

Critical Assessment of Entrepreneurship Education in South-South Nigeria Tertiary Institutions: Past, Present and the Future

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Abstract

Entrepreneurship Education (EE) focuses on learning real-world skills that will aid students to lead outstanding lives in a constantly developing environment. The general objective of the study is to critically assess entrepreneurship education in South-South Nigeria Tertiary institution; past, present and future. The study adopted descriptive survey design. The population of the study consists of Sixty (60) entrepreneurship lecturers drawn from six (6) Tertiary Institutions in South-South Nigeria namely: Akwa Ibom State Polytechnic ikot asura, University of Calabar, Delta State University, University of Port-Harcourt, Federal Polytechnic Ekowe and Auchi Polytechnic, Which were purposively selected. A structured questionnaire was administered to the selected lecturers. Multiple regressions were used to analyze the data with the aid of SPSS version 25.0 software. The findings showed that youth mindset, improving entrepreneurship education and future of entrepreneurship education has a significant positive effect on effective entrepreneurship education as the probability of the calculated is equal to 0.000 which less than 5%. ($\beta = 0.792, 0.683, 0.657$ respectively, $t = 3.757, 1.543, 2.947$ respectively, $F = 8.119, R^2 = 0.311, P < 0.05$). The study therefore recommended that the future career of the youth should be the focal point in teaching entrepreneurship education; Lecturers and coordinators of entrepreneurship education should be regularly train and equip with contemporary skills and practice of entrepreneurship. The study concluded that entrepreneurship education is a strategy used to empower and create jobs for the youth. Effective entrepreneurship education has been revealed to have positive significant relationship with youth mindset

Keywords: *Entrepreneurship Education, Youth Mind-Set, Improving Entrepreneurship Education, Past, Present and future.*

1.0 Introduction:

The idea of every graduate is to be gainfully employed with an excellent white-collar job upon graduation rather than being self-employed. By some estimates over eighty-five thousand (85,000) graduates are produced in South-South Nigerian Tertiary Education every year and there are also South-South Nigerian graduates who study abroad who come home to compete for jobs (National Bureau of Statistics, 2020). NBS (2020) shows that the South-South geopolitical zone with an unemployment rate of 37.0 percent is the most affected area. The report further shows that the total workforce of the Region is thirteen million nine hundred and twenty-nine thousand five hundred and twenty six (13,929,526) out of this number, five million one hundred and forty seven thousand three

hundred and twenty five (5,147,325) are unemployed. This is attributed to lack of entrepreneurial skills and the unstable mind-set of the teaming graduates.

Entrepreneurship Education (EE) focuses on improving real-world skills that will assist learners in a constantly evolving climate to lead exceptional lives. It teaches key life skills on how to solve true, complicated issues that do not have a precise conclusion; it uses imagination and innovation to find a creative solution to complex issues. World recognition for investors and entrepreneurship has been given to the role of entrepreneurship in enhancing human life in terms of poverty reduction, job creation, wealth creation and industrial vigour. Evidence from educational institutions in developing countries has shown that entrepreneurship education has the capacity to pass and communicate the skills, skills and expertise needed for students to be able to recognise potential business opportunities (Chinonye and Akinbode, 2014).

Airebanmen (2004) in Ezeonwurie (2017) cited that Government through the Federal Ministry of Education make Entrepreneurship Education compulsory for all students in the Tertiary Institution across the country in order to inculcate the spirit of self-sufficiency to the teaming youth and it was seen as a positive step to redesign the mindset of young graduates who are aspiring to become useful entrepreneurs. Self-sufficiency can be scary, but it's worth it. Self-sufficiency requires you to be an established, strong, independent individual who doesn't need the validation of others. Even though it is not a bad idea to ask for help, it is indeed important to try and be solely independent in order to be free from the vicious circle of dependency and exploitation.

Improvement is the quest to make better from what was obtained before. Moving from one state to another is considered to be a better step for improvement. Garba (2004) argues that the program for entrepreneurship education is ineffectively applied, thus the difficulty in achieving certain targets, nor could its program aims, such as other advanced education, be converted at the implementation level into practical realities. This is because of Lateness in starting entrepreneurship education at any level of Nigeria, deficiency of instructional materials, poor funding of entrepreneurship education, inadequate orientation and sensitization (Okebukola 2004, Onyeachu 2008, Gabadeen & Raini 2012), hence there is need for improvement.

2.0 Statement of Problem

Nigerian Economy is totally dependent on oil revenues, the teaming graduates and youth of Nigeria depend on oil companies for white collar jobs. Ezeonwurie (2017) noted that despite the country's desire to diversify away from the almighty oil dependence economy, there is no effort shown to actualize such dreams. Babaloli (2019) stated that Nigeria has 308 degrees awarding institutions (134 polytechnics and 174 universities) with a registration population of approximately 2 m and an estimated 600,000 graduates annually as of October 2019. The author also reported that 520,000 Nigerian unemployed graduates invaded different recruitment centers in 2014 to apply for 4,000 advertised job vacancies at the Nigeria Immigration Service. This suggested that 130 unemployed graduates were hunting for each of the 4,000 vacancies. The report revealed that, at least 16 individuals reportedly died. Abba Moro, the then Minister for Internal Affairs, assumed responsibility, but was never punished by the Goodluck Jonathan Government, who gave automatic work slots to the families of the bereaved as compensation. At the beginning of 2018, Mr. Former Federal Inland Revenue Service (FIRS) chairman Tunde Fowler said that a whopping 700,000 graduates applied for 500 advertised jobs in the FIRS, with 2,000 of the candidates possessing first-class degrees. The Federal Road Safety Corps (FRSC) announced in September 2018 that it had received 324,000 applications to

fill 4,000 vacancies advertised for officer cadre, inspectorate, and road marshal assistants (Babaloli, 2019). In the same vein, about 60,000 graduates attended the Nigerian National Petroleum Corporation (NNPC) for interviews for an unstated number of vacancies (possibly less than 100). Unemployment rate is on the increase; every year young graduates sit and wait for paid jobs that they are not really sure of. The National Bureau of Statistics said the national labor force was 69 percent in the 2nd quarter of 2019, and the employment-to - population ratio was 66.6 percent, which indicates that 33.4 percent of the labor force was unemployed. Going by these estimates, and operating with an estimated population of 200m, the labor force of Nigeria as of mid-2019 is approximately 138m, 33.4 percent or 66.8 m of which are unemployed (NBS, 2019). Sadly, it seems as there is no end to this prevailing nightmares of graduates being unemployed in Nigeria. Ayoade and Agwu (2016) argue that joblessness propels young graduates into illegal activities to exert their energies and high wired intellect, thereby perpetrating all types of social ills. Numerous measures to support unemployment have been introduced by the government, but it seems as if nothing is really successful. For example, to alleviate the unemployment problem, Startup Nigeria (SN), the National Poverty Eradication Program (SPEP), the Small and Medium Industries Equity Investment Scheme (SMIES), the Youth Entrepreneurship Support Program (YESP), the Social Intervention Fund (SIF), were developed, but these programs produced mixed reactions (Fadahunsi and Rosa, 2002; Agwu, 2002; Onwuegbuzie and Ezeifeke. Ayoade and Agwu, 2016; Oboh and Nwachukwu (2018) noted that government initiatives are marked by political undertone and have not been generated to meet the interest of prospective entrepreneurs. This problem of graduates not being employed or unable to build job opportunities has become a thorn in the flesh of the government of Nigeria and it is not exceptional for South-South tertiary institutions. Which is why in 2006, the government implemented entrepreneurship education into tertiary institutions, which was seen as the main weapon among teeming graduates in Nigeria to alleviate and awaken entrepreneurial spirit. Entrepreneurship education was designed to reinvent the attitude, abilities and attributes of prospective graduates who would which to be trained in practice in order to start a business rather than waiting for white collar opportunities. It was on this basis that Wilson (2008) in Dao, (2018) noted that at present, Entrepreneurship teaches students how to start and run a business rather than providing practical training on creative ideas and Professional lecturers, instructors and facilitators who are highly imaginative, inventive and have the requisite skills to nurture students 'practical skills and experience are difficult to come by. Wu, Wang and Bui (2016) concluded that most institutions have not developed complete activities to provide the knowledge and skills needed for entrepreneurial goals for students. The authors also revealed that teaching methods last for more than three hours, in which students only listen to thoughts without any practical relation. Most of the operations stop at the school. It is assumed that entrepreneurship education needs to be improved from what it used to be in the past so that graduates will be inspired to become entrepreneurs.

3.0 Objective of the Study

The main objective of this study is to critically assess entrepreneurship education in South-South Nigeria Tertiary institution; past, present and future. Specially, the study identified the following objectives:

- I. To determine whether entrepreneurship education has significantly helped in changing the mindset of teeming youth.
- II. To examine possible ways of improving entrepreneurship education.
- III. To compare entrepreneurship education of the past, present and future.

3.1 Research Questions

- I. To what extent has entrepreneurship education significantly helped in changing the mindset of the teaming youth?
- II. What are the possible ways of improving entrepreneurship education in South-South Nigeria Tertiary institutions?
- III. Distinguish between entrepreneurship education in the past, present and future.

3.2 Hypotheses

- I. There is no significant effect of entrepreneurship education in changing the mindset of the teaming youth.
- II. There are no significant possible ways of improving entrepreneurship education.
- III. There is no significant difference between entrepreneurship Education in the past, present and future.

4.0 literatures Review

4.1 Entrepreneurship Education

In 2006, the government ordered that entrepreneurship education be included as a compulsory course in all programs offered in tertiary educational institutions. It was assumed that this will engender the development of a crop of investors with the required attitude and skills which will spur them on the road to innovation, innovation and enterprise thereby enable them to be job creators rather than job seekers and hence address the problem of graduate unemployment in the country and create job opportunities for the teaming youth. (National Technical Education Board, 2006). According to Idih (1997) in Ezeonwurie (2017), Nwamaradi and Emele (1997) assume that entrepreneurship education is still a key variable for industrial and economic development. Both authors observed that being self-reliant is what most countries are striving at and it is believed that it will improve the Gross domestic product of a nation.

Entrepreneurship education is a professional training provided to students to learn the abilities, innovations and leadership skills needed for self-reliance. (Suleiman, Osuala (2004) (2016:94-99). The author claimed that the goals of education for entrepreneurship should include:

- Providing practical youth education that could make them self-reliant and then enable them to derive benefit and be independent of themselves.
- To inculcate the spirit of self-sufficiency to the teaming youth.
- To redesign the mindset of young graduates who are aspiring to become useful entrepreneurs to follow the right direction.
- Providing the ability for small and medium-sized companies to hire skilled graduates who will have the preparation and resources required to help them develop a career in small and medium-sized enterprises.
- Providing graduates with training in skills that will allow them to address the needs of society's labor force.
- To provide graduates with enough training in risk management, to make uncertainties near possible or easy.
- To be educated and tutored in the skills related to the management of a small business center.

- Providing adequate preparation for graduates to make them productive and innovative in finding new business opportunities
- Stimulate the economic and industrial growth of rural and less developed nations.

Indeed, entrepreneurial education seeks to improve understanding and ability in widely varying contexts to follow entrepreneurial attitudes, skills and characteristics. It can be depicted as being open to all. For some persons, the tendency to act entrepreneurially is not exclusive. A different combination of capacities for demonstrating and acquiring entrepreneurial attitudes, abilities and qualities would be open to different people. Such practices can be practiced, developed and learned: it is therefore vital to introduce the younger generation to education in entrepreneurship (Amuah and Amaewhule, 2019). Hansemark (1998) states that entrepreneurship education is not only a traditional education model that is only marked by the transformation of knowledge and skills, but a model for changing attitudes and motives. Entrepreneurship education seeks to encourage individuals to be accountable, especially young people, as well as innovative people who have become entrepreneurs or visionary thinkers who contribute to economic growth and community development (Amuah and Amaewhule, 2019).

4.2 Entrepreneurship Education and Youth Mindset.

Education for entrepreneurship is not just about training someone to run and launch a company. It is about encouraging innovative thinking and cultivating a powerful level of self-reliance and empowerment. However, with university or college degrees, young people join the workforce not only, but also with a range of transferable, entrepreneurial skills and attitudes that can help them excel in almost any career. Their ability to take initiative and think outside the box, to critically solve problems and communicate effectively herewith becomes their unique selling point. It is central to becoming career-ready to learn these and other skills that are part of the entrepreneurial mindset.

Bux (2016) defines entrepreneurial mindset as an incorporated self-efficacy, inner locus, of self control and need for accession. In addition, those who possess the entrepreneurial mindset will demonstrate the ability to think creatively, adaptively demonstrate entrepreneurial knowledge, skills and innovative practice of identifying and creating opportunities and acting to manifest those opportunities in a productive way. The question is how crucial are these skills to entrepreneurs, are the young people interested in these skills?

Youth lead report (2018) reveals that despite teaching entrepreneurship education in schools, measuring youth entrepreneurial mindset is difficult. Aspiring entrepreneurs are believed to always be job seekers rather than self-employed.

4.3 Entrepreneurship Education and Improvement Modalities

In Ezeowurie (2017), Agomuo (2012) noted that the acquisition of adequate skills, abilities and competencies to equip individuals to live is self-reliant and significantly contributes to the economic growth of society in a visibly embedded way in the goals and objectives of Nigeria's current educational philosophy. The author further argues that enhancing the vocational and technical education curriculum, which involves entrepreneurial skills, is the way to realize this noble aim. Workforces can be easily employed if they are skillful enough to impress job owners. There is a need to focus and improve on the development of workforce skills on the quality of the entrepreneurship

education, entrepreneurial training and redesigning the mindset of young graduates for future economic development.

Ayodele (2006) in Ojeifo (2013) in Ezeowurie (2017) also observed that as part of the national development programs, some sort of genuine school work-based learning should be implemented in some studies. The creation of an apprenticeship program will offer some job knowledge and experience to fresh graduates. The authors also mentioned that if there is a pool of local public and private funds to create a small venture capital fund, it will go a long way to aid the improvement of entrepreneurship education.

The need to improve entrepreneurship education has become imperative especially in this era where the unemployment rate is rapidly on the increase. Ezeowurie (2017) recommended the following strategies to improve entrepreneurship education as thus;

1. The planned implementation of entrepreneurship research through faculties and departments as general courses in the nation must be supported by all stakeholders. The author also recommends that scholarship should be provided for performing students by the Federal government in collaboration with the state government.
2. Instead of keeping them on the shelf, universities should start to commercialize their research results.
3. A minimum benchmark for courses at Nigerian universities should be set by the National Universities Commission (NUC). This growth should not be politicised, but all the policy structures required for its sustainability and progress should be given in order to save Nigeria from poverty.

Improvement is not just limited to the above mentioned elements. Teaching methods and learning approaches are also good ways of improving entrepreneurship education. Kratzer (2017) cited that student-oriented teaching methods effectively affect the entrepreneurial attitudes of individuals. The author also observed that collaborative teamwork is effective in improving learning and working experience in the education process.

4.4 Entrepreneurial Education in the Past, Present and the Future

It is believed that Entrepreneurship is the engine of growth in every economy which is why the government encouraged entrepreneurship education all over the globe. In the past, entrepreneurship education in Nigeria has been attributed to the deficiencies and constraints of the legacy of colonial education (Nkoll & Jacob, 2014). Intensive hard work was made to make entrepreneurship education realistic and a means for national growth. Education for entrepreneurship began in the 1960s, with various government initiatives such as the Entrepreneurship Development Centre (EDC), the Nigerian Industrial Development Bank (NIDB), the National Jobs Directorate (NDE), and the National Open Apprenticeship Scheme (NOAS). And so on (Odia,2011). As hopeful as they sound, these programmes were unable to achieve their original goals and objectives. The reasoning is that it was actually not instilled in the education system. In the past, with an entrepreneurial mentality, self-reliance, jobs, and economic growth and development, the school curriculum at all levels was not established. It was in response to the need for more effective education that the then National Education Research Council (NERC) convened the 1969 curriculum conference. The decisions taken at that conference contributed to the establishment of the education theory and, ultimately, the 1977

National Education Policy, which was subsequently revised in 1981, 1998 and 2004. In Nkoll & Jacob (2014), Ofoha (2014) claims that the advent in Nigeria of the 6-3-3-4 education system, which began in 1982, brought about new breakthroughs in the Nigerian education system, but only in theory. There was no practical implementation. However, amid the innovation there was vocational education that was designed in the secondary school curriculum. Prevocational subjects were incorporated into the Junior Secondary School (JSS) curriculum while vocational subjects were incorporated into the Senior Secondary School (SSS) curriculum. In the past, integrated subjects such as Introductory Technology have been planned to train students for fundamental vocations such as woodwork, metalwork, basic electronics, professional drawing, automotive mechanics, etc. This is to motivate students to be productive at the final moment of the Junior Secondary School. According to Amanza (2016) entrepreneurship education in higher education institutions only gained attention in 1979. Entrepreneurship education was taught in about two hundred and fifty (250) colleges in 1985. The author also found out in a paper published by Kuaffman Foundation that the courses on entrepreneurship teaching improved to five thousand (5,000) in 2008 in the United State of America (USA) and in 2013, the teaching of entrepreneurship increased drastically to forty thousand (40,000). Whereas, it was only in 2006, that the tertiary institutions in Nigeria and the south-south as well started entrepreneurial programs in the Tertiary institutions. (NBTE, 2006).

Katz, 2003; Kurarko 2005; Neck and Greene 2011 in Alain (2013) posit that presently, Entrepreneurship Education is booming worldwide, schools adopted Entrepreneurship programs, the numbers of publications increased, conferences on Entrepreneurship programs also amplified, government and non-governmental organization gave maximum supports to entrepreneurship programs not just in South-South Nigeria, but in Nigeria as a whole and the world at large, yet unemployment is on the increased. Umoren, Akpan and Ntekop, 2012; Onuaha, 2008; Umoren, 2010; Umoren and Ntekop, 2010 in Philip & Elo (2019), claims that Entrepreneurship education inculcates in the students' awareness, skills and encouragement that promote the culture of entrepreneurship in different contexts. Whereas some people are born with certain characteristics that help them to turn ideas into action, others are able to do so through the training and ability development process. While scholars seem to differ in their viewpoints and modes of describing entrepreneurship education, there is an agreement among them that entrepreneurship education in Nigerian schools is a welcome and worthwhile development. The government is now aware that entrepreneurship education relied on encouraging young people to learn suitable skills, competencies and skills in vocational, technical and other fields in order to become employers of labor and not job seekers, as is currently the case for many young people today. Consequently, in order to teach students practical abilities, the federal government ordered that entrepreneurship education be incorporated into the curriculum of higher education institutions (Okojie, 2011). The state of Entrepreneurship Education is currently seen as a tool for economic growth of any nation. Vesper (1997) pointed out that the number of higher institutions with courses in entrepreneurship education rose from less than 10 in 1967, to 105 in 1975, to 173 in 1980, to 250 in 1985, to 370 in 1993, to 5000 in 2008 and to 40,000 in 2013. However, from 2006 up to date, over 277 approved institutions have incorporated entrepreneurship education in their courses of study in order to redesign the mindset of undergraduate students toward a sustainable entrepreneurial success. It is believed that with the current blow of entrepreneurship education more than 200 entrepreneurial centers have been established in the Nigerian Tertiary Institutions and public interest on entrepreneurial education have become higher.

Each waking day, we are having remarkable changes in rules, regulations and skills which significantly affect the way entrepreneurship education operates. Some teachers will say that the future is certainly clear, but some of these improvements are intended to work toward their extension and dealing with others. More so, there is rising empowerment and acceptance of independence which motivates more populace to begin and practice entrepreneurship education more effectively. But the key question is: what is the future of education for entrepreneurship? Will the growth trend of the last 35 years continue? Are there future drivers for the development of entrepreneurship education? Honig 2004; Neck and Greene 2011 in Fayolle (2013) consider the future of entrepreneurship education as more fruitful than the future itself. Furthermore, the author noted that educators and academics in the field of entrepreneurship would benefit from reconsidering how they approach education in entrepreneurship. Fayolle (2013) suggested that entrepreneurship education could be more fruitful if the strategies of target, connect and reflect are being focused on. In the future, the aim of entrepreneurship education is to concentrate on skills and, more precisely, on soft skills such as relational, logical, interpersonal and engagement skills (Fayolle, 2013, Guy, Lau and Chan 2002). The target also is to redesign the mindset of teaching Youth in order to be self employed rather than waiting for white collar job. The connection between entrepreneurship and education cannot be overemphasized, the future of entrepreneurship education needs to clearly and accurately combine knowledge, innovation and creativity in the field of entrepreneurial education. Fayolle (2013) considers that the disconnection experienced in practice and many other issues can be resolved in the future.

5.0 Theoretical Framework:

This study is supported by two theories, mind-set and experiential learning theory. Gollwitzer, (1996) looks at Mindset as a general cognitive orientation with distinct characteristics that direct people in knowledge collection and analysis. No individuals have the same thinking ability; they are always influenced by the level of assimilation of information and shape their thought to desirable outcomes. Mindset affects decision-making by its impacts on the knowledge associated with the process role of individuals (Beckmann and Gollwitzer, 1987). The theory of mindset is mainly the work of Dweck (1998), who postulates a major difference between growth and fixed mindset: meaning that you respond to failure with an attitude if you have a growth mindset, but if you have a fixed mindset, you will expect that it will be difficult to succeed. The advocates of Mindset theory argue that this basic principle can go a surprisingly long way to understanding why people excel and others struggle. (2010-Dweck). The author believed that people can be induced to adopt a growth mindset which will eventually lead them to success and fixed mindset will lead to failure. Students of entrepreneurship education most of the time are induced to have a fixed mind-set to content with white collar job which could lead to failure in the future, whereas lecturers and teachers of entrepreneurship can in the same vein induce them to adopt a growth mind-set which could motivate them to eventually succeed. On the other hand, Conhan, Grawbowski and Smith (2003) in Ezeonwurie (2017) explained that experiential theory of learning is a recurring process linking setting of goals, thinking, planning, experimenting and decision making that is followed by observing, practicing and reviewing. The theory is student-centered and works on the hypothesis that people learn best from experience. "The author added that" learning by doing "is the best way to explain the theory. Students will undoubtedly play an active role in what they are learning by encouraging students to relate schoolwork and ideas to experiences or events and they will alter the idea by applying it. Students have an ability to be more adventurous and to become more interested with what they are learning by experiential learning (Barton, 2020).

6.0 Methodology

The study adopted descriptive survey design. The population of the study consists of Sixty (60) entrepreneurship lecturers drawn from six (6) Tertiary Institutions in South-South Nigeria namely: Akwa Ibom State Polytechnic ikot asura, University of Calabar, Delta State University, University of Port-Harcourt, Federal Polytechnic Ekowe and Auchi polytechnic, Which were purposively selected. The entire population was used, and sampling was avoided in order to minimize error and bias, meaning that a census survey was involved. Questionnaire was developed to “Critical assessed Entrepreneurship Education in South-South Nigeria Tertiary Institutions: Past, Present and the Future”. The questionnaire was design to show Part A and Part B, where Part A was information meant for personal data whereas Part B was developed to matchwith the specific objectives. The questionnaire was validated by six Directors of Entrepreneurship from the Centre for Entrepreneurship Development and Research (CEDR) from six different institutions namely: Federal Polytechnic Nekede, University of Jos, Federal Polytechnic Idah, Ebonyi State University, Abia State University and Federal polytechnic Nassarawa. Multiple regressions were used to analyze the stated hypotheses.

7.0 Discussion of findings

Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.558 ^a	.311	.273		1.322

a. Predictors: (Constant), future, improving, youth mindset

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	42.538	3	14.179	8.119	.000 ^b
	Residual	94.307	54	1.746		
	Total	136.845	57			

a. Dependent Variable: effective entrepreneurship education

b. Predictors: (Constant), future, improving, youth mindset

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.973	4.086		.238	.000
	Youth mindset	.792	.211	.591	3.757	.000
	improving	.683	.443	.202	1.543	.000
	Future	.657	.223	.431	2.947	.005

a. Dependent Variable: effective entrepreneurship education

Table 7.1, 7.2, 7.3 shows regression analysis of effect of youth mindset, improving entrepreneurship education and future of entrepreneurship education on effective entrepreneurship education in Nigeria. The findings showed that youth mindset, improving entrepreneurship education and future of entrepreneurship education has a significant positive effect on effective entrepreneurship education as the probability of the calculated is equal to 0.000 which less than 5%. ($\beta = 0.792, 0.683, 0.657$ respectively, $t = 3.757, 1.543, 2.947$ respectively, $F = 8.119, R^2 = 0.311, P < 0.05$). Hence, the null hypothesis is hereby rejected.

From the statistical analysis, it was gathered that youth mindset, improving entrepreneurship education and future of entrepreneurship education has a relationship with effective entrepreneurship education. The $R = 0.558$ is the relationship between youth mindset, improving entrepreneurship education and future of entrepreneurship education and effective entrepreneurship education, indicating that for every 1 unit increase in youth mindset, improving entrepreneurship education and future of entrepreneurship education, there is a 0.558 increase in effective entrepreneurship education. The value of R Square (0.311) is known as the coefficient of determination which indicates that youth mindset, improving entrepreneurship education and future of entrepreneurship education is accountable for every 55.8% changes in effective entrepreneurship education.

A constant value (Alpha) of 0.973, which is the expected value of the dependent variable measure (effective entrepreneurship education) when the predictor is set at 0 and the independent variable coefficient (beta = 0.591, 0.202, 0.431, respectively) is the size of the independent variable measure coefficient, meaning that the size of the effect on the dependent variable is 0.792, 0.683, 0.657.

The prediction variable is the t-value and sense, as shown in table 7.3. The t-statistics are the determination coefficient separated by its standard error. If 95 percent of the t-distribution is near the mean of the t-value, the coefficient would have a 5% p-value. The p-value indicates that the independent variable measures youth mindset, improving entrepreneurship education and future of entrepreneurship education. The results indicate satisfactory goodness of fit between the independent variable youth mindset, improving entrepreneurship education and future of entrepreneurship education and dependent variable effective entrepreneurship education. It also illustrates that the F-value which is the mean square model separated by the mean square residual yielded $F = 8.119$ meaning that the model is significant to predict effective entrepreneurship education.

Recommendation

1. The future career of the youth should be the focal point in teaching entrepreneurship education. The implication is that when adequate attention is given on how youth will be employer of labour immediately after graduation; it will renew or change the mindset of the youth towards entrepreneurship education and positive utilization of their skills
2. Lecturers and coordinators of entrepreneurship education should be regularly train and equip with contemporary skills and practice of entrepreneurship. The implication is that when the lecturers are regularly trained and monitored strictly, it will help in improving the teaching of entrepreneurship education.
3. The teaching of entrepreneurship education should be back up with practical knowledge. The implication is that when the students are actively involved in the teaching and practical process, it will boost their moral and confidence towards future career endeavour.

Conclusion

Entrepreneurship education is a strategy used to empower and create jobs for the youth. Effective entrepreneurship education has been revealed to have positive significant relationship with youth mindset. Therefore, it is important that the teaching of entrepreneurship should be extended to school pupil so as to catch them young in discovering and developing their inherited skills.

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Youth mindset

- a) Hope of being gainfully employed is made possible through the knowledge of entrepreneurship education
- b) Talents are discovered through the teaching of entrepreneurship education

Improving entrepreneurship education

- a) Lecturers are trained and equipped with the contemporary knowledge and skills of entrepreneurship
- b) Seminars and inspections are organized annually

Past, present and future

- a) Entrepreneurship education have moved from theoretical to practical knowledge
- b) Students are guided while making choice of skills