledge and attitude of beneficiaries of the entrepreneurship education programmes is crucial for the success of its implementation. He further argued that having a positive perception and attitude towards entrepreneurship increases the chances of becoming successful entrepreneurs, while fear of failure and unwillingness to take risks were seen as the major obstacles facing university students in embarking on an entrepreneurial path. [13] indicated that innovativeness and independence will impact students' attitudes towards entrepreneurship. Students who are more confident and independent in their ability, based on practical experience, will have a positive attitude toward entrepreneurship as a career choice.

The result of hypothesis two revealed that the calculated value 23.02 was greater than the table value 3.84.  $H_0$  was rejected and  $H_1$  accepted. Thus, the result implies that students in Cross River State, College of Health Technology, Calabar, Nigeria do have sufficient knowledge about the various entrepreneurship skills offered at the Centre for entrepreneurial studies.

The result of hypothesis two agreed with [14,15] who posited that entrepreneurship education and training influence individuals' knowledge, intentions to start a business, and have also called for integrating entrepreneurship programs with the education curricula. They maintained that Entrepreneurship education is very essential for equipping graduates with the required entrepreneurial competencies, knowledge, such as innovativeness and risk-taking. [16,17] in their study also found that students who enroll for entrepreneurship course had higher start-up intentions, possessing more knowledge about new venture creation than students who did not

**Table 4. Observed (o) and (e) expected frequency table in relation to question 8**

Variables	Yes	(E)	No	(E)	Total
Male	45	(60)	20	(35)	180
Female	160	(145)	30	(15)	75
Total	205	(205)	50	(50)	255

Source: Questionnaire

$$\begin{aligned}
 X^2 &= \frac{(45 - 60)^2}{60} + \frac{(160 - 145)^2}{145} + \frac{(20 - 35)^2}{35} + \frac{(30 - 15)^2}{15} \\
 X^2 &= \frac{(-15)^2}{60} + \frac{(15)^2}{145} + \frac{(-15)^2}{35} + \frac{(15)^2}{15} \\
 &= 1.55 + 6.43 + 3.75 + 15 \\
 &= 26 \text{ calculated value}
 \end{aligned}$$

**Table 5. Observed (o) and (e) expected frequency table in relation to question 11**

Variables	Yes	(E)	No	(E)	Total
Female	170	(157)	30	(43)	200
Male	30	(43)	25	(12)	55
Total	200	(200)	55	(55)	255

Source: Questionnaire

Level of significance at 0.05 = 3.84

$$\begin{aligned}
 X^2 &= \frac{(170 - 157)^2}{157} + \frac{(30 - 43)^2}{43} + \frac{(30 - 43)^2}{43} + \frac{(25 - 12)^2}{12} \\
 &= \frac{(13)^2}{157} + \frac{(-13)^2}{43} + \frac{(-13)^2}{43} + \frac{(13)^2}{12} \\
 &= 1.08 + 3.93 + 3.93 + 14.08 \\
 &= 23.02 \text{ calculated value}
 \end{aligned}$$

**Table 6. Observed (o) and (e) expected frequency table in relation to question 13**

Variables	Yes	(E)	No	(E)	Total
Male	30	(45)	25	(10)	55
Female	180	(165)	20	(35)	200
Total	210	(210)	45	(45)	255

Source: Questionnaire

$$\begin{aligned}
 X^2 &= \frac{(30 - 45)^2}{45} + \frac{(180 - 165)^2}{165} + \frac{(25 - 10)^2}{10} + \frac{(20 - 35)^2}{35} \\
 &= \frac{(-15)^2}{45} + \frac{(15)^2}{165} + \frac{(15)^2}{10} + \frac{(-15)^2}{35} \\
 &= 1.36 + 5 + 6.43 + 22.5 \\
 &= 35.29 \text{ calculated value}
 \end{aligned}$$

pursue such a course. Self-employment decisions can be affected by fostering entrepreneurial interest and skills through education. Hence, entrepreneurial programs need to be integrated with the College curriculum. Also, knowledge about entrepreneurship programme is very essential because it includes other areas like; knowledge of starting up, planning, finance, management, and the laws and regulations governing the process of starting a business.

The result of hypothesis three revealed that the calculated value 35.29 was greater than the table value 3.84, therefore  $H_0$  was rejected and  $H_1$  accepted. That is, lack of knowledge and

awareness of entrepreneurial skills available at the Centre for entrepreneurial studies, College of Health Technology, Calabar, Nigeria, impact negatively on the utilization level of the available skills. The findings are related to those of [18] who proposed that higher knowledge of entrepreneurship will promote more positive attitudes toward entrepreneurship programmes. Attending an entrepreneurship course was found to have a positive influence on attitude toward entrepreneurship. There is need therefore for higher institutions in Nigeria to strengthen their entrepreneurial educational programs with creativity and innovation, to enhance graduates' interest in becoming potential entrepreneurs.

#### **4. CONCLUSION AND RECOMMENDATIONS**

Entrepreneurship activities are very fundamental to the meaningful development of an economy. It is the bulwark for employment generation and technological development. According to [6] entrepreneurship is the ability to accept risks and combine factors of production in order to produce goods and services. It can also be seen as the willingness and ability of an individual to seek investment opportunities in the environment and be able to establish and run an enterprise successfully based on the identified opportunities.

This study investigate on attitude, knowledge and utilization of entrepreneurial programmes in Cross River State, College of Health Technology, Calabar, Nigeria. Three objectives and three questions were raised, which resulted in the formulation of three hypotheses. A conceptual analysis was carried out to have understanding of what researches have been carried out in relation to the problem under investigation. A prepared structured questionnaire was designed and 260 copies were printed and distributed to first and second year students in the institution for completion. The duly completed questionnaire were collected back and data extracted to test the hypotheses at 0.05 level of significant using chi – square statistical tool. The study revealed that: the attitude of students impact negatively on the practice of entrepreneurial programme in Cross River State, College of Health Technology, Calabar, Nigeria. Students in the College have insufficient knowledge about the various entrepreneurship skills offered at the Centre for entrepreneurial studies. Lack of knowledge and awareness of entrepreneurial skills available at the Centre for entrepreneurial studies, College of Health Technology, Calabar, Nigeria, impact negatively on the utilization level of the available skills.

The following recommendations were suggested for implementation;

- i) Entrepreneurship education should be intensified to enable the students have more knowledge about the available skills in the centre.
- ii) Entrepreneurial learning environment and support tools should be made available at the centre so that students can have wide choices.

- iii) Adequate teachers to provide the needed appropriate skills and attitude should be provided.

#### **CONSENT**

Verbal consent was obtained from the participating students as the questionnaire were distributed to the respondents (students) for completion. Those that were unwilling to participate after explaining the purpose of the study were allow to withdraw voluntarily.

#### **ETHICAL APPROVAL**

Permission was obtained from the Management of the College for approval before embarking on the study.

#### **ACKNOWLEDGEMENT**

The authors wish to acknowledge the authors whose works have been cited in this study. Also, we are specially indebted to the College of Health Technology, Calabar, Management for allowing us to carry out the study and the students for participating (in the study).

#### **COMPETING INTERESTS**

Authors have declared that no competing interests exist.

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