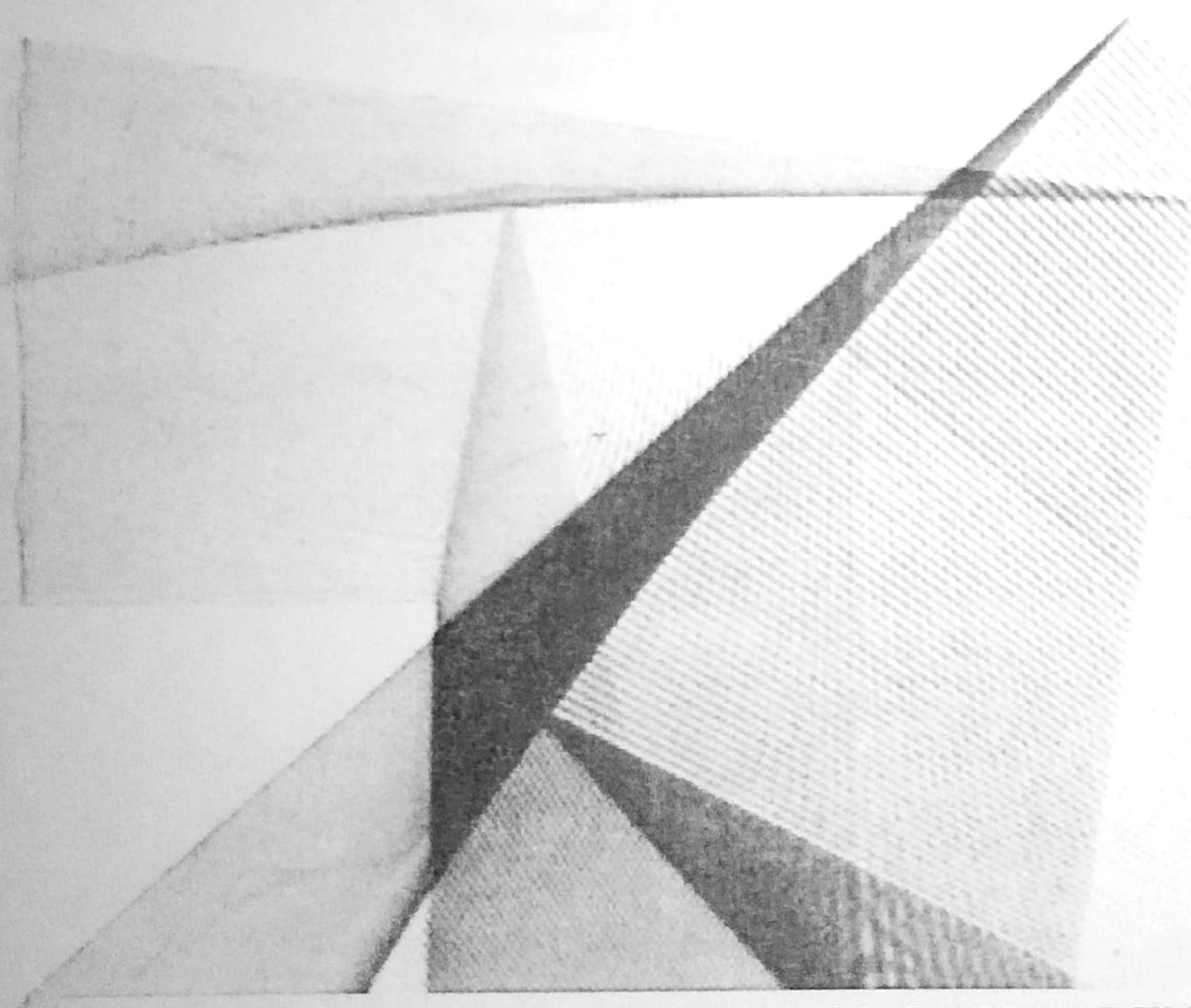
Special Edition, 2016

INTERNATIONAL JOURNAL OF

Entrepreneurship Innovation & Management

Official Journal of the Centre for Entrepreneurship
Kwara State University, Malete



THE CENTRE FOR ENTREPRENUERSHIP

(Since 2009)

"Producing Tomorrow's Global Business Leaders Today"

www.kwasu.edu.ng/tce

Country Winner of 2013 Saville Foundation Pan-African Entrepreneurship in Education Award

252 **Effective Entrepreneurship Skills in Reducing Poverty through Coop Small Business Innovation in Lagos Metropolis**
Kamaldeen A.A Lawal and Abdulahi Olabisi Taiwo

269 **Affective Social Interaction Assessment in Recruitment and Selection Process: A Study of Human Resources Practitioners View**
Bashir Aboaba Mojeed-Sanni, PhD

285 **Exploring the Link Between Relationship Marketing and Organizational Profitability. A Case Study of a Reputable Financial Institution, Ibadan, Oyo State Nigeria**
Bolanle Odunlami Ibojo, PhD, Emmanuel Olaniyi Dunmade, PhD and Oludele Matthew Asabi, PhD

301 **Parental Roles in Fostering Entrepreneurial Mindset in Nigerian Children**
Olayiwola Gafaru Olorisade, PhD and Babatunde A. Alege

314 **Taxpreneurship: A Revolutionary Paradigm for Improving Internally Generated Revenue In Kwara State, Nigeria**
Muritala O. Awodun, PhD

Parental Roles in Fostering Entrepreneurial Mindset in Nigerian Children

Olayiwola Gafaru **Olorisade**, PhD
Department of Business & Entrepreneurship Education,
Kwara State University, Malete P.M.B. 1530, Ilorin
olayiwola.olorisade@kwasu.edu.ng
&
Babatunde A. **Alege**
Department of Special Education,
Kwara State University, Malete P.M.B. 1530, Ilorin
Babatunde.alege@kwasu.edu.ng

Abstract

Nigeria is plagued with poverty, unemployment and poor response of youth to entrepreneurship. Government at all levels had employed varying measures to reduce unemployment and promote youth involvement in entrepreneurship; but this had yielded little result due to the lateness in intervention and the non-consideration of children's interest in entrepreneurial engagement. This paper is a descriptive study aimed at enhancing parental roles towards developing entrepreneurial mindset in children. Using stratified random sampling technique, 64 parents (literate and illiterate) were sampled from rural and urban areas of Kwara State. The instrument used was a questionnaire developed by the researchers, administered on parents to elicit their opinions and involvement at encouraging children entrepreneurial activities. The reliability coefficient was .62. Simple percentage was used to determine the level of parental involvement in children's entrepreneurial activities; while t-test statistics was used to analyze the three hypotheses raised. The findings revealed a high level of parental involvement in children entrepreneurial activities; a significant difference between fathers' and mothers' involvement; and between rural and urban parents' involvement in children's entrepreneurial activities. The paper recommended, among others, that parents must expose children to stimulating environment and ensure that children are enrolled for vocational training of their choice.

Keywords*:* Parental roles, Entrepreneurial mindset, Parental involvement Children interest, Entrepreneurial engagement

Introduction

Entrepreneurship has become a significant factor in the growth and development of national economies. Adebayo (2013) observed that governments in industrialised and developing nations encourage the

development of entrepreneurship and assist small and medium scale enterprises to grow national economies. This promotes individuals' determination to become self employed, thereby creating a venture through which wealth is generated, and resulting in an improved standard of living for the people. Such entrepreneurs are therefore enabled to participate in the economic, political, social and cultural life of their communities. With the evident importance of entrepreneurship, scholars have carried out researches on how best to encourage entrepreneurship in young adults, both for their personal gain and to grow national economies.

On the other hand, many developing countries, including Nigeria, are plagued with poverty, unemployment and underemployment of their youth population, resulting from the lack of exposure to training and skill acquisition, lack of infrastructural facilities and poor funding of entrepreneurial activities required to engage the youth and to tap from their endowed abilities. Odey (2013) observed that institutions in Nigeria award certificates to thousands of graduates every year, with majority of them lacking usable skills and are therefore unemployable. He reported that Manufacturers' Association of Nigeria (MAN) first made public the alert to this fact. Again, academics have severally stated that Nigerian education is more focused on knowledge dissemination and certificate acquisition than practical skill training, which had for long encouraged the craze for certificates at the expense of skill development. The resultant effect is high rate of unemployment among Nigerian youth. This has had negative effects on the society, as the idleness of Nigerian youth expose them to becoming ready tools in the hands of some adult members of the society who engage them in unwholesome activities, resulting in public disturbances, hooliganism, increased crime rate, insurgency, kidnapping, armed robbery, etc (Olorisade, 2014). According to Adewara (2015) global conscience has awakened more than ever before to the moral responsibility of providing enabling environment, institutional arrangements and essential financial, human and other material resources that would empower the unemployed and other persons to be self employed.

In the effort to encourage youth entrepreneurship, Nigerian government has facilitated an indigenous culture. Okojie (2015) reported that the Nigerian Government, having recognised the importance of entrepreneurship as a basic skill to be provided through life-long learning, have institutionalised entrepreneurship development by; setting up core entrepreneurship

institution, introducing entrepreneurship development needs throughout the schools and training systems; and as well coordinating and extending short-term entrepreneurship capacity development. The Federal Ministry of Education made entrepreneurship education compulsory for all students of higher educational institutions in Nigeria, with effect from 2007/2008 academic session (Okojie, 2013). The National Universities Commission (NUC) directed Universities to introduce entrepreneurship programme as a General studies course, with the aim to produce graduates with some value addition over and above students' field of study, for the purpose of self-reliance. Okojie (2015) concluded that the introduction of entrepreneurship programme in Nigerian Universities was with the aim to redirect education and training for reliance and quality through the development of entrepreneurship mindset in students and equipping them with necessary skills to start and run businesses successfully.

The introduction of entrepreneurship in Nigeria's higher institutions was followed with the introduction of trade/entrepreneurship subjects into the secondary school curriculum in 2011, which is a compulsory subject that every senior secondary student must offer (Olorisade, 2014). It was introduced to make secondary education functional to the extent that school graduates have vocational, technical and entrepreneurial skills and competencies necessary to generate jobs and create wealth, and in the process eradicate poverty (Orji, 2012). The above stated efforts of government was meant to ensure that entrepreneurship becomes deeply entrenched in the psyche of Nigerian children and youth, to mitigate the problem of high rate of unemployment and to alleviate poverty in the Nigerian society.

In addition, government at the national and state levels has also introduced varying initiatives to encourage youth involvement in entrepreneurship and promote the culture of job creation and wealth generation through:
i) the introduction of YOU-WIN programme of the federal government, meant to provide training and seed money for entrepreneurs, desirous to engage in business activities;
ii) entrepreneurship programmes of State governments like; the Kwara Youth Empowerment Programme, Oyo State Youth Empowerment Programme (OYES), Youth Empowerment Programme of Osun State (YESO), among many others;

iii) appropriation and release of fund at reasonable rates to finance entrepreneurship activities through the Central Bank of Nigeria (CBN) entrepreneurship intervention programme, Microfinance Banks, Bank of Industry and Commercial banks in Nigeria;
iv) availability of institutional support for entrepreneurship; and
v) the provision of incubation centres across Nigeria.

The access to credit facility, provision of continuous training and research, institutional support and provision of enablement through monetary and fiscal policies has resulted in the increased participation of Nigerian youth in entrepreneurial activities; but the situation is a far cry in relation to the number of unemployed youth roaming Nigerian streets. According to Akinyemi and Ikuenemore (2011), graduate unemployment rate in 2003 was 25.6%, it rose to 30.3% in 2009 and further to 40.2% in 2011. The bureau for statistics revealed that less than 20% of graduates from Nigeria' institutions get gainfully employed. Developed and rapidly developing nations of the world have been observed to achieve the feat through a conscious and deliberate attempt at promoting and encouraging entrepreneurship. This has contributed to the economic growth of these nations, which was achieved through the provision of infrastructure, stable government policies, effective training and proper skill acquisition by the citizens of these nations. In Nigeria, the inadequate training, lack of basic infrastructure and difficulties in accessing loans – all combine to frustrate youth engagement in entrepreneurship. Where youth make efforts to start business ventures, the poor /short-term training acquired, combined with the fact that the businesses they engage in, were not in their initial line of interest and in their areas of strength, such businesses quickly fold up after a very short period of time. The researcher observed that the scenario described above resulted from the failure to key children into particular trade activity from childhood. This hinders them from exploiting opportunities to become business owners.

This informed the researcher's focus on parental roles in fostering entrepreneurship mindset in Nigerian children. This, it is hoped, will not only promote entrepreneurial engagement, but will ensure life-long commitment to worthwhile tasks and will encourage the establishment of small and medium scale businesses that will grow into big companies in the near future, which will contribute to the economic growth of the nation.

inance
(CBN)
ınk of

search,
ry and
outh in
to the
ling to
03 was
eau for
itutions
of the
us and
his has
chieved
ffective
ons. In
ulties in
ient in
res, the
hat the
in their
eriod of
resulted
ildhood.
owners.

fostering
not only
mitment
nall and
ır future,

Theoretical Framework

Thomas Cochran in his theory "Cultural Impact on Entrepreneurial Behaviour" observed that the key drivers to entrepreneurial behaviour are cultural values, roles expectations and social sensations. According to him, the environment in which an individual is reared determines his urge towards entrepreneurship, as entrepreneurs are products of their societies and are shaped by society's cultural values and role expectations (Ottih, 2014). On the field observation of the researcher revealed that cultural impact is a strong factor in entrepreneurial engagement, and this had contributed to children's poor interest in entrepreneurship, as parents themselves are not entrepreneurially conscious. It has been observed that in recent times, Nigerian parents are getting their children engaged in entrepreneurial activities without consideration for the interest of the children. This has resulted in the poor attitude of Nigerian children to entrepreneurial activities, which has contributed to the high rate of unemployment and poverty among many Nigerians.

According to the Schumpeterian theory of combination, parents are required to help their children to understand the varying ways by which factors of production can be combined into a production system, meant to supply people's needs. It is important that parents therefore allow their children to explore their environment more freely and consider the activities of the children as a positive disruptive force meant to create a new order of things. This will afford the children opportunity to contribute to the economic development of their communities. It is a known fact that invention does not occur until exploration is made. The exploration of the children, in most cases, results in the formation of new ideas which can be transformed into an economically relevant product or service. This will deepen the children's interest in entrepreneurial activities and sustain them in entrepreneurial engagement in later life. This will eventually promote job creation, wealth generation among Nigerian children, who will eventually grow up to become useful, better engaged and productive citizens.

According to Bagheri and Pihie (2010), literatures on the role of family in shaping students' entrepreneurial behaviour indicate that most entrepreneurship researchers employ three common theories to explain the impact of family on students' entrepreneurial intention and behaviour. These are theory of Entrepreneurship Event, theory of Planned Behaviour and the theory of Social Cognition. The present study focuses on the theory of

entrepreneurial event which considers intention to start-up a new business as a result of the interaction between "persons" and "contextual factors". The interaction influences an individual's perception towards his/her ability to carry out entrepreneurial behaviours (feasibility), favourability to become an entrepreneur (desirability) and willingness to act according to entrepreneurial intention (propensity to act) and establish a new business (Segal, Borgia and Schoenfeld, 2005; Peterman and Kennedy, 2003).

In the desire, therefore, to encourage entrepreneurial commitment of youth for a lifetime and enable them contribute to national economy through job creation, which will reduce unemployment and poverty; the present study focused on promoting entrepreneurial commitment of youth from childhood, through parental guidance and support. The objective of the study is to provide alternative ways to promoting entrepreneurial commitment of children and youth, for a more positive impact on national economy and to overcome poverty through job creation. The study will suggest ways to focus children' interest on self employment, equipping them to bring out their creative talents, mentoring them appropriately and preparing them to manage personal businesses and be sustained on it through life.

Research Question

What is the level of parental involvement in fostering entrepreneurial mindset in children?

Research Hypotheses

Ho_1: There is no significant difference between fathers' and mothers' involvement in children entrepreneurial engagement.

Ho_2: There is no significant difference between rural and urban parents involvement in children' entrepreneurial engagement.

Ho_3: There is no significant difference between literate and illiterate parents involvement inchildren' entrepreneurial engagement.

Literature Review

Entrepreneurship education is important to the extent that it will boost national economic development through the engagement of the citizenry in productive economic activities. It has the potency in lowering poverty level and improving the living standard and quality of life of the people; which eventually lowers crime rate typically committed by youth who have no jobs;

but who need money for basic necessities of life (Okebukola, 2014). According to him, creative individuals are able to generate and apply creative solutions to national economic problems. If Nigeria will produce such individuals who will create jobs, generate wealth and alleviate poverty; there is the need to focus attention on developing children's potentials, early in life, with respect to talents, gifts and activities of interest. Herein lies the role of parents and guardians.

Various studies had been carried out on entrepreneurship in Nigeria, but most of the studies focused on adults and retirees (Areo, 2014); others have considered the introduction of entrepreneurship at the secondary and tertiary levels of education, and its effects on youth engagement; mainstreaming entrepreneurship concerns into curriculum implementation at all levels of education in Nigeria; while some others have focused on approaches to practical entrepreneurship and how the practice of entrepreneurship can support the development of an enterprising mindset (Okebukola, 2014; Odey, 2013; Makwana, 2013). The present study differs from the earlier ones as it seeks to draw out parental roles in fostering entrepreneurial mindset in Nigerian children.

Methodology

This study adopted a descriptive survey. The survey collected data from sixty-four (64) parents, who were selected using the stratified random sampling technique with respondents sampled from the literate and illiterate population, in rural and urban communities in Kwara state, Nigeria. The basic instrument for data collection was the "Parental Roles in Fostering Entrepreneurial Mindset (PRIFEM) developed by the researcher, which was subjected to face and content validity by experts in entrepreneurship education. The instrument was also trial tested to determine its reliability coefficient which was .62. The instrument was administered on the respondents in the sampled communities with the help of research assistants who guided respondents in answering the questions and responding to the issues raised in the questionnaire. In analysing the data, percentages was used to proffer answer to the only question; while t-test statistics was employed to analyze the hypotheses raised.

Data Analysis

Research Question: What is the level of parental involvement in fostering entrepreneurial mindset in children?

Table 1: level of parental involvement in fostering entrepreneurial mindset in children

S/N	Statement Items	(Degree of responses, in percentages) Always	Most times	Sometimes	Never
1.	Encourage my children to join appropriate clubs	42.2	29.7	10.9	17.2
2.	Permit my children to use home tools for activities	31.2	28.1	26.6	14.1
3.	Allow my children to put old appliances to other uses	26.6	25.0	21.9	26.6
4.	Allow children engage in sporting activities	60.9	21.9	15.6	1.6
5.	Listen to children' likes and wants	71.9	7.8	9.4	10.9
6.	Advise children on overcoming challenges	81.2	10.9	7.8	-
7.	Permit children watch TV programme of interest	21.9	28.1	45.3	4.7
8.	Assists children in activities of interest	51.6	34.4	12.5	1.6
9.	Encourage children by attending program. of interest	37.5	34.4	26.6	1.6
10	Help children to benefit from opportunities available	62.5	21.9	15.6	-
11	Link children with appropriate mentors	57.8	32.8	9.4	-
12	Encourage children' involvement in voc. training	62.5	18.8	14.1	4.7
13	Knows children' favourite school subject(s)	65.6	15.6	18.8	-
14	Only pray for children, as I am too busy	75.0	15.6	6.2	3.1
15	Decide children' apprenticeship training	21.9	17.2	35.9	25.0
16	Determine my children' career	34.4	12.5	21.9	31.2
17	Don't know how to turn children' interest to profitable activity	10.9	23.4	26.6	39.1
18	Don't know how to market children' products	6.2	28.1	32.8	32.8
19	Don't know how to tie children' interest to careers	7.8	20.3	28.1	43.8
20	Provide opportunities towards children' interest	54.7	31.2	12.5	1.6
21	Don't know where children can learn more about their areas of interest	14.1	14.1	35.9	35.9
	Average	42.78	22.47	20.69	17.38

Parental involvement in fostering entrepreneurial mindset in children is high (65.25) considering the responses for always and most times. At the top of the high ratings were parents helping children to overcome challenges, linking children with mentors and providing necessary experiences geared towards children interest. Although parental inability to help the children turn activities into profitable business, market their products and to tie children' interest to possible career tops their weak areas.

Hypothesis 1: There is no significant difference between fathers and mothers' involvement in children entrepreneurial engagement.

Table 2: Fathers' and mothers' involvement in children' entrepreneurial engagement

Variable	N	X	SD	Df	t-cal	critical t	Decision

Fathers	28	3.6939	.24399	62	10.792	1.980	H_o Rejected
Mothers	36	2.3532	.62018				

From table 2, the calculated t-value was 10.792, which was higher than the critical value of 1.980; therefore the hypothesis was rejected. This means that there was a significant difference between fathers' and mothers' involvement in children entrepreneurial engagement. However, comparing the mean score, it was evident that the mean score of fathers' (3.69) was higher than that of mothers (2.35).

Hypothesis 2: There is no significant difference between rural and urban parents involvement in children entrepreneurial engagement.

Table 3: Rural and urban parents' involvement in children' entrepreneurial engagement

Variable	N	X	SD	Df	t-cal	critical t	Decision
Rural parents	25	3.7448	.20430	62	9.908	1.980	H_o Rejected
Urban parents	39	2.4234	.64462				

Table 3 revealed that the calculated t-value was 9.908 while the critical value was 1.980, therefore the hypothesis was rejected. This implies that there was a significant difference between rural and urban parents involvement in children entrepreneurial engagement. The mean score for rural parents was 3.75 and higher than the urban parents of 2.42.

Hypothesis 3: There is no significant difference between literate and illiterate parents involvement in children entrepreneurial engagement.

Table 4: Literate and illiterate parents' involvement in children' entrepreneurial engagement

Variable	N	X	SD	Df	t-cal	critical t	Decision
Rural parents	38	2.7769	.97358	62	-1.938	1.980	H_o Accepted
Urban parents	26	3.1777	.48291				

Result in table 4 showed that the calculated t-value was -1.938 while the critical value was 1.980, so the hypothesis was accepted. This means that there was actually no significant difference between literate and illiterate

parents involvement in children entrepreneurial engagement. Again while comparing the mean scores, it was evident that illiterate parents had a higher mean score (3.1777) in relation to literate parents' score of 2.7769.

Discussions and Implications

Table 1 revealed that parental involvement in fostering entrepreneurial mindset in children was high (65.28). This shows parents who find time to chat with and guide children to identify their areas of interest and provide advice to overcome challenges; who take steps to link their children with mentors; and parents who provide opportunities and experiences geared towards their children interest. This agrees with the findings of Bagheri and Pihie (2010) that parents had significant impact in inspiring students to do entrepreneurial activities, whether or not they themselves were entrepreneurs; while Areo (2014) reported a high level of involvement of school children in diverse economic undertakings as a result of the support they get from their parents.

The result in table 2 showed that there was a significant difference between fathers' and mothers' involvement in children's entrepreneurial engagement. This may be due to the nature of work engagements of the parents which determines the amount of time such parents can spare with children to provide guidance, assistance and appropriate mentors in order to foster entrepreneurial mindset in the children. Again, table 3 revealed a significant difference between rural and urban parents involvement in children' entrepreneurial engagement, which might have resulted from rural parents' involvement of their children in their private businesses/trades, in addition to formal schooling, so that the children can make a living out of same in the near future. On the other hand, most urban parents have less time with their children and mostly engage them in formal schooling and evening lessons in order to prepare them for success in their academics and to obtain paid employment later in life. Urban parents are therefore unable to sufficiently monitor activities of their children and to provide necessary guidance in vocational/entrepreneurial training for them.

The data in table 4 shows that there was no significant difference between literate and illiterate parents' involvement in children's entrepreneurial engagements. This revealed that parental disposition to children's activities do not show colouration of literacy or illiteracy, as both group of parents provide formal education to their children and look forward to securing a

better future for them. Their disposition to the children' entrepreneurial activities does not differ much, as they all lack basic knowledge in linking children' interest with future careers, they lack knowledge about the source of additional information on children' interest and they also are unable to easily market children's product in order to sustain children in the business of interest. This agrees with Ogundele' (2000) submission that the process of emergence, behaviour and performance of indigenous entrepreneurs were affected by multiple factors in varying degrees.

Conclusion and Recommendations

The findings of the study showed that there was a high level of parental involvement in children' entrepreneurial engagement, there was a significant difference between fathers and mothers involvement, between rural and urban parents involvement; but no significant difference between literate and illiterate parents involvement in children' entrepreneurial engagements. On the basis of the findings, and considering need to foster entrepreneurial mindset in Nigerian children, the following recommendations are being suggested:

Nigerian parents should strive harder to create more time to discuss with and guide their children through an entrepreneurial endeavour, to prepare them for self employment and dependence on themselves instead of struggling to get paid jobs. This will help children focus on their talents, gifts and to develop it for useful living in later life, thereby reducing the clamour for paid jobs and will bring down unemployment rate.

Parents in urban and rural communities in Nigeria should enrol their children for vocational training of the children's choices, after proper guidance and in addition to formal schooling. This will provide the necessary skill and exposure required for success in the chosen area of business, and promotes self employment in later life.

Parents are also enjoined to expose children to stimulating environment that will challenge and bring out the potentials in them. This way, they will be able to seek further assistance that will help children develop their potentials, and appropriately deploy their gifts and talents for the good of the society and make money out of it.

Educational institutions, governmental agencies and Non Governmental Organizations (NGO's) should provide necessary enlightenment for the parents on turning children activities into profitable businesses, tying children's interest to particular careers/vocations, sourcing information to develop children's areas of interest, and marketing children's products.

Educational institutions, appropriate government agencies like; Small and Medium scale Enterprise Development Agency of Nigeria (SMEDAN), Ministries in charge of Youth Empowerment, etc should regularly organize exhibitions and shows where products of children entrepreneurial activities are displayed for purchase and possible link with companies that can partner with children to improve on the quality of such products. This will promote sale of the products and encourage more involvement of the children.

Parents are encouraged to support entrepreneurial activities of their children through verbal commendation, provision of seed money, releasing out-of-use home appliances for experiments and try outs. In addition, parents must allow the children to determine their vocational interests, while they provide necessary guidance. This will sustain the children's interest in such endeavours for a long period of time, and encourage a life-long commitment to such activities which may become means of livelihood for them, when fully grown. This will reduce the clamour for paid jobs and reduce unemployment drastically.

To help children become more entrepreneurially minded, parents themselves need the support of governmental agencies on how to access government assistance for their children, with respect to accessing fund and acquiring additional training on areas of interest. In addition to this, such agencies need to guide parents on how their children can benefit from the activities of incubation centres located around the country.

References

Adebayo, O. (2013). Enhancing entrepreneurship feasibility and desirability among the youth. Community Entrepreneurship Review, 02, 85 - 89

Adewara, K. O. (2015). Effective utilization of vocational training centres towards reducing youth unemployment in Kwara State, Nigeria. Unpublished undergraduate project, Kwara State University, Malete.

Akinyemi, O. and Ikuenemore, A. (2011). Graduate turnover and graduate employment in Nigeria. Retrieved on 16th September, 2012 @ www.graduateemploymentinnigeria.com/pdf

Areo, A. B. (2014). Early child entrepreneurship development: A paradigmatic approach to unemployment challenges. Research in Humanities and Social Sciences, 4 (4)

Bagheri, A. and Pihie, Z. A. (2010). Role of family in entrepreneurial leadership development of university students. World Applied Sciences Journal, 11 (4)

Federal Government of Nigeria (2013). National Policy on Education. Lagos: NERDC Press.

Makwana, K. (2013). Practical entrepreneurship – development of an enterprising mindset. Community Entrepreneurship Review, 02, 41 – 46.

Odey, J. (2013). Mainstreaming entrepreneurship in Nigeria's education system. Community Entrepreneurship Review, 02, 7 - 11

Ogundele, O. J. K. (2000). "Determinants of entrepreneurial emergence, behaviour and performance" Unpublished doctoral dissertation, University of Lagos.

Okebukola, P. (2014). Education entrepreneurship and employment. Community Entrepreneurship Review, 04, 7 - 26

Okojie, J. (2013). Entrepreneurship curriculum: Inadequacies/problems in Nigeria. Community Entrepreneurship Review, 01, 15-21

Olorisade, G. O. (2014). Turning excitement into business ventures: Roles of parents at mitigating youth unemployment and engagement in society vices. Paper presented at the Association for Business educators of Nigeria (ABEN) in Kwara State University Malete, 15th – 17th October, 2014

Orji, S. N. (2012). The new senior secondary education curricular: Trade/Entrepreneurship. Paper presented at a sensitization and advocacy workshop for teachers in Taraba State, 23rd – 24th August, 2012

Osubor, A. D. (2010). The Entrepreneurship: Get off your ass and start something. Abuja: Impact media.

Ottih, L. O. (2014). Entrepreneurship: Personality, process and Enterprise. Port-Harcourt: Pearl Publishers

National Bureau of Statistics (2012). Labour Force Survey, March 2011. Statistical News: Labour Force Statistics in Nigeria

Peterman, N. E. and Kennedy, J. (2003). Enterprise education: Influencing students' perceptions of entrepreneurship. Entrepreneurship Theory and Practice, 28 (2)

Segal, G.; Borgia, D, and Schoenfeld, J. (2005). The motivation to become an entrepreneur. International Journal of Entrepreneurial Behaviour and Research, 11 (1).