



IMPACT OF ENTREPRENEURSHIP EDUCATION ON MICRO, SMALL AND MEDIUM
ENTERPRISES (MSME) GROWTH IN NORTH CENTRAL AND SOUTH-WEST NIGERIA

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Approval of the Thesis

IMPACT OF ENTREPRENEURSHIP EDUCATION ON MICRO, SMALL AND MEDIUM ENTERPRISES (MSME) GROWTH IN NORTH CENTRAL AND SOUTH-WEST NIGERIA

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Abstract

IMPACT OF ENTREPRENEURSHIP EDUCATION ON MICRO, SMALL AND MEDIUM ENTERPRISE MSME GROWTH IN NORTH CENTRAL AND SOUTH-WEST NIGERIA

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Entrepreneurial education is a critical issue in the Nigerian economy, and this research study aims to investigate the impact of formal entrepreneurial education on the development of micro, small and medium-sized businesses in the North Central and South-Western regions of Nigeria.

The study employed a survey method as the primary means of data collection, using probability sampling method to gather the opinions of 320 respondents from both the North Central and south-western parts of Nigeria. The validity of the data collected was tested using Cronbach's alpha, and descriptive and inferential statistical approaches were used to analyze the data, including frequency tables, descriptive statistics, Pearson's coefficient of correlation, and analysis of variance. It was observed that formal entrepreneurial education significantly influenced graduate participation in micro and small-medium enterprises in local Nigerian regions, and the growth of such businesses in these regions.

The study's key findings include the importance of formal entrepreneurial education in promoting job creation and economic growth, as well as the need for continued support for such training within educational institutions. The study emphasizes the importance of educating the public on the value of hard work and business skills, creating job opportunities for the community,

and contributing to the growth of the Nigerian economy by establishing micro, small and medium-enterprises. The study situates itself within the literature on the subject and highlights the need for formal entrepreneurial education.

The study's implications suggest that the Nigerian government must prioritize the promotion of formal entrepreneurial training within the educational system, as well as providing support for micro, small and medium-sized businesses through education and community empowerment. The study's contribution lies in its emphasis on the importance of formal entrepreneurial education in promoting job creation and economic growth in Nigeria. Further research is needed to investigate the impact of formal entrepreneurial education on other regions of Nigeria and the broader African continent.

Declaration

I declare that this thesis has been composed solely by myself and that it has not been submitted, in whole or in part, in any previous application for a degree. Except where stated otherwise by reference or acknowledgment, the work presented is entirely my own.

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To my Supervisor, Dr Stavros Sindakis, for your guidance and impeccable support throughout this journey, thank you.

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CHAPTER 1 INTRODUCTION

This chapter provides a detailed introduction to the research topic. In this regard, the background of the research topic with proper justification is presented. Secondly, the research problem is presented with research objectives, questions, and hypotheses. Thirdly, the significance of this current research is described and then the structure of the complete research work is presented with a brief description of each chapter.

1.1 Background

In the words of Badri & Badri (2020), “the country which is responsible for providing ideal situations for its entrepreneurs, as well as infrastructures for the creation of new creative ideas, can make progress in economic growth and development.” We should understand that the contribution of entrepreneurship to economic growth and development stems from knowledge acquisition as well as through entrepreneurial education. Basically, in both developed and developing nations, “education is seen as an investment which helps to enhance development” (Mitra, 2011 as cited in Gamede & Uleanya, 2019). This shows that when countries engage in developing their educational system towards embracing the acquisition of entrepreneurship skills, this will further help the country to hasten its development process and also reduce the spate of unemployment within the economy. It should be understood that formal entrepreneurial training is a lifelong process, which starts at elementary school as well as progresses through all levels of education including adult education. It also remains “a tool which equips an individual to become an entrepreneur” (Abari, Mohammed & Olufemi, 2016). There has been a worldwide uptick in startup activity since the 1980s. In the 1980s, the term “entrepreneurship” became widely used in the business world. Many factors, including the economic crisis, high unemployment rates, and swings in the international trade cycle, contributed to the surge in the popularity of entrepreneurship (Casselman, 2021). Since then, numerous institutions for social development and vocational education around the world have struggled to figure out how to encourage innovation and entrepreneurship. Not only are many companies offering crucial aid in the form of financial resources and expert advice to foster an environment that encourages and supports entrepreneurs but this assistance is greatly needed.

Today, many colleges and universities offer courses on entrepreneurship. Some universities around the world offer entrepreneurship courses, and many business or management schools have a major field of academic programs dedicated to the study of entrepreneurship in addition to the more traditional business or management areas of finance, accounting, marketing, human resource management, and basic management (Abdelkarim, 2019). But there is still a lack of study on formally educating aspiring business owners, and this is especially true in developing countries like Nigeria. Today, most of the economies in the world are supporting formal entrepreneurial training in order to encourage their citizens to develop a positive attitude towards the establishment

of personally owned businesses using managerial skills and competencies. “In this way, they can accomplish goals, for example, empowering their residents to exhibit uplifting perspective towards independent work, distinguish practical business openings, and depict a craving to wander into business, show administrative abilities for running fruitful endeavors with the introduction of new businesses” (Njoroge and Gathungu, 2013 as cited in Kisaka, 2014), while leveraging on the use of technology as technological innovation promotes automation to manage routine business operations related to production, distribution and inventory management, etc.

However, the potential of the country has been stifled by the adoption of certain industrialization strategies that were not in the best interest of the country. It has been discovered that young Nigerians possess impressive levels of entrepreneurial acumen; however, the potential of the country has been stifled. The expansion of small and medium-sized businesses was the primary goal of a number of different mediation strategies. However, these strategies ultimately failed to achieve their goals because they encouraged local business owners to specialize in the appropriation of imported goods rather than working to develop in-country entrepreneurial capacity in areas such as assembling, motorized agribusiness, and master administrations. “in light of innovation move strategy,” these strategies “have failed to accomplish the ideal objectives as it prompted the most local business visionaries becoming appropriation specialists of imported items (Thaddeus, 2012). Over the course of the past decade, Nigeria's gross domestic product has expanded at a rate of 6-8 percent each year, making it one of the economies that is growing at a rate that is among the quickest worldwide. This suggests that any possible business structure has the potential to deliver either exceptional or normal levels of profit depending on the particulars of the organization. There, among other things, returns on investments in terms of money, markets, capital markets, shared assets, land and property, and commercial endeavors are much better than in any other country in the world. This is the case in every single one of those categories (Popoola, 2014). In addition, the role of the state remains crucial, if not even more so than it was in the past, for appropriate engagement on the part of businesses. This is because the state is responsible for ensuring that laws and regulations are followed. In their capacities as controllers and guardians, solid states are incredibly important, and this is one of the ways in which they contribute significantly to the situation. The lack of even a semblance of proper “rules of the game” gives the company the potential to have devastating societal impacts such as defilement, wrongdoing, fraud, and financial difficulties if they continue to operate without them. In addition to this, the organization has the capability of obliterating the vulnerabilities that individuals possess in the event of a catastrophe (UN Report, 2011).

In recent years, there has been a substantial increase in the amount of research that is conducted into MSMEs, also known as “small, micro, and medium-sized enterprises,” and entrepreneurialism. Small and medium-sized businesses (also known as SMMEs) are widely regarded as the primary source of new job creation and economic growth all over the world.

Companies like these are necessary to the functioning of economies because they result in the creation of new jobs and the expenditure of money by consumers.”The growth of a strong micro, small, and medium-sized enterprise (SMME) sector is essential to the success of any economy because it provides a solution to a wide range of societal problems, not the least of which is unemployment.” cited in Chimucheka (2013). In addition to this, an education in business ownership and management is an absolute requirement for any economy that is to continue to thrive (Chimucheka, 2013). A number of authors have each provided their own unique insights and points of view on the subject. According to Araba (2012), The study of entrepreneurship takes into account not only how many people are doing what, but also why they are doing it, in addition to the many different factors that may influence a person's decision to start a business. These aspects may include education, culture, traditions, and prevalent communal ideologies; although they cannot be quantified, they do provide essential information that is necessary for an in-depth investigation. In order to produce an impressive study, it is necessary to collect data that cannot be quantified, such as information pertaining to education, culture, traditions, and the predominant communal ideologies, it is in reference to the idea that “the study of entrepreneurship is not simply a question of how many people are doing what” this statement was made.

The vast majority of the world's nations that are not industrialized have, for a very long time, been battling serious issues connected to widespread poverty and joblessness. Over a very long period of time, poverty in all of its numerous forms has been a scourge not only on the entire planet but also on Nigeria in particular. It is typically portrayed as a condition in which individuals are unable to meet their essential necessities, such as those for food, clothing, and a safe place to live. This is one of the most common definitions of poverty (Essien & Udofia, 2006). Destitute conditions are characterized by hardship, social mediocrity, detachment, actual shortcoming, weakness (high risk and low ability to adapt), frailty, and embarrassment. When viewed from a perspective that is truly all-encompassing, destitute conditions are characterized by hardship, social mediocrity, detachment, and actual shortcoming (Khan, 2000 as cited in Malauzi and Albright, 2009). The most obvious reason that contributes to neediness in the state of Ekiti is the relatively low and extraordinarily exceptional components level of pay and use. In the state of Ekiti, the salary rates are not particularly high. In spite of the modification and adaption of public the lowest pay permissible by law, only seven percent of the population immediately benefits from the change. This is because the majority of the state's people (between 70 and 75 percent) rely on resource horticulture as their primary source of income. In addition, there has been an increase in disease throughout the state, geological separation as a result of inadequate street organization, and governmental powerlessness; these are all additional symptoms of the state's growing need. As a direct consequence of this, there is a substantial level of poverty in the state, which has led to an increase in the number of individuals engaging in unofficial forms of commerce and business, such as handicraft, retail shops and restaurants, and business motorbike administration. On the other hand, the widespread issue of unemployment, which is created by the inability of people of

working age to get any form of employment, has significantly dominated the economy of the state. This is caused by the fact that individuals of working age are unable to find employment. Recently, the governor of the state, Dr. Kayode Fayose, has voiced his dismay at the escalating rate of unemployment and the detrimental effect it is having on the economy. Fayose is also concerned about the state's ability to attract and retain qualified workers. The Governor of the State of Ekiti recently made a commitment in a report on the third South-West Regional Integration program in Ado Ekiti, which focuses on Micro-SMEs as a solution to the problem of joblessness in the State, to provide assistance to the development of Small and Medium Scale Enterprises (SMEs) in the State as a means of combating and overcoming destitution and joblessness in the State. The report was published in Ado Ekiti. In addition to this, he noted that small and medium-sized enterprises (SMEs) had a significant role in the economic shift that took place, that they form the basis of the private sector, and that they account for around sixty percent of the workforce all over the world. Along these same lines, the strategy that places an emphasis on small and medium-sized enterprises (SMEs) is one of the vehicles that the state can utilize to accomplish its objective of expanding the global intensity of its economy.

The Small and Medium Enterprises Development Agency of Nigeria defined SMEs as “formal and informal business entities with an asset base of N5million, in which not more than N500million (excluding land and buildings) with a labor force of between 11 and 199 employees” in a report published in 2012, which was cited by Yusuf (2017). Small and medium-sized businesses (SMEs) are defined as those with 11-199 employees (SMEs). This demonstrates that the asset base of a small or medium-sized enterprise (MSME) is directly proportional to the number of people employed by the company. Usually, there aren't more than a handful of people working on something, like a one-man show with maybe a couple of assistants. In other words, this describes the vast majority of situations. “In today's world where technological change is the norm, liberalization, outsourcing, and restructuring rule the business enterprises as enterprises are seen as a means of connecting the worlds of science and business,” writes Durowoju (2014).

Enterprises are seen as a means of introducing new products and services to the market in today's world, so liberalization, outsourcing, and restructuring have become the norm in the business world. In other words, these habits have become the standard because of how quickly technology is developing in the modern world. More people are looking for work, so it's smart to think about taking the next step beyond intrapreneurship and becoming an entrepreneur. The formation of new businesses, through the dissemination of information to the general public about the significance of starting a small business, is absolutely necessary to aid in the fight against the wave of poverty that is sweeping the nation. Even though the job market is saturated with people like this, those with advanced degrees from illustrious universities who have no business acumen can still find work in a wide range of industries today. In a report published in 2012, the Small and Medium Enterprises Development Agency of Nigeria defined SMEs as “formal and informal

business entities with an asset base of N5 million, in which not more than N500 million (excluding land and buildings) and a labor force of between eleven and two hundred and ninety-nine employees,” which was cited by Yusuf (2017). Small and medium-sized businesses (SMEs) are defined as those with 11-199 employees (SMEs). This demonstrates that the asset base of a small or medium-sized enterprise (MSME) is directly proportional to the number of people employed by the company. Usually, there aren't more than a handful of people working on something, like a one-man show with maybe a couple of assistants. In other words, this describes the vast majority of situations.

Enterprises are seen as a means of connecting the worlds of science and business, creating new businesses, and bringing innovative products and services to market, so liberalization, outsourcing, and restructuring have become the norm in today's technologically advanced world (Durowoju, 2014). Enterprises are viewed as a means to introduce new products and services to the market in today's liberalized, outsourced, and restructured business world. In other words, these habits have become the standard because of how quickly technology is developing in the modern world. More people are looking for work, so it's smart to think about taking the next step beyond intrapreneurship and becoming an entrepreneur. The formation of new businesses, through the dissemination of information to the general public about the significance of starting a small business, is absolutely necessary to aid in the fight against the wave of poverty that is sweeping the nation. Even though the job market is saturated with people like this, those with advanced degrees from illustrious universities who have no business acumen can still find work in a wide range of industries today.

In today's world, the failure of many small businesses can be directly attributed to a widespread lack of knowledge regarding how to cultivate entrepreneurial skills. Those that are still in operation are confronted with a significant amount of challenge as they attempt to come to terms with the harsh realities of running a business. There is a problem with the lack of professionalism and entrepreneurial expertise, as well as the inability of individual small business owners to connect the dots, with the exception of a select few who have mastered the art of entrepreneurship. This is a problem because there are very few people who have mastered the art of entrepreneurship. The authors Fadeyi, Oke, Ajagbe, Adegbuyi and Isiavwe (2015) cite Onah (2001) and Otaki (2004), who argue that the only way to solve the problem of unemployment in Nigeria is to create a training program for entrepreneurs. This is the only method that has been repeatedly tested and shown to work. Educating business owners is the only way to solve Nigeria's unemployment problem, say Onah (2001) and Otaki (2004), authors cited by Fadeyi, Oke, Ajagbe, Adegbuyi and Isiavw (2015). This is the only method that has been repeatedly tested and shown to work.

1. 2 A compare and contrast of different authors' views on formal entrepreneurial education

The published works in this area of inquiry are packed with the ideas and points of view of a very large number of diverse authors'. Formal training for entrepreneurs as well as the formation of small and medium-sized firms have been suggested as possible responses to the considerable challenge provided by Nigeria's economy's high unemployment rate. Others have explored the topic of microbusinesses from the angles of capitalization and the overall number of workers working for a given corporation. A technique that has gained widespread recognition as an effective response to the recent uptick in unemployment is to participate in some kind of formal training for entrepreneurs. Oseni (2017) took an intellectual stance on the topic of formal training for entrepreneurs. Because unemployment is so pervasive across the nation, the government ought to make it obligatory for vocational schools, secondary schools, and universities to incorporate instruction in entrepreneurship into their respective course offerings. This was accepted by Onah (2001) and Otaki (2004), who were quoted by Fadeyi, Oke, Ajagbe, Isiavwe, and Adegbuyi (2015), who also argued that entrepreneurship education was the key to reducing the worrying unemployment rate in Nigeria. Others, such as Durowoju (2014), have looked into the impact that entrepreneurship has on the growth of small and medium-sized firms in Nigeria. The author arrived at the conclusion that self-employment is essential for rapid and sustainable economic growth, and that it is essential to change the perspectives of young people so that they will embrace self-employment and place less of an emphasis on white-collar occupations. The author also came to the conclusion that it is essential to change the perspectives of young people so that they will embrace self-employment and place less of an emphasis on white-collar occupations.

According to Yusuf (2017), receiving a formal education in entrepreneurship has the potential to increase the level of productivity and profitability within the Nigerian small and medium-sized business sector. This sector includes businesses ranging from sole proprietorships to publicly traded corporations. According to Adeoye (2015), the expansion of small and medium-sized businesses in Nigeria is highly reliant on the effective coordination and stability of government policies, changes to the educational curriculum that better prepare students for independence, and improvements to the electricity sector. In addition, the expansion of Nigeria's micro, small, and medium-sized businesses is heavily reliant on these variables.

Muhammed, (2012), who were then mentioned by Nguyen, Nguyen, Ho, Nguyen, and Nguyen (2021), focused on all sorts of debts in their investigation of the effectiveness of SMEs. This included both short-term and long-term loans in addition to total debts. Al-Swidi and Mahmood (2012) wanted to undertake an analysis of the performance of businesses, therefore they focused their research on the examination of the moderating impact of total quality management and entrepreneurial attitude. According to Augustine, Bhasi, and Madhu. (2012), which is cited in

Matoso, Nyathi, and Nakpodia (2021), the factors that affect how well a corporation performs include estimating, arranging, regulating, picking up, preparing, current preparing (IT) use, age, insight, and instruction of the important individual. Other factors that affect how well a corporation performs include how well it estimates, arranges, regulates, and picks up items. The accuracy with which a company makes its estimates, arrangements, and regulations, as well as its pickups and preparations, are other aspects that contribute to its overall performance. Aminu and Shariff analyzed the execution of SMEs by breaking it down into a number of elements (2015). These comprised the direction of the market, the direction of learning, the direction of innovation, the direction of entrance to the rear, and the direction of the entrepreneurial orientation. According to Ogunyomi and Bruning (2015), the construction of company exhibitions has to take a number of different variables into consideration. These factors include an advantage, a piece of the action, a benefit, costs, money from deals, and client loyalty. The evaluation of the execution takes into account a number of developments such as the development of deals, a piece of the overall industry, benefit, return on value, proficiency of activity, item quality, client loyalty, the efficiency of employees, and representative resolve.

Table 1:
Different Authors' view points on the subject matter

FOCUS	Similar findings by different authors	Authors with contrasting viewpoints
Objective and Purpose	Araba (2012), Adeoye (2015), Yusuf (2017), Fadeyi, Oke, Ajagbe, Isiavwe & Adegbuyi (2015), and Yusuf, Oke, Ajagbe, Isiavwe & Adegbuyi (2015) all had similar study aims with an emphasis on formal entrepreneurial training as a way to support the growth of small and medium firms in Nigeria.	Fadeyi et al. (2015) focused more on the issue of how unemployment is wreaking havoc on the nation and how entrepreneurial education can help to stop it. According to Adeoye (2015) and Yusuf (2017), government policy is crucial to economic development, political stability, and curriculum reform in schools. The significance of entrepreneurial education as a growth

		tool was also stressed by Araba (2012).
Problem Statement	The necessity to promote formal entrepreneurial training inclusion in the curriculum to help lower the rising rate of unemployment was emphasized by Araba (2012) and Yusuf, Oke, Ajagbe, Isiafwe & Adegbuyi (2015).	Yusuf (2017) concentrated on the manufacturing industry for SMEs while drawing attention to Nigeria's issues with unemployment, high foreign exchange rates, and recession.
Hypothesis	The focus of Yusuf's (2017) hypothesis was on how formal entrepreneurial training affected the success of SMEs in Nigeria.	<p>While highlighting Nigeria's problems with unemployment, high foreign exchange rates, and recession, Yusuf (2017) focused on the manufacturing industry for SMEs.</p> <p>As part of his hypothesis about the success of small and medium-sized enterprises (SMEs) in Nigeria, Yusuf (2017) investigated the role technology played. Secondary data in the form of charts and tables was used to support the conclusions drawn in Adeoye's (2015) study report, rather than any preconceived notions.</p>
Methodology	Using a five-point Likert scale, Yusuf (2017) used a cross-	A lack of sequence in the data collected led Adeoye (2015) to employ the narrative-textual case

	sectional survey research approach.	study (NTCS) method. Durowoju (2014) collected information from respondents using a secondary data approach.
Literature Gap	The Southwestern and Eastern regions of the country are the primary research areas.	Research has resisted concentrating on the Northern region, particularly on formal entrepreneurial training and supporting small and medium businesses.
Analysis	In order to test for dependability, Yusuf (2017) adopted the usage of linear regression and Cronbach's Alpha.	Adeoye (2015) focused on the use of graphs and charts.
Conclusion	Araba (2012) came to the conclusion that formal entrepreneurial training is still an effective instrument for growing small and medium-sized firms. Yusuf (2017) came to the conclusion that manufacturing SMEs must continually develop their entrepreneurial abilities in order to operate successfully, profitably, and significantly in	Entrepreneurship, in the opinion of Durowoju (2014) and Adeoye (2015), is essential for rapid and sustained economic growth, and attitudes toward working for oneself among school-leavers need to be modified.

	Nigeria's economic recovery and progress.	
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Source: Curated by author

1. 3 A highlight on gaps in the research literature

Most of the sources we looked at fell short because they ignored the vital role that formal entrepreneurial education plays in the North of Nigeria, especially in the North Central portion of the country. Most research and analysis on the benefits of entrepreneurship education for SMBs has been conducted in the South and East. One aspect contributing to this view is the not entirely unfounded belief that Northerners lack the commercial acumen and education of their Southern and Eastern counterparts. This study seeks to fill a void in formal entrepreneurial education that exists not just in the South of Nigeria but also in the North, where it has been observed that the North has been mostly ignored.

The failure to focus on policy execution on formal entrepreneurship training is another lacuna in the research literature, notably in the North with the rise of the dominant Almajiri system. The spread of the Almajiri system over the North has made this void all the more pressing. Despite the North's prominence as a source of food and cash crops for the rest of the country, it has some of the lowest levels of education and policy execution in Nigeria, making it difficult for small and medium businesses to thrive there.

This paper also looked into a void in the literature by comparing the two geopolitical zones in terms of access to formal entrepreneurial training, the prevalence of unemployment relative to educational attainment, and the role each has played in the creation of jobs through small businesses. This report was written to address a knowledge gap that had been established by prior investigation.

In conclusion, one more area where there appears to be a vacuum or a gap is the fact that the majority of the published works of literature either take a quantitative approach to the research topic or study. In this research paper, a quantitative research approach is taken to the research study that is being conducted.

1. 4 Statement of the Problem

Many different points of view exist on the topic of entrepreneurship. Experts generally agree that it is crucial to a company's prosperity and that it helps the economy expand. Entrepreneurship is often seen as a means to improve people's economic circumstances and lift them out of poverty

in any part of the world. According to Durowoju (2014), entrepreneurs use their skills to bridge the gap between academic research and commercialization by starting businesses and launching new lines of goods and services.”

Access to education about entrepreneurship on the part of business owners is essential to the long-term success of the sector. According to what Araba (2012) has written, “There is a potential relationship between an individual's educational attainment and his capacity to establish, sustain, and grow small ventures.” “This is driven by the theory of administrative administration and its implementation in micro and small enterprises. The focus of this theory is on the dynamics within and performance of organizations. And he added that First and foremost, the fact that many degrees in Nigerian Universities have nothing to do with business management gives an introduction concept of the fact that the Nigerian graduate may be qualified to serve, but not to create. Oseni (2017) looked into how the curricula of Nigeria's vocational, secondary, and postsecondary schools contributed to the country's inability to solve its unemployment crisis.” In addition, Abdul-Kemi (2014), observed that “many policymakers, scholars, and practitioners agree that a key reason behind Nigeria’s failure of MSMEs is a lack of technology entrepreneurship.” Furthermore, according to Chimucheka (2013), “one of the major reason for the low level of entrepreneurial activity and the high failure rate of MSMEs in developing economies is a lack of education.” The majority of MSMEs fail within the first two years of their existence owing to cash flow issues, and as a result, they are unable to develop or expand (Chimucheka, 2013). As a result, in Nigeria, owing to the obstacles that MSMEs confront, businesses fail with an unacceptably high proportion during their first few years.

Unemployment and poverty are the economic issues that plague the North Central and South-western regions of Nigeria, and MSMEs have the potential to help alleviate these issues. Naude, Siegel and Marchand (2017) stated the importance of linkage between formal entrepreneurial training and MSMEs growth as “there is a relationship between the two based on certain economic policies.” Keeping this in view, several schemes and institutions have been established in Nigeria since independence to finance and extend credit to MSMEs, including direct financing and the establishment of Agricultural Development Programs such as Farm Settlement Schemes (FSS) and River Basin Development Authorities (RBDA) between 1950 and 1960; and the establishment of the Nigerian Industrial Development Bank (NIDB). In addition, during the last five years of President Muhammadu Buhari's term in office, the Nigerian government made the decision to incorporate lessons on entrepreneurship into the curricula of various educational levels across the country, particularly in the Northern region of the country, where the Al-majiri problem is particularly prevalent. In Nigeria's North Central and south-western regions, formal entrepreneurial training initiatives are still required despite the fact that some of the programs have been successful. This is necessary in order to combat the increasing poverty rates and the failure of MSMEs.

The number of micro, small, and medium-sized enterprises (MSMEs) in Nigeria's North Central and South-western regions has grown unequally despite the availability of formal entrepreneurial training and the fact that it is taught using a range of platforms that include both governmental and non-governmental organizations in these two regions. In order to ascertain whether the government's decision to include vocational training has a direct impact on the region's ability to create new jobs and maintain the profitability of existing businesses, researchers need to look into the relationship between entrepreneurship development and the growth of micro, small, and medium-sized enterprises (MSMEs). Along with assistance in accomplishing these goals, micro, small, and medium-sized enterprises (MSMEs) need access to the resources necessary for their continued existence and growth. The owners and managers of micro, small, and medium-sized enterprises (MSMEs) must also possess the knowledge and skills necessary to launch and manage successful businesses. Given the significance of micro, small, and medium-sized enterprises (MSMEs) to the nation's economy as well as the high rate of business failure that they experience, the obstacles that entrepreneurs and MSMEs face need to be investigated in order to find solutions. With this background information in mind, the purpose of the current study is to investigate the ways in which education in entrepreneurship affects the performance of micro, small, and medium-sized enterprises (MSMEs) in Nigeria's North Central and south-western regions.

Much of the expert expertise on this subject still depends on anecdotal evidence or flimsy causal connections between government-driven educational growth and overall increases in entrepreneurial success. Existing paradigms and conceptual models, which are primarily derived from related study areas, only give a limited grasp of the complexity inherent in entrepreneurial education and its role in the transition into the employment of an increasing number of better educated graduates. While formal entrepreneurial training is high on numerous nations' legislative agendas, there is little research available to measure its impact. While formal entrepreneurial training has been implemented and promoted in a number of nations and at a number of postsecondary institutions, little is known about its impact at this time. This underscores the fact that the impact of formal entrepreneurial training is still little understood (Oseni, 2017). Moreover, while some study has yielded promising results, there are still significant gaps (Badri & Badri, 2020) in the research on formal entrepreneurial training. This study aims to help close a portion of that gap.

1. 5 Purpose of the Study

The primary objective of this research is to determine whether or not the hypothesis that entrepreneurial education plays a significant role in the growth and development of Micro, Small, and Medium Enterprises (MSME) in North Central and South-West Nigeria is accurate. According to Chimucheka (2013), a more effective education in the field of entrepreneurship has the potential

to make a sizeable contribution to the production of new jobs and, ultimately, the elimination of poverty. This is the conclusion reached by Chimucheka in his research. As a consequence of this, the objective of this study is to offer assistance to the people of Nigeria in overcoming socioeconomic challenges such as high rates of unemployment and extreme poverty. It is essential to compile an overview of the success or failure of business start-ups as a result of the introduction of entrepreneurship development through education by the government given the rise in the number of micro, small, and medium-sized enterprises (MSMEs) all over the country. This is because the number of MSMEs has increased all throughout the country. This would make it possible to create adequate validation of the necessity of formal entrepreneurial training and would assist in the creation of an approach that is sustainable to the endeavor. Additionally, this would make it possible to create adequate validation of the necessity of formal entrepreneurial training.

This study will employ a mixed-methods approach because it will investigate not only the impact that formal entrepreneurial training (variable one) has on the growth of micro, small, and medium-sized enterprises (variable two), but also the skills, knowledge, and other aspects that are unique to business owners. The reason for this is that the research will investigate the impact that formal entrepreneurial training has on the growth of micro, small, and medium-sized enterprises. The research study utilized a mixed method approach, which will contribute, in a number of different ways, to an improvement in the overall quality of the findings. In the first place, this is primarily as a result of the fact that it will not concentrate on just one aspect of the potential outcomes. The research will collect information about the rate of entrepreneurship growth and development in Nigeria's North Central and South-West regions through questionnaire surveys, interviews, and observation, with a specific focus on businesses that were established within the last five (5) years. The information will be gathered from a random sample of business owners in those regions. The sample will come from Nigeria's North Central and South-West regions. Because they are representative of the rapid growth and development of entrepreneurial activity across the country in recent years, these regions will serve as case studies for the study's random sample of entrepreneurs. The study will be conducted by the University of Florida. Each of the questionnaires and any other interview materials will include all of the questions that are required for the study. Furthermore, the questions will be organized in a logical manner to ensure that the respondents have the best possible chance of comprehending the material. These questions are going to be geared toward answering the research questions as well as the objectives of the study.

1. 6 Research Aims and Objectives

What follows is a summary of the study's aims:

- i. To determine the impact of entrepreneurial education on the growth of MSMEs in Nigeria's local communities.

- ii. To determine the impact of entrepreneurial education on graduates' participation in small and medium-sized businesses in Nigeria's local communities.

1. 7 Significance of the Study

The primary objective of this research was to investigate the effect that educational programming geared toward entrepreneurship has not only on Nigeria's economy but also on micro, small, and medium-sized firms. This study is particularly significant because it draws attention to the positive effects that formal entrepreneurship training can have on the expansion of small and medium-sized firms. This, in turn, contributes to the reduction of unemployment, criminality, and other issues that are related with underdevelopment. In addition, the expansion of the micro, small, and medium-sized enterprise (MSME) sector in Nigeria is dependent on the findings of this study, particularly in the North Central and South-western regions. The data can be used by governments, policymakers, and government agencies to identify priority areas and improve current formal entrepreneurial training programs. This can be done by improving existing formal training programs. In addition, institutions of higher learning and vocational instruction stand to benefit from the findings of the study. In addition to this, owners and managers of micro, small, and medium-sized enterprises (MSMEs) have a responsibility to evaluate the outcomes of formally structured training in entrepreneurship.

The study is important because it assists the government in better understanding the area of focus and assists in improving the sector, which continues to be crucial in helping to create jobs for those who have just graduated from high school and those who are not in gainful employment. This helps those who have just graduated from high school and those who are not in gainful employment. Those who have recently graduated from high school and those who are not currently working will both benefit from this opportunity. This makes it more likely that the government will be able to continue working toward its goal of assisting businesses in the creation of employment opportunities for high school graduates. Specifically, this makes it more likely that the government will be able to assist businesses in the creation of jobs for high school graduates.

The research study is pertinent for individuals who are prepared to conduct additional research in the field of study, as it will provide a point of reference for future research and permit the improvement of areas that were not previously addressed. This makes the research study relevant for individuals who are prepared to conduct additional research in the field of study. It is expected that individuals who are willing to participate in more research in the area of study will consider the research study to be relevant. It is reasonable to anticipate that people who are willing to take part in additional research in the field of study will view the research study as having relevance to the field of study. Students at a wide variety of educational institutions who are considering conducting additional research in the subject area and who are looking for information to guide their work will find the findings of the study to be of great use. The findings of the study

will be of great use to students at a wide variety of educational institutions. Young people in a society obviously need to be taught a range of ways in which they might contribute to the society in which they live. This is a requirement that absolutely cannot be avoided.

It ought to be obvious that the government will benefit from this research study in order to assist in the development and implementation of policies on how to improve and educate the populace about the significance of entrepreneurship and formal entrepreneurial training. The government will benefit from this research study in order to assist in improving and educating the populace about the significance of entrepreneurship and formal entrepreneurial training. Students at a wide variety of educational institutions, such as universities and polytechnics, are able to use this research study as the foundation for their very own individual research projects, or they are able to draw conclusions from it to address issues that they are having with the papers that they are writing. Either way, they have the opportunity to do so. In addition, the findings of this research study can serve as the foundation for the students' very own personalized research projects.

This study is important for various school administrators so that they can understand the need for formal entrepreneurial training and the reasons behind why such training is so important for a better economy. The study was conducted so that the school administrators could understand the need for formal entrepreneurial training. It is essential that these school administrators fully comprehend the significance of the training that is being provided to them.

1. 8 Research Questions

This study will only use research questions, as it has already been established the study found, using secondary data collection methods, that MSMEs have been expanding rapidly in the North Central and South-Western regions of Nigeria. Which means there's a better chance the study will be able to tell us whether or not the government's decision in 2013 to boost entrepreneurial education in the curriculum has influenced the growth and development of MSMEs in the regions. . There isn't any published research in this area of study that has a comparative focus right now.

- What impact does entrepreneurial education have on the growth of MSMEs in Nigeria's local regions?
- What impact does entrepreneurial education has on the involvement of graduates in MSMEs in local region of Nigeria?

1. 9 Research Hypothesis

All of the following hypotheses will be put to the test throughout the course of the research project:

H1: Entrepreneurial education has no impact on the growth of MSMEs in local regions of Nigeria

H2: Entrepreneurial education has no impact on the involvement of graduates in MSMEs in local regions of Nigeria

1. 12 Thesis Structure

This study manuscript consists of five major chapters and each chapter has covered a specific phase of research work in a sequential manner. A brief description of each chapter is presented below to demonstrate the thesis structure:

Chapter 1 is related to the introduction of the study topic. In this chapter, the background of the research study is described briefly. In the light of the introduction, major objectives, questions, research problem, and research significance are presented in detail. In this way, this chapter highlights the importance of entrepreneurial education for the development of SMEs in a developing country such as Nigeria.

Chapter 2 reflects the literature review in form of previous studies. These previous studies are considered in form of scholarly articles, journals, books, and other publications related to the empirical research evidence about the study topic. The main purpose of this literature review is to develop guidelines about research design and methods considered appropriate for the accomplishment of current research work. Moreover, important theories about entrepreneurial education are also discussed. Hence, the study framework is based on the theoretical assumptions developed from the literature review.

Chapter 3 describes the detail of the research methodology. This chapter is an important section of a research study as it provides direction for the practical implementation of a research design to achieve stated objectives. In this regard, the research design of the study is presented with detail about practical guidelines and justification. Hence, the research philosophy, approach, research method, sampling method, research instrument, and data analysis techniques are described in detail.

Chapter 4 is about the discussion of the results of the current research study. Hence, the results of data analysis are presented in form of descriptive statistics and inferential statistical analysis. In this regard, the outcomes related to the study hypothesis are discussed with statistical

evidence. For more clear presentation, tables and figures with results are used in this chapter. The results of each hypothesis test are discussed with relevant tables and outcomes.

Chapter 5 describes the summary of the entire research study in form of a conclusion and recommendation. Practical implications and recommendations are suggested in the light of the evaluation of the research study.

CHAPTER 2: LITERATURE REVIEW

Every research study needs a literature review because it offers theoretical justification for designing and carrying out research more successfully. The studies pertaining to entrepreneurial education and its impact on the development of SMEs are therefore thoroughly reviewed in this chapter. Various theories are addressed to support the study framework and the relationship between the constructs.

2.0 Industry/Field Description

In order for formal training in entrepreneurship to be effective, participants need to have a solid understanding of the fundamentals behind guaranteeing the long-term viability of a business through the cultivation of relevant knowledge and skills. In spite of the fact that people all around the world use the terms “SME” and “MSME” interchangeably, neither term actually has a clear definition. Both national rules and the geographical location of SMEs have an impact on the varied definitions of small and medium-sized enterprises (SMEs). According to Banji, “organizations with a turnover of less than N100 million per annum and or less than 300 employees” are considered to be small and medium-sized enterprises (n.d.). According to Oluwaremi, Odelabu, Lawal, and Obisesan's research, the International Finance Corporation (IFC) defines small and medium-sized enterprises (SMEs) as “those that meet two of the following three conditions, i.e. I with less than 50 employees; (ii) with less than \$3 million total assets; and (iii) with less than \$3 million total annual sales.” SMEs are defined as “those that meet two of the following three conditions (2016). A company was deemed to be of a modest size if its annual revenue was less than £1.4 million, and a business with an annual revenue of just one pound was regarded to be micro. Four million and five pounds. A company with a turnover of more than £5 and 7 million dollars was categorized as medium. According to the Companies Act of 1975 in the United Kingdom, a size of 7 million was regarded to be significant (Etuk, Etuk & Baghebo, 2014). According to Oluwaremi, Odelabu, Lawal, and Obisesan, “Firms that fit two of the following three characteristics: have less than 300 employees, (ii) has less than \$ 15 million in total assets, and (iii) has less than \$15 million in total yearly sales” are considered medium firms. “Firms that fit two of the following three characteristics: have less than \$300 employees, (ii) has less than \$ 15 million in total assets, and (2016).

The term “small and medium-sized enterprise” (SME) is defined in a variety of ways across the globe, depending on factors such as the country in which one is located, factors such as the size of the country's economy, the number of employees at the company, the amount of capital invested, the availability of financing, market share, and the relative size of (Etuk, Etuk & Baghebo, 2014). For instance, the National Small Business Act 102 of 1996, as amended by Act 29 of 2004 (South Africa, 2004), divides South African micro enterprises into the following four categories: micro-businesses, such as survivalist businesses; very small businesses; small

businesses; and medium-sized businesses. With the exception of micro-companies, it is possible to differentiate between all categories using the number of employees. Microbusinesses are required to meet the turnover threshold in order to qualify (Smith and Watkins, 2012). This suggests that certain requirements, ranging from the number of employees to the company's value while it was operating, need to be met in order for an organization to be classified as a small and medium enterprise (SME) (Smith and Watkins, 2012). The majority of organizations that are eligible to be classified as small corporations are, in reality, micro-small businesses. This is especially true for companies that have a low starting capital investment and employ very few people to run the business. According to Albert, the factors of a company's turnover, asset base, and staff count that are suggested by the United Nations (UN) and Organization for Economic Cooperation and Development (OECD) are usually used to categorize the company as a small or medium-sized enterprise (SME) (n.d).

The urge to escape poverty, the rising rates of favoritism and corruption among her officials, and the nation's rising inflation rates have all contributed, over the course of time, to Nigeria's astounding growth in the number of small and medium-sized enterprises (SMEs). Nigeria has the highest population of any country on the African continent. Many owners of small and medium-sized businesses either did not complete their official education or dropped out of school because they saw starting their own business as a short-term solution to their academic failure. The vast majority of them achieved a high level of success in the different commercial enterprises they undertook.

Small and medium-sized enterprises (SMEs), who often have restricted access to significant quantities of capital and human resources, are required to compete in the same environment as their larger counterparts. This makes it difficult for SMEs to succeed in the market. Small and medium-sized enterprises are being put under increasing amounts of pressure as a result of a number of causes, including globalization, regulations, the removal of trade barriers, and an increase in market development brought on by new technological advancements and innovation (SMEs). Although many micro, small, and medium-sized businesses are vulnerable to severe external shocks, small and medium-sized businesses typically thrive on their flexibility and agility. This is despite the fact that many micro, small, and medium-sized businesses are vulnerable to severe external shocks. This is in spite of the fact that a great number of micro, small, and medium-sized firms are susceptible to significant shocks from the outside.

Other factors, such as their “misuse of capital,” have also been cited as contributing factors. In addition to these external shocks, it has been suggested that their “inability to understand the notion of entrepreneurship has been a factor for most of the enterprises not being able to withstand a long-term focus due to inadequate planning and misuse of capital” (Karadag, 2016). Because of the robust and beneficial relationship that exists between the relative size of the small and medium-

sized enterprise (SME) sector and economic growth, policymakers and academics have started to focus more of their attention on the small and medium-sized enterprise (SME) sector. This is due to the fact that economic growth is directly correlated with the size of the SME sector. Nonetheless, there were major barriers to conducting research on SMEs, particularly in terms of making worldwide comparisons. These obstacles were brought about by the different classifications of SMEs, which differed not only between nations but also, at times, even within the same nation. Independence is one example of a popular qualitative criterion, whereas employee counts, sales, assets, and capital are some examples of quantitative indicators (Nguyen, 2001). It is usual practice to utilize quantitative criteria to discriminate between smaller and larger firms (Nguyen, 2001). For instance, quantitative benchmarks of small and medium-sized enterprises (SMEs) in the European Union, such as annual sales and worker count, are mixed with the “independent” nature of these enterprises (EU28). In the context of small and medium-sized businesses (SMEs), the quality of “independence” is defined as the situation in which at least 25 percent of a company's capital (or equity) is not undertaken by an entity or that the company's capital is not held by firms that are not defined as SMEs. Another way to phrase this is to say that the company's capital is not held by firms that are not defined as SMEs (Karadag, 2016, p. 24).

The United States of America, in contrast to the European Union, uses a language and classification system for small and medium-sized enterprises (SMEs) that combines convergent and distinct characteristics. This is in contrast to the SME language and classification system used by the European Union. There are many instances in which the phrases “little and medium-sized business” and “small business” are used synonymously with one another (SME). On page 24, Karadag (2016) provides a description of a small business as “individually owned and operated, structured for profit, and not dominating in its industry.” This definition may be found in the book. In the United States, businesses are categorized according to their size by utilizing the number of employees and annual income; nevertheless, there is a large gap between the various categories of companies. On the other hand, Turkey's classification of small and medium-sized firms is quantitative. This classification is amended in response to alterations in the overall macroeconomic situation of the country. When it went into effect on November 4, 2012, the most recent SME categorization law increased the upper limit of annual revenues factor. This resulted in a large increase in the already substantial number of SMEs working in the industry.

According to this new classification, micro, small, and medium-sized enterprises are currently classed as micro, small, and medium-sized firms, respectively, in Turkey. These classifications are based on the number of employees and yearly income of the business (Karadag, 2016). In spite of the fact that small and medium-sized firms (SMEs) can be classified and categorized in a variety of different ways depending on the status of the economy, the relevance of SMEs and entrepreneurialism is acknowledged on a worldwide scale. The entrepreneur puts his confidence in the hopes and ambitions he has for the future of his company, seizes opportunities

even as he fights to keep his existence afloat, and lays his emphasis on his own capabilities so that he can accomplish his goals (Mishra & Zachary, 2015).

It is a well-known fact that small and medium-sized enterprises contribute to the expansion of the real GDP, the creation of new jobs, and the reduction of poverty. Small and medium-sized firms also play an important role in the global economy. Emerging economies, particularly those in sub-Saharan Africa, are becoming more and more dependent on small and medium-sized firms for the upkeep and expansion of their economies. This is especially true in the case of sub-Saharan African economies (SMEs). They account for the vast majority of enterprises, provide important contributions to the gross domestic products of a number of nations, offer employment opportunities, supply critical goods and services, and promote the sustainable growth of a number of countries over the long term. Small and medium-sized businesses (SMEs), for example, are referred to as the “backbone of the European economy” in the region known as the EUR28 zone.

This is due to the fact that SMEs account for 99.8 percent of all non-financial businesses, 58.8 percent of all value created, and 66.8 percent of all jobs in the region. In contrast, small and medium-sized firms (SMEs) account for more than 50 percent of the value added to all manufactured items in Japan, as well as 70 percent of all businesses and 99.7 percent of all employees in Japan. In Nigeria, small and medium-sized businesses (also known as SMEs) are responsible for an average of fifty percent of the country's workforce as well as its total industrial production, as stated by Abdullahi and his colleagues (Abdullahi et al., 2015). Although they only provide a pathetic 1 percent to the GDP, small and medium-sized firms (SMEs) make up the bulk of businesses and enterprises in the industrial sector. This is despite the fact that SMEs only contribute 1 percent to the GDP. Despite the fact that SMEs only contribute 1% of the total GDP, this is the case. According to Abdullahi et al., (2015), the growth and development of small and medium-sized enterprises (SMEs) will be advantageous to both the economy of Nigeria and the well-being of its population. SMEs are defined as businesses with fewer than 500 employees (Abdullahi et al., 2015).

In order for a business to achieve its goals, it needs to have a goal-oriented mindset and an understanding of the concept of entrepreneurship. Entrepreneurship means taking on all of the risks and responsibilities of a business on one's own, while also ensuring the continued existence and viability of the business (Smith and Watkins, 2012). It is influenced by a diverse set of elements, some of which are sociopolitical in nature, others are environmental in nature, some are technical in nature, others are educational in nature, and some are religious in nature. A corporation's “intellectual power” is a key internal aspect that has a substantial impact on the growth of the organization. It is also known as “brain power.” It was found that successful African business owners had higher levels of education and training, which is another proof of the relevance of human capital (Smith & Watkins, 2012). This finding is backed by the premise that

owners of businesses are better equipped to adjust their enterprises to the changing nature of the environment in which they operate their businesses. Despite this, the expansion of small and medium-sized businesses (also known as SMEs) is impeded by a lack of education and expertise in business startup and management. A smaller market, low demand, ineffective marketing, a lack of understanding of competitors, a lack of understanding of the geography and the market, and an inability to identify the target market are some market-related factors that negatively affect the success of a business. An inability to identify the target market is another market-related factor that negatively affects the success of a business. For example, South African small and medium-sized businesses (SMEs) face a structural challenge due to the fact that, in contrast to SMEs in other developing nations, they do not compete with larger firms for the same product markets, despite the fact that they focus on different consumer segments. This is despite the fact that they are in direct competition with larger firms for the same product markets (Smith & Watkins, 2012).

The establishment and expansion of small and medium-sized businesses, also known as SMEs, can be influenced by a wide number of external influences in many different countries. These factors can include cultural and religious views, as one example. For instance, business owners in Northern Nigeria are concerned that they may have to establish organizations that Northern Muslims will not support because it goes against their moral and ethical norms. This is because the establishment of such organizations would require them to engage in behavior that Northern Muslims consider immoral and unethical. This is due to the fact that the development of such organizations would force them to breach the moral and ethical norms that are prevalent among Northern Muslims. An entrepreneur who is operating a business on the ground must be familiar with the numerous geographic business propositions, the target market, and the requirements of opening businesses in regions that are unfamiliar to them; otherwise, he runs the risk of not making a profit, running the risk of closing his business, or running the risk of catastrophes that would harm both himself and his business. Several nations choose specific opponents of the ruling party with the sole intention of bringing their businesses into disrepute and causing them harm as a means of sending a message to people who disagree with the administration. This is done as a way to send a message to people who disagree with the administration. It is vital to build a rapid and effective technique for examining all aspects of SMEs in order to acquire an accurate image of the risk associated with a loan. This can only be accomplished by analyzing the data in a streamlined manner.

The creation of a more complete MSME risk measurement framework would provide owners of businesses with the opportunity to promptly and objectively assess risks in accordance with the actual environment in which their companies operate. This is not impossible at all. One of the additional responsibilities that fall on the shoulders of owner-managers of small and medium-sized businesses is to evaluate which areas of running their businesses create the biggest difficulties. After identifying the problem areas, owner-managers can begin to find solutions to the

problems by gathering pertinent information, making educational opportunities available, and holding training sessions. Entrepreneurs have a responsibility to themselves to educate themselves on the realities that they confront and to obtain a knowledge of those facts if they wish to see their company flourish.

In order to improve and broaden the understanding of entrepreneurship, Moses et al. (2015) focused their study on the socioeconomic development of African communities as the primary research question. The mushrooming of businesses based on the idea of small and medium-sized enterprises (SMEs) is another factor that has contributed to the expansion of entrepreneurship (small and medium-sized enterprises). As a direct result of this, obtaining an education is critical to maximizing one's potential as a teen in order to break the cycle of poverty (Mamman, Aminu, & Adah, 2013). During this time, it has become abundantly evident how crucial it is for businesses and economists to produce new job and investment prospects. This is especially true in light of recent events. In light of a wide range of socioeconomic considerations, a number of studies have shed light on the significance of entrepreneurial education as a method for reducing levels of poverty. Along the same lines as this, anti-poverty training has also been recognized as having a large strategic advantage as a result of this schooling, and this recognition has led to increased funding for the training. Both the significance of formal entrepreneurship training for the social welfare of Nigerian graduates and the impact of this education on the graduates were analyzed and appraised. In order to establish the significance of formal entrepreneurial training, this was done. It was discovered in 2013 by Halabisky, (2014) that the development of entrepreneurial abilities and the application of such skills helped people find a means of subsistence and reduced the chance of being impoverished. (Ogundele, Akingbade, & Akinlabi, 2012) used the same stratified sample design to collect responses from a total of 250 individuals, including both students and businesses.

The findings of the review demonstrated a high correlation between improvements in social government aid for young people and entrepreneurship-related formal and informal education and training programs for young people. This was demonstrated by the fact that both types of programs were offered to the young people.

The participants who reported feeling financially capable or having the opportunity to escape poverty were those who possessed specialized talents. In a separate piece of research (Okifo & Ayo, 2015), researchers investigated the relationship between a graduate's lack of employment and the degree to which their education included an emphasis on entrepreneurship in Southern Nigeria. In order to accomplish this, they used the peculiar example of graduates who were unable to find work yet were simultaneously hired as professors in Nigerian academic schools. The findings of the review indicate that education with an emphasis on entrepreneurship is gaining more and more recognition as a conscious decision for a potential line of work to pursue. Training

in innovation and entrepreneurship enables graduates of postsecondary institutions to reassess the career paths that they had previously considered, as found by Odunaike and Amoda (2009).

This was one of the discoveries made by the two researchers. The vast majority of the studies that can be found in the body of literature have made the decision not to discuss the ways in which entrepreneurship training improves graduates. Instead, they have chosen to focus on the ways in which it helps students develop their capacity to pursue creative aspirations. There is a scarcity of research carried out in Africa that is intended to duplicate the procedures performed by young adults who have graduated from high school and/or college. This is due to the fact that there is a lack of funding for such endeavors. This can be extrapolated from the fact that the overwhelming majority of educational facilities of higher learning in agricultural nations do not maintain the unique alumni data architecture that is required for these tracer studies. Davey, Plewa, and Struwig (2011) found that when comparing undergraduates from European and African institutions, there was a greater perception of African undergraduates as being more daring than there was of European undergraduates. This was one of the findings of their comparative study of undergraduates. Students who major in entrepreneurship are usually more creative than students who major in other courses, according to research on graduate perceptions of formal training for entrepreneurs (Hussain, Bhuiyan, & Bakar, 2014).

This study also includes a comprehensive evaluation of the prior research that was relevant to the topic being investigated. Additional evidence was shown for the existence of a pattern regarding gender orientation among graduating classes, which was provided by some of the studies that was discussed. In addition to this, it was speculated that the graduating class that was made up completely of women would without a doubt move on to found their own business after they had their diplomas. Karabulut was able to get the knowledge he required from the Turkish University, which had been sent a variety of academic resources by email (Karabulut, 2014). According to the findings of the study, graduates may take into account a number of additional factors in addition to the support of their families and communities when making significant decisions regarding their businesses. Visits to local start-ups, networking with angel investors and other types of financial speculators, reading up on the lives of business pioneers both from the past and from the present, and delivering speeches that provide historical context for examples of successful individuals overcoming obstacles are all included in this. The inquiry once again discovered cliques of recently graduated college students who keep to themselves.

In 2006, the Federal Government of Nigeria mandated that all students who were enrolled in an institution of higher education in Nigeria take a course in business entrepreneurship, regardless of the area of study that they were concentrating on. This was done in an effort to solve Nigeria's overall financial crisis, which consists of significant unemployment as well as the financial concerns related with it. However, according to the data, the program has not yet fulfilled

its goals. This is due to the fact that a significant proportion of Nigerian graduates continue to be jobless many years after they graduate from school. The research project used the ability technique that was developed by Sen in order to evaluate the efficacy of business hatching as a method for the development of creative capabilities that are unrelated to business education. This was done in order to determine whether or not business hatching is effective. Nigeria, much like other agricultural nations, has realized the potential of entrepreneurship to not only increase the number of employment opportunities available but also to alleviate the severity of poverty. This program is extremely required in view of the rising rate of unemployment, which is particularly severe among young people. The situation is particularly dire for those who are just starting out in their careers.

Despite the fact that there are a considerable number of Nigerians who graduate from colleges each year, the vast majority of them have no intention of ever working a job of any kind. It is believed that fifty percent of young people in Nigeria do not have jobs, which is a considerable increase from the level of unemployment seen in earlier years. Be advised that bad planning and a disdain for the reality on the ground evolved as a consequence of the political organization's influence over Nigerian business education as a result of this impact. This is the result of the political organization's influence. According to Nwekeaku (2013), the launch preparations for the program were rushed, and as a result, there were no plans made for a pilot program to take place in a few select colleges before the program was implemented on a large scale across the nation before the program was implemented on a large scale across the nation. According to Anaele et al. (2014), despite the apparent urgency of the mandate, the implementation of business education in Nigeria has been carried out with a remarkable level of success. This is despite the fact that the mandate was given relatively recently. A select number of universities, notably Obafemi Owolowo University, University of Benin, and Covenant University, were able to successfully integrate the business teaching curriculum prior to the start of the 2011–2012 school year (Eze and Nwali, 2012). In 2011, the national government issued a directive to all institutions, urging them to build entrepreneurial training centers on their various campuses. This instruction was given by the national government. This order was published as part of an effort to make the formalization of training programs for business owners and operators easier to implement. These centers have been entrusted with the role of producing business education programs for each of these organizations, and as a result, the responsibility falls under their jurisdiction. In addition, beginning with the 2011–2012 academic year, educational institutions are required to start providing courses that might lead to degrees in entrepreneurial studies. This mandate went into effect on July 1, 2011. Both Eze and Nwali are African names (2012).

According to Anaele et al. (2014), some foundations believe that an entrepreneurial education should only be obtained through a program known as Vocational, Technical Education and Training (Vocational, Technical Education and Training), whereas other foundations believe

that all students should pursue this field of study. Vocational, Technical Education and Training (Vocational, Technical Education and Training) (TVET). Formal entrepreneurial education in Nigeria is plagued by a number of challenges, the most significant of which are an inefficient educational program structure, a lack of available labor, and a lack of adequate public funding, which together restrict access to necessary resources and produce an inefficient structure. In addition, formal entrepreneurial education in Nigeria is plagued by a number of challenges, the most significant of which are an inefficient educational program structure (Ihugba, Odii, & Njoku, 2014).

2.1 Social-Cognitive Theory and Entrepreneurship Education

MSMEs, which stands for micro, small, and medium enterprises, are an important part of the Nigerian economy since they play a significant role in the production of new jobs, the development of technological capacities, and the expansion of the economy. Micro, small, and medium-sized businesses (often abbreviated as MSMEs) across the country are accountable for a large portion of the nation's gross domestic product (GDP) and play a crucial role in the battle against poverty and the promotion of equitable growth. Nevertheless, despite the significance they hold, micro, small, and medium-sized firms (MSMEs) in Nigeria face a number of challenges. These challenges include restricted access to financial resources, insufficient infrastructure, and a lack of entrepreneurial skills and knowledge.

Education in entrepreneurship has been gaining more recognition over the course of the past several years for the role it may play in resolving these issues and supporting the growth and sustainability of micro, small, and medium-sized enterprises (MSMEs). Education in entrepreneurship can refer to both formal and informal programs, courses, and initiatives that are designed to provide individuals with the knowledge, skills, and mindset essential to launch and run successful businesses. An education in entrepreneurship possesses the potential to encourage creative thinking, enhance corporate performance, and make a positive contribution to the expansion and maturation of the economy as a whole. This can be accomplished by providing prospective and current business owners with the resources and assistance they require in order to fulfill their respective needs.

In North Central and South-West Nigeria, the purpose of this literature review is to evaluate the influence that entrepreneurship education has on the growth of micro, small, and medium-sized enterprises (MSME). Through an analysis of pertinent research, theories, and empirical evidence, the purpose of this review is to develop an understanding of the role that entrepreneurship education plays in the cultivation of entrepreneurial mindsets and the development of skill sets among micro, small, and medium-sized enterprises (MSMEs). In addition, it tries to identify the important components of successful education programs for entrepreneurs and to underline the

obstacles and opportunities connected with the implementation of such programs. Both of these goals are intended to be accomplished by the project.

Understanding the impact that entrepreneurship education has on the growth of the MSME sector is essential for policymakers, educators, and other stakeholders involved in fostering entrepreneurial spirit and assisting in the growth of the MSME sector in Nigeria. It is crucial that these individuals have an understanding of the impact that entrepreneurship education has on the MSME sector. Policymakers have the ability to create a hospitable environment that encourages the expansion and continued viability of micro, small, and medium-sized enterprises (MSMEs). They can do this by determining and implementing best practices; filling in educational gaps; and capitalizing on the potential of entrepreneurship education.

This literature review will focus on the most important components of entrepreneurship education, beginning with an introduction to the Social-Cognitive theory, which will serve as the foundation for the subsequent research. The features of entrepreneurship education that are pertinent to this study include its impact on the growth of various aspects of MSMEs, the role that supporting ecosystems play, as well as the obstacles and constraints that are associated with entrepreneurship education in the context of Nigeria. By analyzing the relevant literature and drawing conclusions and recommendations based on that analysis, the purpose of this review is to provide significant insights and recommendations for boosting the effectiveness and impact of entrepreneurship education efforts in North Central and South-West Nigeria. These insights and recommendations will be provided as a result of this review's evaluation of the relevant literature.

In a broader sense, the goal of this literature review is to offer an addition to the existing body of knowledge concerning entrepreneurship education and the role that it plays in the growth of micro, small, and medium-sized businesses (MSME). This review aims to guide future policy decisions, instructional tactics, and program development efforts by synthesizing pertinent research and highlighting noteworthy findings. This will be accomplished by highlighting the importance of the findings. These initiatives are being carried out with the goals of encouraging business startup and expansion, as well as ensuring the long-term viability of micro, small, and medium-sized enterprises (MSMEs) in Nigeria.

2.2 Theoretical Framework: Social-Cognitive Theory

Albert Bandura is credited with the development of the Social-Cognitive Theory, which places an emphasis on the reciprocal connection that exists between an individual's cognitive processes, social variables, and behaviour (Bandura, 1986). It proposes that people learn through witnessing the activities of other people, modelling those actions, and adding cognitive processes such as beliefs about their own abilities, expectancies about the outcomes of their actions, and the formulation of goals (Bandura, 1997).

2.2.1 Application of Social-Cognitive Theory in Entrepreneurship Education

The fundamental goal of education programs in entrepreneurship that place an emphasis on the concepts of Social-Cognitive Theory is to increase the entrepreneurial knowledge, skills, and attitudes of individuals. If educators are willing to embrace this theoretical framework and utilize it as a guide, they will be able to create interventions that will support the formation of entrepreneurial competencies in their students.

According to Fayolle and Gailly (2015), education in entrepreneurship that is based on the Social-Cognitive Theory provides students with the opportunity to see successful entrepreneurs as role models and learn from the experiences that these entrepreneurs have had. Additionally, students are able to learn from the experiences that other successful entrepreneurs have had. Through participating in this process of observational learning, individuals have the opportunity to expand their existing skill sets and acquire new ones. They are also capable of developing perspectives regarding their own self-efficacy and shaping their aspirations to become entrepreneurs.

In addition, Bandura (1997) places a strong focus on the significance of self-efficacy beliefs in the context of business ventures. People who have a higher sense of their own self-efficacy are more likely to see challenges as being within their control and have a greater drive to engage in entrepreneurial activities both initially and over the long term. This is because people with a higher sense of their own self-efficacy are more likely to view challenges as being within their control. Education programs for entrepreneurs that are based on Social-Cognitive Theory have the potential to support the development of self-efficacy beliefs by providing students with opportunities to exercise their entrepreneurial abilities and receive feedback on those skills. This can be accomplished by providing students with opportunities to engage in entrepreneurial activities and by providing students with opportunities to receive feedback on their abilities (Fayolle & Gailly, 2008).

In addition, the Social-Cognitive Theory is a crucial component of training programs designed for business owners, and goal-setting is an essential component of that theory. Learners

can increase their motivation and focus their efforts on looking for possibilities to start their own businesses if they set goals for themselves that are specific, challenging, and yet still within their grasp (Latham & Locke, 2007). In the context of entrepreneurship education, learners are frequently led through the process of goal-setting, which enables them to identify their own business ambitions and build action plans to realize those aspirations. Goal-setting is a common component of entrepreneurship education (Fayolle & Gailly, 2008).

The Social-Cognitive Theory is a useful theoretical framework that can be utilized throughout the process of developing educational programs for entrepreneurial endeavors. These programs have the ability to effectively cultivate the entrepreneurial talents and aspirations of individual people. They achieve this by putting an emphasis on learning through observation, having convictions in one's own self-efficacy, and creating goals.

The cognitive processes, social ties, and learning through observation all play a significant part, according to this view, in the shaping of human behavior. People are able to learn new behaviors and pick up old ones through observation, modeling, and the influence of other social settings, as this theory suggests. [C]onversely, people can also learn new behaviors and pick up old ones. It is possible to gain important insights into the mechanisms via which education might influence the behavior and performance of entrepreneurs by gaining an understanding of the fundamental concepts and principles underlying the social-cognitive theory. This comprehension is important in the context of educational programs for entrepreneurs and the effect that these programs have on the expansion of micro, small, and medium-sized businesses (MSME).

2.2.1.1 Learning via Observation:

The social-cognitive paradigm includes, as one of its fundamental building blocks, the idea of gaining knowledge through observation. It suggests that individuals are able to pick up new behaviors by observing the activities of others and then imitating those behaviors themselves. Through participation in this process, individuals have the opportunity to gain not only the technical skills necessary for success in the world of entrepreneurship, but also the attitudes, values, and techniques for problem-solving that are applicable to that sector. Aspiring business owners could, for instance, observe experienced firm owners in their communities in order to gain knowledge from the latter group's experiences as well as the practices that they utilize. The social-cognitive paradigm includes, as one of its fundamental building blocks, the idea of gaining knowledge through observation. It suggests that individuals are able to pick up new behaviors by observing the activities of others and then imitating those behaviors themselves. Through participation in this process, individuals have the opportunity to gain not only the technical skills necessary for success in the world of entrepreneurship, but also the attitudes, values, and techniques for problem-solving that are applicable to that sector. Aspiring business owners could,

for instance, observe experienced firm owners in their communities in order to gain knowledge from the latter group's experiences as well as the practices that they utilize.

2.2.1.2 Modelling:

The process of imitating the behaviors of notable people, often known as role models, is referred to as modeling. This procedure is referred to as modeling. In the context of imparting knowledge concerning entrepreneurship, examples of role models may take the form of prosperous businesspeople who are able to serve as a source of inspiration and impetus for individuals who wish to launch their very own companies. Individuals can cultivate a sense of self-efficacy and acquire entrepreneurial attitudes and abilities by observing the actions of successful entrepreneurs and then modeling their own behavior after that of their role models. Observing and modeling one's own behavior after that of one's role models is a form of social learning.

2.2.1.3 Self-Efficacy:

The social-cognitive theory places a significant amount of emphasis on the idea of self-efficacy as a primary building block. A person's self-confidence can be defined as the degree to which they believe they are able to successfully carry out a specific activity or pattern of behavior in the real world. When it comes to the subject of entrepreneurship education, self-efficacy is a factor that plays an enormously significant role in establishing the goals, behaviors, and outcomes associated with entrepreneurial endeavors. It has been shown that higher levels of self-efficacy are linked to higher levels of motivation, persistence, and success in entrepreneurial endeavors.

2.2.1.4 Expected Outcomes:

The term "expected outcomes" refers to the assumptions that an individual makes regarding the effects that will take place as a direct result of the actions that they take. In the context of entrepreneurship education, individuals can create positive result expectations by observing successful entrepreneurs and the incentives that are associated with business success. Persons' motivation and preparedness to engage in entrepreneurial activities can be an important factor in the expansion of micro, small, and medium-sized businesses (MSME), particularly when those individuals have good outcome expectations..

2.2.1.5 Self-Regulation:

Self-regulation is the process by which individuals are able to determine what results they want, set objectives to achieve those outcomes, monitor their progress toward those goals, and adjust their behavior in order to achieve those outcomes. Both cognitive and behavioral mechanisms are involved in this process. In the context of education pertaining to

entrepreneurship, self-regulation is an extremely important factor in the process of transforming the knowledge and abilities obtained via education into actions and results pertaining to entrepreneurship. This transformation can be thought of as the process of "translating" the knowledge and abilities obtained via education into the results pertaining to entrepreneurship. Setting one's own goals, engaging in self-monitoring and self-reflection, and having the ability to modify one's behavior in response to changes in the environment are all crucial elements of effective self-regulation..

2.2.1.6 Vicarious Reinforcement:

Vicarious reinforcement is a term that refers to the learning that takes place as a result of watching the rewards or punishments that are experienced by others. This type of learning can take place through observation. Within the context of entrepreneurship education, individuals have the opportunity to observe the success stories and positive outcomes of other entrepreneurs, which can serve as a source of reinforcement and encouragement for persons who are considering becoming entrepreneurs themselves. Vicarious reinforcement has the potential to shape people's perceptions of the desirability and practicability of starting a business, which in turn can have an impact on those people's goals and actions with regard to starting a business.

If educators of entrepreneurship and policymakers in government understand and apply the fundamental concepts and principles of the social-cognitive paradigm, they will be able to design effective educational interventions that support the development of entrepreneurial knowledge, skills, and attitudes in students. These interventions have the potential to boost self-efficacy, encourage positive outcome expectations, and assist the transfer of taught behaviors into real-world entrepreneurial contexts. All of these factors contribute to the growth and success of micro, small, and medium-sized enterprises (MSMEs) (MSMEs).

The social-cognitive paradigm places a significant amount of weight on the significance that cognitive processes bring to the table when it comes to the shaping of behavior. There are cognitive considerations. The cultivation of cognitive skills, such as attention, memory, and the capacity to find solutions to problems, is accorded a substantial amount of importance in educational programs devoted to business startup and management. When presented with challenges that are associated with entrepreneurship, it is essential for individuals to pay attention to relevant information, make an effort to commit it to memory, and utilize abilities that pertain to problem-solving. Educators can assist students in improving their cognitive processes by utilizing learning strategies that are interactive and immersive. These strategies should also encourage active participation and critical thinking..

2.2.1.7 Factors Relating to the Environment:

The social-cognitive hypothesis recognizes that one of the most significant factors in determining human behavior is the surrounding environment. The idea highlights the role of individuals' social, cultural, and economic contexts in the process of creating their perspectives and behaviors about entrepreneurship. These settings can be social, cultural, or economic. Depending on a number of contextual elements, education on entrepreneurialism has the potential to either be very fruitful or very unsuccessful. Access to resources, social support networks, and cultural norms are some of the environmental factors that play a role in mental illness. It is vital to first get an awareness of the surrounding context, and then try to address its consequences, in order to be able to design tailored educational interventions that are successful. Only then can such interventions be successful.

An individual's own successes and accomplishments that contribute to that person's sense of self-efficacy in a particular situation are referred to as "mastery experiences," which is an abbreviation for the phrase "mastery experiences." In the context of education relevant to entrepreneurship, the availability of opportunities for students to engage in hands-on experiences, such as creating and running a business venture, can boost students' self-confidence as well as their capacity as business owners and operators. These instances of mastery might assist in reinforcing an individual's belief in their capacity to be successful in business and to prevail over the challenges they are confronted with.

The practice of attempting to influence the thoughts and actions of an individual via the use of both verbal and non-verbal communication is referred to as "social persuasion," and is described by the word "social persuasion." Within the context of entrepreneurship education, an individual's perceptions about their own self-efficacy and their intents to pursue entrepreneurship can be altered by the provision of feedback, mentoring, and support from instructors, peers, and successful entrepreneurs. Receiving criticism that is discouraging or negative may be detrimental to a person's aspirations to establish their own business, whilst receiving criticism that is encouraging and constructive can enhance a person's confidence and motivation..

2.2.1.8 Personal Factors:

The social-cognitive method acknowledges that individuals contribute to the learning process personal characteristics such as personality traits, values, and previous experiences. This is a fundamental tenet of the approach. These individual factors might either have a beneficial or detrimental effect on the learning process. These individual attributes, in addition to the affects of the environment and the mental processes, might interact to play a role in determining entrepreneurial behavior. For instance, those who have a strong drive for accomplishment or who are willing to take risks are likely to be more interested in exploring opportunities given by the

private sector. This is because the private sector offers a wider range of options. The social-cognitive method acknowledges that individuals contribute to the learning process personal characteristics such as personality traits, values, and previous experiences. This is a fundamental tenet of the approach. These individual factors might either have a beneficial or detrimental effect on the learning process. These individual attributes, in addition to the affects of the environment and the mental processes, might interact to play a role in determining entrepreneurial behavior. For instance, those who have a strong drive for accomplishment or who are willing to take risks are likely to be more interested in exploring opportunities given by the private sector. This is because the private sector offers a wider range of options..

2.2.1.9 Learning Without Stopping and Adapting to New Circumstances:

The social-cognitive approach places a strong focus on continuing one's education despite interruptions and adapting to shifting environments. Individuals need to regularly update both their knowledge and their abilities in order to maintain their competitive edge and take advantage of new chances, as the business world of entrepreneurship is a dynamic and ever-evolving field. Education in entrepreneurship should encourage lifelong learning, encourage the development of an entrepreneurial mindset, and provide students with resources that make it possible for them to stay up with fast evolving trends and technologies..

2.2.1.10 Social Context and Social Learning:

The socio-cognitive paradigm places a strong focus on the idea that learning takes place in the context of people's interactions with one another in their social environments. The manner in which individuals connect with one another and learn from one another play a significant role in the development of entrepreneurial behavior in individuals. People are able to observe and gain knowledge from the activities and behaviors of other people by participating in a process known as social modelling. In this process, individuals attempt to mimic the actions and behaviors of prosperous businesses. The social environment may also provide opportunities for teamwork, the formation of effective professional networks, and the acquisition of helpful resources and support systems..

2.2.1.11 Entrepreneurial Identity:

The social-cognitive theory acknowledges the formation of an entrepreneurial identity as an essential component of entrepreneurship education as one of its key tenets. The term “entrepreneurial identity” refers to the degree to which individuals believe themselves to be entrepreneurs and identify with the values, aims, and actions associated with the entrepreneurial mindset. Education in entrepreneurship can play a role in the development of a robust entrepreneurial identity by providing students with entrepreneurial role models, cultivating a sense

of belonging within the community of entrepreneurs, and encouraging students to engage in entrepreneurial self-reflection and self-awareness.

2.2.1.12 Goal Setting and Planning:

The social-cognitive approach emphasises the importance of goal-setting and planning as fundamental processes. People are more likely to engage in goal-directed activity and accomplish desired outcomes if the goals they establish for themselves are more explicit, more challenging, and more realistic. Education in entrepreneurship can assist individuals in formulating relevant objectives for their businesses and developing practical strategies for achieving those objectives. Educators have the ability to boost students' enthusiasm, concentration, and perseverance when it comes to pursuing entrepreneurial pursuits if they teach students how to develop goals.

2.2.1.13 Self-Reflection and Evaluation:

The social-cognitive theory relies heavily on the practises of self-reflection and evaluation. People who regularly engage in activities such as self-reflection and self-evaluation are in a better position to appraise their own strengths and weaknesses, as well as their progress toward achieving their entrepreneurial goals. Education in entrepreneurship should inspire people to engage in critical self-reflection, identify areas in which they can develop, and seek feedback from others. Continuous improvement in both knowledge and abilities can be facilitated by the use of evaluation and feedback at regular intervals.

2.2.1.14 Motivation and Incentives:

The social-cognitive approach places a significant emphasis on the concept of motivation. When people see a good connection between the actions they take and the outcomes they desire, it motivates them to participate in entrepreneurial behaviour. Education in entrepreneurship has the potential to boost motivation by offering incentives and rewards that are in line with the entrepreneurial aspirations of individual students. Both extrinsic (such as monetary rewards and accolades) and intrinsic (such as personal fulfilment) motivations can play a role here (e.g., satisfaction, personal growth).

2.2.1.15 Transfer of Learning:

The social-cognitive theory places a strong emphasis on the significance of transfer of learning, which can be defined as the process of applying previously gained knowledge, abilities, and attitudes to new circumstances or settings. Education in entrepreneurship should not just concentrate on disseminating theoretical information, but also on fostering students' abilities to apply what they've learned in the classroom to actual business situations. Individuals' capacity to

apply what they have learned to actual problems faced by entrepreneurs in the real world can be improved through the use of experiential learning, case studies, and practical projects.

By incorporating these key concepts and principles of the social-cognitive theory into entrepreneurship education programs, policymakers, educators, and practitioners can create a supportive and effective learning environment that maximizes the impact of education on MSME growth. These approaches can help individuals develop a strong entrepreneurial mindset, acquire relevant knowledge and skills, build self-efficacy, and navigate the complex challenges of entrepreneurship in regions like North Central and South-West Nigeria.

These types of programmes have the potential to have a beneficial impact on the growth of micro, small, and medium-sized enterprises (MSME) in regions such as North Central and South-West Nigeria. They do this by providing aspiring business owners with the knowledge, skills, and attitudes they need to be successful in the entrepreneurial ecosystem.

2.3 Definition and Characteristics of MSMEs

Micro, small, and medium enterprises (also known as MSMEs) play a significant role in driving economic growth as well as innovation and the creation of new job opportunities in a variety of countries throughout the world, including Nigeria. Micro, small, and medium-sized businesses (often abbreviated as MSMEs) are characterized by having few available resources, a relatively low scale of operations, and significant room for development and expansion (Echem, et. al 2022). These companies are engaged in an extremely diverse range of activities, some examples of which are agriculture, manufacturing, service provision, and technological innovation.

2.4 Role of MSMEs in Economic Development

MSMEs, micro, small, and medium-sized firms, are a crucial component of economic growth, especially in less developed nations like Nigeria. If measures are taken to encourage and support entrepreneurial endeavors as well as the development and growth of micro, small, and medium-sized businesses, economies have the potential to become more dynamic, resilient, and inclusive. This potential can be realized if steps are taken to encourage and support entrepreneurial endeavors.

Education in entrepreneurship plays an essential role in providing prospective and existing owners of micro, small, and medium-sized enterprises (MSME) with the knowledge, skills, and mindsets that are necessary to navigate the challenges and capitalize on opportunities in the current economic landscape (Wu, et. al. 2022). Through involvement in entrepreneurship education,

individuals have the opportunity to develop the skills necessary for the development of micro, small, and medium-sized enterprises (MSMEs), as well as the continuous existence of those businesses. These abilities include the identification of potential opportunities, the planning of businesses, the management of finances, the creation of marketing strategies, and innovative thinking (Singh et al., 2022).

Micro, small, and medium-sized enterprises (MSMEs) in Nigeria, despite the promise they hold, are challenged by a number of barriers that impede their growth and endanger their capacity to exist. These issues include restricted access to financial resources, inadequate infrastructure, complicated regulatory requirements, volatility in the market, and a lack of education and expertise in entrepreneurship, among other things (Ajibola, et al. 2021). These issues contribute to a high percentage of failure among micro, small, and medium-sized businesses (MSME), which in turn has a limited impact on economic growth.

2.5 Potential Benefits of Entrepreneurship Education for MSMEs

Education in entrepreneurship confers a number of advantages on micro, small, and medium-sized businesses (MSMEs), including the capacity to address some of the challenges faced by these businesses and to encourage their expansion and growth. Those who have received instruction in entrepreneurship, according to a number of studies, have a greater inclination to create their own businesses, a better capacity for creativity, and a more robust response to adversity than those who have not had such training (Guili and Alami, 2020).

An education in entrepreneurship equips owners of micro, small, and medium-sized enterprises (MSME) with the essential business management skills, financial literacy, marketing strategies, and networking capabilities that are necessary for increasing operational efficiency, gaining access to markets, and securing financial resources. Education in entrepreneurship can be found in a variety of formats, including certificate programs, bachelor's degree programs, and master's degree programs (Adeeko et al., 2022). Education in entrepreneurship has been shown to boost a person's self-efficacy, entrepreneurial mentality, and adaptable capabilities (Guili, 2020; Fayolle, Lián, & Moriano, 2014). Because of these advancements, individuals are now able to identify and make the most of opportunities, lessen the impact of potential dangers, and keep their enterprises afloat (Guili, 2020).

Education in the processes of starting a business and managing it effectively is of paramount significance to the expansion and development of micro, small, and medium-sized businesses (MSMEs). It is more likely that micro, small, and medium-sized firms will be able to make a substantial contribution to economic growth, job creation, and the alleviation of poverty if they are educated about entrepreneurship. This is accomplished through providing individuals with the

required information, skills, and attitudes; addressing the issues that are faced by MSMEs; and addressing the challenges that are faced by MSMEs..

2.6 Impact of Entrepreneurship Education on MSME Growth

2.6.1 Theoretical Foundations Supporting the Impact of Entrepreneurship Education

The influence of entrepreneurship education on the expansion of micro, small, and medium-sized enterprises can be understood from a variety of theoretical viewpoints. According to Vargas-Hernández and De León-2020 Escobedo's research, the Human Capital Theory posits that receiving an education in entrepreneurship can improve an individual's knowledge, skills, and abilities, which in turn can have a positive impact on the individual's ability to be entrepreneurial. In addition, the Resource-Based View places particular emphasis on the significance of the knowledge and skills obtained via entrepreneurship education in the process of establishing competitive advantages for MSMEs (Hitt et al., 2001).

In addition, the Social Cognitive Theory postulates that entrepreneurship education facilitates the transfer of knowledge, expertise, and experiences from instructors and successful entrepreneurs to learners, thereby enabling the learners to develop entrepreneurial competencies and make informed business decisions (Lave & Wenger, 1991). The experiential learning approach, which has its roots in Kolb's theory, proposes that entrepreneurship education should provide practical chances for students to engage in real-world entrepreneurial activities. This would enable students to acquire and effectively apply knowledge (Kolb, 1984), this study focuses on the Social-Cognitive Theory.

2.6.2 Empirical Studies on the Impact of Entrepreneurship Education on MSME Growth

Research studies have been conducted to investigate the impact of entrepreneurship education on the expansion of micro, small, and medium-sized enterprises (MSME), providing useful insights into its efficacy. For instance, Kassean, et.al (2015) conducted research in Mauritius and found that entrepreneurs who participated in formal entrepreneurship education programmes exhibited higher levels of business success. This success manifested itself in increased sales, increased profitability, and increased job creation. Similarly, a study that was carried out in the Netherlands by Oosterbeek, van Praag, and Ijsselstein (2010) found that participants' entrepreneurial intentions significantly improved after receiving entrepreneurship education, as did the number of participants who actually started their own businesses.

Studies conducted in the Nigerian setting have demonstrated that education in entrepreneurship has favourable results for the growth of micro, small, and medium enterprises (MSME). A study that was carried out in Nigeria and authored by Olasupo, Falola, and Adegbola (2019) found that business owners who had received formal education in entrepreneurship had higher business performance indicators, such as sales growth and profitability, in comparison to business owners who lacked formal education. According to the findings of another study conducted by Aladejebi, (2018), entrepreneurship education had a beneficial influence on the entrepreneurial intentions of Nigerian university students as well as the rate at which they started businesses.

2.6.3 Factors Influencing the Effectiveness of Entrepreneurship Education

Even while education in entrepreneurship has the potential to contribute to the growth of MSME, the success of such an endeavor is conditional on the fulfillment of a number of preconditions. The manner in which students are trained as well as the pedagogical approaches that are implemented in entrepreneurship education programs have a significant influence on the development of skills and knowledge connected to entrepreneurship (Zhang, et al.2021). It has been discovered that interactive and experiential learning techniques, including as case studies, simulations, and real-life entrepreneurial initiatives, are successful in improving the engagement of learners as well as their motivation and the outcomes of their learning. [Studies of actual cases] [Simulations] [Real-world examples of entrepreneurial endeavors] [Studies of actual cases] [In reference to Fayolle, Lián, and Moriano's (2014) research.

There is a correlation between the length of time spent participating in an entrepreneurial education program and the level of success that is ultimately achieved by the program. According to the findings of a number of studies, interventions that are only carried out for a shorter length of time have a substantially smaller influence on the growth of micro, small, and medium-sized enterprises (MSME) than do longer-term initiatives that give constant assistance and mentoring (Acs, Desai, and Klapper, 2008). In addition, educational programs that enhance the efficacy of entrepreneurship instruction by combining traditional classroom instruction with practical training and internship opportunities make it much simpler for students to apply the knowledge that they have gained to actual business situations in the real world (Arenius & Minniti, 2005).

In addition, the results of entrepreneurship education programs are heavily influenced by the presence of ecosystems and institutional elements that are advantageous, such as access to capital and firm development services, as well as possible opportunities for networking. This is due to the fact that ecosystems and institutions are both complex systems that are linked to one another (Oosterbeek et al., 2010; Kassean et al., 2015). It is possible to magnify the good influence that education has on the growth of micro, small, and medium-sized businesses (MSME) by encouraging the establishment of an environment that is favourable to entrepreneurial education

initiatives. This is one of the ways that this effect can be magnified. This effect can be amplified in a number of ways, including the one described here.

The results of empirical studies imply that education in entrepreneurship has a beneficial effect on the expansion of micro, small, and medium-sized businesses. (MSME), Gamede 2019. Our understanding of the mechanisms through which entrepreneurship education improves the performance of MSMEs is aided by the conceptual underpinnings of human capital, resource-based view, social learning, and experiential learning, all of which contribute to our understanding of how entrepreneurship education works. Our understanding of the mechanisms through which entrepreneurship education improves the performance of MSMEs is aided by the conceptual underpinnings of human capital, resource-based view, and social learning. Nevertheless, the efficacy of education in entrepreneurship is strongly affected by pedagogical approaches, the duration of the program, the amount of intensity of the program, and the availability of ecosystems that are helpful.

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2.6.4 Policy Implications for Enhancing the Impact of Entrepreneurship Education

In the light that education about entrepreneurship has such a significant influence on the growth of micro, small, and medium-sized businesses (MSME), policymakers should investigate a variety of strategies to enhance the effectiveness and reach of programs that teach entrepreneurship. This is particularly important given the fact that MSME account for the majority of new jobs created in the United States.

To get things started, it is absolutely necessary to include instruction on entrepreneurship inside the more conventional kinds of schooling. Through the introduction of entrepreneurship courses and modules into the curriculum of elementary, secondary, and university education, an entrepreneurial mindset and set of skills can be developed at a young age. This can take place as early as elementary school (Ajzen, 2020). This combination has the ability to provide students with a solid grounding in entrepreneurship, which in turn raises the likelihood that students will have entrepreneurial aspirations and will go on to establish new enterprises in the future.

In the second place, it is of the utmost importance to foster collaboration between public agencies, private businesses, and educational institutions. It is possible for public-private partnerships to facilitate the establishment of entrepreneurial education programs that are aligned

with the requirements of the business and expose students to the challenges and opportunities that exist in the real world. These programs would expose students to the challenges and opportunities that exist in the real world (GEM, 2020). Additionally, government support in the form of money, the building of infrastructure, and legislative incentives can strengthen entrepreneurship education efforts and enhance the impact they have on the growth of micro, small, and medium companies (MSME) (UNESCO, 2020).

In addition, improving access to educational opportunities in entrepreneurship for a wide variety of different groups is a crucial component of inclusive economic growth. Women, people living in rural areas, and people who come from families with lower incomes are examples of underrepresented groups that demand special attention. This attention need to take the form of further thought and consideration (Verdugo, 2018). To liberate the latent entrepreneurial potential of these groups and to make a contribution to the development of an entrepreneurial ecosystem that is more equitable and inclusive, it is possible to tailor educational programs on entrepreneurship so that they are more in line with the specific requirements and limitations faced by these groups. Educational programs geared for aspiring business owners should place an emphasis on ways of learning that are not only theoretical but also hands-on and experiential. Participating in hands-on activities, business simulations, internships, and mentoring programs—all of which can provide the opportunity for real-world experience—can help learners acquire the skills and knowledge they need to navigate the complexity of beginning and building a business. This is because these activities can all provide the opportunity for real-world experience (Liu, 2021). Education in entrepreneurship has the potential to improve the transferability of learned information and skills to actual business ventures by bridging the gap between academic theory and actual business operations. This is possible because education in entrepreneurship bridges the gap between academic theory and actual business operations.

According to this, it appears that education about entrepreneurship has a positive effect on the growth of micro, small, and medium-sized businesses (MSME). Policymakers should give some thought to the possibility of incorporating entrepreneurship education into formal education systems, encouraging collaboration between educational institutions, industry, and the government, promoting access for groups that are underrepresented, and placing an emphasis on learning approaches that are more practically oriented. These projects have the potential to improve the efficacy of entrepreneurship education and to contribute to the expansion and development of micro, small, and medium-sized businesses (MSME) (MSMEs).

2.7 Challenges and Limitations of Entrepreneurship Education

While entrepreneurship education has demonstrated positive effects on MSME growth, it is essential to recognize the challenges and limitations associated with implementing and assessing the impact of such educational initiatives.

2.7.1 Challenges in Implementing Entrepreneurship Education

The maintenance of high standards of both the content and delivery of educational programmes pertaining to entrepreneurship is one of the fundamental issues. The provision of high-quality education can be hampered when there is a shortage of curriculum that is standardized, qualified instructors, and sufficient teaching resources (Mandel and Noyes, 2016). Furthermore, limited resources, including money and infrastructure, offer problems in the process of creating and maintaining entrepreneurship education efforts, particularly in settings that are resource-constrained (Ujwary-Gil., 2023).

In addition, it may be difficult to tailor education programmes for entrepreneurship to the specifics of individual communities and the requirements of individual industries. Due to the ever-changing nature of the entrepreneurial landscape, educational programmes must undergo consistent revisions and upgrades in order to accommodate for shifting consumer preferences, business climates, and technological developments (Otache, 2019). The efficacy of entrepreneurship education in supporting the expansion of micro, small, and medium-sized enterprises (MSME) can be improved by tailoring it to the particular requirements and qualities of the environment in which it is delivered.

2.7.2 Limitations in Assessing the Impact of Entrepreneurship Education

The evaluation of the impact that education in entrepreneurship has on the growth of micro, small, and medium-sized businesses is hampered by a number of restrictions. To begin, it can be difficult to establish a causal relationship between education in entrepreneurship and the performance of a business due to the presence of a variety of factors that can cause confusion regarding the issue. It is difficult to disentangle the exact impact that education has on the expansion of a micro, small, or medium-sized business because other factors such as prior business experience, access to resources, and market conditions might also influence the expansion of a business of this size range (Neck & Greene, 2011).

Second, the evaluation of the effectiveness of education in entrepreneurship frequently makes use of data that is self-reported, which can lead to biases as well as inaccurate information. This is a problem for two reasons. There is no assurance that the entrepreneurs' subjective evaluations of their own growth and accomplishments will coincide with the objective

performance measures (Unger et al., 2011). Because of this, combining self-reported measures with objective indicators can provide a more comprehensive picture of the impact that entrepreneurship education has.

It is necessary to conduct longitudinal studies that follow entrepreneurs for an extended period of time in order to evaluate the long-term benefits that entrepreneurship education has on the development of micro, small, and medium-sized enterprises (MSME). Despite the fact that many researchers focus their attention on short-term outcomes such as entrepreneurial goals or immediate firm performance, the long-term effects on sustained growth, innovation, and scalability are rarely examined. This is despite the fact that many of these studies have been conducted (Pittaway and Cope, 2007).

2.7.3 Addressing Challenges and Enhancing Impact

In order to address the issues at hand and make the most of the potential impact that education in entrepreneurialism can have, there are a few distinct strategies that can be considered as possible courses of action. It is essential for members of the academic community, the business world, and the government to collaborate in order to design and implement programs for entrepreneurship education that are both relevant and effective. These goals can only be accomplished through such collaboration (Kickul, Griffiths, & Titus, 2019). Practical insights can be gained and the practical relevance of entrepreneurship education can be improved by inviting industry professionals to act as guest lecturers, mentors, and advisors in educational settings.

The gap between theory and practice can be bridged by the incorporation of experiential learning components such as internships, incubation programs, and industry projects. This gives students the opportunity to apply their knowledge in contexts that are more relevant to their everyday lives. The use of experiential learning can help bridge the gap between academic study and real-world application, which is one way to achieve this goal (Nabi et al., 2017). Learners will have the opportunity to develop essential skills, build networks, and gain hands-on experience in a variety of business contexts thanks to these programs that have been made available.

Education about entrepreneurship can reach more people and become easier to access by utilizing technology and online platforms. This is especially true in areas that are currently underserved or remote (Awaah et al., 2023). When it comes to the delivery of entrepreneurship education initiatives, the utilization of online courses, virtual mentorship programs, and interactive resources can provide flexibility as well as scalability.

It is possible to draw the conclusion that, despite the fact that entrepreneurship education offers significant opportunities for the growth of micro, small, and medium-sized enterprises (MSME), there are challenges involved in putting the curriculum into practice and determining the

program's overall effectiveness. It is essential to overcome limitations in effect evaluation, to make certain that students receive an education of a sufficient caliber, and to adapt to the particulars of the surrounding environment. Entrepreneurship education programs can be made more effective and have a wider reach by collaborating with a variety of stakeholders, experimenting with a variety of experiential learning methodologies, and making use of technology.

2.8 Future Directions and Emerging Trends in Entrepreneurship Education

To further enhance the impact of entrepreneurship education on MSME growth, it is essential to consider future directions and emerging trends in the field. Several areas warrant attention for future research and practice.

2.8.1 Entrepreneurship Education for Sustainable Development

The incorporation of sustainability principles into entrepreneurship education has the potential to contribute to the expansion of socially and environmentally responsible micro, small, and medium-sized enterprises (MSMEs). This potential arises from the growing significance of sustainability in the global business landscape (Schaper et al., 2014). For the purpose of fostering micro, small, and medium-sized enterprises (MSMEs) that create value not only economically but also environmentally and socially, entrepreneurship education programmes can place an emphasis on subjects such as social entrepreneurship, green entrepreneurship, and corporate social responsibility.

2.8.2 Technology and Digital Entrepreneurship Education

Small and medium-sized businesses are presented with both new opportunities and new obstacles as a result of the rapid growth of technology and the digital economy. Digital skills, technology literacy, and knowledge of digital business concepts need to be incorporated into entrepreneurship education (Ozgen 2022). Entrepreneurs can acquire the skills and information they need to survive in the digital age by taking classes in subjects such as e-commerce, digital marketing, and data analytics.

2.8.3 Cross-Cultural and International Perspectives

In light of the growing interdependence of the economic systems of the world, it is important that educational programmes for entrepreneurs incorporate international and cross-cultural viewpoints. It is possible to get significant insights into effective pedagogical approaches from comparative studies on entrepreneurial education practises and the influence they have in a variety

of countries and cultural contexts (Sanogo, Bah, and Nimaga, 2022). This perspective can help identify culturally specific factors that influence the effectiveness of entrepreneurship education programmes and inform the development of tailored initiatives. It can also assist in the process of identifying factors that influence the effectiveness of entrepreneurship education programmes.

2.8.4 Impact Measurement and Evaluation

It is essential to make advancements in the measuring and assessment methodologies of the impact that education has on entrepreneurship in order to have a deeper understanding of the processes via which education influences the growth of MSMEs. Incorporating longitudinal studies, control groups, and objective performance indicators into an evaluation of the long-term effects of entrepreneurship education can provide a more rigorous analysis of the topic (Kuratko, Hornsby, and McKelvie, 2023). Exploring other measures that go beyond standard economic indicators, such as social impact and innovation results, is another way to capture a wider spectrum of contributions made by entrepreneurs.

2.8.5 Integration of Soft Skills and Mindset Development

In entrepreneurship education, the emphasis should be placed not only on the acquisition of technical knowledge and business acumen but also on the development of soft skills and an entrepreneurial attitude. For entrepreneurs to successfully traverse obstacles and capitalize on opportunities, skills such as inventiveness, resiliency, adaptability, and good communication are absolutely necessary (Morris, Webb, and Franklin, 2013). These crucial qualities can be nurtured through the cultivation of vital qualities through the incorporation of experiential learning activities, reflective practice, and personal development components.

Some of the future directions that will be taken in entrepreneurship education include the incorporation of principles of sustainability, the embracement of technology and digital entrepreneurship, the consideration of cross-cultural and international perspectives, the advancement of impact measurement and evaluation, and the emphasis on the development of soft skills and mindset. Taking action in these areas has the potential to further boost the influence that entrepreneurship education has on the expansion of MSME.

2.9 The Role of Supportive Ecosystems in Enhancing the Impact of Entrepreneurship Education

Education in entrepreneurship does not exist in a vacuum; rather, it is influenced by the larger entrepreneurial ecosystem in which it is entrenched and from which it derives its existence. Education on entrepreneurship can have a positive effect on the growth of micro, small, and

medium-sized enterprises (MSME) if the ecosystem in which entrepreneurs operate is healthy and provides them with the resources, networks, and opportunities they need.

2.9.1 Access to Finance and Funding Opportunities

Education in entrepreneurship can play a role in improving access to funding, which is essential for the growth of micro, small, and medium-sized enterprises (MSME). Entrepreneurs can learn about a variety of funding possibilities, including grants, loans, venture capital, and crowdfunding, through educational programmes geared toward entrepreneurship (Sarasvathy et al., 2014). Additionally, agreements between educational institutions that teach entrepreneurship and financial institutions can establish avenues for business owners to take in order to have access to cash and other forms of financial support.

2.9.2 Business Incubators and Support Programs

For micro, small, and medium-sized enterprises (MSMEs), the right kind of environment is critical to their development and success. These programmes provide businesses with access to a variety of business support services, as well as infrastructure, mentoring, and networking opportunities (Isenberg, 2011). Through collaboration, educational institutions that teach entrepreneurship and business incubators may ensure that aspiring business owners have a smooth transition from learning to actually putting their knowledge into practise.

2.9.3 Networking and Collaboration

Education in entrepreneurship has the potential to make it easier for entrepreneurs, mentors, industry experts, and other stakeholders to network with one another and work together. Building powerful networks can give micro, small, and medium-sized enterprises access to useful resources, market knowledge, and chances for partnership (Dacin, Dacin, and Matear, 2010). To facilitate the development of these connections, educational programmes on entrepreneurship may include mentoring and networking opportunities, as well as partnerships with relevant industries.

2.9.4 Government Policies and Supportive Regulations

A favourable environment for micro, small, and medium-sized enterprises (MSMEs) can be created with the help of supportive government policies and laws. Education in entrepreneurship can work with legislators to advocate for laws that encourage entrepreneurship, cut down on bureaucratic impediments, and give growth incentives for micro, small, and medium-sized enterprises (MSME) (Bosma, Stam, and Wennekers, 2012). If teaching on entrepreneurship is

aligned with initiatives undertaken by the government, it is possible to magnify the impact of education on the larger entrepreneurial ecosystem.

2.10 Contextual Factors Influencing the Impact of Entrepreneurship Education

There are a number of contextual aspects that, in order to ensure successful implementation and outcomes, need to be taken into consideration. One of these factors is the impact that entrepreneurship education has on the growth of micro, small, and medium-sized enterprises.

2.10.1 Cultural and Socioeconomic Context

The cultural and socioeconomic environment of a place is a significant factor that plays a role in determining the effectiveness of entrepreneurship education, which is also an essential component of the process. It is possible for cultural norms, values, and attitudes toward entrepreneurialism to have an effect on the acceptability of educational efforts and their level of success (Krueger, Reilly, and Carsrud, 2000). The socioeconomic environment, including factors such as access to resources, infrastructure, and support networks, also has an effect on the environment in which entrepreneurs operate. These components additionally define the environment in which entrepreneurship education programs are carried out.

2.10.2 Institutional Environment

The institutional environment, which includes government policies, regulatory frameworks, and support systems, has a direct impact on the growth of micro, small, and medium-sized enterprises (MSME). Education in entrepreneurship should be aligned with the prevalent institutional framework in order to make the most of the resources that are already available and to foster an atmosphere that is conducive to entrepreneurial endeavours (Acs et al., 2018). When educational institutions, government agencies, and industry stakeholders work together, they may create an environment that is conducive to entrepreneurial endeavours and optimize the impact education has on the expansion of micro, small, and medium-sized enterprises (MSME).

2.10.3 Industry and Market Dynamics

The dynamics of a territory's individual industries and markets might have an effect on the degree to which entrepreneurship education is relevant and applicable in that location. When it comes to achieving entrepreneurial success, specialized knowledge, skills, and networks may be required across a variety of industries and sectors (Audretsch, Link and Scott, 2018). It is possible to increase the impact that entrepreneurship education programmes have on the growth of micro, small, and medium-sized enterprises (MSMEs) in certain industries by tailoring those programmes to match the demands and challenges of those industries.

2.10.4 Local Networks and Mentoring

Education in entrepreneurship has the potential to have a substantial impact only if there are local support networks and mentorship opportunities available. Entrepreneurs can benefit from the useful counsel, information, and access to resources that can be provided through local business networks, industry groups, and mentorship programmes (Lv et al., 2019). It is possible to improve the practical relevance and application of knowledge and skills learned through entrepreneurship education by incorporating these components into the educational activities being undertaken. Education in entrepreneurship has the potential to have a substantial impact only if there are local support networks and mentorship opportunities available. Entrepreneurs can benefit from the useful counsel, information, and access to resources that can be provided through local business networks, industry groups, and mentorship programmes (Shirokova et al., 2022). It is possible to improve the practical relevance and application of knowledge and skills learned through entrepreneurship education by incorporating these components into the educational activities being undertaken.

2.11 Challenges and Limitations of Entrepreneurship Education

While entrepreneurship education has shown promise in fostering MSME growth, it is important to acknowledge and address the challenges and limitations associated with its implementation and impact.

2.11.1 Lack of Resources and Infrastructure

The lack of sufficient resources and infrastructure is one of the key obstacles faced by educational programmes that focus on entrepreneurialism. The delivery of high-quality education can be hampered by limited financing, buildings that are out of date, and insufficient access to technology, which can also reduce the effectiveness of entrepreneurial programmes (Simic, Slavković, and Aleksić, 2020). In order to assure the availability of educational institutions that are well-equipped and learning settings that are conducive to learning, it is essential to address these resource constraints.

2.11.2 Teacher Training and Quality

The calibre and experience of the lecturers and mentors who lead educational programmes in entrepreneurship are directly proportional to the success of those endeavours. However, there is frequently a lack of specialized training for educators in the field of entrepreneurship, which results in variances in the quality of education and the pedagogical approaches taken (Matlay, 2008). It is possible to improve the delivery of entrepreneurship education programmes and the impact they have by investing in the training and professional development of teachers.

2.11.3 Limited Long-term Impact Evaluation

It is a difficult task to evaluate the long-term influence that entrepreneurship education has on the expansion of micro, small, and medium-sized enterprises (MSME). It is difficult to attribute the observed effects purely to entrepreneurship education because there are not enough longitudinal studies and there are not enough control groups (Fayolle & Gailly, 2015). A more robust knowledge of the long-term consequences of entrepreneurship education can be obtained by putting in place stringent evaluation frameworks, carrying out longitudinal research, and including control groups.

2.11.4 Contextual Relevance and Transferability

Entrepreneurship education programs often face the challenge of ensuring contextual relevance and transferability of knowledge and skills. The applicability of entrepreneurship concepts and practices may vary across different cultural, economic, and industry contexts (Lackéus et al., 2017). Customizing curriculum content, case studies, and pedagogical approaches to the local context can enhance the effectiveness and impact of entrepreneurship education.

Education in entrepreneurship has the potential to greatly effect the expansion of micro, small, and medium-sized enterprises (MSME) in North Central and South-West Nigeria. The purpose of this literature review was to investigate the numerous ways in which education on entrepreneurship might positively affect the growth of micro, small, and medium-sized enterprises (MSME), including company performance, innovation, job creation, and economic growth.

However, it is absolutely necessary to recognize the difficulties and constraints that are linked with entrepreneurial education and to work to overcome them. In order to maximize the efficiency and effectiveness of entrepreneurship education initiatives, it is essential to take the following steps: overcoming limitations on available resources; ensuring the training and quality of educators; conducting rigorous impact evaluations; and enhancing contextual relevance.

Education about entrepreneurship has the potential to play a pivotal role in the development of a robust entrepreneurial ecosystem and the acceleration of the growth of micro, small, and medium-sized businesses (MSMEs) in the region if it addresses the challenges outlined above, capitalizes on the opportunities presented, and stays abreast of emerging trends.

Entrepreneurship education plays a crucial role in nurturing and developing the entrepreneurial mindsets, attitudes, and skills necessary for MSME growth. It equips individuals with the knowledge, tools, and competencies needed to identify opportunities, take calculated risks, and navigate the challenges of starting and running a business. This section explores the

various components of entrepreneurship education that contribute to fostering entrepreneurial mindsets and skill development among MSMEs.

2. 12 Formal entrepreneurial education and the growth of SMEs in the local regions of Nigeria

“Initially, people creating more products than they required and needing to barter their surpluses led to the emergence of entrepreneurship. For example, if a blacksmith made more hoes than he required, he would exchange the extra for goods he lacked, like yams, goats, or other things. (2015) Adeoye This means that trading without the exchange of money formerly took the form of bartering. It involves trading commodities and services because people back then relied on farming for a living. A major change in how trading is done has taken place over time as the world evolves and new technology and innovations arise. Robotic production is becoming more and more frequent in businesses today, and many humans are losing their employment as a result of the development of these technologies. Thus, the concept of entrepreneurship has been present for a very long time, extending all the way back to the time of barter, when things were exchanged for products and services for services. For instance, the classical era of entrepreneurship signified the beginning of economic success in all of the little towns inside the enclave that eventually became Nigeria. Therefore, contrary to what certain prejudiced researchers like Miranda Elizabeth imply, entrepreneurial education is not a recent trend in Nigerian education. Nigeria's history of entrepreneurship growth is broad and rich. For instance, the Yoruba and Hausa ethnic groups in pre- and post-independence Nigeria were successful small business owners and entrepreneurs prior to the establishment of colonial authority and formal schooling. This was the case both before and after the country gained its freedom. In addition to this, the Ibo people are famous across the world for their culture of enterprise and the rapid expansion of their businesses (C. Abba, 2015). As a result, Nigerians have always had access to formal training in business startup and management. It is a custom and practice that has been around for a long time among the country's major ethnic groups. This is due to the fact that there are able-bodied men and women who have the required mindset and motivation to be mobilized for communal initiatives and programs through an informal process of grooming, training, and recruiting. Informal media serve as a source of motivation for people of various ages, gender identities, and tribal connections — talented, unskilled, elderly, young, experienced, and inexperienced — to take action in the form of entrepreneurial endeavors. It is common knowledge that the inhabitants of Hausaland, Yorubaland, and eastern Nigeria, specifically the Igbo, have a strong entrepreneurial spirit. Ananaba provided a concise summary of the economic perspectives held by Nigeria's many ethnic groupings (C. Abba, 2015). According to C., the practice that people serve their parents, village chiefs, and the society without payment was established by customs, and the several states that make up the

economy of contemporary Nigeria are, in essence, subsistence economies. Additionally, the customs had established the practice that people should serve their parents. Abba (2015). On a certain day, employees reported to work for a particular individual. The master who they serve was responsible for providing them with food and drink during the entire day. When he returned the following day, he continued providing the service until all of the members of the group had been attended to.

Young people in Nigeria have shown that they have significant entrepreneurial ability; nevertheless, their capacity to fulfill their full potential has been hampered because of the embrace of wasteful industrialization practices. According to the study, certain strategy mediations that aimed to promote business growth through the development of small and medium-sized enterprises "have failed to achieve the ideal objectives because it prompted the majority of native business visionaries to become appropriation specialists of imported goods rather than working in-country enterprising limit with regards to assembling, motorized agribusiness, and master services." This was due to the fact that the strategy mediations "prompted the majority of native business visionaries to become appropriation specialists of imported goods rather than (Thaddeus, 2012). According to the country's Gross Domestic Product (GDP) growth rate, which ranged from 6 to 8 percent during the course of the preceding ten years, Nigeria's economy is one of the fastest-growing in the world.

The takeaway from this is that every legitimate business structure has the ability to either produce remarkable results or results that are more typical. It is one of only a handful of extraordinary countries that consistently offers the highest returns on speculative investments made in the stock markets, real estate markets, and other markets located all over the world (Popoola, 2014). In addition, in order for businesspeople to play a beneficial role, the function that the state plays is still essential, if not more so than it was in the past. The keepers and controllers of the system are solid states, which play a particularly essential function. Because there is no explanation of the "rules of the game," the enterprise may have unfavorable impacts on society, such as defilement, misbehavior, and financial problems, and it may make individuals more vulnerable in precarious situations (UN Report, 2011).

Recent years have seen a rise in the amount of study devoted to entrepreneurship as well as studies of small, micro, and medium-sized businesses (MSMEs). It is a widely held belief that the micro, small, and medium-sized enterprise sector is the primary engine behind global economic expansion and the production of new jobs. "A robust SMME sector is vital to the success of an economy since it is the solution to many societal problems, including unemployment." "These firms are necessary for a country's income and employment sectors to thrive" (Chimucheka, 2013). In addition, education in business startup and management is necessary for the long-term viability of any economy (Chimucheka, 2013). A great number of authors have already published written

works on this subject. In the words of Araba, the investigation of entrepreneurship "is not only about how many people are doing what, but also about why they are doing it, the various factors that may have an impact on their decisions to start a business, which may include education, culture, traditions, and prevalent communal ideologies, which cannot be documented in numbers but are necessary data for a formidable study."

To ensure that the company will be around for the foreseeable future, we now rely on scientific research, cutting-edge technology, and careful business planning. This has introduced a new layer of complexity to the many different ways that we trade with one another. In order to be successful in business, one needs to be familiar with the most effective business tactics and possess the required skills to successfully carry out plans and projects. In contrast to the more traditional, more stereotypical methods of instruction, formal training in entrepreneurship is a learning process that empowers learners and students to take charge of their own learning and management. According to Ayozie, there is not a consistent definition of the difficulties associated with entrepreneurship education (2017). Organizations and scholars have also come up with a range of meanings for the term, and these variations are based on the circumstances that exist locally as well as between countries. According to Yusuf (2017), individuals who participate in formal entrepreneurial training develop capabilities and skills related to entrepreneurship, with the eventual goal of achieving independence and working for themselves. The decision-makers in charge of education policy in the United States and Japan have known for some time that it is critical to improve their higher education systems by putting more of a focus on the knowledge and experience that businesses and industries require. Students graduating from universities in the United States and Japan are equipped with talents and skills such as teamwork, leadership, problem-solving, and bargaining as a result of the long-standing emphasis placed on formal training for entrepreneurship in university undergraduate curricula in both countries. Students of all socioeconomic backgrounds in the United States have the opportunity to begin developing their communication and vocational skills early on in life thanks to the educational system. This prepares them to have an easier time communicating with management after graduation and while working in for-profit organizations. The educational systems of both the United States and Japan place a significant amount of emphasis on the development of skills, which is one factor that has significantly contributed to the tremendous economic success of both countries. The educational system in Nigeria, on the other hand, results in graduates who are more interested in working for themselves than they are in working jobs in the white-collar sector. The mindset of Nigerian graduates toward white-collar jobs has not shifted, despite the fact that formal entrepreneurial training is now a required topic and the country has a high unemployment rate. The employment rate in Nigeria ranged anywhere from 12.6 percent down to 14 percent. Between the years 2002 and 2007, it increased by 66 percent. According to Yusuf (2017), the majority of postsecondary institutions have recently introduced formal entrepreneurial training into their curricula as a strategy to foster independence and self-employment in society. This was done as a tactic to foster

independence and self-employment in the workforce. This activity is carried out in accordance with the directives issued by the Federal Government of Nigeria. Therefore, education in entrepreneurship is critical for the sustained expansion of the economy so long as students are receiving it in tertiary institutions of learning. In addition to reducing the national rate of unemployment, it would also help to boost the expansion of the country's economy, which is particularly important during these challenging economic times. It is impossible to overstate the significance of business ownership and entrepreneurship in Nigeria's economy due to the fact that these individuals have, over the course of time, been in charge of hiring workers, supervising production, and importing additional goods and services because these things are not easily accessible. Entrepreneurship has been around for as long as there have been people because individuals have always needed to find methods to adapt to their environments by providing the things that are essential to life, such as clothing, housing, and food.

The expansion of small and medium-sized firms, sometimes known as SMEs, is the primary engine of economic expansion in emerging nations such as Africa. The wealth of the world is in large part due to the efforts of entrepreneurs, whose activities have included innovation, taking of risks, the creation of new jobs, the pursuit of new opportunities, and the commercialization of their findings. For instance, intelligent and self-motivated businesspeople operate the organized private sector in Europe, which accounts for sixty percent of the workforce and employs all of that workforce. Conditions quite similar to these can be seen in the industrialized nation of Japan, which is home to six million small and medium-sized businesses (SMEs), which account for 70 percent of the workforce and represent 99.7 percentage points of all companies. 80 percent of all businesses in Taiwan's private sector are considered to be small and medium-sized enterprises (SMEs), and they employ 96 percent of the country's workforce (C. Abba, 2015). Micro-firms and medium-sized businesses, which are similar to cottage businesses in terms of their potential and major contributions to the economic growth of Sub-Saharan Africa, are significant economic sectors in the region due to their potential and major contributions to the economic growth of the region. For example, microenterprises in Ghana, which make up 70 percent of the country's workforce, often have less than five employees. In a manner analogous to this, 3. There were 2 million people working in Kenya's private sector who were employed by SMEs, which contributed 18 percent of the country's gross domestic product (C. Abba, 2015). Small businesses are believed to have a significant and active impact on the economy of Nigeria, despite the fact that their contribution is difficult to define. It is anticipated that private firms will employ between 45 and 60 percent of the working population in urban areas. In accordance with C. According to Abba (2015), the private sector in Nigeria is responsible for the production of 50 percent of the country's total industrial output and employs 50 percent of the country's labor force. The enormous economic and social contributions that entrepreneurship initiatives around the world have made through the development of new firms (group owned companies and family-owned businesses) have had a significant positive influence on employment creation, the emergence of innovative

products/services, and economic renewal. When compared to the contributions that celebratory entrepreneurship efforts have made to these areas, the enormous economic and social contributions of entrepreneurship initiatives around the world have been made through the development of new firms. Because of this, it is important for us to be aware that formal training in entrepreneurship has the potential to eventually contribute to the development of new jobs, an increase in the number of people working, and an increase in production.

According to Sule (1986), as cited in Aguwamba and Ekienabor, small firms "provided the mechanism for stimulating indigenous enterprises in many nations, producing job possibilities and promoting the development of local technology." Small businesses also created work opportunities (2017). Many countries' economic development, wealth, and overall well-being are directly tied to the success of their SME sector. This expansion was made possible by the creation of settings that are favorable to the launch of new businesses as well as the expansion of existing ones (Abdul, 2018). It is now possible to find a small business just about anywhere in the United States, which makes it easier for people to obtain work and breaks the cycle of unemployment. There will be a number of different safeguards in place to guarantee that people have access to a high level of education and are capable of engaging in activities related to entrepreneurship.

A small business needs to raise capital in order to cover its day-to-day expenses or to carry out its operations. This is necessary since, once production is secured, the small firm's actions contribute either directly or indirectly to the expansion and growth of the economy. It is essential to acknowledge the significance of business owners as economic actors since it is they who are responsible for the formation of new companies through the process of seeing profitable opportunities and amassing the capital required to capitalize on such opportunities (Afolaronmi, 2003; Adetoso, Akesinro & Oladejo, 2013). The continuation of risks taken and establishment of firms for the proprietor's advantage shows that entrepreneurs are not going away (Adebayo, 2008; Adetoso, Akesinro & Oladejo, 2013). A person who is knowledgeable about business and has received training as well as acquired an awareness of the requirements that are linked with running a corporation through experience can be compared to an entrepreneur. Therefore, one of the most important aspects of a vocational education is to provide students with formal instruction in business education, often known as business education (Gidado & Akaeze, 2014). It is a method of education that brings together academic study of business with actual work experience.

Based on his observations, Chimucheka (2013) concurred that "the fundamental issues facing different countries, including South Africa, is how to motivate individuals to become entrepreneurs and how to equip them with the right skills to turn opportunities into viable firms." The authorities are responsible for encouraging people to launch their own businesses; they must work to transform people's mindsets so that they perceive themselves as entrepreneurs rather than job seekers. In addition, it has been challenging for educational institutions such as universities,

polytechnics, and colleges to put the formal entrepreneurial training curriculum into practice. This has been the case due to a lack of subject matter experts, a dearth of applicable textbooks, inefficient instructional methods, inadequate tools for simulation exercises with a practical focus, and funding. In Nigeria, where financing for higher education is becoming increasingly scarce, it has been difficult to provide formal training programs for aspiring business owners. Inadequate funding for the establishment of entrepreneurship centers has, according to the National Universities Commission (NUC), which shares this concern with its counterpart supervisory agencies, prevented the full implementation and enshrinement of practical formal entrepreneurial training in many universities. This concern is shared by the NUC with its counterpart supervisory agencies (NBTE and NCCE). The Education Trust Fund (ETF) is being refocused to encourage educational institutions to identify ways to foster practical entrepreneurship as part of their creative research activities. One way that this will be accomplished is through the sponsorship of the construction of productive entrepreneurship centers in educational institutions such as universities, polytechnics, and schools of education (C. Abba, 2015). As a response to the numerous economic issues that have been brought about by the loss of jobs, low pay, stigmatization, and appalling working conditions, etc., numerous small and medium-sized enterprises are currently sprouting up all over the country of Nigeria.

Yusuf Emmanuel conducted research to determine how the presence of formal entrepreneurship training affects the growth and viability of small and medium-sized firms in Nigeria at this era of rapid technical advancement and increasing internationalization. One of the most important steps that must be taken for the success of an organization is the incorporation of formal entrepreneurial training into the educational curricula of entrepreneurial organizations, secondary and tertiary institutions, and vocational training and education programs. This is one of the most important steps that must be taken. In addition to this, it is one of the most effective strategies for lowering the steadily climbing unemployment rates seen in both developed and emerging nations. Yusuf believes that in order to assist the Nigerian economy, it is very necessary to promote small and medium-sized firms in Nigeria. This is due to the multiple socioeconomic and sociopolitical challenges that the country is currently facing. According to Emmanuel, the ability of the country to make significant economic progress over the course of the past 10 years has been severely impeded by a number of these most significant challenges. These factors include, but are not limited to: the nation's rising unemployment rate; fluctuating oil prices; high foreign exchange rates; the country's prolonged recession; high inflation; and poverty.

The seriousness of these economic issues is made abundantly clear by the study that was published by the ministry of budget and national planning. This study asserts that the nation is on the verge of an economic slump that would continue and get worse if decisive action were not taken to save the economy. This highlights the fact that these problems have become so pervasive in the country. As a consequence of this, the initial economic trajectory, which has been utilized

for many years to steer the financial system of the country, has to have some adjustments made to it. Because of the challenges that have arisen as a direct result of these problems, the country desperately needs to be brought back to life in order to overcome the obstacles that are preventing its social, political, economic, and environmental development. Supporting the nation's small and medium-sized businesses (SMEs) is one of the most important things that can be done in this regard, despite the fact that there are many other economic approaches that may be implemented. The researchers believe that boosting small and medium-sized enterprises (SMEs) throughout Europe can be accomplished by applying three strategic measures, which include formal entrepreneurial training, acceptance of current technology, and utilization of globalized measures. According to estimates provided by the Small and Medium Enterprises Development Agency of Nigeria, Nigeria's legal and informal business units, which have an asset base of more than \$5 billion and a labor force of between 11 and 199, have a significant influence on the country's social and economic development (SMEDAN). This is shown by the fact that small and medium-sized enterprises (SMEs) in Nigeria played a key role in the growth of the country by contributing to more than 50 percent of the country's per capita GDP in 2014 and providing jobs for more than 32,000,000 people. (Egbe and colleagues, 2011). Because entrepreneurship plays such a significant role in the development of the economy of the country, it warrants further focus in the form of education for the general population. Emmanuel believes that the education of entrepreneurs will have a significant influence on the growth of small and medium-sized businesses (SMEs) as well as the economic integration of various industries. Education for entrepreneurs may be of significant assistance in persuading citizens of a nation to carry out strategic planning and to cultivate a favorable attitude toward self-employment by making a variety of decisions aimed at the creation of micro, small, and medium-sized enterprises (MSMEs). An education in entrepreneurship also prepares people to fulfill managerial responsibilities. It does this by assisting individuals in identifying opportunities for lucrative firms and demonstrating their drive to succeed in the business world. Education in entrepreneurship prepares people for both of these roles. In addition, formal training for entrepreneurs will help the expansion of small and medium-sized businesses in the country by educating the following generation about business, giving them the confidence to start their own companies, and teaching them how to make wise use of their investments for the benefit of the economy of the country. All of these factors will contribute to the growth of small and medium-sized businesses in the country. In addition, young children in Nigeria are given formal instruction in entrepreneurship in order to teach them about technology and how to effectively and efficiently use it in order to carry out their operational responsibilities.

This technology is used by small and medium-sized businesses all over the world for a variety of business-related tasks, some of which include the automation of routine company activities such as production, distribution, sales, after-sales services, and inventory management. To give just a few examples of these business-related tasks: (Ogunode and Ehichoya Edokhamhen,

2020). This education on technology needs to be a part of entrepreneurial education since it offers the MSME a variety of advantages, the most important of which are financial ones. As an illustration, the implementation and use of technological automation in day-to-day operations enables businesses to save thousands of dollars annually. This is because it significantly reduces transaction costs, improves the quality of goods and services, improves operational efficiency, and improves customer service. As a result, the customer experience is enhanced, and the business is able to reach new customers and suppliers while simultaneously raising brand awareness. Entrepreneurial education enables firms to work at their highest potential and realize their objectives since technology has a positive impact on the organization, enhancing productivity, efficacy, and effectiveness. Emmanuel gathered the information by conducting a survey with over 400 Nigerian CEOs of small and medium-sized businesses as part of a cross-sectional study. The questionnaire had forty different items, each of which was graded using the Likert scale. Researchers used a process known as random sample sampling while evaluating the data. In order to evaluate the results, linear regression, which was based on the information that was gathered, was utilized. According to Emmanuel, formal training in entrepreneurship not only teaches young Nigerians how to make the most of their knowledge and experiences in the field for the economic and financial advancement of their country, but it also helps respondents develop their entrepreneurial skills and competencies, which in turn helps MSMEs in Nigeria (Ogunode, Ndubuisi, & Terfa, 2021). An entrepreneurial education not only teaches students how to be independent, as can be seen in the young students studying it in Nigeria, but it also gives them the ability to search for opportunities for self-employment. According to Emmanuel, the implementation of globalization-related strategies, the addition of entrepreneurial educational skills, and the utilization of technology all contribute to an improvement in the productivity, efficacy, efficiency, and profitability of small and medium-sized firms in Nigeria. Therefore, in order to operate in a manner that is competitive, increase productivity, and increase profitability, small and medium-sized businesses in Nigeria need to continually improve their entrepreneurial skills and education through the promotion of entrepreneurial education and the use of new and current technologies. These micro, small, and medium-sized enterprises would thus be in a position to contribute to the political, social, and economic development of Nigeria. It is a commonly held belief that increased rates of entrepreneurship will lead to increased innovation, regional economic growth, and job creation. A lot of people think that the primary way to accomplish this is through educational strategies that are centered on entrepreneurialism, as well as the establishment of an atmosphere in educational institutions like universities that encourages the incubation of businesses and the sharing of information, etc (Bozward et al., 2021).

Emmanuel Akpan, Sunday Effiong, and Augustine Ele (2012) investigated the impact that formal entrepreneurship training had on the expansion of Nigeria's micro, small, and medium-sized enterprise (MSME) sector as well as the overall economic growth of the country. It has been said by Akpan, Ele, and Effiong that (2012). Multiple socioeconomic, sociopolitical, and

socioenvironmental problems are having a negative effect on Nigeria's economy. These problems are also having an effect on the country's political climate. These difficulties have at last begun to have an effect on economic development, which is actually connected to social and political progress. In spite of this, ever since the nation achieved its independence, efforts have been made to integrate the country's financial system and stabilize the country's overall financial status in order to develop the nation on a number of different fronts. In order to restore stability to the economy of the nation, a great number of strategic strategies and tactical initiatives were conceived of and put into action. These essential strategic actions included the opening of new schools as well as the renovation of existing ones, the promotion of the primary production sector, the integration of the country's small and medium-sized businesses into the financial system as well as assistance in doing so, and the indigenization of certain corporate organizations.

Because they are considered to be the backbone of Nigeria's economic structure, the nation's micro, small, and medium-sized enterprises (MSMEs) have been the focus of a great deal of attention, and the country has taken a number of unique steps to better their socioeconomic standing. As a direct consequence of this, the nation developed a number of programs that are intended to assist small and medium-sized businesses. These programs include the utilization of technology, alliances with significant international organizations, the growth of markets outside the nation, and the promotion of entrepreneurial education (Ohanu & Ogbuanya, 2018). Education for entrepreneurs was the most important of these programs since it supported newer and younger generations in promoting their entrepreneurial ideas and abilities for the success of the organization. This was the most crucial of these programs. The study of entrepreneurship is viewed as a process that continues throughout a person's life. It begins in elementary school and continues throughout the duration of a student's academic career, reaching the level of college and even the level of university for those who decide to major in the subject. Education in entrepreneurship, according to Izedonmi and Okafor (2010) and other authorities, may be of significant assistance to students in developing their knowledge and abilities in the field of entrepreneurship. If young people want to be able to make the best decisions and limit the risks associated with business ownership and financial use, they need to cultivate their excitement and their talents. According to Brown, the fundamental goal of formal entrepreneurial training is to teach and disseminate entrepreneurial concepts, information, and competencies to younger generations. This is the primary objective of formal entrepreneurial training. As a consequence of this, they will be able to identify new business opportunities and make astute use of their resources, which will assist them in properly planning and managing the operations of their new businesses (Ibijola, 2015).

Paul enumerated numerous goals that may be accomplished by formal training for entrepreneurs, and he ultimately arrived at the conclusion that such training ought to be implemented because it confers so many benefits. Education in entrepreneurship can open doors to new opportunities and vocations for people of all ages, including children and the elderly. The

expansion of these opportunities also results in an increase in employment, which in turn helps to bring down the overall rate of poverty. Education in entrepreneurship makes a nation's social and political structure better because it makes it possible to make the transition from the previous financial system to the current financial system, which incorporates an entrepreneurial economy. This, in turn, improves the nation's social and political structure. Formal training in entrepreneurship has many benefits, one of which is its contribution to the growth of financial systems at the organizational and governmental levels. This, in turn, contributes to an increase in nominal GDP and to the expansion of the economy. In addition, by assisting students in the launch of their own companies, entrepreneurial education equips them with the independence and productivity necessary to make mature and responsible decisions regarding their finances. Paul asserts that having an education in entrepreneurship makes it possible for graduates and students to find work at small and medium-sized businesses. These micro, small, and medium-sized enterprises (MSMEs) can then function in a manner that bolsters and sustains them if they are provided with success and profit, as well as if their tenacity and enthusiasm are fostered. Additionally, lessons on entrepreneurship are provided to today's youth in the hopes of providing them with the tools necessary to achieve their goals in both their professional and personal lives.

Formal entrepreneurship education was recognized in Nigeria as a strategy that may help the country's youth as well as its micro, small, and medium-sized firms, and thus the country made the decision to implement it. The Nigerian government made significant efforts to offer formal entrepreneurial training in order to educate the young people of the nation who took over the country's small and medium-sized businesses and used their knowledge to improve these MSME's. This was done in order to educate the young people of the nation who took over the country's small and medium-sized businesses. According to Akpan, Effiong, and Ele (2012), formal entrepreneurship training is becoming increasingly prevalent in Nigeria. This trend is beneficial to all regions of the country and has the potential to develop social, political, and most significantly, economic conditions. This economic growth and financial development contributes to the strengthening and sustainability of the financial receptacle of small and medium-sized businesses by allowing MSMEs to use this money for adopting modern technology and implementing flexible working environments, both of which benefit employees and increase their productivity and efficacy, which benefits the organization. In turn, the organization benefits from the increased productivity and efficacy of its employees. As part of the research methods utilized for this study, a desk survey and a semi-structured questionnaire were administered to young students as well as the chief executive officers of fifty different corporate firms located in Nigeria. In order to do data analysis, regression analysis was utilized, and as a consequence, conclusions were drawn. The findings of the study indicate that formal training for entrepreneurs is closely linked to both social and economic progress, and the authors conclude that Nigeria must adopt this finding on a national level in order to improve and sustain its level of financial stability (Rafiki, A., & Nasution, F. N. (2019).

Young people in Nigeria have demonstrated great entrepreneurial talents, but the adoption of unhelpful tactics for industrialisation has hindered them from fulfilling their full potential and maximizing their opportunities. According to the findings of a study, certain strategy mediations that were developed with the intention of fostering the expansion of small and medium-sized businesses "have failed to achieve the ideal objectives because it prompted the majority of native business visionaries to become appropriation specialists of imported goods rather than working in-country enterprising limit with regards to assembling, motorized agribusiness, and master services" (Thaddeus, 2012). Nigeria's economy is among the fastest-growing in the world, with a GDP growth rate of between 6 and 8 percent over the previous ten years, making it one of the top 10 fastest-growing economies. The takeaway from this is that every legitimate business structure has the potential to either achieve extraordinary results or results that are more usual. It is one of a very small number of exceptional countries that, on average, provides the highest returns on speculative investments made in the stock markets, real estate markets, and other worldwide markets (Popoola, 2014). In addition, the involvement of the state is still necessary, if not even more so than in the past, for businesspeople to play a constructive role in the situation. Solid states are particularly important due to their roles as keepers and controllers. Without offering any explanation of the "rules of the game," the company may have negative effects on society, such as defilement, misconduct, and financial troubles. Additionally, the company may make people more susceptible to danger when they are put in precarious situations (UN Report, 2011).

Recent years have seen a rise in the amount of study devoted to entrepreneurship as well as small, micro, and medium-sized businesses (MSMEs). It is generally agreed upon that the micro, small, and medium-sized enterprise sector is the primary engine of economic expansion and employment creation on a worldwide scale. These companies are necessary for the growth of a nation's income and employment sectors and are therefore crucial. A robust micro, small, and medium-sized enterprise (SMME) sector is crucial to the expansion of an economy because it provides answers to a wide range of societal problems, including unemployment (Chimucheka, 2013). In addition, education in business startup and management is necessary for the long-term viability of any economy (Chimucheka, 2013). A great number of authors have already published written works on this subject. In the words of Araba, the investigation of entrepreneurship "is not only about how many people are doing what, but also about why they are doing it, the various factors that may have an impact on their decisions to start a business, which may include education, culture, traditions, and prevalent communal ideologies, which cannot be documented in numbers but are necessary data for a formidable study."

Adeosun and Shittu, (2022) investigated the significance of small and medium-sized firms (SME) to Nigeria's economy. They also investigated the effect of formal entrepreneurial training on the expansion of MSME development and Nigeria's overall economic growth. The success of a nation on all fronts—socially, politically, and economically—relies heavily on the health of its

small and medium-sized businesses. Small and medium-sized businesses are the most important factor, other than socioeconomic and sociopolitical variables, in determining a nation's corporate performance and the promotion of the business sector. In addition, encouraging commerce, or business in a broader sense, is enormously beneficial for the economy of a nation, as well as for its customers and young people, particularly those who are currently without jobs. Small and medium-sized businesses are receiving more support and reinforcement on a global scale as a direct result of their expanding significance and growing contribution to economic and financial development. According to the opinions of a number of industry professionals, small and medium-sized businesses are major contributors to the social, political, economic, and environmental development of a region. These businesses are also important markers of a country's overall level of development. Because of this, the economies of those countries who promote and invest in their micro, small, and medium-sized enterprise sectors are significantly more developed than the economies of those countries that do not (Ibijola, 2015). This may be seen when European and African nations, both in terms of their socioeconomic and political development, are compared to one another. According to Aribaba, in the year 2023, some countries in Europe, including England, Wales, and the Netherlands, amongst many others, had a greater GDP per capita than countries in Asia or Africa. This is due to the fact that these nations make deliberate investments in their businesses through the use of strategic planning, with a particular emphasis on small and medium-sized firms as well as the individuals who work for these corporate organizations. However, in African countries such as Nigeria, small and medium-sized businesses do not receive a lot of attention. As a result, there is no strategic planning employed to handle the operational responsibilities in corporate organizations like these. According to scholars that sought to gain a better understanding of this phenomenon, the disparity in levels of educational attainment was found to be the fundamental cause of the variance in management styles employed by the same types of small and medium-sized businesses. Individuals in Europe, particularly young people, are able to apply their knowledge and abilities to real-world situations and make decisions that enhance their efficiency, effectiveness, and profitability when they take part in formal training for entrepreneurs. Because of this, they are in a position to contribute to the success of the company, which in turn leads to a rise in sales and promotes economic growth. Through the growth of the country's economy, this formally taught business training contributes to the consolidation of the nation's various financial institutions. In addition, education about entrepreneurship encourages the growth of both society and politics, which ultimately results in a more diverse expansion of the nation. On the other hand, in countries like Nigeria, formal training in entrepreneurship is not given a high priority, which stops young people from learning how to organize themselves and make sound decisions for themselves in the business world. Because of this, many small and medium-sized businesses are unable to survive, which has a negative impact on their operational efficiency, productivity, and profitability. As a consequence of this, organizations are handicapped by an absence of formal training in entrepreneurship, which makes it difficult for them to fulfill the goals they have set for themselves. Failure at the organizational level causes the country to be

categorized as either developing or undeveloped, stifles economic development in the country, and sparks both social and political turmoil. This led to the notion that formal training for entrepreneurs is necessary for the growth of small and medium-sized firms, which in turn encourages the development of the country. Rafiki, A., & Nasution, F. N. (2019). This indicates how important education in business startup and management is to the growth of the economy of the country. In addition to this, Maksimov analyzes the relevance of small and medium-sized businesses, which he considers to be one of the most significant actual tools for economic growth and advancement. These companies play an important part in the enhancement of financial conditions by creating new employment opportunities, which in turn helps to improve the long-term viability of ties between an area and its government. The method for collecting data consisted of conducting a comprehensive study that focused primarily on secondary data gleaned from a number of publications released between the years 1990 and 2016 and assessed the effects that formal entrepreneurial training has had on the gross domestic product, employment, and labor force. After then, prediction algorithms were utilized in order to obtain the data from the gaps in the patterns. The examination of the data led to the drawing of the conclusion that the expansion of both small and medium-sized businesses as well as educational programs geared toward entrepreneurship, which fosters both social and economic growth, are factors that contribute to the expansion of the economy. Therefore, the government of Nigeria needs to take concrete steps to encourage formal entrepreneurship training among the country's younger population. They will be able to take on operational responsibilities in the future as a direct result of this, which will lead to the success of their organizations and, ultimately, the growth of their respective countries. The accumulation of further riches is the inevitable consequence of this progression (Egbe et al., 2011).

2.12.1 Ways by which Formal entrepreneurial training can be encouraged

The following are some of the ways that formal entrepreneurial training can be promoted in order to strengthen small and medium-sized businesses in Nigeria:

i. Inclusion of formal entrepreneurial training in school curriculums:

A component of a larger educational system, formal entrepreneurial training includes the study of managerial aptitudes, ideas, and competencies required for employment development. Instead of looking for work, an entrepreneur promotes employment. As a result, it's imperative to encourage this kind of education and give it access to all the resources necessary for success. A powerful strategy in Nigeria's fight against unemployment and poverty might be high-quality entrepreneurial education. Therefore, the government through its agencies can incorporate entrepreneurial instruction into the school curriculum from secondary school through higher education. According to Maina (2014), entrepreneurship is the process of converting an existing venture or enterprise with high potential into a new business or growing and diversifying it. This has

a straightforward justification: Nigeria's educational system, which graduates students from more than 150 universities and 50 polytechnics and mono-technics, has not given its graduates the tools they need to be self-sufficient; instead, they are entirely dependent on white collar jobs for subsistence. As a result, a large number of Nigerian university graduates are currently unemployed. Aside from the information they obtained through books, they lacked the independence-promoting abilities. Youth participation is obviously essential if undesirable alternatives are to be avoided for this group of people, who make up over 60% of the population. Additionally, this is done to assist individuals in better comprehending what entrepreneurship entails and assisting them in overcoming its challenges.

ii. **Sensitization of the public on the importance of entrepreneurship:** Another requirement for formal entrepreneurial training is public sensitization. This will make sure that they get the necessary managerial skills before starting any firm to prevent significant losses. One of the issues with entrepreneurship in Nigeria, according to Aruwa (2006), referenced in Gidado & Akaeze (2014), is the managerial incompetence of some Nigerian business owners. The government must raise awareness of entrepreneurship as a tool for building a nation and emphasize the roles played by the government and its parastatals in fostering the growth of enterprises. Additionally, the general public has to be aware of the value of formal entrepreneurial training, which teaches about business development. Classes related to trades and industrial professions, as well as courses on business development, should be included in people's general education. It is a part of vocational education that equips students for practical employment in restructuring occupations including secretarial, accounting, and administrative roles as well as starting their own businesses (Okolie, 2014). Because of this, those who receive the proper training in formal entrepreneurial training will soon serve as the foundation for Nigeria's economic growth and development, find gainful employment in industries, produce wealth, and advance Nigeria's trade and technology.

iii. **Creation of vocational centers to run programs at little or no costs:**

Nigeria lacks a policy framework and governmental systems, which makes it difficult to implement its education agenda successfully. According to research, a variety of problems have made it difficult for entrepreneurship to flourish in the country, including corruption, political and religious unrest, a shortage of power, and a lack of amenities and infrastructure. To address the issue of entrepreneurship, the Nigerian government implemented a number of programs, including credit schemes, the National Poverty Eradication (NPE), the National Economic Reconstruction Fund (NERFUND), and others. The nation's economic and financial progress has not been significantly impacted by any of these policies over time. In order to advance entrepreneurial education, additional vocational centers must be opened around the country, particularly in regions with low levels of urbanization and development. The government must build more facilities in all

of Nigeria's federated states so that people can acquire training and exposure in formal entrepreneurial training.

iv. Government involvement in ensuring implementation of formal entrepreneurial training: Government and commercial entities must collaborate to guarantee that formal entrepreneurial training is successfully executed if it is to be successful. The government must make sure that schools are properly supervised and that students in secondary and higher institutions of learning are included in the work schedule.

v. Making formal entrepreneurial training training certificate an evidence for raising capital to start business: Entrepreneurs who have undergone rigorous training must provide documentation to support their claims. Only the issuance of certificates that the entrepreneur can present to any institutions in order to get finance will make this practicable. This would make it simple for them to get the money they need to grow their enterprises.

vi. Involving foreign expatriates in educating business owners: It is necessary to involve foreign professionals in the education and training of people living in the nation to become business owners or entrepreneurs. This would give people the chance to learn about how businesses are run in other nations, particularly in the USA, the UK, Japan, and China, among others.

vii. Creating an enabling environment: In order for formal entrepreneurial training to be successful, the government must make sure that the environment is encouraging and enabling for businesses of all types to grow successfully and without any fear or favor. Most importantly, it falls to the government to ensure that citizens are motivated to launch their own businesses rather than go for jobs. The reduction of taxes paid and the protection of local business owners' interests from foreign types of exploitation may be crucial. Creating a link between postsecondary schools and businesses that serve the labor market would also be a terrific environment for entrepreneurial graduates to thrive in. It is critical to identify the skills graduates require in order to reduce the skills gap between the unemployed and Nigeria's "unemployables" (as shown by the country's unemployment statistics) in order to address this issue. The only option is to locate a gap in the job market or other demand, and then design the curriculum on that. This makes it possible for students to graduate with the abilities needed to start, run, and work for their own enterprises in addition to making beneficial social improvements in any organization. A further prerequisite for creating the perfect atmosphere is modernizing the laws to accommodate for technology. In the technology-driven twenty-first century, graduates and students should have access to enough information about establishing a business and current business trends in order to lower risks in the future and enhance success rates (Abioye et al., 2020).

viii. Investment in research and development: One tactic to encourage entrepreneurial education is for the Nigerian government and other corporate entities to

engage in research and development. To be successful in business, one must investigate various markets or industries around the globe and enter brand-new marketplaces that are vastly dissimilar from those that the rest of the world is accustomed to. The government can also encourage participation in research and development among Nigeria's various educational institutions, particularly its many universities and business schools. Over time, this will help the country grow more businesses throughout all of the federation's states rather than those who depend on the government and politicians for handouts.

2.12.2 Formal entrepreneurial education and the Involvement of Graduates in Small and Medium Enterprises in local regions of Nigeria.

In order to produce and distribute home items, small and medium-sized businesses in Nigeria's economy are increasingly using both skilled and unskilled labour. This enormous firm is rapidly transforming, becoming more tolerant of the educated or semi-educated unemployed segments of society.”The dynamic function of small and medium firms as engines of growth in emerging nations has been recognized,” claim Eze & Okpala (2015). Small- and medium-sized businesses (SMEs) expansion should be seen as an endeavour to fulfill broader economic and socioeconomic goals, such as the eradication of poverty (Cook and Nixon, 2001 as cited in Eze & Okpala, 2015). The World Bank reports that the average Nigerian lives below the poverty line and that the country's rate of poverty is higher than that of industrialized countries, despite having an abundance of wealth and natural resources at their disposal. As young people yearn for better chances in industrialized nations or neighbouring countries, the increased incidence of poverty remains one of the factors contributing to crime, prostitution, political unrest, and a high rate of emigration.

Formal entrepreneurial training must be addressed with a kid-glove mentality if the country is to assure the success of small and medium-sized businesses. However, given the rising number of young people without jobs who have graduated from universities and polytechnics, the current situation is disappointing given the days when graduates were admired in society for securing the best jobs and having prosperous lives after graduation.

Nigeria “started diverting her efforts towards MSMEs to test if the increase in the unemployment rate may lessen, and if possible cut poverty drastically” (Ossai, 2017). Nigeria is known for its emphasis on small-scale businesses (Ayozie, Jacobs, Umukoro, and Ayozie, 2013). This shows that the Nigerian government has been actively involved in raising awareness of how important small enterprises are to the country's economic success. However, Nigeria has a large number of small and medium-sized firms. Because they are easier to launch and require less work, money, and technological know-how, they are more widely used (Essien, 2014).

2.12.3 Entrepreneurial Education on poverty alleviation in local regions of Nigeria

Poverty remains the primary barrier and challenges that people face on a global scale. It is defined as a lack of assets, including money, as well as a deficiency in skills, confidence, and empowerment as well as a dearth of access to the local currency. Furthermore, it frequently suggests a lack of knowledge, culture, or spirit. Poverty can be exacerbated by low household output, financial restrictions, and a lack of other entrepreneurial incentives. According to Hussain, Bhuiyan, and Bakar (2014), the best way to alleviate poverty in any part of the world is to encourage larger business operations and new venture startup through entrepreneurship growth.

By generating more jobs, reducing unemployment, and fostering regional economic growth and development, entrepreneurship seeks to increase prosperity. Many experts believe that entrepreneurship-based educational approaches can help with this, especially if university ecosystems are developed and grown to support knowledge transfer, business incubation, and other activities (Bozward, Rogers-Draycott, Smith, Mave, Curtis, Aluthgama-Baduge, Moon and Adams, 2021). They encourage existing organizations to restructure and compete by offering new insights that boost productivity and speed up fundamental changes. Entrepreneurship development assists people in escaping poverty and achieving higher standards of living through the creation of new businesses or the expansion of existing ones, as well as by increasing social wealth through the development of new markets, industries, technologies, institutional forms, jobs, and net increases in real productivity. Within Nigeria, entrepreneurship continues to be essential for acquiring or generating long-term prosperity. Nigeria must focus more on entrepreneurship development if it is to escape its severe poverty and high unemployment. The level of poverty in Nigeria is unquestionably at crisis levels. Approximately 67 percent of Nigerians, according to the Bureau of Statistics, are considered to be poor. The Nigerian government has worked hard to improve the country's situation through the bulk of its policies and programs. The “poverty virus” has spread farther and faster throughout society despite government efforts to stop it. The younger generation, which comprises people between the ages of 15 and 35, is more typical of this. The untrained and unskilled youngster develops into an unemployable adult who is unable to find employment because he lacks the marketable skills required to adequately support his family.

The main objectives of formal entrepreneurial training are to improve students' capacity to handle uncertainty, to develop their abilities, and to increase their global awareness. Through this, it aims to support business owners' self-efficacy, risk-taking, risk-management, and self-employment-related trades. Additionally, it creates a variety of company prospects and empowers people with entrepreneurial ingenuity to take advantage of fresh business concepts. It is well known that formal entrepreneurial training is a critical part of any plan to reduce poverty, and that economic growth will continue to play a significant role in doing so. Entrepreneurship promotes

economic expansion, raises educational standards, and speeds up economic growth. According to the World Economic Forum in 2009, the three linkages suggest that higher educated supply has advantages. Developing nations focus on innovation, creativity, talent, and resource effectiveness to reduce poverty, but they still face challenges related to infrastructure and skill sets to achieve this goal. Through formal entrepreneurial training, which enables these resources to be transformed into goods and services, more employment opportunities, more chances for international trade, and a reduction in poverty are all possible outcomes.

“Education is the steady process of getting knowledge or it is the knowledge acquired through learning and instruction which could be formal or informal,” claim Abari, Mohammed, and Olufemi (2016, p. 58). The goal of education is to keep one's knowledge and abilities current so that one can be valuable to oneself and the community. Today, developing the information necessary to advance a profession or trade has become a means of helping individuals escape poverty. Poverty has crippled Nigeria's economy and encouraged terrorism, banditry, insurgency, and kidnapping in a number of the federation's states. As a result of Boko Haram rebel action in the nation's northeast, millions of lives and properties have been lost. Due to their widespread usage, drugs like tramadol and codeine must be banned in Nigeria by the federal government. Due to unemployment, debt, or the widespread poverty they had been experiencing, there has been an increase in suicide rates in the southwest, with young, active people jumping into Lagos lagoon from the third mainland bridge to end their lives. This likewise applies to the East and the North. Youngsters unemployment is to blame for the rise in social unrest that has been seen in the country over the years. The majority of these youth have been recruited by one or more nefarious organizations to wreck havoc on society, much like the so-called “badoo boys” who were exposed in Ikorodu. The one million lads, the Kesares, the ISWAS, Boko Haram, MEND, the Bakassi boys, and the OPC men are just a few of the organizations that are currently emerging to wreak havoc on society. According to Agbodike, Igbokwe-Ibeto, and Umeifekem, the limited employment opportunities for youth have a variety of social, political, and moral effects (2015). These effects include chronic poverty and low productivity, for instance.

We might be able to lower the alarming rate of unemployment in our local communities by encouraging and teaching young people to pursue careers in entrepreneurship, which would boost both the number of jobs available to the general public and the productivity of the Nigerian economy. There needs to be a technique to increase the crucial awareness in order to aid individuals in understanding the significance of entrepreneurship. The European Union (2002) stated that “the goal of formal entrepreneurial training was to increase people's awareness of self-employment as a career opportunity, promote the development of personally relevant entrepreneurship qualities like creativity, risk taking, and responsibility, and provide the technical and business skills necessary to start a venture”, according to Tendal (2013). (Tendal, 2013; Isaacs et al., 2007)

Estimated poverty levels have increased to the point that emerging countries like Nigeria must start promoting formal entrepreneurial training to its citizens. A nation that only consumes instead of producing, while having access to highly skilled labor and the necessary tools, risks failing despite the abundance of opportunity. According to Sunday & Kamah, “the greater the level of poverty and related welfare problems in an economy, the higher the unemployment rate would be” (2015).

The need of gainful employment must therefore be made clear to the general people through public awareness initiatives, which we must undertake in all of our educational institutions. We must also keep in mind that it is the responsibility of the government to support its people by giving loans to business owners without charging them interest or any other type of hardship, as well as to make sure that they are involved in constructive activities. Small and medium-sized enterprises in Nigeria would greatly benefit from this, which would also boost the country's economy. Entrepreneurship is defined as “the demonstrated ability and willingness of individuals acting alone, in groups, within or outside of existing organizations to perceive and create new economic opportunities (new products, new production methods, new organizational schemes, and new product-market combinations), and to introduce their ideas in the market, in the face of uncertainty and other obstacles, by choosing where to locate, how to operate, and other key factors” (Wennekers and Thurik, 1999 as cited in Carree and Thurik, 2002). Learning the principles of man, money, material, and machine as well as the value that each carries in the marketplace is necessary for effective resource usage. A company's human resources are its most valuable asset after its cash since they have the ability to make or break an organization through their actions and inactions. As a result, it's critical to utilize the company's resources effectively and efficiently while also properly aligning the workforce with the organization's objectives.

Numerous authors have studied the challenges graduates in Nigeria experience in obtaining jobs and the requirement for formal entrepreneurial training. Numerous academics have looked at the issues of discrimination, political affiliation, intellectual and theological diversity, tribal or ethnic divisions, a lack of infrastructure, a low level of both domestic and foreign investment into the nation, etc. Nwosu & John (2018) claim that Tunde Lemo, a former deputy governor of the Central Bank of Nigeria (CBN), also raised awareness of important concerns by highlighting the multiple barriers that impede Nigerian graduates from attaining an appropriate employment status. These problems are expressed in terms of an insufficient budget, poor management abilities, excessive interference, untrained staff, etc.

In order to eliminate poverty in the area, it is important to inform the local community about how to upgrade their subsistence level of production and adopt an upgraded automated form of farming, fishing, and other kinds of production. Given that the bulk of the goods created are consumed by individuals, which reduces their income and makes it more difficult for them to

acquire additional goods for their immediate surroundings, it makes logical that the majority of the locals work as farmers, weavers, and fishermen. Due to a lack of formal entrepreneurial training, a large number of young people in today's society are unproductive and are only allowed to work as petty traders. They engage in social vices like smuggling as well, and poverty is a factor in the emergence of these vices like child labor and human trafficking (Hassan, 2013). To reduce poverty and progress our small and medium-sized businesses, we must cultivate an entrepreneurial spirit in individuals. Industrialized countries have been able to eradicate poverty thanks to the entrepreneurial spirit that has been encouraged there. According to Patrick & Emmanuel (2017), every community in the world has undergone incredible creative development over the previous few decades. These important facts are kept on file by Asian Tigers. Through the production of finished goods, the development of entrepreneurship, and enhanced productivity due to the provision of high quality, this business established a foundation for the promotion of a dynamic industry. The largest nation in Africa, Nigeria, has not yet reached its full output potential. An excessive reliance on the sales of crude oil can be blamed for its unanticipated neglect of its other industries, such as agriculture and the ICT-related sector.

Locally available raw resources in Nigeria are plentiful and can be used to create finished goods. The cultivation of palm, rubber, and cocoa plants served as the foundation of the Nigerian economy in the years before the finding oil. Most of these raw materials were exported, giving local farmers access to foreign funds. Currently, this sector, which has the potential to be a substantial source of employment, is ignored. Things are altering now. Now, farmers are being urged to go back to their farms and produce lots of crops for international trade opportunities. One such is the planting of rice, which farmers prospered with, while inhibiting both capital flight and dumping into the country. The majority of our crops are exported because the country lacks processing capabilities. Young entrepreneurs can start up, research the huge markets, and make investments there. The existence of small and medium sized firms depends on the ongoing education of the public on what is happening in the business sector.

2.12.4 Entrepreneurial Education and the social-ills within the local regions of Nigeria.

Continually high unemployment rates in the nation continue to contribute to the rise in crime and other social vices. The metropolitan areas are still overcrowded and motivated by the need to survive due to rising unemployment and a lack of entrepreneurial spirit. The rapidly growing urban labor force caused by rural-to-urban migration, according to Muogbo, Ojukwu, and John-Akamelu (2018), is the main reason for unemployment. When attempting to understand migration from rural to urban settings, push-pull variables are frequently used. Two push factors are the pressure caused by the high man-to-land ratio in rural areas and the incidence of severe underemployment brought on by the seasonal cycle of the climate. The elements make living in the country unpleasant, and

the absence of infrastructure makes it even worse. These factors are what lead to urban overcrowding, and the inability to accommodate the needs of the growing population may tempt some people to turn to crime as their only means of success.

The majority of the time, social problems and formal entrepreneurial training are inversely correlated, which means that as more people are exposed to entrepreneurship through education, the risk that social problems will spread farther away from us will diminish. Young graduates frequently have to relocate to neighboring cities in quest of better economic possibilities because the local areas of the country lack many important services and large industrial facilities to meet the needs of the population in terms of employment. Thus, the nation must encourage entrepreneurship, particularly among young people and recent graduates of our many academic institutions. It should be understood that among the advantages of entrepreneurial development are the creation of jobs, provision of infrastructure for economic growth, sustainable development, and reduction of poverty (Udefuna & Uzodinma, 2017). The nation's local regions are experiencing rising levels of economic collapse, ongoing kidnapping, terrorism, corruption, and fraud. Due to their fear of being stolen or kidnapped, the wealthy are now hesitant or terrified to visit their towns or villages. Kidnapping and militancy are increasingly becoming profitable within the Nigerian economy as a result of the increased frequency of unemployment among the locals who travel to the country's urban areas in quest of employment. The kidnapping of the Chibok girls from their school by armed Boko Haram militants left many people feeling extremely sad, and many parents were hesitant to send their kids back to school for fear of the terrorists capturing them. The banditry issue, which is swiftly encroaching on all of the country's political zones from the West to the East and from the North to the South, has also been exacerbated by a lack of formal entrepreneurial training. Some people have never had the chance to leave the bandit camp since they are being kidnapped today and held for ransom. The lack of equal opportunities for the children of the Fulani tribes to receive a good education in comparison to the opportunities the Hausas had remained a major issue of the attacks on facilities, and that was the only way for their children to exact revenge against the government and also to express their displeasure to the government, according to one of the bandits interviewed in the BBC documentary "The Bandits of Zamfara."

Nigeria must promote and inform people about the advantages of entrepreneurship if it is to lessen social evils, embrace moderate economic development, and expand the number of small and medium-sized businesses. Raimi, Shokunbi, and Peluola (2010), as cited in Akhuemonkhan, Raimi, and Sofoluwe, claim that entrepreneurial education is not a recent development in Nigerian history (2013). It is a custom, a heritage, and an observance that has always been carried on from one generation to the next among the several distinct ethnic groups that come together to form Nigeria. This has been the case for a very long time. To put it another way, this is something that has been practiced in Nigeria for many years and has been passed down from one generation to the next. According to reports, the Yorubaland region in western Nigeria, Hausaland, and the Igbo

people of eastern Nigeria all possess a strong entrepreneurial spirit and think that social injustices should be kept to a minimum.” Action must be taken by the government and other stakeholders to support the expansion of small and medium-sized businesses. When assessing the significance of encouraging entrepreneurship, MSMEs, which are a crucial component of the private sector and one of the key drivers of economic growth, should be taken into account. It is crucial to underline that MSMEs in developing countries have enormous potential to fight poverty and create jobs (Tamvada, 2010 as cited in Aligba & Fusch, 2017).

According to the study by Okoh (2002), which Agboola (2010) referenced, “since 1984, around 93 percent of employable graduates are unemployed, and this tendency has worsen since then.” Additionally, there are more economically successful adults than dependent children (Mba, 2002 as cited in Agboola, 2010). What we must realize is that these dependent youngsters may become involved in crime and other societal vices if they are not completely engaged to be productive. Considering the difficulties brought on by the economy and, more recently, the global COVID-19 pandemic. When the government placed a lockdown on the nation's economy, the bulk of Nigeria's youth slipped into a cycle of poverty, and certain troublemakers started terrorizing the neighborhoods. Because of this, the COVID-19 epidemic is still used to illustrate the necessity for formal entrepreneurial training. Gangs were growing, and attacks on homes in different communities were increasing. Teru (2015), citing Nkechi, Emeh Ikechukwu, & Okechukwu, (2012), claims that “Little has been done by the government to lessen the public's suffering and discontent. Nowadays, most people—young and old—feel hopeless and will resort to any means, including criminal activity, to succeed in life. As a result of their lack of employment, people turn to vices. To put it another way, the reasons people are unemployed—political, economic, societal, and even religious factors—have negatively impacted the economy, not because they lack the necessary skills. It has been underlined that formal entrepreneurial training is the solution to crime and other social vices because it instills in young people the value of independence and the ability to hire others. According to Kisaka's (2014) research, training and education in entrepreneurship do have a substantial influence on an entrepreneur's conduct. Formal entrepreneurial training is, in essence, a lifelong process that begins in elementary school and continues through all stages of education, including adult education. It is viewed as a tool that prepares someone to launch their own business.

In the far north, where the so-called Almajiris problem is rampant, it's normal to see young children navigating the streets and going between settlements while carrying bowls in search of food. These young people develop into neighborhood terrorizers or recruits for kidnapping. Through effective integration and young empowerment through formal entrepreneurial training, there are better ways to take advantage of the circumstance. Along with oil and gas, small and medium-sized enterprises continue to be the foundation of the Nigerian economy. As a result of youth empowerment, there would be an increase in the number of these firms in Nigeria. These

people make up Nigeria's work force, a vital resource for the growth of every nation and a vital first step in utilizing other resources for the good of humanity (Agboola, 2010) Despite this, there is no action taken to encourage business in sub-Saharan Africa (Patrick & Emmanuel, 2017).

2.12.5 Benefits of entrepreneurial education to MSMEs in Nigeria

The importance of formal entrepreneurial training for Nigeria's MSMEs should be emphasized. One of these advantages is the rise in the employment rate of those who are unable to find white-collar work in the nation. Gaining knowledge makes it simpler to avoid ignorance, which raises one's social status and income. Onah (2001) as cited in Fadeyi, Oke, Ajagbe, and Isiavwe (2015) as saying that “national decision-makers have realized that productive entrepreneurship is vital to national economic development creation, economic growth, acceptance of new technologies, and innovation skills”. This suggests that emphasizing business training will contribute to ensuring high production throughout the nation, hence reducing the cost of goods and services. MSMEs in Nigeria as a result experience high profit rates. Every developing country aims to raise both its per capita income and gross domestic product. The stronger the association, the closer the growth of the nation is to the standard of living of its people. It has been shown that the number of MSMEs around the world has increased dramatically, especially in the technology sector. Emerging nations like Nigeria, which is not exempt from the trend, have a higher prevalence of MSMEs due to the economy's rising unemployment rate.

The creation of new jobs by small businesses would be a boon to the Nigerian economy as a whole, making the country safer and more prosperous (Basil, 2005). Millions of young Nigerians currently without work can be put to work, and the country's economy can benefit from increased FDI and foreign exchange from other countries. The economy as a whole benefits from teaching people how to be entrepreneurs, so this is just one of many reasons why this type of instruction is valuable (Durowoju, 2014). The standard of living of the people will rise dramatically as a result of development, making the currency more valuable in comparison to those of other industrialized countries. Opportunities exist in Nigeria for small and medium-sized enterprises. Possible if the government takes steps to reduce the outflow of funds from the country and fosters an atmosphere welcoming to both investors and new residents. According to Etuk, Etuk, and Baghebo (2014), “Any government that develops this sector can benefit to the extent that it has the power to boost a nation's GDP, create taxes and other money, and help bring stability to a nation's polity”. It is more appropriate for a country to ensure that its educational sector emphasizes formal entrepreneurial training to aid in the growth and development of the nation and reduce the rate of unemployment within the nation, as stated by Gamede (2019), who claims “the changes that are taking place in society demand that emphasis be put on skills and abilities, rather than merely on knowledge.” As a result, business owners will have even more faith in their abilities to lead their companies and compete with large corporations.

Formal entrepreneurial training also helps businesses continue to operate during projected economic downturns. For example, the recent worldwide epidemic known as the Covid19 has made people aware of a number of entrepreneurial ventures that will endure during challenging economic times. It has also emphasized the importance of business diversification, and a thorough understanding of entrepreneurship will help you understand all of these better. The telecommunications industry is still profitable despite the COVID-19 outbreak because people need to stay in touch with their loved ones during the lockdown and because schools need to encourage students to continue learning online using various teleconferencing websites and applications like Zoom and Google Classroom. The global pandemic that killed millions also presented opportunities for some businesses. The agriculture and food industries suffered as a result of the lockdown, as millions of people were required to eat during the lockdown and the government was compelled to lessen the lockdown and provide means for people to go out and purchase food for themselves and their immediate families.

In addition, “entrepreneurial competencies and skills are imparted to its beneficiaries through formal entrepreneurial training in order to channel their thoughts toward self-sufficiency and self-employment” (Yusuf, 2017).

The telecommunications industry is still profitable despite the COVID-19 outbreak because people still need to communicate with their loved ones during the lockdown, and because schools are urging students to keep learning online through the use of teleconferencing websites and applications like Zoom and google classroom. Some companies made it through the difficulties brought on by the global pandemic that killed millions. Millions of people needed to eat during the lockdown, and agriculture and the food industry suffered as a result. Eventually, the government had to lift the lockdown and provide a way for people to buy food for themselves and their families.

Additionally, “formal entrepreneurial training instils in its recipients, entrepreneurial competences and skills intended to steer their minds towards self-reliance and self-employment” (Yusuf, 2017). Graduating students have the opportunity to increase their own competency and pick up skills outside of the traditional classroom setting, which will aid in the economy's transition to a producing rather than consuming society. Being self-employed is quite enjoyable since it gives you the freedom to explore a variety of business prospects and ideas while still having enough of time for your family. The business owner, as opposed to an employee, has full control over the revenue generated and can decide when to open or close his office. The current global economic trend will likely result in layoffs and salary reductions, but new businesses and business models are also emerging. Access Bank's managing director revealed that because to the pandemic's effects, the bank may fire staff members and close some of its branches. It's time for people to start putting their energy into starting their own businesses, and now should be the time when many

business ideas begin to take shape. According to Etuk, Etuk, and Baghebo (2014), the Millennium Progress Goals (MDGs) were established by world leaders in 2000 and were intended to be accomplished by 2015. These objectives were developed to deal with the worldwide problems impeding sustained human growth. There were three goals: to alleviate extreme poverty and hunger. In order to end extreme poverty in the country, formal entrepreneurial training must be fostered and children must be provided with the resources they need to be innovative and productive.

2.12.6 Ways of Improving the Growth of MSMEs in Nigeria

There are numerous ways to enhance the development of micro small and medium-sized businesses in Nigeria. Which are:

i. Encouraging Formal entrepreneurial training

Government officials, teachers, lawmakers, and advocates for social change, must pay attention to entrepreneurship because of its crucial role in financial growth and improvement (social entrepreneurs). People's mindsets must be changed, or an entrepreneurial attitude must be fostered. The use of entrepreneurial principles demands a goal-oriented approach to work. Both the corporate and governmental sectors need to understand this. It is beneficial to promote formal entrepreneurial training in our various educational institutions in order to better prepare graduates for the realities of life and ensure the growth of MSMEs in Nigeria. The inclusion of practical formal entrepreneurial training in school curricula is necessary, and this can only be done in collaboration with developed nations.

ii. Maintaining a safe and secure environment for business investments

The business climate in Nigeria needs to improve so that it attracts both domestic and international investors, which will help the country's small and medium-sized enterprises grow. The accessibility of domestic goods and services will bolster our various industries and ensure the participation of small and medium-sized enterprises in the investment process.

iii. Granting access to credit

Funding is the number one issue facing small and medium-sized businesses in Nigeria. It is costly to provide the funds necessary for new ventures to get off the ground and stay afloat. In addition, a sizable sum is needed to fund the project's day-to-day operations in the form of infrastructure, machinery, and measuring tools. To encourage the steady expansion of Nigeria's MSME sector, it is essential that entrepreneurs have access to affordable credit. As a result, a greater number of small businesses will be inspired to expand by being offered the chance to raise the capital they need to do so. The burden of ensuring that small business owners can access loans rests on the shoulders of the banks.

iv. Deductions from taxes for small companies (Tax Holidays)

For those who run businesses to be able to expand their companies, create more jobs, and compete favorably with large international corporations, the government must provide incentives in the form of tax holidays. This will contribute to the survival of small businesses.

v. Creating safeguards through legislation or policy for small enterprises.

To defend small and medium-sized businesses from large, international companies that would transform the nation into a depository for inexpensive goods, the government must see to it that laws are passed in their favor.

vi. Improving the agricultural sector

The government must do more to support the agriculture industry, which supplies raw materials to the manufacturing sector, if it wants small enterprises to prosper. In contrast to needing to import the raw materials from outside, small business owners would have access to better raw materials at lower prices with a stronger agriculture sector. Agriculture Training is a part of improving the agricultural sector. Training in agriculture include land farming, growing and livestock rearing for human food production, animal feed, and the production of raw materials for manufacture. Additionally, included are farming, raising cattle, forestry, processing fisheries, and marketing agricultural goods. The government must establish initiatives that can train students to be entrepreneurs and boost the expansion of MSMEs in Nigeria.

vii. Improve Corporate Governance

Weak corporate governance has left small enterprises particularly vulnerable, which is exacerbated by a shortage of essential inputs. Good governance practices will aid MSMEs in expanding or luring new investors. Nigeria struggles to get financing from banks or investors since there aren't enough strong corporate governance norms in place. It is essential for this sector to reach new heights of success if MSME adoption of sound corporate governance is widespread. Lack of corporate governance results from a lack of knowledge about these principles and how they affect business success. Because of this, the importance of industry and organizations in teaching MSMEs about the advantages of implementing effective corporate governance practices cannot be overstated (Chakrabarty, 2012).

viii. Access Technology

Nigeria needs to do everything in its power to access technology, especially in the area of information technology. To enable collaborative resource sharing and give even tiny enterprises access to current technology, some novel ideas, like cloud computing, will be necessary. These agreements also help MSMEs to focus on their core business operations by freeing up crucial resources. Even if technological development is expensive, it is nonetheless a necessary survival strategy.

ix. Sustaining Creativity

Business in Nigeria needs to quickly adopt cutting-edge approaches to technology, marketing, bookkeeping, and preemptive planning so that the country can make the most of the opportunities that exist. . Entrepreneurship has long been seen as a catalyst for increased innovation, regional economic growth, job creation, etc., according to Bozward, Rogers-Draycott, Smith, Mave, Curtis, Aluthgama-Baduge, Moon, and Adams (2021). These are some of the things that were discussed above in relation to how small and medium-sized businesses in Nigeria can be improved. This is still a work-in-progress that can be enhanced with the help of research and development.

When applied to the field of entrepreneurship education, the Social Cognitive theory can provide valuable insights into how individuals acquire entrepreneurial skills and knowledge, as well as how they apply those skills and knowledge in the context of micro, small, and medium-sized enterprises (MSMEs) in Nigeria. In particular, the theory can shed light on how individuals acquire entrepreneurial skills and knowledge and how they apply those skills and knowledge in the context of MSMEs in Nigeria.

According to the Social Cognitive hypothesis, learning takes place when an individual observes, models, and imitates the behaviours of other individuals. This is how learning takes place. Individuals may acquire and develop entrepreneurial abilities and behaviours by seeing successful entrepreneurs, the activities they engage in, and the results they achieve, according to this theory. Education about entrepreneurship provides the context for the discussion of this notion. This includes acquiring knowledge from occurrences that have been successful as well as those that have been unsuccessful.

Entrepreneurship education programmes have the potential to make use of Social Cognitive theory by presenting aspiring and existing business owners with the opportunity to watch and interact with other entrepreneurs who have achieved a high level of professional achievement. Participation in activities like as guest lectures, mentoring programmes, and networking events are all great ways to increase your chances of securing opportunities like this. Individuals can build a sense of self-efficacy, which is a belief in their own potential to succeed as entrepreneurs, through witnessing and learning from successful role models in the community. Self-efficacy can be defined as the belief that one has the ability to achieve as an entrepreneur. This can be accomplished through watching and learning from those who are already successful in their fields.

In addition, the Social Cognitive theory lays a significant emphasis on the relevance of learning through experience, which is emphasised in a strong manner throughout the theory. It says that people learn best when they are given the opportunity to apply the knowledge and skills

they have obtained in simulated real-world circumstances. This is because people learn best when they are able to apply the knowledge and abilities they have gained. The provision of hands-on experiences, such as business simulations, case studies, and internships, during which participants are able to learn by doing, and then reflect on their experiences, is meant to be understood in the context of education pertaining to entrepreneurship. This term refers to the provision of these types of learning opportunities.

It is possible for policymakers, educators, and other stakeholders in the Nigerian micro, small, and medium enterprise (MSME) sector to develop more effective programmes for enhancing the entrepreneurial mindset and skill sets of individuals in the country if they integrate the principles of the Social Cognitive theory into entrepreneurship education. This would make it possible for policymakers, educators, and other stakeholders to develop more effective programmes for enhancing the entrepreneurial mindset and skill sets of individuals in the country. The development of self-efficacy, creativity, problem-solving abilities, and resilience are all skills that may be gained via participation in these programmes. These benefits can be gained by aspiring as well as experienced business owners.

Additionally, education in entrepreneurship has the potential to alleviate some of the challenges that micro, small, and medium-sized enterprises (MSMEs) in Nigeria face, such as restricted access to financial resources and inadequate infrastructure. This is because education in entrepreneurship teaches students how to create their own businesses. When business owners are given access to the information and training they need, they are better equipped to negotiate the challenges they encounter and come to conclusions that will boost the performance of their companies and ensure that they will be able to remain in operation in the future.

In conclusion, the Social Cognitive theory provides a valuable framework for understanding how entrepreneurship education can contribute to the growth and development of MSMEs in Nigeria. This contribution can take the form of new businesses being started up or existing businesses expanding their operations. This comprehension is aided by the theory's emphasis on the connection that exists between an individual's cognition and their participation in social interaction. Entrepreneurship education programmes are able to effectively educate individuals with the necessary entrepreneurial skills and mindset by incorporating concepts such as observation, modelling, experiential learning, and self-efficacy into their curriculum. This allows the programmes to effectively educate individuals with the necessary entrepreneurial skills and mindset. This, in turn, has the potential to contribute to the establishment of an ecosystem that is supportive of MSMEs, which can boost economic growth and help to alleviate poverty in Nigeria, those are two goals that we want to achieve.

2.13 Conclusion

The purpose of this literature review was to discuss the impact that entrepreneurship education has on the expansion of micro, small, and medium-sized enterprises (MSME) in North Central and South-West Nigeria. This review has highlighted the positive influence of entrepreneurship education on various aspects of the growth of micro, small, and medium-sized enterprises (MSMEs), including business performance, innovation, job creation, and economic development. This was accomplished by examining the Social-Cognitive theory and relevant research.

In addition, the review highlighted the significance of taking into account contextual elements such as the cultural and socioeconomic environment, the institutional framework, the dynamic nature of the business, as well as local networks and mentoring. Because of the influence that these elements can have on the efficacy of entrepreneurship education initiatives and the results that they produce, it is essential to tailor educational programmes to the specific requirements and features of the region that they are intended to serve.

Education in entrepreneurship carries a significant potential for promoting the growth of micro, small, and medium-sized enterprises (MSME) in North Central and South-West Nigeria. Education in entrepreneurship can help contribute to the formation of successful and long-lasting businesses by providing prospective and existing business owners with the knowledge, skills, and mentality they need to run their companies successfully. This literature review studied the Social-Cognitive theory as a framework for evaluating the impact that entrepreneurship education has on the growth of micro, small, and medium-sized enterprises (MSME).

The study focused on the most important aspects of entrepreneurship education, such as hands-on training, emulating successful businesspeople, believing in one's own ability to succeed, and setting realistic goals for one's venture. It highlighted the favourable influence that education about entrepreneurship has on numerous elements of the growth of micro, small, and medium-sized enterprises (MSME), including business performance, innovation, job creation, and economic development. In addition, the difficulties and restrictions associated with putting entrepreneurial education into practise and determining its overall impact were investigated.

It was determined that future directions in entrepreneurship education should include things like the incorporation of sustainability principles, the incorporation of technology and digital entrepreneurship, the consideration of cross-cultural perspectives, the advancement of impact measurement and evaluation, and the emphasis on the development of soft skills and a growth mindset. In addition, the significance of supportive ecosystems in boosting the impact of entrepreneurship education was highlighted. These ecosystems include access to financial resources, company incubators, networking opportunities, and backing from the government.

Overall, the purpose of this literature review was to lay the groundwork for future study and highlight the significance of entrepreneurship education in the process of growing micro, small, and medium-sized enterprises (MSME) in North Central and South-West Nigeria. Education about entrepreneurship has the potential to play a pivotal role in the development of a dynamic and successful entrepreneurial ecosystem in the region by helping to address the stated issues, embracing emerging trends, and cultivating ecosystems that are supportive of entrepreneurs.

CHAPTER THREE: RESEARCH METHODOLOGY

The primary goal of this chapter is to detail the methodology and research design used to examine the impact of formal entrepreneurial training on the growth of MSME in North Central and southwest Nigeria. Data collection and case study would take place in the South-West area of Lagos, which includes Ogun State, and the North Central area, which includes Kaduna and Kano. Distributing survey questionnaires quantitatively, as suggested by Temple & Young (2004), can help reduce bias in the data collected. Using a combination of inductive and deductive reasoning, testing hypotheses, and developing a well-structured questionnaire that was reviewed and approved by an expert supervisor were all components of this study. The reliability test known as Cronbach's Alpha was established in this chapter as a means of ensuring that the data collected is accurate.

3. 1 Research Philosophy

A research philosophy is an organization of opinions and assumptions about how knowledge progresses; in the end, it establishes how the research will be executed in its various stages (Burns and Burns, 2008). The exploration theory describes the characteristics of the arrangement as well as the process by which new information is figured in a specific field (Saunders et al., 2016). In this section, the relationship between data and the social affair data approach is dissected. In addition, it makes use of a particular strategy for exploring in order to solve the problem with the examination. Some of the most fundamental aspects of discernment in sociologies include axiology, epistemology, and philosophy; these are all influenced by human instinct in the same way that actions and conduct are, and together they make up some of the most fundamental aspects of sociological discernment (Bryman and Bell, 2015). Each stage of the exploration is guided by a unique set of philosophical assumptions of a different variety (Burrell and Morgan, 1979). These include the researcher's own values that are significant and beneficial to the investigation, as well as presumptions regarding human knowledge (also known as epistemological presumptions and ontological presumptions, respectively) (axiological assumptions).

The extent to which information can or should be produced objectively or emotionally is a topic in epistemology (Quinlan et al., 2015). Ontology refers to the characteristics of information as wonders in terms of whether they may be found emotionally or fairly (Quinlan et al., 2015). Assumptions regarding human action center on how decisively ontological change between cultural marvels should be thought upon, just as subjects of inquiry in the inherent sciences should be (McAuley et al., 2007). Axiology refers to choices that must be made right away among several elective stages in examination technique (Heron, 1996). A specific exploration theory also records human movement aspects and is at the intersection of epistemological, ontological, and axiological considerations (Creswell, 2014).

3.2 Research Paradigms

There are five different approaches to research known as paradigms: positivism, interpretivism, realism, post-modernism, and pragmatism. There are five different approaches to research known as paradigms: positivism, interpretivism, realism, post-modernism, and pragmatism. According to Saunders, Lewis, & Thornhill, (2016), these five research paradigms are the most important ones. . Positivism, which is connected to quantitative methodology, is the most frequently applied of these in business research. While pragmatism can be connected with either approach, interpretivism is associated with qualitative methodology. This study merely aims to demonstrate why positivism was selected for this study; it does not aim to discuss other potential research philosophies in detail as that would be outside its purview.

Positivism

Positivism rejects all implied conclusions, widely-held beliefs, and overt assertions because it regards knowledge as fact. According to it, there is only one real reality (Quinlan et al., 2015). In the end, positivism holds that information based on perception, such as estimation, can be trusted because it appears to be “genuine.” Given this, “positivism is indistinguishable from conventional induction: positive information (rather than religious and supernatural) is experimental information, which is the main sound (or logical) information since perception (or more specifically, insight) is the main sound wellspring of information” (Halfpenny & Small, 1982, p. 115). Positivism typically only takes into account gathering information and judging situations fairly. Fundamentally, positivist scientists promote speculation by relying on previously tested hypotheses (Saunders, Lewis, & Thornhill, 2016). They must interact with the outside world if they are to fully gather information and form opinions based on thoroughly investigated and tested hypotheses. The positivist school of thought was introduced and developed during the nineteenth century by the French social scientist and philosopher Auguste Comte (1798–1857). (Sacks, 2017). The five detects must be used to gather information, which is a fundamental positivist principle (Hasan, 2014). Furthermore, it advances the notion that logical conclusions can gauge shared legitimate and methodological standards between the natural and social sciences. Positivism makes a crucial distinction between the two because science makes a completely unique demand of discussion that predates the development of science, controlling reality and value in this way (Hasan, 2014; Ali and Chowdhury, 2015). According to (Blumberg, Cooper, & Schindler, 2014), positivism has three characteristics: (1) exploration is without consideration; (2) the social world exists in the distance and is viewed impartially; and (3) the analyst and the explored are independent of one another. Table 4. 1 provides a summary of the positivist characteristics that were distinguished for the purposes of this review. Vardanyan (2011) asserts that positivism abides by five principles. The justification for the request makes no distinction whatsoever between the various sciences. Exploration should also try to anticipate and explain. Thirdly, assertions

(theories) that will be put to the test during the exploration experience should be developed using inductive reasoning. This is due to the requirement that examination be experimentally discernible using human faculties. Fourthly, sound judgment is not a given in science. Without a doubt, research findings shouldn't be biased by good judgment. The value of science should be diminished, and it should only be judged rationally. Positivists acknowledge that by investigating the social sphere in the same way they do the rest of the world, researchers can find the information they are looking for (Knox, 2004; Saunders, Lewis, & Thornhill, 2016). Because normal and sociologies employ comparable justifications for requests and comparative inspection methodologies, positivists acknowledge that their fundamental systems are comparable and not dependent on the nature of the focus objects (Guba and Lincoln, 2005). McDonald et al. (2015) claim that in their review of examination strategies between the years of 1985 and 2013, positivism dominated business research. Positivists frequently employ strategies like surveys, planned meetings, organized non-member perception, and official 112 measures to provide trustworthy data that can be replicated by other analysts (Saunders, Lewis, & Thornhill, 2016). Positivism rejects all implied conclusions, widely-held beliefs, and overt assertions because it regards knowledge as fact. According to it, there is only one real reality (Quinlan and Zikmun, 2015). In the end, positivism holds that information based on perception, such as estimation, can be trusted because it appears to be "genuine." Given this, "positivism is indistinguishable from conventional induction: positive information (rather than religious and supernatural) is experimental information, which is the main sound (or logical) information since perception (or more specifically, insight) is the main sound wellspring of information" (Halfpenny 1982, p. 115). Positivism typically only takes into account gathering information and judging situations fairly. Fundamentally, positivist scientists promote speculation by relying on previously tested hypotheses (Saunders 111 et al., 2016). They must interact with the outside world if they are to fully gather information and form opinions based on thoroughly investigated and tested hypotheses. The positivist school of thought was introduced and developed during the nineteenth century by the French social scientist and philosopher Auguste Comte (1798–1857). (Sacks, 2017). The five detects must be used to gather information, which is a fundamental positivist principle (Hasan, 2014). Furthermore, it advances the notion that logical conclusions can gauge shared legitimate and methodological standards between the natural and social sciences. Positivism makes a crucial distinction between the two because science makes a completely unique demand of discussion that predates the development of science, controlling reality and value in this way (Hasan, 2014; Ali and Chowdhury, 2015). According to (Blumberg et al., 2014), positivism has three characteristics: (1) exploration is without consideration; (2) the social world exists in the distance and is viewed impartially; and (3) the analyst and the explored are independent of one another. 1 provides a summary of the positivist characteristics that were distinguished for the purposes of this review. Vardanyan (2011) asserts that positivism abides by five principles. The justification for the request makes no distinction whatsoever between the various sciences. Exploration should also try to anticipate and explain. Thirdly, assertions (theories) that will be put

to the test during the exploration experience should be developed using inductive reasoning. This is due to the requirement that examination be experimentally discernible using human faculties. Fourthly, sound judgment is not a given in science. Without a doubt, research findings shouldn't be biased by good judgment. The value of science should be diminished, and it should only be judged rationally. Positivists acknowledge that by investigating the social sphere in the same way they do the rest of the world, researchers can find the information they are looking for (Knox, 2004; Saunders, Lewis, & Thornhill, 2016). Because normal and sociologies employ comparable justifications for requests and comparative inspection methodologies, positivists acknowledge that their fundamental systems are comparable and not dependent on the nature of the focus objects (Guba and Lincoln, 2005). McDonald & Steenbeek, 2015) claim that in their review of examination strategies between the years of 1985 and 2013, positivism dominated business research. Positivists frequently employ strategies like surveys, planned meetings, organized non-member perception, and official 112 measures to provide trustworthy data that can be replicated by other analysts (Saunders, Lewis, & Thornhill, 2016).

Interpretivism:

The interpretationism movement, which emerged as an emotive critique of positivism, argues that people should be seen as distinct research participants and not as objects. As things start to make sense, people start to get along better as amiable wonders (Saunders, Lewis, & Thornhill, 2016). In other words, human behavior cannot be demonstrated or even described in terms of external or quantifiable traits (Santos & Avritzer, 2002). The scientist's role in the observation is also crucial, and the investigation is driven by curiosity (Blumberg et al., 2014, p. 17). Interviewing is the most popular technique employed by interpretivists to collect subjective data because it allows the expert to look for information that may not be immediately obvious. According to Wellington and Szczerbinski, we can assess an interviewee's considerations, values, prejudices, discernments, views, attitudes, and opinions (2007, p. 81). The interpretive worldview, in contrast to the positivist one, emphasizes experimental observation but does not really value estimation. Instead, it focuses on how to interpret what is seen, which is usually important in interpretivist studies (Quinlan and Zikmun, 2015). 2 discusses the central tenets of positivism and interpretivism. The interpretive worldview's primary goal is to illuminate the effects of human behavior and, more broadly, societal behavior. To accomplish this, one must first enter the subjectivity of the person, taking into account their circumstances, convictions, sources of inspiration, and objectives. As part of the exploration interaction, interpretivists promote one or give examples of implications rather than starting with a hypothesis (Al Riyami, 2015). They also employ a method that enables the analyst to conduct research in a naturalistic manner from a variety of perspectives and angles. They could therefore use contextual research, significant hypotheses, ethnography, phenomenology, and life stories to encourage examination. This method allows scientists to foster interpersonal relationships with groups in order to obtain insider

perceptions (Tuli, 2010). However, they occasionally experience frustration due to their inability to manage the review's scope and connect discoveries to specific research goals (Bryman, 1998). They ought to be able to arrange information and link these research questions to the suggested research areas. The aim of this kind of research is to comprehend by discovering the importance that the participants give to the wonders under study. Interpretivism therefore uses subjective techniques to investigate the social. This was not deemed to be a reasonable way of thinking for this investigation because the goal of the evaluation is to get a clear picture of the merits of pioneering education rather than insight into how an individual will respond to it.

Pragmatism:

The term “pragmatism” refers to the application of exact, purposeful, and tried-and-true ideas to experience and is associated with the belief that usefulness, practicability, and helpfulness of techniques and recommendations serve as the benchmarks for their legitimacy (Saunders, Lewis, & Thornhill, 2016). The idea that the apprentice learns by doing is noteworthy in terms of how instruction is conceptualized. Charles Peirce established practicality in the US in the nineteenth century. According to this philosophical viewpoint, if the study lasts a sufficient amount of time, reality is what the logical method establishes. Peirce rejects the correspondence rule as a foundation for truth, which is shared by positivism, logical authenticity, and otherworldly authenticity. When a group of nearby researchers acknowledges something's existence, it further indicates that it is real. For Peirce, the more notable or lesser level of importance of a hypothesis is what determines the motives for science. When new, more accurate theories are made available, science advances in this way. A body of logical data is consistent with common sense, yet it may be created on the grounds that examination techniques may progress and develop, leading to the development of better ways of thinking (Putnam, 1981; 1987). William James (1907) and John Dewey (1948), who referred to it as instrumentalism, both advocated for sober thinking. Modern rationalism Rorty (1979) is responsible for fostering some of the viewpoints held by these academics. A logical thinker is antagonistic to pragmatists regarding logical speculations, claiming that they are merely tools to categorize marvel depictions and to produce hypotheses, and that they will be replaced by better tools at the proper moment. By viewing science as a tool to generate hypotheses that have undergone the most accurate testing to strengthen them, the practical person, functionalist, and instrumentalist views are explained. Since science is information about the universe with a practical application, sober thinking can distinguish between real articles and imaginary glorifications of science. The best hypotheses are those that have passed the toughest testing and serve as reliable guides for achieving rational goals. Reality maintains that science isn't the primary source of information and that it is primarily aligned with the relativistic position in opposition to positivism and authenticity as logical positions. The important perspectives on logical advancement and the components of the recognition and rejection of logical hypotheses make it obvious that sober thinking may be seen as a position in the middle of authenticity and

revolutionary relativisms. Even if realism doesn't advocate for scientists to accept plainly false information, it does suggest that even the most original program may be fruitful due to the deliberate inventiveness of a group. Additionally, the humanism of science has maintained that an academic community can, as a privilege of its members (Bloor, 1971/1991), hold hypotheses or adapt to strange observational evidence to maintain the dependability of a conviction framework (Barnes, 1982). According to one more perspective, logic reverberates with authenticity since they are exactly same, that is, they can have a similar premise of experimental proof. This postulation highlights the forswearing of the relativistic standard of under-assurance, conceding the chance of differentiating segregated theories. Instrumentalism then again normally includes some thought of truth or verisimilitude yet is significantly more prohibitive and ordinarily connected with Popperian reasonable positions (Popper, 1972). As indicated by this idea, portrayals of the noticeable world can be valid or bogus depending upon how one depicts it.

However, for instrumentalists, the usefulness of hypothetical postulations as tools for the control of the detectable world, rather than the rules of truth or deception, is what matters. As a result, depending on how valuable they are, representations of the discernible world can be true or false. The distinction that logic makes between hypothetical and observational elements is a key analysis's focal flaw. It adopts an inductivist philosophy that compels its defenders to support only those perceptions that they believe to be trustworthy. This argument is refuted by the fact that all explanations for perception are based on hypotheses and are therefore unstable. It has since been argued that realists' extreme viewpoint conceals a deceptive differentiation. Since sober mindedness can simultaneously encompass the evenhanded and abstract methodologies, it is frequently chosen as the philosophical context for research using blended techniques.

3. 2 Research Approach

The research methodology is a method for presenting, evaluating, and approving social logical concepts (Gill et al., 2002; Saunders, Lewis & Thornhill, 2009). Similarly, the exploratory technique is a common way to situate the relationship between the hypothesis and the investigation (Bryman and Bell, 2011). Subjective exploration and quantitative investigation are the two primary tactics for exploration, however both of these can be used in a study with a combination of methodologies.

3.2.1 Deductive Research Approach

Based on the nature of the research objectives, the research study adopted the use of a deductive research approach which is regarded as an approach which adopts the use of hypothesis in regards to various theories being developed. It is a process of deducing from a given set of hypothesis to be accepted or rejected based on the feedback gathered from individual respondents. This helps to explain the relationship that exists among various given variables. Deductive research

approach according to Trochim (2006) as cited in Soiferman (2010), affirmed that much of quantitative research are being classified as exploratory used to confirm a given specific hypothesis that is deductive. A deductive argument is basically based on rules, laws, theories as well as various widely accepted principles. The research approach in its drive to achieve stated objectives adopted two basic research hypothesis of:

H1: Entrepreneurial education has no impact on the expansion of MSMEs in local regions of Nigeria

H2: Entrepreneurial education has no impact on the involvement of graduates in MSMEs in local regions of Nigeria

The research approach focuses on deducing the impact of entrepreneurial education on the expansion of MSMEs in local regions as well as the impact on the involvement of graduates in MSMEs in local regions of Nigeria. In order to be able to deduce the relationship that exists among the variables, the research study adopted the use of a well-structured online questionnaire which was shared to the respondents to get feedback on the research aim and objectives using various statistical parameters. Studies are used as the most well-known quantitative methodology for information collection research approach (Ellis and Levy, 2009). An overview is a standard method of information gathering for social-logical investigation. This process, known as the “board,” is the most well-known and accepted approach in business. It is typically associated with the deductive methodology, which is concerned with validating existing hypotheses (Saunders, Lewis & Thornhill, 2016). The study system is useful for compiling pertinent data related to the examination issue and beneficial for research that is predicated on distinct and inferential insights.

All things considered, a review consists of a series of inquiries that are directed at a certain segment of the population with the goal of learning people's conditions of perception, opinions, or behaviors regarding specific topics. There are two main categories of overview, logical and expressive reviews (Bryman, 2006). Since review procedures are practical, easy to use, and beneficial for quickly getting information from large numbers of people, they are also seen as appropriate strategies in quantitative research (Collis and Hussey, 2013). A total of 3,6169 essential techniques were discovered, according to research by McDonald et al. (2015), and the overview strategy was the most prevalent at 54. 2% in comparison to other systems like meetings, contextual investigation, record examination, activity research, grounded hypothesis, ethnography, and documented exploration.

3.2.2 Research Strategies

The technique used for any research is a broad strategy that outlines the direction the investigation will take. Typically, it uses both subjective and quantitative methods, and some

combination of the two (Bryman and Bell, 2011). Bell and Bryman (2011), some claim that descriptions of subjective/quantitative examinations are ambiguous, useless, or even false (Kanholkar & Dharkar, 2022), but others maintain that the arrangement is incredibly illuminating (Saunders, Lewis & Thornhill, 2009). The methods and procedures to be used for data collection and research are precisely outlined by any chosen methodology (Saunders, Lewis & Thornhill, 2009; Creswell, 2014).

For quantitative analysis, a deductive approach is required, with the main emphasis on hypothesis testing (Saunders, Lewis & Thornhill, 2009). This methodology consolidates the practices and standards of the traditional logical model while also illuminating a viewpoint on friendly reality as an external, target reality. Instead of measuring experimental data, subjective evaluation prioritizes tale encounters and social entertainer recordings (Antwi and Hamza, 2015). Fundamentally, this depends on an inductive procedure where the development of the hypothesis is the main concern. This process ignores the rules and guidelines of the traditional logical paradigm. When all else is equal, the method emphasizes how individuals interpret their social environment. This approach captures a perspective on friendly reality as a dynamically evolving invention of humans (Bryman and Bell, 2011). As a result, this review uses deductive reasoning to advance by formulating hypotheses before verifying them.

3.3 Research Method

When determining the prevalence of a problem, a quantitative approach focuses on the quantifiable aspects of the issue and looks for generalizable findings across a larger population. It also uses data analysis to test hypotheses (Saunders, Lewis & Thornhill, 2016).

In this review, particular builds for the overviews were carried out before research in light of the writing. The instrument was directed with fifty review dynamic professionals after encouraging a well-organized review survey to determine whether the information is credible. The review was therefore amended as a result of feedback from the pilot responders. Making ensuring that the questions were understood was crucial, and managing the exploration locations was also important. Investigating preexisting hypotheses is part of a quantitative approach that helps the analyst decide what to test and what methods, including meetings and overviews, should be used during the exploration process. The expert oversaw a survey as this investigation used a quantitative methodology.

This examination was dependent on a plan structure with the following five phases: Planning the overview, first 2) Modifying the research question 3) doing a pre-aircraft tester research; 4) information collection; and 5) information investigation, these systems were thought to be clever and sensible in order to reach a significant sample of responders. Three basic innovations—inspecting, information gathering, and instrument—are used in the study's direction,

according to Agarwal and Selen (2009). The concepts for the pre-test and pilot test are explained below.

In this review, a study was conducted on graduates, primarily from the business and executive disciplines, to identify those who have an entrepreneurial spirit. In this study, respondents were assigned to topographical zones according to their accessibility using defined testing. In an effort to encourage them to share their opinions and thoughts, efforts were made to ensure that their characters would be protected and that the information would only be used specifically for scholarly research reasons.

3.3.1 Pre-Testing:

Since it is almost certain that problems cannot be predicted, it is crucial to carry out pre-testing in order to identify any possible polling-related questions as well as to evaluate any problems that may arise. This allows the expert to produce better results (Hakim, Roginski, & Walker, 2007). Without a pre-test, time, money, and credibility could be at risk if there are any significant problems with the poll during the application stage. In this case, the poll would have to be redone, and the results would be lost. No amount of cognition, no matter how genuine the psychology or how magnificent the agreement, can replace a careful observational proof, according to Goode and Hatt (1972). By taking the pre-test, you can get a sense of how the information gathering tool works in real-world scenarios.

According to Mattar et al., (1994), pre-tests can be conducted even in the early stages, when the instrument is still being developed, if the scientist can support the test through a one-on-one meeting. Just as it would be for gathering real-time information, every step of the technique needs to be carefully planned and executed. The poll needs to be implemented in the last organization, and the last example—even though it's a smaller one—needs to be purchased by the last organization itself. The next step is to set up the pre-results tests with the goal of identifying the instrument's limitations.

3.3.2 Pilot Testing:

Pilot testing is the process of determining whether a test instrument will function as intended on a small population of individuals known as the pilot population (Ellis and Levy 2009). To ensure that, to the extent that can be expected, all respondents would understand the questions similarly, a pilot test is used. Prior to dispatch in the actual field, pilot testing will ultimately reduce the errors or flaws of the queries. This enables the expert to assess the effectiveness of their preparation efforts and properly communicate the survey's completion time to respondents.

There are a few techniques to increase how well responders understand the surveys. This can include review interviews, which gather data on planning while focusing on challenging questions and asking participants for feedback on the overview. It evaluates social affectivity and compiles criticism of the exploration instrument's concept. The final form of criticism can be obtained through questioning, and the final form can then be amended. To understand input instances and use the data to reevaluate the exploration tools or estimating procedures, respondents should be quizzed.

100 responses to the pilot polls were considered during the pilot study for this investigation. 50 were located in London, while 50 were from Delhi. A five-point Likert scale was initially used, but it was discovered that it produced inaccurate results; as a result, it was replaced with a five-point scale.

3. 4 Research Design

In accordance with Kothari, “a research design involves judgements about what, where, when, and how much, by what means, concerning an inquiry or a research study” (2004). According to Kothari (2004), this study design uses quantitative method and is “concerned with subjective assessment of attitudes, beliefs, and behaviors. Studies will always be based on the researcher's observations, which result in quantitative results. A well-structured questionnaire was used to collect primary data on how formal entrepreneurial training has impacted the growth of small and medium-sized businesses in Nigeria. It was chosen to use primary sources of data and to carry out the study in the southwest and the North Central regions of Nigeria.

Primarily, this was made possible by a well-structured survey consisting of three parts (A, B, and C). Section A was designed to collect respondents' demographic information while sections B and C will focus on the necessary research questions, taking care to ask as few questions as possible so as not to discourage respondents from answering the questions. This enables the researcher to obtain a true and impartial result regardless of how many questions are included in the research instrument or how many respondents are questioned. When using a quantitative approach, researchers believe that by mixing different data sources, methodologies, and even researchers, any bias in a data set or methodological approach will be eliminated (Perone and Tucker, 2003). Our confidence in our conclusions is increased when we explore a phenomenon using a range of methods. In contrast to data that has previously been acquired but whose source cannot be verified, quantitative analysis allows for constructivism and dependability by allowing the use of original sources of data gathering. It is a procedure that enables the in reality, quantitative is statistical in nature and uses numerical metrics to represent “quantity.” In this instance, data is acquired using numerical data and values. Quantitative data can be gathered by surveys, tests, and questionnaires. A study plan that combines the two methods will produce more useful results. A thorough quantitative examination known as a pilot survey serves as the foundation for all

questionnaire surveys. The perspective of the investigation is widened and deepened by the use of both numerical and textual data in a mixed-methods approach. Techniques that combine two seemingly incompatible approaches present a challenge since they must strike a balance while still generating high-quality outcomes.

Results produced by incorporating quantitative methodologies are greater than the sum of their individual parts. Williams (2007) asserts that “none approach is absolute in its form, despite the fact that each attempts to establish sensory experience as reality. By utilizing a variety of techniques, researchers can uncover the phenomenon's numerous features and obtain a more thorough, holistic, and contextualized picture of it. Each source provides a fresh component to the puzzle. By using a quantitative method, bias can be decreased and validity can be raised. It should be highlighted that mixed-method research, which considers both the quantity and quality of the research materials, will provide a more thorough study and considerably add to the body of knowledge. All responders will have an equal chance of being chosen, and the results will be extrapolated to the full population using a random sample approach. The consent of numerous educational ministries would be needed to facilitate the collecting of data from concerned respondents without raising suspicions about the research's purpose when survey questions are shared.

In the course of the research study, the use of both primary and secondary data sources with the aid of a well-structured questionnaire and observation of various data repositories available on the websites of some chosen statistical organizations is quite imminent. Using a well-structured questionnaire and the observation of various data repositories on the website of a few chosen statistical organizations, both primary and secondary data were gathered. The data will be analyzed using Statistical Programs for Social Sciences, version 20, to decide whether to accept or reject the null hypothesis (H_0). Additionally, according to Kothari, quantitative research “focuses on the measurement of quantity or amount” (2004) Anything that has a quantifiable quantity can use it. The appendix page of the questionnaire design states that a Likert scale was used to impartially evaluate the study participants' responses.

The research design process used both inductive and deductive reasoning, with a focus on using research questions to focus or narrow the study's scope or to develop a hypothesis that would be put to the test and become more broadly applicable. The deductive technique is tied to quantitative research in this study. Since the study was focused on measuring, testing hypotheses, and drawing conclusions based on the data gathered through a well-structured questionnaire using a Likert scale for scaling the responses of the various respondents to the research questions, both methodologies were used.

3. 4. 1 Justification of Research Methodology

Many academics have employed this technique in the course of their various research projects. To provide reliable results free of bias and spuriousness in the data being examined, close adherence to the usage of the quantitative research methodology must be made. The need for sufficient verification and measurement of a particular set of variables has been reemphasized by the use of both descriptive and inferential statistical data. Before making a final decision regarding what other recommendations to make, it is discussed the necessity of obtaining the proper measures and applying a number of statistical approaches to analyze and interpret the data. This approach was used to test the null hypothesis, which was being proposed to be accepted or rejected.

3. 4. 2 Constraints or Limitations on the research method

Respondents may not be able to completely express themselves while using a closed-ended questionnaire as a data collection instrument because of the restrictions placed by the methods employed to gather that data. Additionally, getting responses during the COVID-19 era was extremely difficult because using secondary sources of data collection would have been much simpler because secondary data consists of data that has already been worked on and improved. It cannot be assumed that all respondents provided accurate accounts of the situations due to the increased difficulties in getting people to answer. In addition, gathering primary data comes with a hefty financial cost.

3. 5 Population of the Study

Population in statistics has a slightly different meaning and use than it does in everyday life. This indicates that it does not just elude people or other living things in the world. A population of items, events, processes, or observations is another term used by statisticians. Examples include the amount of lead found in urine, doctor visits, and surgical procedures. Consequently, a population is a grouping of people, things, cases, etc. A statistician may not be able to precisely count the population they are working with, despite the fact that they should define it in detail. An examination may occasionally be restricted to one or more samples taken from a population because it typically has too many members for practical research. A well-chosen sample will contain the majority of the information about a particular population parameter, but the sample's relationship to the population must be such that accurate inferences about the population can be made from the sample.

The first essential requirement for a sample is therefore that each member of the population from which it is drawn must have a known non-zero probability of being included in it; it follows naturally that these probabilities should be equal. To put it another way, choosing one subject shouldn't affect the likelihood that other subjects will be chosen as well. To accomplish this, we

employ a method that is solely dependent on chance, such as coin tossing or, more frequently, the use of a table of random numbers.

3. 5. 1 Participants Selection Process

Those who participate in an interview or complete a questionnaire are referred to as participants. Ages of participants range from 15 to over 65. Participants must be literate enough to read and write and understand the significance of the study. They will be picked from among the poll respondents rather than from a pool of candidates. The given questionnaire, which will be distributed among the participants, is expected to receive responses from about 320 persons. The selection criteria are based on the geopolitical regions of North Central and south-western Nigeria. Participants must be secondary school graduates or enrolled in secondary school, as well as those who have finished higher education and are employed by small or medium-sized businesses in one of the designated geopolitical zones. All of the characteristics under research are part of a study population, from which a sample is collected and subsequently examined to get conclusions. It is a compilation of everything you require in order to observe something or make a decision. The research initiative, also known as the “universal set,” is aimed at graduates and small- and medium-sized business owners in Nigeria's South-West and North Central regions. The population of interest is the study's intended target audience. A population is also a hypothetically defined group of survey participants. If it is limitless, the elements or themes can be finite but cannot be enumerated.

3. 5.2 Population size

The amount of variables inside a demographic enclosure that share characteristics makes up the population size. It could also be referred to as all of the individuals or objects that make up a certain cluster. People in the southwest and North Central regions of Nigeria were examined for this inquiry. The population size from which a sample will be drawn is infinite, hence it cannot be calculated or estimated. The population or totality of the people who have at least a primary, secondary and tertiary education cannot be accurately estimated within the North and Southern region of the country. In order to be able to arrive at a sample size, the use of probability sampling technique was adopted, which allows the researcher to determine a sample size from which inferences can be made about a given population. The research study did not intend to highlight where the graduates graduated from as this may be time consuming and also may defeat the objective of the research study.

The research questionnaire lay emphasis on the need for respondents to at least have a primary school education and must be knowledgeable to understand English language and also be able to respond to the research questions as stated on the questionnaire. In gathering the research population, no secondary data was adopted and based on the fact that primary source of data was

adopted through the use of a well-structured research questionnaire. Therefore, the research population focuses on the respondents who are at least educated within the two regions of south and northern region of Nigeria who have an idea as to what the research questions entail most especially in regards to entrepreneurship education and its importance to the MSME development in Nigeria.

3. 6 Sampling Method, Procedure, and Sample Size

Sampling is the practice of selecting a group of individuals from a population in order to study them and accurately represent the total community. Sampling techniques can be categorized as probabilistic or non-probabilistic. To achieve impartial neutrality, probabilistic sampling employs some form of random selection of its participants. As a result, the samples or surveys must accurately reflect the populations being examined. Furthermore, probability sampling is the method that is most frequently used to derive reliable and firm conclusions. The sample procedures included;

1. Selecting Sampling frame
2. Determine the size
3. Select actual sampling units
4. Conducting Fieldwork

3.6.1 Sampling Strategies

Sampling is the process of selecting a group of individuals from a population to focus on them in order to have the option of addressing the full population (McDonald et al., 2015). The approach of analysis is referred to as either likelihood or non-likelihood (Saunders, Lewis and Thornhill, 2016). Probabilistic analysis alludes to techniques that make use of some kind of arbitrary selection of personnel wholly dedicated to achieving fair objectivity. The objective populace should be accurately described in the samples or reviews. Additionally, the most well-known method and one that is typically applied for coming to strong and reliable conclusions is likelihood analysis (Brick et al., 2014). Four criteria should be met by probabilistic testing procedures (Chochran, 1977, p. 9):

1. It ought to be feasible to characterize the arrangement of particular examples that the method can choose.
2. Every conceivable example has a known likelihood for choice.
3. Tests are chosen by an irregular cycle in which each example has a similar likelihood of being chosen.

4. The strategy for ascertaining the outcome prompts a solitary outcome for any example from that populace.

The population as a whole cannot be inferred from the sample size since it is a subset of the universal population.

After choosing a sampling strategy, it is crucial to think about the sample size. The sample size of an overview often refers to the number of members who were searched and from whose information was compiled (Creswell, 2009). To more easily reach the general public, a larger example size to address the exploration topic is preferable (Collis and Hussey, 2013). Additionally, larger informational collections will help with developing the character of the investigation's finding with recommendations for generalizability and reliability (Truscott, 2010).

However, it may be necessary to use non-likelihood testing to determine cryptic objective populations as the source of data, but this could result in excessive inclination (Saunders & Townsend, 2016; Buelens, Burger, & van den Brakel, 2015). The analyst may have to handle the population study in a constrained time frame, with constrained admission, and under budgetary constraints. Strategies for non-likelihood analysis include the snowball, amount inspecting, and accommodation testing (Lodico, Spaulding, & Voegtle, 2010).

For likelihood analysis, there are five testing methods: basic irregular, demarcated arbitrary, methodical arbitrary, multi-stage, and bunch (Saunders et al., 2016). This investigation uses accommodation inspecting as its examining approach, which is useful for selecting respondents and using a defined arbitrary technique (Tashakkori and Creswell, 2007; Teddlie and Yu, 2007).

After selecting an examination method, it is important to take the sample size into account. The size of an example overview typically refers to the number of members who were viewed and from whom information was gathered (Creswell, 2009). A larger sample size is preferable to more easily address the population when addressing the research issue (Collis and Hussey, 2013). Larger informational collections will also help with developing the character of the test result with recommendations for generalizability and unshakable quality (Truscott, 2010).

In order for the researchers to be confident that the results cannot be attributed to chance variations in the target population, the sample size chosen for the study should have sufficient power and significance. The study's sample consists of 320 people from Nigeria's southwest and North Central geopolitical zones. The study also employs a non-probability sampling technique. Non-probability sampling techniques are better suited for choosing outstanding interview subjects. The deliberate selection of objects from a population for inclusion in the sample, based on ease of access, is what Kothari (2004) defines as deliberate sampling. Respondents came from the South West and the North Central of Nigeria, respectively. According to the research survey

questionnaire, this was determined by their level of knowledge, availability, and awareness of the research study's objectives from the questions put forth. 205 respondents, 114 from the North Central, and 4 from the sample did not specify their region, came from the South West. These are people who are ready to respond to inquiries right away.

3.6.2 Population Characteristics

The characteristics of the population are determined by both demography and entrepreneurial activity and particularly areas of major micro, small and medium size business clusters within the identified regions. The traits and activities assessed vary depending on the geographic distribution of the samples chosen and the emphasis on a particular demographic. People from the south-west are regarded to have higher educational backgrounds than people from the north, who are perceived as being less enterprising and disliking education. A religious difference also exists; Muslims predominate in the northern part of the country, whereas Christians and Muslims live side by side in the southern half. A portion of the Northern population in the North Central region, including those in the Northern region, believes that formal entrepreneurial training is superfluous. The purpose of the study is to investigate the impact of entrepreneurial education in a sociocultural setting that despises traditional education. Samples are pieces taken from the total. To make generalizations or come to a conclusion, a sample of the population is employed.

In this study, deliberate sampling was performed, which, according to Kothari (2004), entails selecting objects from a population for inclusion in the sample based on accessibility, which hinged on major MSME major business clusters locations within the highlighted regions, in order to ensure the sample is well representative of a more cohesive study. A general conclusion will be derived from the survey data, which are being collected from 320 graduates and small business owners in the two regions.

3.6.2 Storage, Access, and Disposal of Data

The participant data was kept on computers linked to mine as well as on the cloud storage service Google Drive. I kept a copy of the respondents' demographic and inferential data on my personal computer throughout the study in case anything unforeseen came up. The document has been saved in a cloud application for easy access in the future, and the computer is protected by anti-virus software and a password. After two years, you might still infer conclusions from that.

3.6.3 Potential Risk

The risks of daily life are present, particularly in Nigeria's north, which is known for kidnappings. Road travel, illnesses, and epidemics that are common in the North and around the world, as well as kidnapping and terrorism, all pose risks.

3.7 Data Collection

Since the analyst obtains the crucial information for improving a review during the information assortment, it is possible to see this as one of the primary components of exploration (Fletcher, 2017). Polls provide a useful alternative to interviews, despite the fact that some traits may be appropriate in some situations and inappropriate in others. For instance, meetings should be methodically planned for the highest level of appropriateness. Similar to interviews, surveys are useful when trying to understand the members' overall sentiments, presumptions, and experiences (Saunders 2016).

A good way to acquire a lot of information is through surveys using items with closed reactions. There is a cycle to be followed to check and improve the validity of the inquiries if any of the things in the survey are novel. Overusing tried and tested items from previous tests is preferred because of this review. It is obvious to record this mathematical information if a decent Likert scale is used for the responses. When a sizably large amount of data has been collected, it usually gets broken down using one of the many programming packages that are currently available (Saunders et al., 2016).

3.7.1 Instrument Reliability and Validation

For quantitative studies to be regarded valid, instruments must precisely quantify a concept's attributes. Three types of validity can be distinguished: content validity, construct validity, and criteria validity. The measure's content validity refers to how well it can capture the concept. How precisely a concept's components and metrics are defined determines its meaning and validity. Face validity is only one aspect of authenticity, which encompasses many other factors. Construct validity refers to how closely test results match up with theoretical presumptions. According to Heale and Twycross (2015), there are three types of evidence that are connected to building validity: homogeneity, evidence from the convergence theory, and evidence from consistency. Any additional instrument used to measure the same variable must meet validity standards. There are three approaches to assess this claim's viability. When several instruments measure the same thing, that is a sign of convergent validity. Divergent validity occurs when there is little association between instruments used to measure different variables.

In this circumstance, it is expected that there will be a weak correlation between a motivating and a self-efficacy measure, for example. The instrument should have significant correlations with future criteria, according to predictive validity. Participants who give themselves high marks for performance are more likely to be successful. Reliability is the ability of an instrument to consistently measure the characteristics of a constructor variable. A crucial component of reliability is the consistency of the measurements. The necessity for reliability does not exempt individual measurements. If everything else is the same, when someone takes a vocabulary exam twice, their results should be reasonably equal on both occasions. The test can be regarded as accurate if this is the case. An inventory measuring self-esteem should yield the same results each time it is given to the same subject over a brief period of time. Since intelligence is seen as a constant, the results of IQ tests should remain constant across time. Dependability has the traits of equivalence, internal consistency, and stability. Internal consistency is the consistency of the items used in the measurement of constructs using split-half reliability, item-to-total correlation, and Cronbach's Alpha on coefficient. Test-retest cycles and parallel or alternative reliability testing techniques are used to demonstrate stability. If you wish to compare responses from various respondents using the same instrument, equivalence validity is crucial. Internal consistency was evaluated in this study using the Cronbach's alpha. On a scale of 0 to 1, Cronbach's rule of thumb utilizes values of 0.90 to suggest exceptional dependability, 0.70-0.90 to indicate good dependability, 0.50-0.70 to indicate moderate dependability, and 0.50 to indicate low dependability.

Data collection is crucial because the study's goal is to examine how formal entrepreneurial training affects small and medium-sized businesses in rural Nigeria. Data that is non-statistical focuses on the use of non-statistical approaches, such as the use of Pearson coefficients of correlation, z-tests, factor analyses, and analysis of variance, whereas data that is statistical allows for close observations and measurements to be made using numbers and statistical interpretation. Due to the nature of the study, a well-crafted, closed-ended questionnaire was used to collect primary source data. In order to better understand the demographics of survey respondents, researchers used a closed-ended questionnaire to collect a sample of respondents' opinions on the study's relevant topics. Traditional data collection techniques, such as paper forms and pencil and paper, are used to poll specific respondents in the targeted areas. It was chosen to use primary sources of data and to carry out the study in the southwest and the North Central regions of Nigeria.

Data from primary sources were gathered using a well-structured questionnaire that was divided into parts A, B, and C. While Sections B and C will concentrate on the study themes, Section A was designed to gather demographic information from respondents. These questions are essential for learning respondents' perspectives on the objectives of the study. Primary sources were used in this study's data collection. Personal contact with respondents is required for data collection from a primary source, such as through one-on-one chats or survey questionnaires. In

contrast to primary data, which is a pre-made response, this data includes replies obtained directly from respondents on the ground. Reliability “has to do with the accuracy and precision of the measuring procedure,” claims Kothari (2004). It is focused on a variety of factors, including as readability, cost, and convenience of use. The reliability test was created using Cronbach's Alpha, which measures how closely related a bunch of items is when aggregated >or equal to 0. 9 “excellent”, >or equal to 0. 8 “good”, >or equal to 0. 7 “acceptable”, or equal to 0. 6 questionable, >or equal to 0. 5 “poor”, or even 0. 5 “unacceptable”. This was made possible with the aid of SPSS, a statistical program created by IBM. The example below illustrates the Cronbach alpha test results:

Table 2:
Cronbach Alpha

Cronbach alpha test	Number of Items
0. 742	33

Source: IBM SPSS

Because all 33 items were analyzed, the reliability test results show a number of 0. 742, which is > or equal to 0. 7, which is regarded as “acceptable” according to the Cronbach Alpha benchmark. Validity testing is crucial because it demonstrates how well an instrument captures the intended outcomes. Additionally, it refers to how accurately measurement inconsistencies reflect actual differences among the subjects of the study. The supervisor's feedback is crucial because it contains suggestions regarding the research tool used during the investigation. The range of Cronbach's alpha reliability coefficient is typically 0 to 1. The coefficient, however, has no lower bound. When Cronbach's alpha coefficient approaches 1. 0, the scale's internal consistency increases.

3.7.2 Questionnaire as Data collection method

Data collection is one of the most crucial components of research because it is during this stage that the researcher gets the information needed to create a research topic. Although some aspects may be appropriate in some and unpleasant in others, questionnaires can sometimes be a viable substitute for interviews. For example, in order to be as productive as possible, interviews must be well-planned. Similar to interviews, questionnaires are useful for gaining a general understanding of how people feel, think, and perceive the world. A lot of data may be gathered by employing surveys with closed-ended questions. If any of the items on the questionnaire are brand-new, there is a process to review and improve the validity of the questions. Wherever possible, it

is always preferable to use tried-and-true techniques from earlier investigations. When responses are given on a correct Likert scale, it is easy to collect numerical data. Once the data have been collected, a variety of software programs are currently available for statistically significant data analysis. The initial survey questions were drawn from already-existing measurements. These were used to compile a collection of things that served as a starting point. In a pilot study, the items were tested. The survey gathers information using a Likert scale. The answer that respondents chose was the one that most convincingly supported their point of view. In this study, the Likert scale was employed, with each point signifying one of three options. A research tool for acquiring quantitative data is the Likert scale. It's a particular form of additive scale that uses an ordinal scale to quantify items. It comprises of a series of questions that ask the subject to respond to specific facts or assessments. The stimulus that corresponds to the property the researcher wants to assess is presented to the subjects, and their responses are recorded in terms of how much they agree or disagree with a specific statement. Commonly, there are five possible answers, and each option is given a numerical value that, when added together, gives the subject a final score. On a scale from 0 to 100, this final score reflects the response of the subject.

3.7.3 Developing Likert Scale

Create a Likert scale by following these steps: Knowing the attitude or variable to be measured is step one. Step two is developing items related to the attitude or variable to be measured. Step three is administering the scale to a sample of subjects who will serve as judges. Step four is assigning scores to the items based on whether they are positive or negative. Step five is assigning the total scores to the subjects based on the type of response in each item. Step seven is building the selected items. You must first decide what data you want to collect before you can design measurement equipment. To put it another way, the variable or attitude being evaluated must accurately reflect it. Any investigation must start with a full comprehension of the current situation and the factors influencing it. The objectives of the study must be extremely clear, and the purpose of the study must be supported by the research questions. Each item is a judgment or a statement, and the respondent is required to declare whether they agree or disagree with it. The ideal number of options for each item is six, although there may be as few as one or as many as five.

3.7.4 Data Collection Tool and Analysis

Survey was the primary method of data collection for this investigation (with the use of questionnaires). It is common practice to collect quantitative, numbered data through the use of questionnaires (including mailed questionnaires) and interviews (including one-on-one interviews). This data is then subjected to statistical analysis in order to describe trends in the responses of respondents and to test research questions or hypotheses. According to Creswell

(2012), one method for determining the significance of survey data is to examine the correlation between the outcomes of statistical tests and the findings of earlier research studies.

The statistical analysis of data that can be readily encoded in quantifiable values will be carried out with the assistance of the SPSS tool. Both descriptive and inferential analyses will be carried out. Charts, tables, and pictograms will be utilized, as appropriate, in order to present the compiled data.

Nevertheless, in order to maintain the study's efficacy and efficiency, it is essential to take into account the variables that change around the research, and most importantly, the people who take part in the research. It is imperative that the significance of the research objectives as well as the possible outcomes for the participants be emphasized. In order to make a meaningful comparison and contrast between the factors that contribute to the expansion and development of businesses in the two regions, it will be essential to involve participants who are actively engaged in business activities and make use of the data collection tools that have been highlighted. According to the Belmont Report that was published in 1978, "every subject or research must understand the full extent of risks the study may subject them to regardless of their level of life or social consideration in the society. However, there must be respect of persons through adequately informed consent, beneficence, and justice as highlighted in the report." The idea that "Experimentation was initially sanctioned by natural science" has been subtly emphasized, which means that this point is extremely important in terms of the morality of each research study. Because it is done to inanimate objects, there are no ethical questions that arise as a result of this. However, this purity of the quest for knowledge is lost the moment that animate beings with feelings are used as test subjects, which is when ethical questions begin to arise (Jonas 1969).

The components of any ethical measures that are put into place should be built upon the foundation that is provided by the five ethical principles of research. The participants will be protected by necessary guidelines that will be provided to ensure their security and safety. Although it is not my intention to cause anyone any kind of distress, I am aware that it is my responsibility to ensure that their participation in the research does not lead to any unintended negative consequences, such as physical, psychological, financial, emotional, or social harm. While it is not my intention to cause anyone any kind of distress, it is my responsibility to ensure that their participation in the research does not lead to any unintended negative consequences.

"Respect for persons requires that subjects enter into the research voluntarily and with adequate information in the majority of cases of research involving human subjects," as stated in the Belmont Report. According to the Belmont report that was published in 1978, people are treated ethically "not only by respecting their decisions and shielding them from harm, but also by making efforts to secure their well-being." The conduct of this research must adhere to each and every one of the five aforementioned ethical guidelines for research.

Protection from potential harm; would imply that collecting information about their businesses or any other information necessary for the research does not hinder or disturb the participants' psychological, emotional, physical, etc. state. .

Obtaining informed consent; The participant's consent must be obtained at all stages of the data collection process, and if necessary, in circumstances or cases where participants' participation is required more than once, additional permission from them must be sought.

Maintaining privacy and discretion; The requirement to protect respondents' privacy is urgently needed when collecting data from them. Only unique identifiers will be used to identify each participant in a report; real names, pictures, or anything else that could link a participant's response to an individual will not be used; Don't share traceable information with anyone and keep identities private.

To avoid deceitful practices; Participants must be made aware of the research's objectives and that their information will only be used for those purposes that have been disclosed to them. .

Right to withdraw; Any time participants feel uncomfortable or inconvenient with the task at hand, each participant is free to leave the exercise.

In essence, the above-mentioned measures will aid in maintaining the originality of information while preventing any unintended harm and protecting the participants, fostering human dignity, and ensuring that their lives continue to proceed as usual.

3.7.5 Sampling Method

This study will employ the “probability sampling method.” The research will cover a broad scope within the areas in the two mentioned regions in order to produce a very thorough report on the identified locations. Nevertheless, collecting information from each representative point will be useful. According to Onyeka-Ubaka (2013)” a probability sampling also called as random sampling or representative sampling is one for which every unit of a finite population has a positive probability of selection not necessarily equal to that of other units and this probability can be accurately determined. The combination of these traits makes it possible to produce unbiased estimates of population totals.”

Probability sampling incorporates “simple random sampling (every member of the population being studied has an equal chance of being selected); stratified sampling (in this method the population is divided into non-overlapping groups and samples are taken from within these groups); cluster sampling (This method is used when the population of interest is large and widely geographically dispersed. Clusters within the population are randomly selected); and systematic

sampling (In this method the population is divided into non-overlapping groups and samples are taken from within these groups.” (Creswell, 2012)

These various probability calculation techniques share two characteristics: they all use random selection and have a known non-zero probability. “These techniques cannot be used for the population that is too general a category found almost everywhere in the world. Probability techniques can be used only for finite population” as further emphasized by the “Foods and Agriculture Organization of the United Nations” (FAO), “probability sampling is also not possible for a population that is not very precisely defined and is too general a category: found almost everywhere in the world and divisible into innumerable heterogeneous subgroups”.

To determine the parameters or characteristics of the entire population, Mugo (2002) states that “sampling is the act, process, or technique of selecting a suitable sample, or a representative part of a population.” To estimate similar attributes, it involves choosing representative elements from a population. By directly observing only a portion of the population, sampling helps identify a population's peculiarities while saving time and money.

Non-probability sampling is recommended for population understanding research. Schreuder, Gregoire, & Weyer, (2001) states that “statistically defensible method is needed among government, industry and environment groups,” making probability sampling mandatory.

Non-Probability sampling, unlike probabilistic sampling, does not allow items to be selected randomly. Schreuder, Gregoire, & Weyer, (2001) in the case of probability sampling notes that “this method should only be considered when a decision is to be made quickly and that as long as the limitations of the non-probabilistic sampling method is understood,” Data derived from it can be relevant in a variety of circumstances, which is why probability sampling was not chosen for this research study and the use of probability sampling method which suits the purpose of this research was adopted. The population should be understood using probability sampling.”Probability sampling is mandatory in situations” and “statistically defensible method is needed among government, industry and environment groups,” according to Schreuder, Gregoire, & Weyer, (2001).

In contrast to the restrictions imposed by non-probabilistic sampling, probabilistic sampling allows for the selection of arbitrary items. Due to Schreuder, Gregoire, & Weyer, (2001) recommendation that “this method should only be considered when a decision is to be made quickly and that as long as the limitations of the non-probabilistic sampling method are understood,” the research in this study relied on probability sampling. .

3.7.6 Confidentiality of Data

The surveys were simply numbered and did not include a space for participant names, addresses, or email addresses. The surveys were designed to provide for the confidentiality of the respondents' identities, and this was stated in a caption on the form.

3.8 Data Analysis

Data analysis, or the act of looking at results and assessing them, is a crucial step following choosing the study design and data collection methods. To make testing easier, it requires in-depth planning and data gathering. Descriptive statistics and confirmation data analysis are two of the three components of an exploratory data analysis. The technique of linear regression was used to achieve this. While CDA verifies the pre-existing theories, EDA focuses on exposing the fundamental characteristics of the data. The data analysis process consisted of two steps: preliminary analysis and hypothesis testing. The study employed descriptive and inferential statistical analysis techniques to investigate the relationship between the variables of interest. Specifically, the Linear Regression Method was utilized along with Pearson's Coefficient of Correlation, ANOVA, and a model summary table. The numbers presented in this study are derived from data collected by a Likert Scale survey, where participants were asked to score their level of agreement on a scale of 1 to 5, with options ranging from “strongly agree” to “agree”. This enables you to measure the responses you get from people and make inferences from the data. The standard for deciding whether to accept or reject a hypothesis is based on a comparison of the P-value with the alpha-value at a 5% significance level at a 95% confidence level. The null hypothesis (H_0) is rejected and the alternative hypothesis is accepted when the P-value is smaller than the alpha value (H_1). The research questions that were employed in the study were contained in Sections A, B, and C of the survey questionnaire. The demographics of the respondents were specifically examined in Section A, while the essential research questions, which contained a variety of research statements to help test the hypothesis, were the subject of Sections B and C. In the paragraph that follows, this is explained:

Demographic Data was based upon the following Information;

- Age
- Gender
- Region
- Education
- Awareness of term entrepreneurship

- Business operating years

The following hypotheses were put to the test:

H(0) Entrepreneurial education has no impact on the expansion of MSMEs in local regions of Nigeria.

The aforementioned approved demographic data were utilized to examine the null hypothesis H(0) Entrepreneurial education has no impact on the expansion of MSMEs in local regions of Nigeria. This hypothesis addresses "formal entrepreneurial training" and "involvement of Nigerian graduates in entrepreneurship in local regions." It can either be accepted or rejected. The engagement of graduates in entrepreneurial endeavors, the impact of entrepreneurial education on graduates' perspectives, and the expansion of micro, small, and medium-sized enterprises (MSMEs) within the local region of Nigeria were the primary themes that emerged from the numerous research statements that addressed the pertinent study issues.

3.8.1 Descriptive Data Analysis

Raw data is transformed into a more understandable and comprehensible form through the descriptive analysis. Before averaging the data, it calculates averages, means, standard deviations, frequency distributions, and percent distributions. These demographic traits include the respondents' gender, age, race, place of birth, and level of education. They also talk about their professional background and familial background. They also cover matters like the employment status of the parents. They also cover topics like their motivation for creating a business and whether they are interested in doing so. Researchers reference the data for these factors to understand more about the respondents.

3.8.2 Inferential Data Analysis

Since the researcher is familiar with the underlying latent variable structure, confirmatory factor analysis was performed in this investigation. Based on theoretical and empirical research knowledge, the researcher hypothesizes links between observable measurements and underlying components, a priori, and then statistically assesses them in the expected model. Finding out how well the proposed model fits the sampled data is the goal of the model testing approach. The difference between the posited model and the actual data is known as the "residual." The creation of route diagrams that display a linear regression model in which latent and visible variables are assessed errors that signify their suitability in assessing the pertinent underlying components is done using the IBM SPSS graphics tool. If the indicated covariance matrix matches the observed covariance matrix, indicating that the residual matrix components are close to zero, the model is said to be correct. Once the wrong items have been eliminated, the final hypothesized model will

appear, and it will include a re-specified model and a competing model. The importance of the study hypothesis is examined using IBM SPSS.

3.8.3 Linear Regression Method

Linear regression is a multivariate statistical method that is frequently used in social science research. A researcher can use route models to create a conceptual representation of the relationships between variables using the linear regression method. Among the approaches and ideas covered by this general phrase are construct analysis, confirmatory factor analysis, route analysis, and partial least square analysis. One key advantage of the linear regression approach is its ability to include latent variables in dependency models. It allows you to investigate relationships between a number of latent and empirical variables. The Linear Regression Method is mostly used to investigate the theoretical relationships between different constructs. To reach reliable and sound results is the research's main objective. This objective is always present and becomes even more crucial when looking at latent variables. By focusing on the constructs, the linear regression method helps a researcher defend their findings. Constructs or latent variables cannot be measured directly since they are hidden beneath the surface. On the other hand, these traits may be assessed using quantitative elements or factors.

3.9 Data Illustration

This chapter gives analyses and analyzes data from the questionnaire that was distributed to a diverse group of Nigerians in the southwest and North Central regions. The chapter includes sections on the distribution of respondents by demographic traits, a summary of the many available study topics, and a hypothesis test. Researchers have assessed the null hypothesis and decided whether it should be accepted or rejected using a range of data methodologies and analytics. Chimucheka (2013) employed a demographic analysis and interpretation methodology in his study report to analyze and interpret the research data, with a total of 162 questionnaires completed and returned. To determine whether his theory was true, the Chi-square method was used to compare how many persons received entrepreneurship instruction with how many of them created and survived small and micro midsize businesses. Chi-square analysis has several limitations because it only takes into account a fraction of the pertinent research topic and ignores the rest. The chi-square method emphasizes the observed value and predicted value, both of which depend on likely outcomes. This research study adopted a more optimistic stance because it did not include a reliability test as part of its approach.

The research study then evaluated several of its variables using Pearson's coefficient of correlation, which is consistent with the analytical approach adopted in this study. Mohammed (2016) tested the performance of MSMEs with entrepreneurial skills and traits in a manner similar

to the peculiarities of the present study by using a non-probability sample, the Pearson coefficient of correlation, and an analysis of variance table

3.9.1 Inferential Statistical Analysis

Test of Hypothesis

H0: Entrepreneurial education has no impact on the growth of MSMEs in local regions in Nigeria

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.754 ^a	.569	.548	.557

Source: IBM SPSS

The co-efficient of correlation (R), which can be calculated from the model summary table above, has a value of 0.754, or 75.4 percent, indicating a very strong correlation between the variables examined. The effects of formal entrepreneurial training on MSMEs in local Nigerian regions are the main focus of the variables tested. Furthermore, the coefficient of determination (R²), which is the squared value of the coefficient of correlation, exhibits a positive value of 56.9%. Additionally, it has a low standard error of 0.557, suggesting a little likelihood of encountering errors in the data collected from the participants. The aforementioned information highlights the significance of receiving formal entrepreneurship education in fostering the growth of emerging enterprises, while also serving as a means to increase societal awareness and address the unemployment disparity. This finding highlights the robust link between the factors under investigation and the efficacy of the responses to the research inquiries. Considering the standard error of 0.557, which falls below 1.0, it can be inferred that the probability of errors in the provided responses is quite low. This suggests that the responses can be deemed reliable.

Table5: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
-------	----------------	----	-------------	---	------

Regression	119.712	14	8.551	.587 ²⁷	.000 ^b
Residual	90.820	29	.310		
Total	210.532	30			

Source: IBM SPSS

The regression sum of squares for the ANOVA table provided is calculated to be 119.712, the residual sum of squares is determined to be 90.820, and the total sum of squares is found to be 210.532. The mean square residual value of 0.310 and the mean square at regression of 8.51 were observed. The F-value is obtained by dividing the residual value by the mean square regression (8.551/0.310). The fitness of the chosen multiple regression model for this investigation is assessed through the utilization of the F-statistic. In comparison to the alpha value of 0.05 (5%) at a 95% confidence level, the P-value is computed as 0.000.

3.9.2 Decision

In statistical hypothesis testing, the acceptance or rejection of the null hypothesis (H₀) is determined by comparing the P-value to the predetermined significance level, commonly referred to as the alpha value. If the P-value is found to be smaller than the alpha value, the null hypothesis is accepted. Conversely, if the P-value exceeds the alpha value, the null hypothesis is rejected. Based on the ANOVA table provided, we may conclude that the null hypothesis (H₀) stating that entrepreneurial education has no effect on the growth of micro, small, and medium enterprises (MSMEs) in local regions in Nigeria should be rejected. This implies that we will recognize the impact of entrepreneurial education on the expansion of micro, small, and medium enterprises (MSMEs) inside specific Nigerian local regions.

H₀: Entrepreneurial education has no impact on the involvement of graduates in MSMEs in local regions of Nigeria.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.677 ^a	.458	.430	1.063

Source: IBM SPSS

The coefficient of correlation (R), derived from the aforementioned model summary table, exhibits a value of 0.677, equivalent to 67.7 percent. This number signifies a robust association between the variables under investigation. The variables being examined focus on the impact of formal entrepreneurial training on the engagement of graduates in Micro, Small, and Medium Enterprises (MSMEs) within specific regions of Nigeria. Furthermore, the coefficient of determination (R²), which represents the squared value of the coefficient of correlation, exhibits a positive value of 45.8%. Additionally, it possesses a standard error of 1.063, suggesting a somewhat substantial standard error. The aforementioned data illustrates the significance of promoting formal entrepreneurship education in schools as a vital factor in enhancing awareness of and advancing small companies in local regions of Nigeria. The participation of graduates in both regions plays a vital role in fostering the growth of Micro, Small, and Medium Enterprises (MSMEs).

This finding illustrates a robust association between the factors and the efficacy of the responses to the study inquiries. Given the rather large standard deviation of 1.063, it is worth considering. This finding illustrates that the probability of errors in the provided responses is minimal, thereby suggesting their reliability.

Table 6: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	278.687	15	18.579	16.444	.000
Residual	329.920	29	1.130		
Total	608.607	30			

Source: IBM SPSS

The ANOVA table presented above displays the sum of the regression coefficients for the distribution, which amounts to 278.687. Additionally, the residual coefficient is reported as 329.920, and the sum of the squares is calculated to be 608.607. The mean square residual value is seen to be 1.130, while the mean square at regression is calculated to be 18.579. The F-value, obtained by dividing the mean square regression by the residual value ($18.579/1.130=16.444$), suggests that the Analysis of Variance detected a statistically significant distinction among the groups. The fitness of the chosen multiple regression model for this investigation is assessed through the utilization of the F-statistic. In comparison to the alpha value of 0.05 (5%) at a 95% confidence level, the P-value is computed as 0.000.

3.9.2.1 Decision

When the p-value is less than the alpha level, the null hypothesis (H_0) is accepted; otherwise, it is rejected. Based on the ANOVA table provided, we may conclude that the null hypothesis (H_0) stating that entrepreneurial education has no effect on the engagement of graduates in Micro, Small, and Medium Enterprises (MSMEs) within local regions of Nigeria is to be rejected. This implies that we acknowledge the impact of entrepreneurial education on the involvement of graduate individuals in Micro, Small, and Medium Enterprises (MSMEs) within various local regions of Nigeria. This assertion is corroborated by the demographic information, which indicates that a significant proportion of participants possess a high level of education and have completed university level studies.

3. 10 Findings

The following conclusion can be drawn from the hypothesis that was just tested:

1. The development of MSMEs in Nigeria's local regions is influenced by entrepreneurial education.
2. The involvement of graduates in MSMEs in Nigeria's local regions is influenced by entrepreneurial education.

In the modern world, entrepreneurial education is very important. Nigeria, the most populous nation in Africa, struggles with unemployment despite a significant increase in the number of new small businesses. It is crucial to recognize the value of entrepreneurial training in schools of learning in supporting the development of the nation's small businesses as they continue to serve the needs of the population.”The success of economic ventures like MSMEs depends largely on entrepreneurial skills,” claim Etuk, Etuk, and Baghebo (2014). MSME owners and managers need to be capable of managing and develop the fundamental abilities of planning, organizing, coordinating, leading, and communicating. Because of this, entrepreneurial education is very important in Nigeria's rural areas.

The following conclusions were drawn from the hypothesis tested:

i. The growth of MSMEs in Nigeria's local regions is impacted by entrepreneurial education, which supports the findings of Etuk, Etuk, and Baghebo's study (2014). This demonstrates that more businesses will be established as a result of exposure to entrepreneurship the more people who are educated about it. Additionally, this will aid in lowering crime rates and resolving the unemployment issue plaguing the Nigerian economy. The facilitation of regional development in the south-west and North Central areas will be supported by the migration of individuals from these local regions to urban centres, the establishment of a conducive atmosphere for entrepreneurial growth through educational initiatives, and the supply of sufficient information resources.

ii. According to the findings of Alabi, Alanana, and Bahal (2014) as well as Besmart-Digbori (2016), it has been observed that the provision of training in entrepreneurship has a significant impact on the level of engagement of graduates in Micro, Small, and Medium Enterprises (MSMEs) within local areas of Nigeria (n. d). This highlights the imperative of promoting entrepreneurship among fresh graduates. The observed pattern in the unemployment rate among Nigerian graduates suggests that implementing this measure would have a substantial impact on mitigating the prevailing unemployment crisis in the Nigerian economy. Undoubtedly, the pursuit of entrepreneurship is inherently rewarding.

The following are premises of a possible conclusion based on the aforementioned research findings:

a. For small and medium enterprises in Nigeria's local regions to continue growing, formal entrepreneurial training is crucial. For a small business to expand, as well

b. In the two specific locations of Nigeria that were examined, it was shown that individuals who had undergone formal entrepreneurial training as part of their education were more inclined to initiate small-scale enterprises. In contemporary times, recent graduates are increasingly inclined towards engaging in entrepreneurial endeavours. This trend is clearly exemplified by the presence of start-up enterprises such as Andela, Paystack, and Flutterwave, which are actively working within the Nigerian technology sector.

c. There remains a need for further efforts to enhance the dissemination of formal entrepreneurship training information among individuals residing in the Northern area. In order to facilitate the transition of Northerners from a nomadic or subsistence-based lifestyle to a more advanced and economically

profitable one, it is imperative to integrate formal entrepreneurship training into the fabric of the region's way of life.

d. The results of the study demonstrate a rise in formal entrepreneurial training awareness. More people are becoming aware of entrepreneurship and its advantages over working for others. The fact that people are losing their jobs and ultimately struggling because of a lack of formal entrepreneurial training is so pitiful. This has evolved into a tool for graduates to become aware of and ready for the realities of the job market.

e. Individuals who undergo entrepreneurship training have enhanced capability in effectively utilizing available resources. In order to ensure the viability of small enterprises, entrepreneurs are encouraged to acquire expertise through participation in entrepreneurship courses. This educational endeavour enables them to gain a comprehensive understanding of their chosen industry, hence facilitating the generation of income and the potential for job creation.

f. Access to funding continues to pose a significant barrier for small and medium-sized enterprises operating within the local Nigerian region. The primary factor contributing to the challenges faced by a significant number of small firms is to their difficulties in achieving growth and sustaining operations over an extended period of time. It is regrettable that a majority of financial institutions tend to prioritize lending to large enterprises over small ones due to apprehensions regarding the potential inability to recover their funds.

3. 11 Ethical Considerations

The ethical implications of the study are detailed in this section. In social research, there are no universally accepted responses to ethical problems. Codes of behavior and other social standards are suitable in specific situations. The researcher, respondents, and their respective organizations are all stakeholders in this study. Each party has its own set of rights and responsibilities. The study, in conjunction with the relevant organizations, took reasonable efforts to safeguard the interests of participants in the study.

Steps were made to protect the organization's "privacy" by not including the organization's name in the questionnaire or any other research-related document. Additionally, the study technique followed the standards established by the Human Research Ethics Committee, whose permission was acquired prior to the data collecting procedure in order to protect the interests of the respondents. On the opening page of the questionnaire, it was made plain to respondents that their answers would be kept anonymous and private. It was also emphasized that participation was

completely optional and that respondents may opt-out at any moment. responders have 30 minutes to complete the survey. Following data entry into the program for analysis, all completed surveys were locked away in a remote location under the protection of a key.

3. 12 Summary

Three important components were identified in this study, namely attitude, subjective norm, and perceived behavioral control, as well as four formal entrepreneurial training features, including the introduction of a role model, entrepreneurial network, company planning activities, and feedback. Selected factors are used to gauge the success of these concepts.

In order to conduct the suggested study effectively and methodically, this chapter has provided specifics on the research design and methods. It is necessary to first define the distinct constructs and quantifiable elements in the research techniques. 2) Examine each of the underlying theories. 3) Consider the concept validity (both convergent and discriminative). 4) Create the structural model if the scale is valid. 5) Consider the structural model, make inferences, and offer suggestions

A quantitative method is used in this study, and it is linked to a logical approach to testing ideas. Surveys are a part of quantitative research since they collect data. Surveys were used for this study since they are both affordable and convenient. The procedures for sampling, data collecting, sample size, and analytical methods were all described in detail with sufficient explanation. Finally, the researcher went through data analysis methods and ethical issues.

CHAPTER FOUR: DISCUSSION OF RESEARCH FINDINGS

4.1 Discussion of Research Findings

This chapter is about the discussion about results of current research study. Hence, the results of data analysis is presented in form of descriptive statistics and inferential statistical analysis. In this regard, the outcomes related to study hypothesis are discussed with statistical evidence. For more clear presentation, tables and figures with results are used in this chapter. The results of each hypothesis test are discussed with relevant tables and outcomes.

In the last chapter, we discussed and defended the survey questionnaire technique of data collection. The findings of the data analysis in relation to replies are presented in this chapter. The ethics committee at the researcher's university approved the collection of the data, thus absolute secrecy and privacy were upheld. This chapter interprets and discusses the findings, which can assist in answering the research questions and achieving the study's goals.

4.2 Trustworthiness of Data

To check the accuracy of the data utilized in this research study, the appropriate research methods were conducted utilizing a variety of freely accessible literature in the public domain. A thoroughly designed research questionnaire was used to execute the usage of primary data throughout the entire investigation. The research questionnaire, which was produced to gather the essential data, was approved by a university supervisor who is well-known in the industry and was developed in accordance with predefined requirements.

Primary data is collected directly from respondents through the use of various research methodology tools and statistical methodologies, including both descriptive and inferential techniques. The data collection process involved the utilization of a meticulously structured, closed-ended questionnaire that was systematically divided into distinct sections, namely Sections A, B, and C. The primary focus of the questionnaire was on the demographic composition of the participants and the research hypotheses formulated to examine the stated hypotheses. The study utilized a quantitative approach to yield favourable outcomes, necessitating the implementation of a research methodology that is characterized by a high degree of trustworthiness and reliability. This methodology enables rigorous testing through the utilization of primary data collection methods.

The IBM statistical software for social sciences (SPSS) was employed to administer a questionnaire. The questionnaire incorporated the Likert scale, which facilitated efficient and accurate coding by offering a range of 1-5 for responses. This feature expedited the acquisition of desired answers. The data was sourced from the southwest and North Central areas of Nigeria. The utilization of primary sources for data collection has been empirically demonstrated to yield more success. Consequently, the methodology employed in this study inherently promotes efficiency in the research process. Kothari (2004) and other researchers agree on this point. Despite the potential

limitations associated with the primary source of data collection, such as respondents' potential lack of understanding of the research issue or their inclination to withhold some comments in favour of providing socially desirable answers, it remains a widely utilized method in academic research. These aforementioned concerns are commonly associated with primary sources utilized for data collection.

In order to ascertain the trustworthiness of the collected data, a reliability test was performed employing Cronbach's alpha. The determination of the study's validity and reliability is contingent upon the research approach utilized to get crucial data from participants through the implementation of a well crafted questionnaire. The objective of distributing the questionnaires to the participants was to collect pertinent data that would enable the derivation of findings regarding the acceptance or rejection of the aligned hypothesis. In comparison, quantitative data pertains to the utilization of statistical techniques for measurement or scaling purposes, employing data and observations throughout the entirety of the research endeavour. Additionally, it involves the statistical analysis and interpretation of the measurements employed, such as the implementation of the z-test, factor analysis, analysis of variance, and other relevant methods.

A well-structured closed-ended questionnaire was employed in conjunction with primary sources of data collecting because of the nature of the research project. The closed-ended survey inquires about the demographics of the respondents and a representative sample's perspective on the relevant research issues being examined to achieve the study's objectives.

In the regions under consideration, certain respondents are subjected to the utilization of physical data gathering procedures. The primary regions selected for data collection in this study were the South-West and North Central areas of Nigeria. The incorporation of primary sources of data was executed through the employment of a meticulously designed questionnaire comprising of clearly delineated parts A, B, and C. Section A was specifically developed to collect data pertaining to the demographic characteristics of the participants, whilst sections B and C will focus on the core study themes. The inquiries in question have significant importance in comprehending the sentiments of the respondents regarding the objectives of the investigation.

This research study relied on the utilization of primary sources to gather and procure data. The process of gathering data from a primary source necessitates the establishment of personal contact with respondents through various means such as one-on-one encounters and direct poll surveys. The dataset comprises of promptly obtained replies from the participants, in contrast to secondary data, which refers to pre-existing responses. In relation to the reliability of data, Kothari (2004) argued that the accuracy and precision of a measuring technique are closely associated with the reliability of the measurement procedure. This matter encompasses a broad spectrum of concerns, encompassing aspects such as cost-effectiveness, feasibility, and comprehensibility. The reliability assessment utilized in this study was the Cronbach's Alpha test, which measures the degree of internal consistency among a set of items when combined. Cronbach's alpha is assessed based on the following thresholds: a value of 0.9 or higher is considered "excellent," a value of 0.8 or higher is considered "good," a value of 0.7 or higher is considered "acceptable," a value of 0.6 or higher is considered "questionable," a value of 0.5 or higher is considered "poor," and a

value below 0.5 is considered “unacceptable.” In this study, the statistical software IBM SPSS was employed to calculate Cronbach's alpha.

The Cronbach test is displayed below:

Table 7: Reliability Statistics

Cronbach's Alpha	N of Items
.742	33

Source: IBM SPSS

Given that all 33 questions were tested, the reliability test result from the table above, which is 0.742, is “acceptable” as per the Cronbach Alpha benchmark.

“The validity test is still important because it shows the extent to which an instrument measures what it is intended to measure. Additionally, it refers to how well measurements reveal the actual differences between the subjects of the test (Kothari, 2004). Here, the supervisor's input is important because it includes advice from a professional regarding the research tool used during the research study.” Cronbach's alpha reliability co-efficient typically ranges between 0 and 1,” claim Glem and Glem in 2003. The co-efficient, however, actually has no lower bound. The scale's items are more internally consistent when Cronbach's alpha coefficient is close to 1.0.

4.3 RESULTS

Results were the primary focus of this section of the research report, which was laid out sequentially for easy consumption. The analysis of the demographic make-up of the respondents and the inferential statistical results based on responses or feedback from respondents underpinned the test conducted with statistical software and form the basis of the findings. The results were obtained from these analyses. The present discovery is consistent with the conclusions drawn in prior research conducted by Etuk, Etuk, and Baghebo (2014), Alabi, Alanana, and Bahal (2014), and Besmart-Digbori (2015). The source does not provide a publication date. The significance of entrepreneurial education in Nigeria cannot be overstated, as it serves as a vital means to address the pressing issue of unemployment and mitigate many social challenges such as theft, kidnapping, prostitution, and terrorism, among others. The study specifically concentrated on the geographical areas of Nigeria

encompassing the south-western and central-northern regions. This facilitates the opportunity to conduct comprehensive individual examinations of the surges in small business expansion and entrepreneurial engagement that have transpired in both of these regions. .

Using a standardized and closed-ended survey, we were able to collect the information displayed in the table below about our sample population. This includes information such as age, gender, region, highest level of education, years in business, etc. :

4.3.1 Demographic responses

Table 8: Demographic Responses

<i>Demographics</i>	<i>Frequency</i> <i>N</i>	<i>Perc</i> <i>entage</i> <i>%</i>
<i>Gender</i>		
<i>Female</i>	153	47. 4
<i>Male</i>	169	52. 3
<i>No response</i>	1	0. 3
<i>Highest Level of Education</i>		
<i>Secondary Education</i>	11	3. 4
<i>Tertiary Education</i>	301	93. 2
<i>Vocational Skills</i>	10	3. 1
<i>No response</i>	1	0. 3
<i>Region</i>		

<i>North Central Nigeria</i>	114	35. 3
<i>South-Western</i>	205	63. 5
<i>Nigeria</i>	4	1. 2
<i>No response</i>		
<i>Entrepreneurship awareness</i>		
<i>Yes</i>	300	92. 9
<i>No</i>	23	7. 1

N=323

The table above displays the demographic distribution of the information gathered during the research study from the respondents. This demonstrates that there were 323 respondents in total, as shown in the table above. The table shows that there are more men than women who responded, and that most of them are from the South West as opposed to the North Central region. Additionally, the majority of respondents have tertiary degrees and are aware of entrepreneurship and formal entrepreneurial training.

The gender, entrepreneurship awareness, geographical location, and educational attainment breakdown of the respondents reveals that men are more likely to be business owners than women. Despite the economic significance of female entrepreneurs, Ingrid, Andre, and Roy (2006) claim that there are still fewer of them than there are men. in regards to staff awareness. Based on research findings, one can compare the South West to the North Central in terms of the regional distribution of entrepreneurship. Furthermore, Lawan, Envuladu, Mohammad, Wali, and Mahmoud (2015) conducted a study which revealed that a significant proportion, specifically 84.1 percent, of graduates originating from the northern area of Nigeria exhibit a pessimistic disposition towards entrepreneurship. This finding aligns with the regional variations observed in the survey responses.

4.3.2 Demographic Distribution of Respondents

Table 9: Distribution of respondents by Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	0.3	0.3	0.3
Female	153	47.4	47.4	47.7
Male	169	52.3	52.3	100.0
Total	323	100	100	

Source: IBM SPSS

According to the aforementioned demographic information, 52.3 percent of respondents are men, 47.1 percent of respondents are women, and 0.3% of respondents did not specify their gender. This demonstrates that men outnumber women in the entrepreneurship industry.

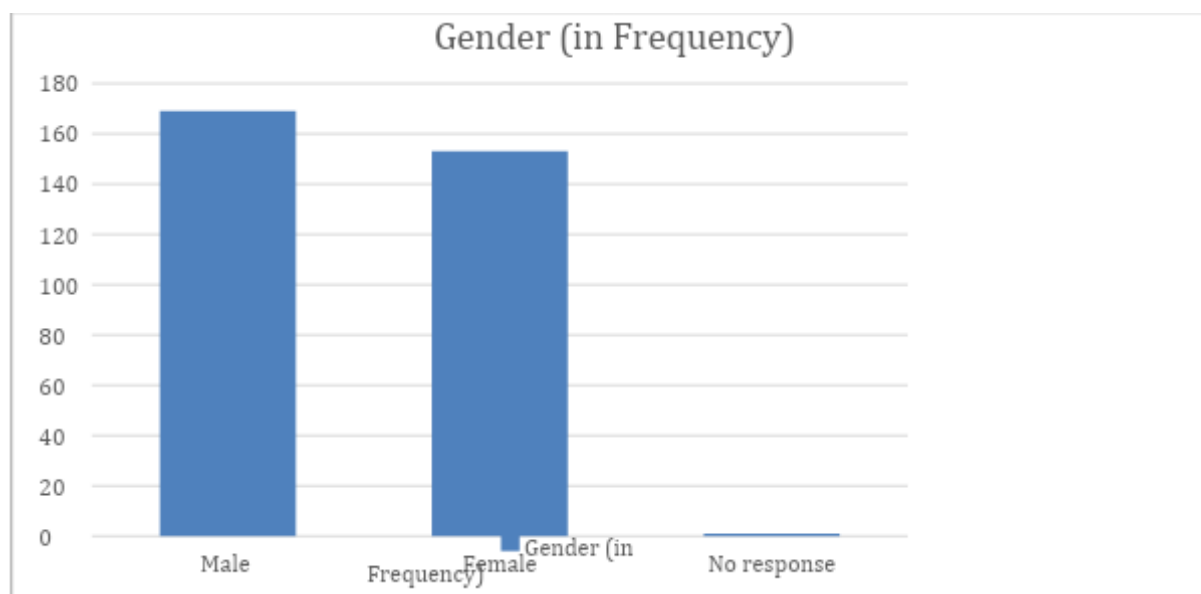


Chart 1: Gender of Respondents

Table 10: Distribution of Respondents By Age

		Freque ncy	Perce nt	Valid Percent	Cumulative Percent
Valid	8	3	.9	.9	.9
	9	6	1.9	1.9	2.8
	0	5	1.5	1.5	4.3
	1	8	2.5	2.5	6.8
	2	8	2.5	2.5	9.3
	3	14	4.3	4.3	13.6
	4	16	5.0	5.0	18.6
	5	28	8.7	8.7	27.2

6	2	31	9.6	9.6	36.8
	2	23	7.1	7.1	44.0
	2	28	8.7	8.7	52.6
	2	15	4.6	4.6	57.3
	3	25	7.7	7.7	65.0
	3	11	3.4	3.4	68.4
	3	24	7.4	7.4	75.9
	3	17	5.3	5.3	81.1
	3	12	3.7	3.7	84.8
	3	10	3.1	3.1	87.9
6	3	9	2.8	2.8	90.7

7	3	2	.6	.6	91.3
8	3	6	1.9	1.9	93.2
9	3	5	1.5	1.5	94.7
0	4	6	1.9	1.9	96.6
1	4	7	2.2	2.2	98.8
2	4	2	.6	.6	99.4
5	4	1	.3	.3	99.7
8	4	1	.3	.3	100.0
T			100.		
otal		323	0	100.0	

Source: IBM SPSS

Respondents between the ages of 18 and 48 were able to submit the required responses, based on the demographic data given above. The respondents' average age is 26, with a response rate of 9.6%; respondents between the ages of 25 and 28 make up 8.7% of the total respondents. The proportion between 0.3 percent and 0.7 percent for people aged 18 to 48 is the lowest. This suggests that those between the ages of 26 and 28 make up the bulk of the respondents.

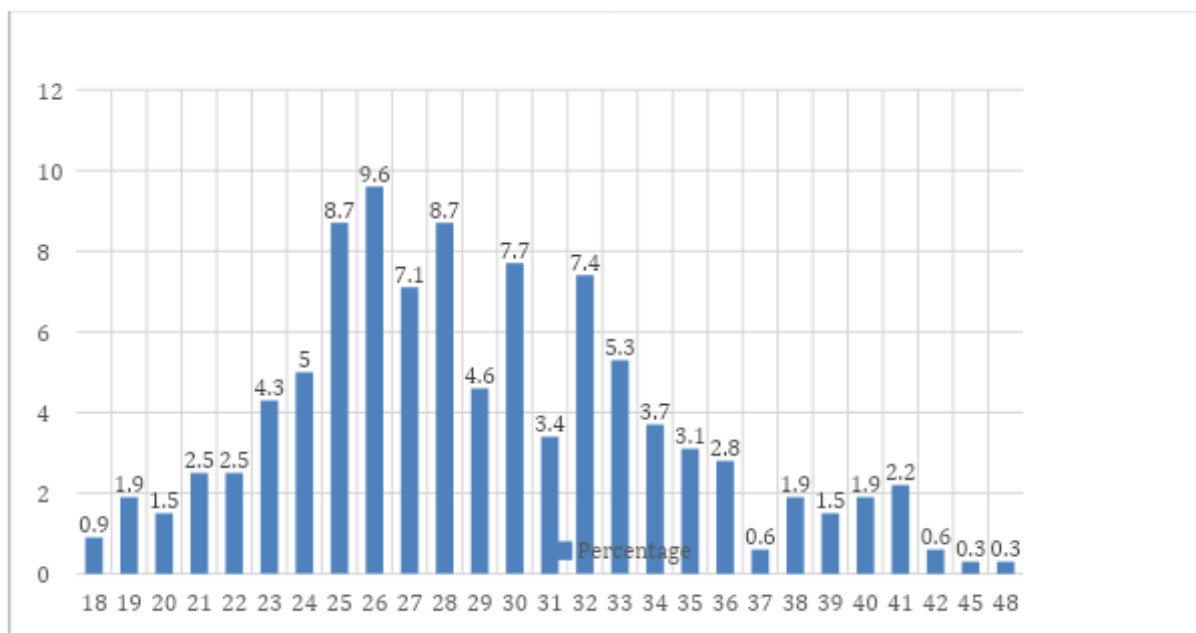


Chart 2 :Percentage age of respondents

Table 11:

Distribution of Respondents by Highest Level of Education

	Fre quency	Pe rcent	Valid Percent	Cumula tive Percent
Secondary Education	1	.3	.3	.3
Tertiary Education	11	3.4	3.4	3.7
Vocational Skills	301	93.2	93.2	96.9
	10	3.1	3.1	100.0

Total	323	10	0.0	100.0
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Source: IBM SPSS

Only 0.4% of individuals surveyed did not specify their highest level of education; 93.2% have a higher education, 3.1% only have vocational abilities, 3.4% have a secondary education. The findings displayed in the table above indicate that higher education is the most popular level of schooling.

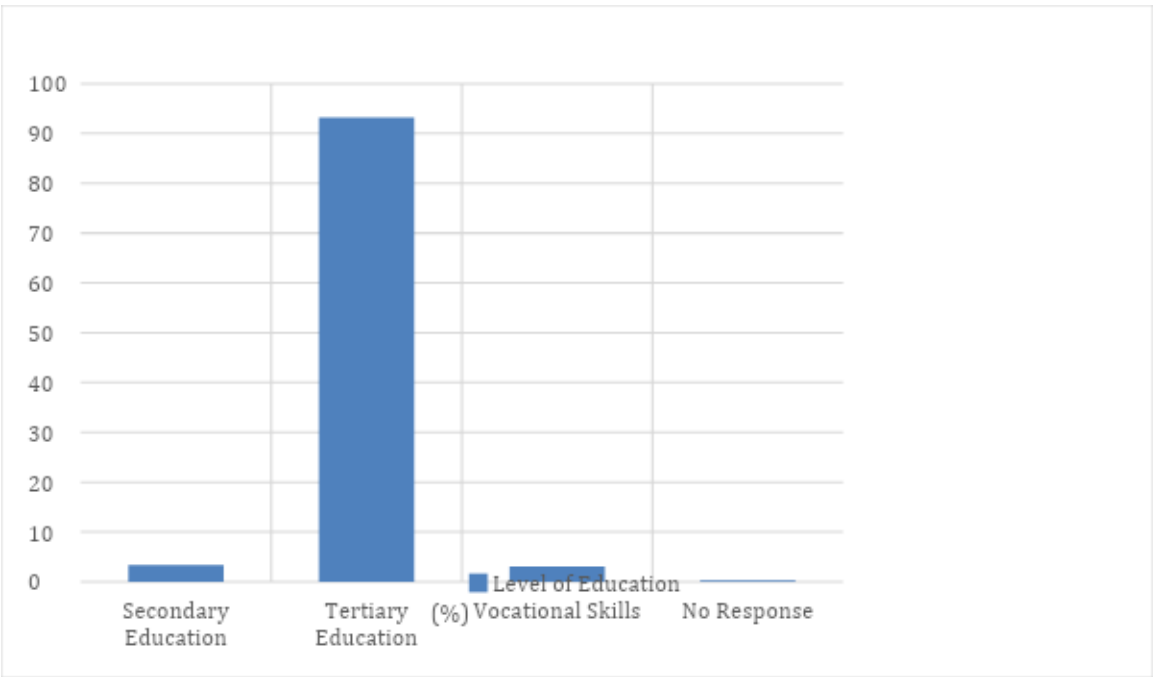


Chart 3: Percentage Level of Education

Table12:
Distribution of Respondents by Number of Years the Business has been
in Operation

	Frequency	Percent	Valid Percent	Cumulative Percent
0	36	11.1	11.4	11.4
1	43	13.3	13.6	24.9
2	55	17.0	17.4	42.3
3	61	18.9	19.2	61.5
4	39	12.1	12.3	73.8
5	37	11.5	11.7	85.5
6	12	3.7	3.8	89.3
7	7	2.2	2.2	91.5
8	14	4.3	4.4	95.9
10	10	3.1	3.2	99.1
11	2	.6	.6	99.7
13	1	.3	.3	100.0

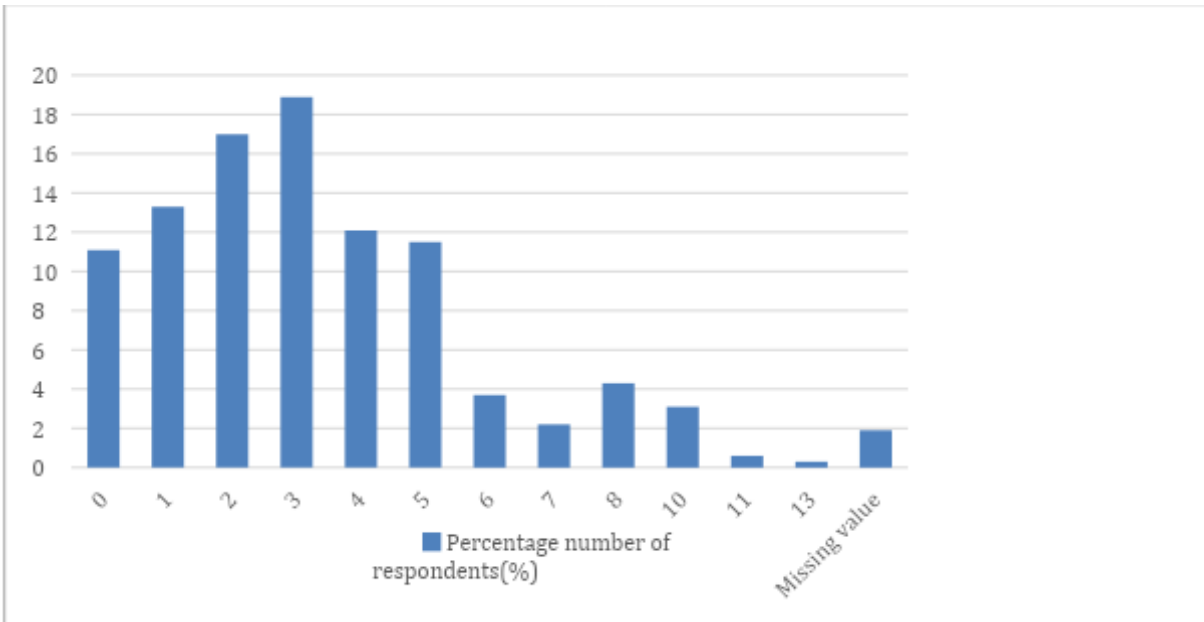


Chart 4: Percentage responses to Number of Years in Operation

Table13:
Distribution of Respondents by Region

	Freq uency	Pe rcent	Valid Percent	Cumula tive Percent
	4	1.2	1.2	1.2
V North Central alid Nigeria	114	35.3	35.3	36.5
South-West Nigeria	205	63.5	63.5	100.0

Total	323	10	0.0	100.0
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Source: IBM SPSS

The table shows that 1. 2% of respondents did not answer the question, 35. 3% of respondents are from the North Central region of Nigeria, and 63. 5% are from the south-western region of Nigeria. As can be seen, the vast majority of responders hail from the country's southwestern region.

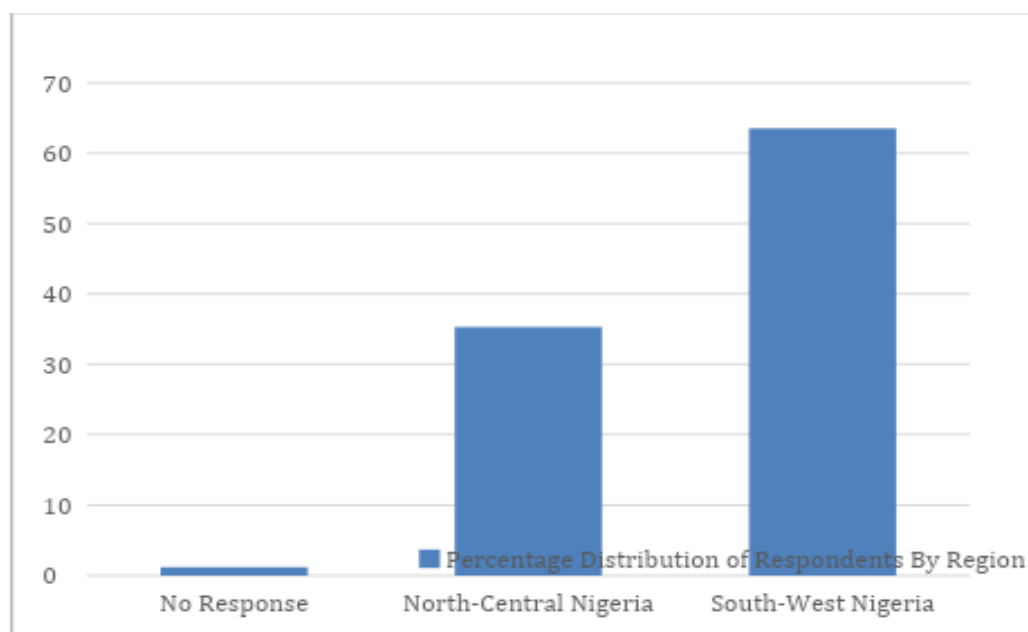


Chart 5: Percentage Distribution of Respondents by Region

Table 14:

Are you aware of what entrepreneurship entails?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	23	7.1	7.1	7.1
No				

es	Y	300	92.9	92.9	100.0
otal	T	323	100.0	100.0	100.0

Source: IBM SPSS

According to the data in the table above, 7.1% of respondents are unaware of what entrepreneurship includes, while 92.9% of respondents are certain that they do. A large majority of those polled clearly understand what becoming an entrepreneur means.

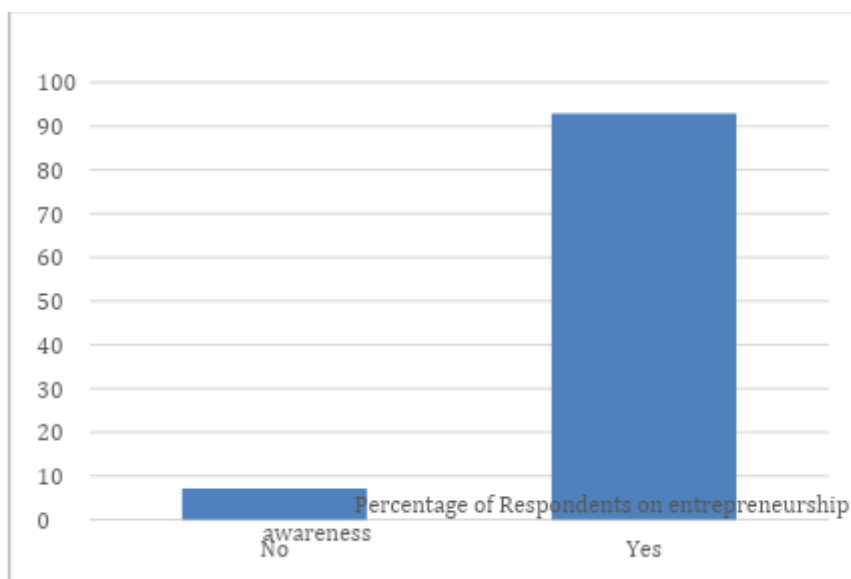


Chart 6: Percentage of respondents on entrepreneurship awareness

4.3.3 Demographic Distribution Break Down Based on Region

NORTH CENTRAL REGION

Table 15:
Distribution of Respondents by Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Female	53	46.5	46.5	46.5
Male	61	53.5	53.5	100.0
Total	114	100.0	100.0	

Source: IBM SPSS

The table above shows that 53 of the respondents that are females are from North Central and 61 of the males are also from North Central. This shows that a total of 114 of the respondents indicated that they are from North Central.

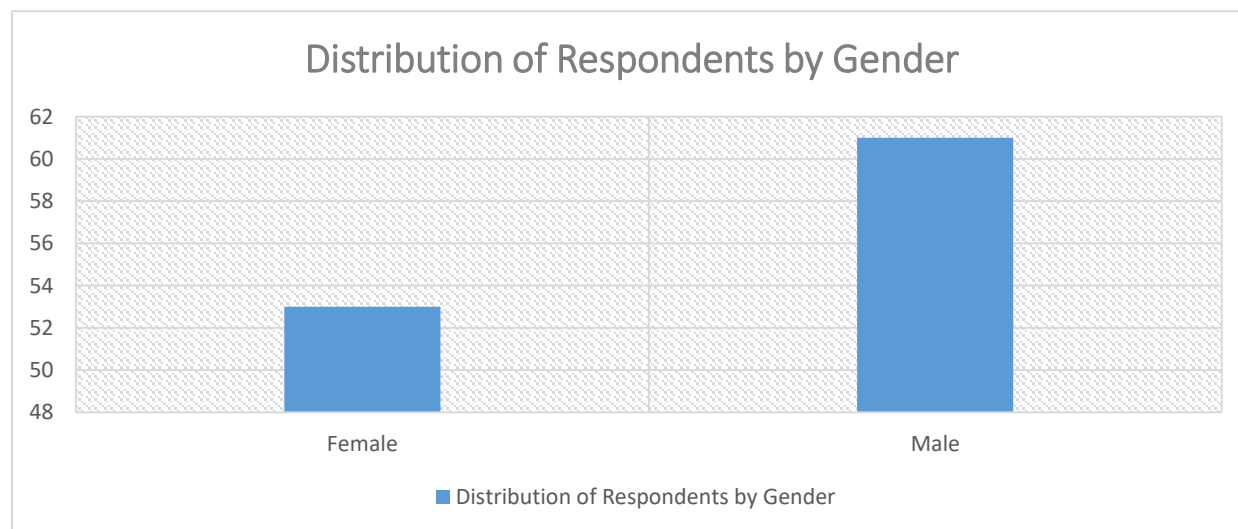


Chart 7: Distribution by Gender

Table 16:
Distribution of Respondents by Highest Level of Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Secondary Education	5	4.4	4.4	4.4
Tertiary Education	105	92.1	92.1	96.5
Vocational Skills	4	3.5	3.5	100.0
Total	114	100.0	100.0	

Source: IBM SPSS

The table presented above illustrates the categorization of the participants based on their highest attained degree of education. According to the data presented in the table, it can be observed that among the respondents, 5 individuals possess secondary education, 105 individuals possess university education, and 4 individuals from the North Central region have gained vocational skills. This is further illustrated in the graphic provided below:

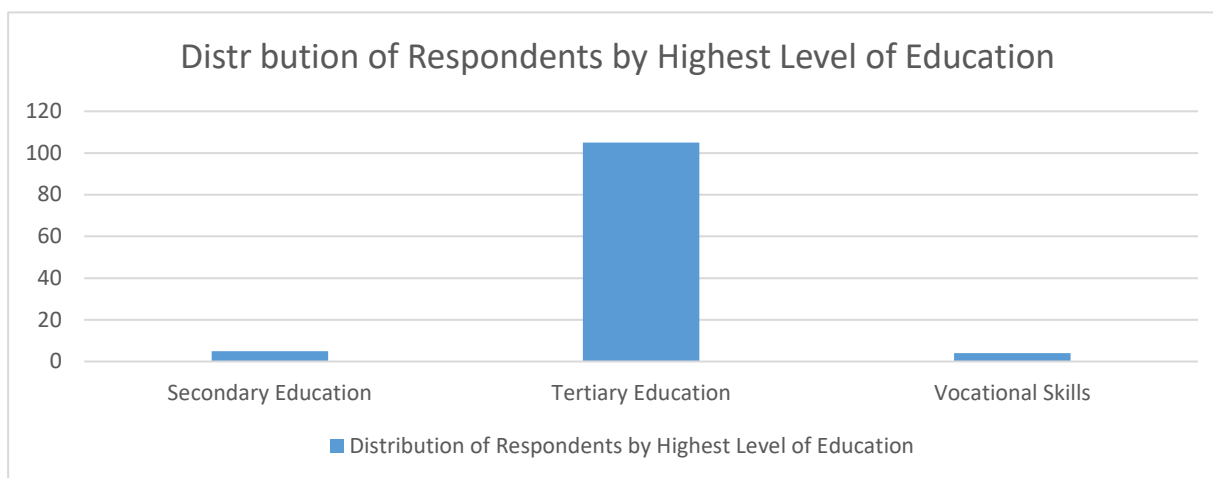


Chart 8: Distribution by Highest Level of Education

Table 17:

Are you aware of what entrepreneurship entails

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	13	11.4	11.4	11.4
	Yes	101	88.6	88.6	100.0
	Total	114	100.0	100.0	

Source: IBM SPSS

The table above shows the distribution of the respondents by their awareness of entrepreneurship within the Northern Central region. The result shows that 13 of the respondents are not aware while 101 respondents from the region are aware. This indicates that most of the respondents from the North Central regions are aware. This is further depicted on the chart below:

SOUTH WEST REGION

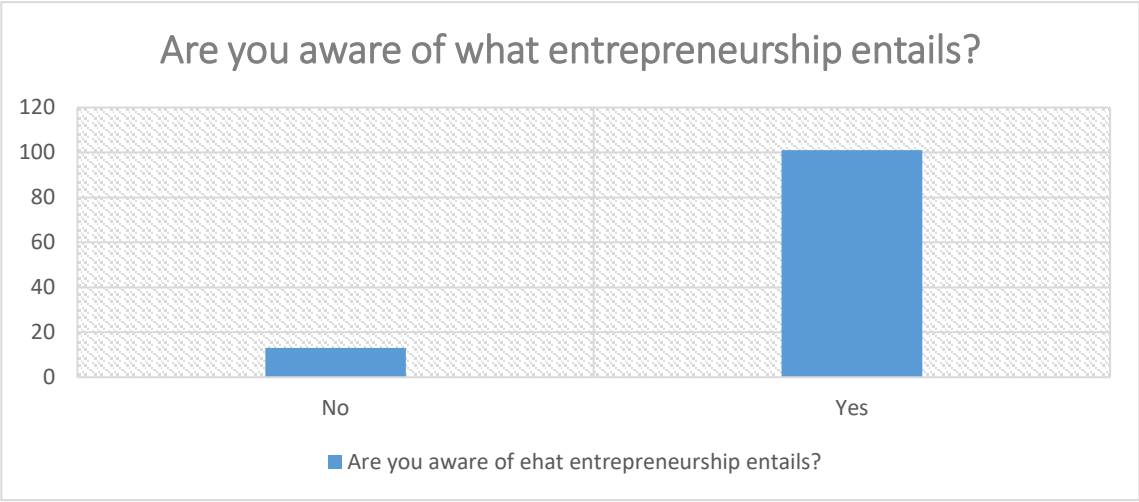


Chart 9: Entrepreneurial Awareness

**Table 18:
Distribution of Respondents by Gender**

		Frequen cy	Perce nt	Valid Percent	Cumul ative Percent
Valid	No Response	1	. 5	. 5	. 5
	Fem	98	47. 8	47. 8	48. 3
	Male	106	51. 7	51. 7	100. 0
	Total	205	100. 0	100. 0	

Source: IBM SPSS

The table above shows that 1 of the respondents did not respond to the question on gender, 98 of the respondents from South West Region are female, while 106 of the respondents are male. These shows that most of the respondents from the South West region are males. This is further depicted on the chart below:

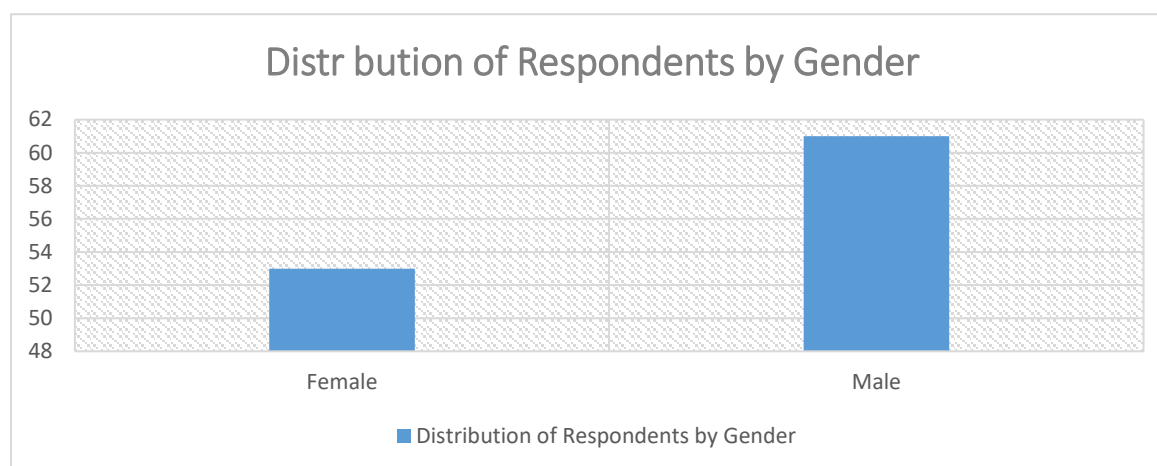


Chart 10: Distribution by Gender

Table 19:
Distribution of Respondents by Highest Level of Education

	Frequency	Percent	Valid Percent	Cumulative Percent
No Response	1	.5	.5	.5
Secondary Education	6	2.9	2.9	3.4
Tertiary Education	192	93.7	93.7	97.1
Vocational Skills	6	2.9	2.9	100.0

Total	205	0	100.	100.0
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Source: IBM SPSS

The distribution of respondents by highest level of education is shown in the table above. According to the table, 1 respondent chose not to answer the question, 6 have completed their secondary education, 192 have completed their tertiary education, and 6 have acquired vocational skills. Further evidence of this is shown in the graph below:

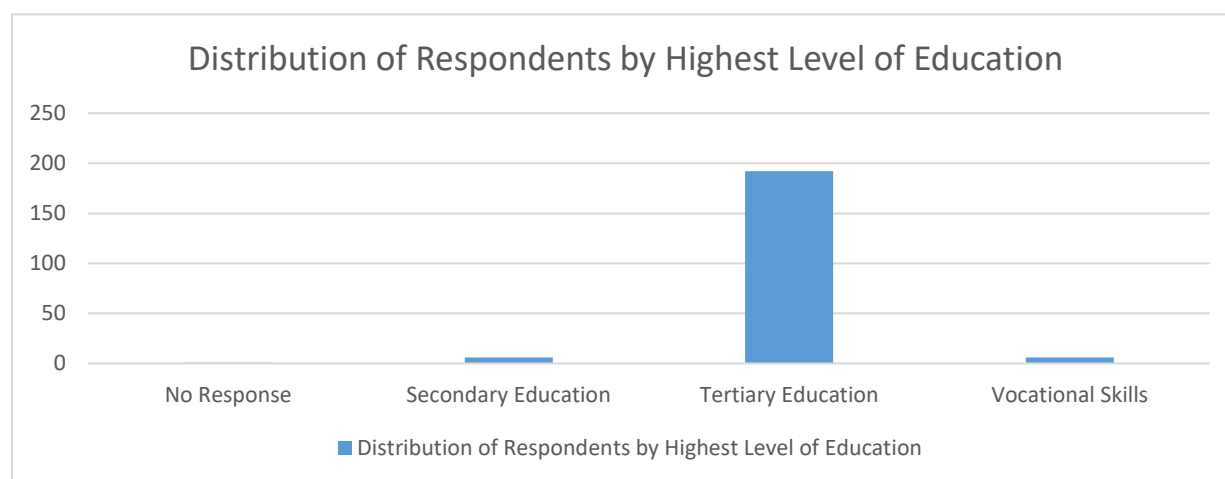


Chart 11: distribution by Highest level of Education

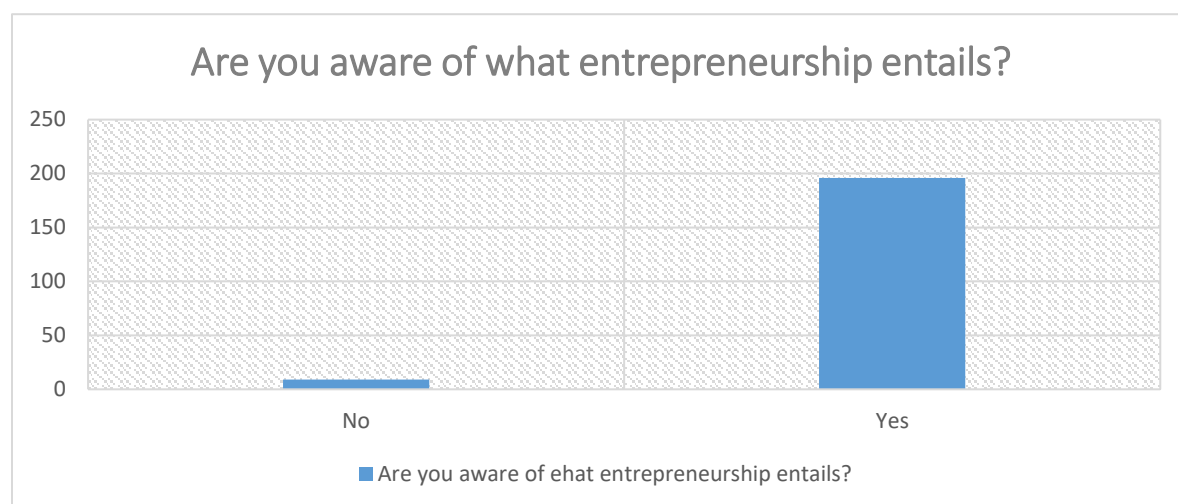
Table 20:
Are you aware of what entrepreneurship entails?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	9	4.4	4.4	4.4
	Yes	196	95.6	95.6	100.0

al	Tot	205	100.0	100.0
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Source: IBM SPSS

The table above shows the distribution of the respondents by their awareness of entrepreneurship within the South Western region. The result shows that 9 of the respondents are not aware while 196 respondents from the region are aware. This indicates that most of the respondents are aware of what entrepreneurship entails. This is further depicted on the chart below:



Demographic responses based on relevant research questions

Table 21:
Descriptive Statistics 1

	N	Mean	Std. Deviation	Variance	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Entrepreneurial training is quite necessary for MSMEs growth	223	3.524	.854	730	1.832	136
It helps to create the required awareness and skills required for entrepreneurship	233	3.514	.820	673	1.913	136
It is a way of bridging the unemployment gap within the society	223	3.544	.801	642	2.054	136
It exposes the individual to the ways business are to be done	233	3.534	.761	579	1.834	136
It allows the entrepreneur to possess managerial skills required for the business success	233	3.484	.820	673	1.746	136
Lack of formal entrepreneurial training will lead to poor management of the business	233	3.763	1.283	646	1.653	136
Lack of formal entrepreneurial	233	3.083	1.373	884	1.021	136

training will lead to an end to a business											
Formal entrepreneurial training enables individuals to utilize all resources available effectively	21	3	.27	4	.918	842	.	-	1.174	136	.
Formal entrepreneurial training is not necessary to achieve success	20	3	.02	3	1.400	959	1.	-	.069	136	.
The more educated entrepreneurs are the more innovative they become	19	3	.27	4	1.016	033	1.	-	1.277	137	.
Formal entrepreneurial training will create an avenue for development of the local region	20	3	.38	4	.844	712	.	-	1.344	136	.
It will reduce the spate of poverty and crime within the society, thereby affecting the business positively	21	3	.26	4	.966	933	.	-	1.306	136	.
It will help individuals to channel their energy and skills towards productivity	19	3	.48	4	.842	709	.	-	1.944	137	.
With formal entrepreneurial training, businesses can survive long years of competition	18	3	.27	4	.951	905	.	-	1.361	137	.

It will help the local regions to build close relationship with the business owners	3 18	4 .16	.993	.987	-.162	.137
Valid N (listwise)	3 08					

Source: IBM SPSS

Table 16 presents the mean, variance, and standard deviation of respondents' replies as determined using a descriptive statistical analysis, with the aim of emphasizing their impact on the final outcome. The skewness of the replies was also computed, with the possibility of exhibiting positive or negative skewness, contingent upon the demographic characteristics of the sample. The aforementioned research claims addressed the subject of the impact of formal entrepreneurship training on the growth and progress of micro, small, and medium enterprises (MSMEs) within local communities in Nigeria.

Every query within the study statement pertaining to the awareness of entrepreneurship, the mitigation of young unemployment through formal entrepreneurial education, the acquisition of management competencies, and the impact of inadequate formal entrepreneurial training on the expansion of micro, small, and medium enterprises (MSMEs) was duly addressed (N =). In this particular instance, the value of N is lower than 323 due to the partial replies provided by the respondents to the extra questions.

Based on the skewness measurement provided in the table, it can be observed that all of the answers exhibit a negative skew, indicating a leftward deviation from the normal distribution. Furthermore, the skewness values are below the threshold of “-1.0,” suggesting that the distribution successfully passes the test for normalcy. Furthermore, the standard error is just 0.136, equivalent to 13.6 percent. The analysis of descriptive statistics reveals a mean value that follows a normal distribution. This suggests that a substantial number of participants hold a strong belief in the high utility and large impact of formal entrepreneurial training on the establishment of micro, small, and medium enterprises (MSMEs) in local regions of Nigeria. The average value exceeds 4 points.

Table 22:
Descriptive Statistics 2

	N	Mean	Std. Deviation	Variance	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Formal entrepreneurial training has been quite effective in our tertiary institutions to instill independence in graduates	193	.463	1.400	1.960	-.452	.137
It has helped Nigerian graduates to avoid white collar jobs	203	.403	1.288	1.658	-.229	.136
More graduates are now willing to establish medium and small-scale businesses in local regions	193	.893	1.165	1.358	-.930	.137
It has helped our graduates to avoid crime and other illicit affairs	203	.633	1.247	1.556	-.607	.136

It has helped the graduates to be more productive	19 ³	.04 ⁴	081 ^{1.}	168 ^{1.}	1.157 ⁻	137 [.]
It has helped our graduates to become more innovative in business	19 ³	.07 ⁴	089 ^{1.}	187 ^{1.}	1.099 ⁻	137 [.]
Pride of independence and being one's boss has helped graduates to have a rethink	19 ³	.94 ³	137 ^{1.}	292 ^{1.}	1.002 ⁻	137 [.]
Cost of doing business is a huge problem facing graduates from becoming entrepreneurs	18 ³	.41 ⁴	.911	829 [.]	1.606 ⁻	137 [.]
Formal entrepreneurial training has not been of impact on graduates to involve in small scale businesses	20 ³	.94 ²	396 ^{1.}	949 ^{1.}	072 [.]	136 [.]
The schools have not done well to help get graduates involve in entrepreneurship	18 ³	.85 ³	231 ^{1.}	517 ^{1.}	.903 ⁻	137 [.]
Establishing small scale business is a time and effort wastage	19 ³	.91 ¹	337 ^{1.}	787 ^{1.}	.288 ¹	137 [.]
Government has not been supportive in helping graduates to	19 ³	.96 ³	200 ^{1.}	439 ^{1.}	.807 ⁻	137 [.]

becoming entrepreneurs						
Fear of not being successful discourages graduates from becoming entrepreneurs	3 19	3 .94	1. 129	1. 274	- .959	. 137
Graduates prefer to be employed rather than being employers	3 19	3 .51	1. 202	1. 446	- .354	. 137
Formal entrepreneurial training in Nigeria has not really been effective to prepare them to become business owners	3 18	3 .90	1. 159	1. 343	- .788	. 137
Most graduates would prefer not to be involved in entrepreneurship	3 17	3 .07	1. 326	1. 757	- .011	. 137
Valid N (listwise)	3 08					

Source: IBM SPSS

The mean, variance, and standard deviation of the responses provided by the respondents were shown in table 17 above as part of a descriptive statistical test designed to show how the responses provided by the respondents affected the outcome. A measure of skewness based on the respondents' responses, which can be either negatively or positively skewed, was also conducted. The relevant research question, “What is the impact of entrepreneurial education on graduates' involvement in MSMEs in local regions of Nigeria?” was addressed in the research statements as shown above.

The N column denotes the count of participants who provided their perspectives on various aspects related to the research statement. These aspects include the efficacy of formal

entrepreneurial training in tertiary institutions, awareness of entrepreneurship, the potential of formal entrepreneurial training in addressing youth unemployment, the inclination of graduates towards initiating their own businesses, and the preference of graduates for entrepreneurship over traditional employment. The thoughts on these themes were provided by all respondents. The participants' responses were incomplete with regards to the remaining inquiries, resulting in a N value that is lower than the total number of receivers, which is 323.

The bulk of the responses exhibit a leftward skew and are concentrated below the value of “-1.0,” indicating that the distribution has successfully passed the test for normality. The measure of skewness in the table provides evidence of this information. Furthermore, the standard error is calculated to be 0.137, indicating a relatively low value of 13.7%. The observed descriptive statistics exhibit a tendency to conform to a normal distribution, wherein the bulk of the distribution's mean values are situated above three points. This finding indicates that a substantial proportion of participants hold the view that receiving structured education in entrepreneurship has a notable influence on the level of engagement of graduates in micro, small, and medium enterprises (MSMEs) within various local areas of Nigeria.

4.3.4 Inferential Statistical Analysis

4.3.4.1 Research Question 1/Hypothesis:

RQ: What is the impact of entrepreneurial education on the growth of MSMEs in local regions of Nigeria?

H0: Entrepreneurial education has no impact on the growth of MSMEs in local regions in Nigeria

It was determined through normal P-P plots whether the criterion variable, the percentage of respondents who believe that formal entrepreneurial training is important to the growth of MSMEs, exhibited homoscedasticity. These stories provide a framework for addressing long-standing problems in the realms of formal entrepreneurial training and skill development, bridging the employment gap, adapting business processes, demonstrating savvy management, ensuring the company's long-term viability, optimizing its use of available resources, achieving its goals, innovating in the marketplace, fostering a safer and more prosperous community, and reducing crime and poverty.

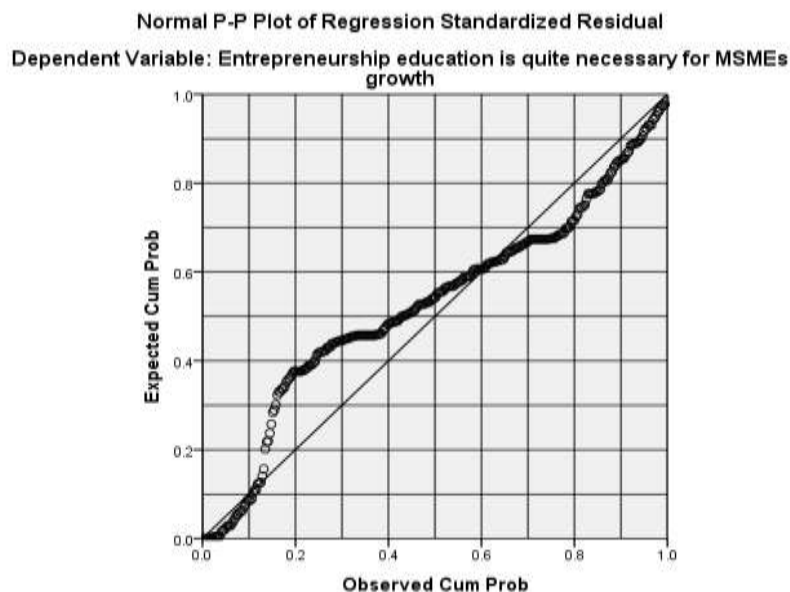


Table 23:
Model Summary

Model Summary					
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.754^a	.569	.548		.557

Source: IBM SPSS

Based on the provided model summary table, the correlation coefficient (R) between the variables being examined is 0.754, which can also be expressed as 75.4%. The factors under investigation generally centre around the impact of entrepreneurship education on micro, small,

and medium enterprises (MSMEs) within various areas of Nigeria. Moreover, it is quite unlikely that the data collected from the participants has any inaccuracies, as indicated by the positive coefficient of determination (R²) of 56.9 percent, which is the square of the correlation coefficient. Furthermore, the standard error is relatively low at 0.557. The aforementioned evidence highlights the significance of receiving structured entrepreneurial education in fostering the growth of emerging enterprises, while also playing a crucial role in enhancing societal awareness and addressing the unemployment disparity. This finding indicates a significant association between the factors and the efficacy of the replies to the study inquiries. Considering the standard error of 0.557, which falls below the threshold of 1.0. This finding illustrates that the probability of mistakes in the provided replies is quite minimal, hence suggesting their reliability.

**Table 24:
ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	119.712	4	29.678	7.587	.000 ^b
	Residual	90.820	93	.977		
	Total	210.532	97			

Source: IBM SPSS

The ANOVA table provided above indicates that the sum of squares for the regression is 119.712, the sum of squares for the residuals is 90.820, and the total sum of squares is 210.532. The mean square of the regression is 29.678, accompanied by a residual value of 0.977. The F-value is obtained by dividing the residual value by the mean square regression (29.678/0.977). The F-statistic is employed to assess the goodness of fit of the chosen multiple regression model to the data. When comparing the observed P-value of 0.000 to the predetermined significance threshold

(alpha) of 0.05 (5 percent) at a confidence level of 95%, it can be concluded that the observed P-value is much smaller than the alpha value. .

4.3.4.2 Decision

The acceptance of the null hypothesis (H₀) is contingent upon the P-value being less than the preset alpha level. Based on the ANOVA table provided, it can be concluded that the null hypothesis (H₀) stating that entrepreneurial education has no effect on the growth of micro, small, and medium enterprises (MSMEs) in local areas in Nigeria is rejected. This implies that we acknowledge the notion that providing training to those desiring to become company owners has a significant influence on the development of micro, small, and medium-sized companies (MSMEs) in Nigeria. Based on the aforementioned findings and further evidence, it can be inferred that the dissemination of knowledge to the general populace on the significance of initiating and managing entrepreneurial endeavours is crucial for the long-term development of regional economies. This aligns with the key evidence regarding the influence of formal entrepreneurial training on the expansion of small and medium-sized firms. There is a prevalent belief among individuals in Nigeria that imparting entrepreneurial skills to individuals is of paramount significance for the overall economic development. A significant majority of participants concur that the absence of formal entrepreneurship education will exert a detrimental influence on the management of a firm. .

Table 25:
Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.862	.274		3.140	.002
It aids in developing the knowledge and abilities essential to starting a business.	.593	.057	.571	10.402	.000

	It's a method for leveling the playing field in the fight against unemployment.	. 061	. 053	. 059	1. 162	. 246
	It teaches one the proper way to conduct business and gives one experience in that field.	. 169	. 061	. 149	2. 756	. 006
	In this way, the entrepreneur can acquire the necessary managerial abilities to lead the company to success.	. 063	. 060	. 060	1. 051	. 294
	Poor business management is inevitable when entrepreneurs lack formal training.	. 044	. 037	. 068	1. 208	. 228
	The failure of a business is inevitable if the owners haven't received any formal training in entrepreneurship.	-. 058	. 033	-. 096	- 1. 740	. 083
	Individuals are better able to make efficient use of all available resources when they have received formal	. 047	. 052	. 050	. 887	. 376

entrepreneurial training.					
Successful entrepreneurship can be pursued without formal education.	-. 078	. 024	-. 130	- 3. 259	. 001
Business owners with higher levels of education tend to take bolder risks.	. 055	. 040	. 069	1. 393	. 165
Training aspiring business owners formally will pave the way for regional growth.	-. 038	. 060	-. 038	- 632	. 528
It will have a beneficial effect on the economy as a whole by lowering rates of poverty and crime.	. 002	. 051	. 003	. 043	. 966
It will aid people in focusing their efforts and increasing their output.	-. 074	. 065	-. 075	- 1. 148	. 252
When run by people who have received formal training in entrepreneurship, businesses have a better chance of surviving the long haul.	-. 001	. 052	-. 001	- 011	. 991

As a result, communities will be able to get closer to the business owners in their area.	-.009	.048	-.011	-.190	.849
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Source: IBM SPSS

Except for the responses to statements dealing with individuals channeling their energy towards productivity (value = -0.074) and that which addresses lack of formal entrepreneurial training and the survival of small businesses over a long period of time (value = -0.001), all variables discussing the importance of formal training for MSMEs have positive unstandardized co-efficients. If we examine the standard error of the responses to the research statement, we find that all of the standard errors are less than 1.0, indicating that the chances of making an error in the collection and analysis of the data are small.

4.3.4.3 Research Question 2/Hypothesis:

RQ: What is the impact of entrepreneurship education on graduates' involvement in MSMEs in local regions of Nigeria?

H0: Entrepreneurship Education has no impact on the involvement of graduates in MSMEs in local regions of Nigeria.

The significance of graduates' involvement in MSMEs in regional areas of Nigeria was the criterion variable, and normal P-P plots were used to determine homoscedasticity, or the presence of variances in residual errors. These scatterplots can shed light on a variety of topics, including the usefulness of formally entrepreneurship-based education, the extent to which graduates participate, the effectiveness with which time and effort are used, the availability of resources for graduates, the prevalence of a fear of failure, and the preferences of graduates with respect to a particular career path.

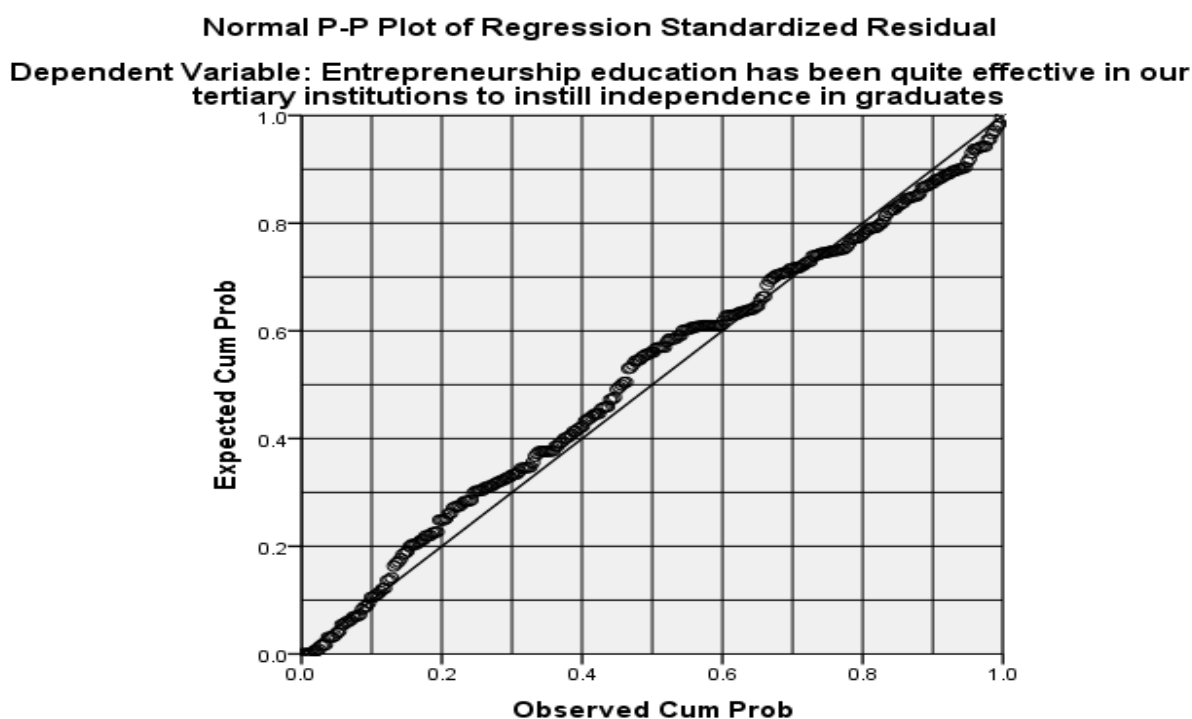


Table 26: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.677 ^a	.458	.430	1.063

Source: IBM SPSS

The criterion variable was the impact of formal entrepreneurial training on students' engagement with MSMEs in their home regions of Nigeria, and normal P-P plots were used to test

for heteroscedasticity, or the presence of variances in the residual errors. Insights into the effectiveness of formal entrepreneurial training, the involvement of graduates, the efficient use of time and effort, the provision of support to graduates, the fear of failure, the preference of graduates, and the desire for white-collar work are all based on these graphs. .

Table 27: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	278.687	15	18.579	16.444	.000
	Residual	329.920	292	1.130		
	Total	608.607	307			

Source: IBM SPSS

The regression sum of the distribution is seen to be 278.687, while the sum of the residuals amounts to 329.920. Additionally, the total sum of squares is calculated to be 608.607. The aforementioned numbers are derived from the ANOVA table presented before. The regression mean square is 18.579, given a mean square residual of 1.130. A statistically significant difference was observed between the groups, as indicated by the Analysis of Variance (F-value = 18.579, $p < 0.001$). The F-statistic is employed to assess the validity of the selected multiple regression model in this research. At a confidence level of 95%, the P-value is 0.000, in comparison to the level of significance (alpha) of 0.05 (five percent).

4.3.4.4 Decision

When the p-value is smaller than the predetermined significance level (alpha), the null hypothesis (H_0) is rejected; otherwise, it is accepted. Therefore, based on the ANOVA table provided above, it may be inferred that the null hypothesis should be rejected. The null hypothesis (H_0) posits that there is no significant relationship between entrepreneurship education and the level of graduates' engagement in Micro, Small, and Medium Enterprises (MSMEs) within local areas of Nigeria. This implies that there is a consensus on the impact of formal entrepreneurship training on the involvement of graduates in micro, small, and medium-sized companies (MSMEs)

throughout Nigeria. This assertion is substantiated by the observation that a majority of the participants possess a college degree from various educational establishments, as seen by the demographic data provided. The findings of the study indicate that there is a notable increase in the involvement of graduate individuals in small and medium-sized enterprises within the regional economies of Nigeria when they have received formal entrepreneurship training. The notion that entrepreneurial education at postsecondary institutions effectively instills independence in graduates is supported by primary data obtained through a well-structured questionnaire administered to respondents. .

Moreover, it has fostered the inclination among new Nigerian university graduates to establish their own enterprises instead of pursuing white-collar occupations that provide little employment stability. It is noteworthy that the aforementioned replies originate from the South West and North Central areas of Nigeria, whereby an increasing cohort of recent graduates are displaying a keen inclination towards engaging in formal entrepreneurship education. The primary data indicates that participants hold the belief that individuals who have completed an entrepreneurship course exhibit a decreased propensity for engaging in criminal behaviour. Based on the data gathered, it has been shown that graduates who have received formal entrepreneurship training exhibit enhanced productivity and innovation within the business domain. .

Table 28: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.048	.462		2.268	.024
Graduates in Nigeria are now less likely to take up white-collar jobs as a result.	.458	.071	.422	6.451	.000
A growing number of university grads are starting their own medium- and small-sized	.162	.083	.135	1.943	.053

businesses in their communities.					
Our alums have benefited from this because they are less likely to engage in illegal behavior.	. 029	. 084	. 026	349 .	727 .
The new grads have been more effective as a result.	. 154	. 124	. 119	245 1.	214 .
Our alums' ability to think creatively in the workplace has been greatly enhanced as a result.	. 002	. 112	. 002	018 .	986 .
Motivated by a sense of accomplishment at being their own boss, today's graduates are reevaluating their careers.	. 037	. 076	. 030	482 .	631 .
The high price of starting a business is a major barrier for recent college grads who are interested in starting their own companies.	-. 023	. 075	-. 015	311 -.	756 .
Undergraduates are not more likely to start businesses as a result of formal	-. 006	. 054	-. 007	121 -.	904 .

entrepreneurship education.					
The educational system has failed to adequately encourage student participation in entrepreneurial activities.	-. 086	. 058	-. 076	1. 482 ⁻	139 [.]
Creating a small business is a waste of time and resources.	. 104	. 056	. 099	861 ^{1.}	064 [.]
The government has not been encouraging of college grads' efforts to start businesses.	-. 019	. 056	-. 016	343 ^{-.}	732 [.]
Graduates are discouraged from starting businesses due to a fear of failure.	. 026	. 063	. 021	418 [.]	676 [.]
Those who have just completed college would rather work for someone else than start their own business.	-. 010	. 065	-. 008	150 ^{-.}	881 [.]
There is a lack of confidence in their ability to succeed as business owners due to a lack of formal training in Nigeria.	-. 123	. 067	-. 100	1. 840 ⁻	067 [.]

Most college grads wouldn't rather start their own businesses.	.026	.061	.024	428	669
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Source: IBM SPSS

The above table of coefficients illustrates the relationship between formal entrepreneurial training and graduates' engagement with MSMEs. Unstandardized coefficients are positive for all but six statements; these include ones about the effectiveness of formal entrepreneurial training in preparing individuals to become self-employed (-0.06), the repercussions of formal entrepreneurial training on the growth and development of graduates (-0.06), the high cost of doing business in Nigeria (-0.023) and others. There is little room for error in the data collection and analysis process, as all standard errors for the responses to the research statement are less than 1.0.

4.4 Deductive Research Report

4.4.1 Deductive approach

According to Trochim (2006) cited in Soiferman (2010), a deductive approach involves beginning with the general and ending with the specifics as arguments that are based on laws, rules, or other generally accepted principles that are based on expressions borne out of deduction. Also Creswell & Clark (2007) cited in Soiferman (2010) affirmed that deductive researchers are known to work from the top to bottom i.e. from a theoretical statement to a hypothesis further to data collection in order to add or definitely contradict a given theory. Latham and Locke (2007) as cited in Burney & Saleem (2008) affirmed that deductive approach from a general approach to a specific or particular which means starting from the research theory, hypothesis derivation and finally revising the theory. It ensures that various forms of research hypothesis can be deduced in the course of the research study.

In the words of Woiceshyn & Daellenbach (2018), Bitektine (2008) observed that most qualitative research are inductive while quantitative research are deductive in nature but both can also be applied to the other. For the purpose of this study, applying a deductive approach ensures that researchers observe and analyze data collected in order to deduce various phenomena associated with the data gathered and coming up with a given research finding. The collection of data, and subsequent analysis of the data collected is quiet imminent in deducing the outcome of a given even based on variables collected and the hypothesis being tested in the course of the research work. The research used a logical approach by evaluating the hypotheses with the use of a carefully crafted questionnaire. The combination of the inductive approach, which emphasizes the use of research questions to streamline or narrow the scope of the research study, and the

deductive approach, which begins with a hypothesis and builds from there to reach a testable and generalizable theory, led to a logically sound conclusion.

This study used both a quantitative methodology focusing on the more exploratory deductive approach. This method was basically applied because the study's primary objectives included collecting quantitative data, evaluating hypotheses, and drawing conclusions based on survey responses rated on a Likert scale. The use of the Likert scale made it simple to determine how respondents reacted to the pertinent study questions. This scale determines whether a respondent is neutral, in agreement, or disagreement with each research statement in the questionnaire. The response option(s) that best capture respondents' feelings in relation to the research claims or questions can then be chosen by respondents.

4.5 Quantitative Analysis of Questionnaire Survey

The term “regulatory institution” refers to the laws, ordinances, administrative procedures, and other support systems put in place by the government and other organizations to aid not just new business ventures but also the operations of micro, small and medium-sized enterprises (MSMEs). The cognitive institution consists of widely disseminated knowledge about how to start and run a business in society. Finally, normative institutions serve as a repository for the social appreciation of innovation and entrepreneurship. The study's findings indicate that legislation supporting business startup is essential since it helps people believe that entrepreneurship is not only possible but also advantageous. According to the research, an advantageous policy could give entrepreneurship a high social status. It also gives entrepreneurs more confidence by giving them the impression that starting and growing a business is do-able.

A broadly accepted body of knowledge and information in society about launching and operating a business is referred to as a positive cognitive institution. According to the research, it has two effects on EI. People's understanding of what it takes to be an entrepreneur is expanded, to start. The first primary factor has two sub-dimensions: understanding the entrepreneurial process and having practical skills and knowledge. Theoretical understanding and practical skills are crucial elements of entrepreneurial learning in the establishment of entrepreneurial intentions. When it came to how EE affected goals for entrepreneurship, there were some similarities and differences between the two groups. Using a quantitative analysis approach begins with theories as well as an hypothesis which definite is a deductive approach in research as quantitative research is based on numbers and are analysed using various statistical methods (Simister & James, 2020).

The analysis of the research questionnaire allows for scales to be assigned to the questions being asked using a Likert scale from 1-5 i.e. strongly agree, agree, undecided, disagree and strongly disagree. The assignment of scales helps to aid in the ease in analysis using statistical software. The software is programmed and packaged to ease the data collected from the questionnaire by applying statistical analytics using demographic and inferential analysis. The adoption of demographic analysis allows the data to be divided into various demography of age, gender, marital status etc. Also, the use of inferential statistical analysis also allows the researcher

to establish given relationship among various variables with the aid of co-efficient of correlations, analysis of variance etc. Therefore, quantitative analysis is inferential in nature and indicates perceived relationship among variables being tested (Gammon, n.d).

4.6 Entrepreneurial Education and MSME framework

As part of their development objectives and plans, many nations devote considerable public resources to a wide range of MSME support programmes, and as a result, they form public sector institutions specifically tasked with coordinating and implementing these initiatives. In MSME interventions, market shortcomings are combined with institutional and coordination restrictions to justify the intervention. Subsidized credit lines, training, advisory services, and other forms of direct assistance are examples of direct interventions. Regulatory and tax simplification measures, as well as competition reforms, are examples of indirect interventions.

MSMEs initiatives, on the other hand, have a mixed track record. Start-ups and younger companies develop quicker and contribute more to net job creation and increase in aggregate productivity, according to empirical findings from throughout the world. ^{1x} Because innovation involves the utilization of new products, services, or processes, businesses are the primary innovators. Additionally, new businesses put pressure on established ones, resulting in increased production. Entrepreneurship has several facets and impacts a wide range of economic consequences. Definition and distillation of entrepreneurship's diverse notion are critical for policy making because of the substantial consequences for performance results and effect. When it comes to assisting "innovative" entrepreneurs vs "necessity" business owners, various governmental approaches may be required. Similarly, the particular instruments used to assist businesses will be heavily influenced by Education. Many policies aimed at fostering entrepreneurship are faulty owing to a lack of understanding of the many types of entrepreneurs and phases in the firm's life cycle. In addition to government initiatives, services, and regulations, the private sector offers company incubators and startup accelerators, as well as educational and training institutions and venture capital finance. In order to be effective, the government must work in cooperation with other actors in order to catalyze and enhance growth of entrepreneurial ecosystem.

Entrepreneurial education is used in Nigeria, to prepare the young children about the use of technology, and how to implement this technology for performing the operational tasks, efficiently and effectively. This technology is used everywhere in the world by the small and medium-sized enterprises for various business tasks, including the computerization of the daily business operations, such as production, management of inventory, distribution, sales, and after-sales

services. This education of technology, as a part of entrepreneurial education, is considered necessary, as it offers numerous benefits to the MSMEs primarily the financial benefits.

The execution and enactment of the technological automation in the administration of the daily processes allow the organizations to conserve thousands of dollars yearly, as it largely saves the transaction costs, improves the quality of products and services, improves the operational efficiency, improves the customer service, thereby enriching the customer experience, allowing the organization to reach new customers and suppliers and increase the brand awareness, and leading to the expansion of the business to the new markets (Oyejoke, 2021). Hence, technology positively impacts the business, implicating the increased productivity, efficacy, and effectiveness, thereby entrepreneurial education allows the companies to optimize their performance, and achieve the organizational goals. Small and medium-sized enterprises are considered significant for a country, for its social, political, and economic development.

Some of the researchers have implied that small and medium-sized enterprises are the indicators of the progress of a country, and the most important determinant of the social, political, economic, and environmental development of a region. And therefore, the countries which invest and reinforce their small and medium-sized enterprises are comparatively developed, as compared to those countries which do not invest in their MSMEs. But other than socio-economic and socio-political, the small and medium-sized enterprises are most significant for the corporate success of a country, for the promotion of the business. And this promotion of commerce or fundamentally business is highly advantageous, for the economists, for the consumers, and the youth of a country, specifically incorporating unemployed people. And because of this increased importance of the small and medium-sized enterprises, and their increased contribution to the financial growth and economic development, these MSMEs are being promoted and are being reinforced throughout the world (Yisau Abiodun & Tiamiyu, 2012).

4.7 Mismatches in skills as barriers in growth of MSME

A skills mismatch further exacerbates Nigeria's labour market difficulties due to the country's stringent labour laws and high labour expenses. While businesses in Nigeria are less likely to cite a lack of workforce skills as a barrier to conducting business, the number of businesses reporting a lack of workforce skills has increased. Unfilled openings were reported by almost a third of businesses due to a scarcity of qualified applicants. Rather than academic or technical know-how, most of the talents that are lacking are socio-emotional skills. In addition, empty positions are usually blamed on a lack of qualified applicants and a lack of interest in the advertised post. Higher-educated employees look for employment for an average of 5.5 weeks, which is much longer than the time spent by those with lesser levels of education. The rate of unemployment rises in lockstep with one's educational attainment. Around 80% of jobless people have a high school diploma or equivalent. Another problem to be concerned about is the exodus of Nigerians

with high levels of competence. There is evidence of a lack of highly qualified employment, which might explain why more people are migrating than their country's peers. It's also a good idea to put an emphasis on worker skills that allow for new technology, as this might become an issue in the future.

Furthermore, the methods to improve technical education must go beyond the government: while it is well-equipped to work on reforming the whole education system in order to inject an emphasis on digital skills across elementary and secondary school curriculum, it should not work alone. Again, the business sector may play a role here, not only through occasional hackathons and bootcamps, or training programmes aimed at older workers wanting to upgrade their skills, but also through expanded collaborations with schools and institutions. The populace is also considered to have the requisite abilities to establish a business, outperforming countries like China and Malaysia. Formal entrepreneurial training at the primary, college, and vocational levels can be credited with this impressive result. In reality, entrepreneurial education is required by law in higher education and is available as a bachelor's and master's degree. Youth incubator programmes include training, business plan creation, and opportunity discovery.

4.8 Economic Growth through Formal entrepreneurial training

Entrepreneurship may be viewed as a national asset, and entrepreneurs are the engines that power that value for any nation. In addition to increasing money, it may also produce value, resulting in better well-being for everyone involved. Because entrepreneurship is critical to transforming society, it's vital to nurture, inspire, and compensate for this most valuable resource to the fullest degree feasible. Unutilized resources, labour, and money are most efficiently used in entrepreneurship. Entrepreneurs take risks in the aim of generating a profit or, in the case of social entrepreneurship, by resolving an issue that affects communities. As a result, the significance of entrepreneurs and the function of entrepreneurship extend well beyond the commercial sector. Because entrepreneurship has such a broad impact, it's difficult to cover all of it in a single blog article. However, I'd want to throw some light on the significance and function of entrepreneurship in the growth of the economy and society as a whole.

Market economies rely on entrepreneurs to help turn the economy around. They generate new employment by developing new goods and services, and this, in turn, accelerates economic growth. As a result, public policy that promotes and supports entrepreneurship should be prioritized for its contribution to the economy. Small business startups provide tons of new employment and possibilities. There are a lot of entry-level positions created by entrepreneurship, and these occupations are critical in transforming low-skilled workers into high-skilled ones. New enterprises, markets, products, and technological advancements are made possible when entrepreneurs use sound R&D processes. Existing goods and technology haven't solved all of the world's issues yet, and that's where entrepreneurs come in. Thus, entrepreneurship has the ability

to enhance people's lives by creating new products and services or by introducing innovation to already existing products and services.

With the era of globalization, the significance of the financial sustainability has increased. The world has realized that the social, political, and environmental stability is directly related to the financial stability, and the entire socio-political framework of a country depends on the financial structure. Hence, considering the importance of the financial stability, all countries are striving to incorporate technology in the economic structures that could lead to economic advancement, thereby allowing financial stability. And as a part of this technological economic revolution, the small and medium sized enterprises are economically integrated, leading to the advancement of at both organizational and national level. Considering the economic growth, in terms of the integration of the small and medium-sized enterprises, it is considered very significant for the progress of a country and is one of the most leading factors for socio-economic advancement and the multi-dimensional growth of a country. Financial sustainability has been regarded as the backbone of the national receptacle of a country, as it formulates the strategic framework of the financial system, which in turn is crucial for the complete social, political, environmental, diplomatic, and geographical system of the country. Furthermore, the financial sustainability reinforces the economy to ensure that investment is being made in the right direction, leading to innovation, stability, and sustainable development (Omeje et al., 2020).

It has been asserted that there is an urgent requirement to uplift the small and medium-sized businesses in Nigeria to uplift the Nigerian economy, as the nation is suffering from numerous socio-economic and socio-political predicaments. Some of these most notable problems, as attested by the researchers, have largely affected the financial advancement of the country during the last decade. Some of these have been the continually fluctuating oil prices, enhanced unemployment in the country, increased foreign exchange rate, prolonged recession, high inflation, poverty, and others. And hence, the government must make several adjustments in the preliminary economic trajectory that has been used to manage the economic system of the nation for years. Hence, as a consequence of these problems, the nation needs prompt resuscitation from these difficulties that are hindering the social, political, economic, and environmental development of the country. This can be achieved through multiple economic means and the reinforcement of the MSMEs of the country is one of the most important measures that can be taken. The researchers suggest that this reinforcement of the MSME's can be obtained through three strategic provisions, formal entrepreneurial training, adoption of modern technology, and use of globalized measures, that are adopted by the MSME's all across the Europe. Formal entrepreneurial training, which makes them able to implement their knowledge and expertise in the operational tasks, and to undertake decisions, which lead to enhanced productivity, efficacy, profitability, and thereby enable them to contribute towards the organizational success, leading to increased revenue and economic growth. This formal entrepreneurial training in turn also leads to the integration of the

financial systems of the country, through economic advancement. And this economic advancement fostered by formal entrepreneurial training leads to the social and political development as well, leading to the multidimensional growth of the country. This economic growth and financial development support the strengthening and sustainability of the financial receptacle of the small and medium-sized enterprises, as it allows MSMEs to use this money for fostering the modern technology, and in accomplishing the flexible working environment, which benefits the employees, thereby increasing their productivity, and efficacy, which in turn benefits the organization (Egbefo & Abe, 2017 as cited in Ibrahim & Umar, 2019).

4. 9 Entrepreneurial Education's Impact on graduates

Since, we have evaluated that formal entrepreneurial training is significantly advantageous, and is beneficial for a country, within the context of economic growth, social development, and political stability, all of which are somehow, interrelated to the business growth in a country. However, when we evaluate the impact of formal entrepreneurial training, specifically on the graduates, it had been asserted that formal entrepreneurial training offers numerous advantages to the students, studying it. It has been implied by the researchers that the entrepreneurs who had received formal entrepreneurial training are considerably more successful than entrepreneurs who have not received formal entrepreneurial training. The entrepreneurs, who had been a student of formal entrepreneurial training are relatively more effective and efficient, as they incorporate their studies into their analysis for the evaluation of every strategic planning they make, and every strategy they undertake. Moreover, the entrepreneurs, who had received formal entrepreneurial training, are comparatively known to take effective decisions, with a set of schematic techniques that foster and reinforce their decision. However, entrepreneurs without education are often less efficient in terms of their decision-making, as they have the capability but not the knowledge. In addition to this, the researchers have also hypothesized that the entrepreneurs studying formal entrepreneurial training comparatively take more risks, and take more opportunities to innovate their business, which though can be sometimes difficult, but almost in all cases results in innovation, and success. On the other hand, the entrepreneurs not having an educational background of formal entrepreneurial training are found to take comparatively fewer risks. Similarly, if we emphasize the graduates, it has been found that formal entrepreneurial training largely benefits their mental and psychological capabilities, shaping the young entrepreneur in them (Mbah & Okeke, 2020). Considering these benefits, it has been implied that researchers that formal entrepreneurial training provides the young graduate students with an insight and an opportunity to identify the commercial opportunity, such opportunities which will be beneficial for them in terms of both financial and social development. And this ability enables them to take the right decision, as they go for the job that is just according to their abilities and their knowledge. And as a result, they give their 100% output, leading to the increased employee performance and increased organizational performance.

Moreover, researchers have also implored that formal entrepreneurial training increases the self-esteem of the fresh graduates, giving them confidence that they could contribute to the betterment of the world, by contributing to the success and financial development of their respective countries. And this confidence gives them the ability to make the best decision, and give their best, leading to their personal and professional success. In addition, formal entrepreneurial training has been found to benefit the young entrepreneurs, by assisting them in keeping a balance in their professional and personal lives, which greatly removes stress and pressure from them, allowing them to give their best outputs, and enhanced performance, thereby contributing substantially to the organizational success. In addition, formal entrepreneurial training has also been found to assist the students, specifically the graduates to manage their resources rationally and to invest in the places considering these resources, which makes them comparatively good managers, as they know how to make managerial decisions. Moreover, formal entrepreneurial training also enables the young entrepreneurs to take effective decisions and to plan a strategy for investing in the right direction. This strategic investment enables them to start their businesses, and then implement plans for the success of this business. Hence, formal entrepreneurial training significantly helps the graduates, enabling them to become good employees and exceptional entrepreneurs. It has been asserted that this enlightenment of entrepreneurship will perform a significant role in the advancement of the MSMEs, and the financial integration of the businesses. Entrepreneur education can execute a significant role in revitalizing the citizens of the country to execute strategic planning, by the implementation of multidimensional resolutions for the improvement of the MSMEs, to encourage the citizens to ascertain a positive attitude towards self-employment.

Moreover, the education of entrepreneurship will allow the citizens the identification of the achievable business opportunities, and enable them to represent a desire for entering into the business world, thereby making them capable of undertaking the managerial tasks. Moreover, formal entrepreneurial training will strengthen the small and medium-sized enterprises in the country by awakening the younger generation about the corporate world and making them able to start a new business set up and to use their investments strategically in the right direction, leading to the economic integration of the country.

Moreover, entrepreneurship learning implants in the youth, encouraging their entrepreneurial abilities and competencies for the progress of the MSMEs, teaching the youth to optimize their experiences and expertise in entrepreneurial knowledge for the economic development and the financial growth of their country. The accession of entrepreneurial educational skills, use of technology in the small and medium-sized enterprises, and the use of strategies pertained to the globalization, all collectively increase the productivity, efficacy, efficiency, and profitability of the small and medium-sized enterprises. Moreover, entrepreneurial education also teaches the students to become self-reliant, enabling them to seek opportunities for

self-employment, as has been found in the young students studying entrepreneurial education. Hence, in order to operate competitively, and to increase productivity and profitability, the small and medium-sized enterprises in the world, all countries must continually procure entrepreneurial skills, and education, through the progression of entrepreneurial education, and the enactment of new and modern technology, thereby allowing these MSMEs to contribute towards the economic growth, social advancement, and political growth of a country (Igbongidi, 2017).

Entrepreneurial education can assist in the production of employment opportunities, opportunities for youth, and older people. And as these opportunities increase, more people are employed which results in the alleviation of poverty. Moreover, entrepreneurial education also strengthens the social and political system of a country, as it enables the transformation of the traditional financial system to the contemporary financial system, which incorporates an entrepreneurial economy. In addition, entrepreneurial education promotes the economic growth and development of the nominal GDP growth, thereby strengthening the financial systems at both organizational and national levels. Entrepreneurial education also provides the students with an opportunity to start their businesses, thereby allowing them to invest in the right direction, by making them self-sufficient and efficient. Hence, due to the enormous services offered by entrepreneurial education, it has been implemented in countries all across the world, to strengthen the youth and to strengthen the business of the small and medium-sized enterprises in the country. Hence, substantial steps were taken by the government of the Nigeria, to implement formal entrepreneurial training, which trained the youth of the country, who took over the small and medium-sized enterprises, and hence, used their education for the betterment of these MSME's.

This economic growth and financial development assists in the strengthening and sustainability of the financial receptacle of the small and medium-sized enterprises, as it enables MSMEs to use this money for adopting the modern technology, and in executing the flexible working environment, which benefits the employees, thereby increasing their productivity, and efficacy, which in turn benefits the organization (Okoye, Okwelle and Okoye, 2015). And as the performance of the employees is enhanced, consequently, the performance of the organization is enhanced, which leads to the growth and development of the organization, leading to the financial integration. This is specifically in the case of the small and medium-sized enterprises. And as these organizations are financially integrated, their performance increases, and hence these organizations can contribute optimally to the financial advancement of their respective countries, leading to the socio-economic advancement of the country. Hence, it can be implied that formal entrepreneurial training directly contributes to the economic growth at both organizational, and national levels. And not only on these levels but also on the international level, contributing to the financial integration of the world, facilitating the process of the financial sustainability and economic growth. Hence formal entrepreneurial training paves the way for the economic growth and leads to financial advancement (Unachukwu, 2009).

Governments throughout the globe have come to realize in recent decades that high levels of young unemployment may have far-reaching and negative effects on global economic growth. Numerous studies show that being jobless in your twenties and thirties has long-term detrimental impacts on future earnings and work chances, as well as lowering the mental health and happiness of job seekers. Graduates cannot always rely on the public and private sectors for career prospects; entrepreneurship tends to be an alternate option for their unemployment.

The fact that kids may create their own businesses and be both self-employed and hire others is a major factor in encouraging young entrepreneurship. Companies are becoming more picky in their recruiting practises as a result of hiring fewer employees and looking for more in a candidate than simply a paper certification. Additionally, all Malaysian public institutions require graduating undergraduates from any field to have completed at least one entrepreneurship course. This entrepreneurial education will also allow students to use their creative freedoms, which will raise their self-esteem and give them a better sense of control over their own life. This is also created to help young people get a head start in entrepreneurial industry. A few studies have found a connection between university entrepreneurship courses and experiences and job placement after graduation. When it comes to education, studying entrepreneurship is unlike learning anything else. The key idea is to assist pupils in identifying and developing their unique skills and talents. Many great entrepreneurs in the real world have failed in school, as can be shown in real-life instances. Consider Mark Zuckerberg and Bill Gates, both of whom dropped out of college before becoming billionaires. Having a strong feeling of self-worth and empowerment comes from having a solid foundation in formal entrepreneurial training. These skills and knowledge will serve them well throughout their lives. In developing countries like Nigeria, formal entrepreneurial training is seen as critical, and there has been a push to make it a requirement in all four-year universities.

Knowledge of an academic topic isn't enough for a fresh graduate in the current economic climate. Students are increasingly expected to have talents and skills that will improve their employment after graduation. Insights gained from studying entrepreneurship assist people from all walks of life, not only those at the top of the economic ladder. In addition, it provides opportunities, instils confidence, safeguards social fairness, and promotes the economy. Nowadays, employers are increasingly looking for soft talents like fluency in the English language. These abilities include critical thinking, intellect, self-reliance, communication, teamwork, and leadership, as well as computer expertise and previous job experience. To become more responsive to the market's changing requirements and demands, organizations and enterprises need a workforce that can change with it. Employers nowadays are looking for soft skills like communication and interpersonal skills, as well as other talents like the ability to plan ahead and manage their time. In the present economic context, a college graduate's knowledge of a particular academic subject isn't sufficient. As a result, most graduates are well-versed in technical abilities but lacking in soft ones.

A major part of this infrastructure is encouraging students to take the risk of starting their own firm by fostering an entrepreneurial culture. To put it another way, the efficacy of formal entrepreneurial training is positively associated with all the components of graduate employability such as problem solving and flexibility abilities, as well as leadership qualities and communication skills. As a result, graduates' employability, as measured by Personal Organization and Time Management Skills, Problem Solving and Adaptability Skills, Leadership Skill, Communication Skill Human Skills, English Language Proficiency and Literacy Skill and Information and Communications Technology Skill, is predicted by the effectiveness of formal entrepreneurial training. In addition to providing students with entrepreneurial skills, this also aids them in acquiring the skills required for a job. As a result, the learner will be more prepared for an unpredictable future. We have no idea what awaits our graduates when they leave here. The World Economic Forum Future of Jobs report indicates that 50% of today's job tasks might be automated by 2055, resulting in entirely new positions, responsibilities and difficulties for the future workforce. These entrepreneurial courses will provide students with a wealth of extra knowledge and abilities that will be invaluable as they face the challenges of an uncertain future. In addition, this will inspire students to be innovative and collaborative thinkers. Finally, entrepreneurs use their goods and services to help solve issues, satisfy needs, and alleviate pain points. Because they've taken part in formal entrepreneurial training, they're more equipped to make their own futures and improve the world. Formal entrepreneurial training will benefit from these articles since it will be implemented at other institutions that haven't yet done so. The link between formal entrepreneurial training efficacy and graduate employment will become clear to them as a result of this.

4. 10 Teaching Methods and pedagogies

Entrepreneurship is the process of finding an opportunity, comprehending and collecting resource needs, and then planning and executing. To teach entrepreneurship, it's important to go outside the classroom and incorporate start-up firms, entrepreneurial activities, design-based learning, and reflective practices. With the emphasis on entrepreneurship recognition, resource planning, team building, and holistic thinking, having students start their own firms as part of their coursework in the first year of their courses is an effective method to motivate them to pursue entrepreneurship. Integrating real-world business creation practise into entrepreneurship courses will help students gain understanding and confidence by allowing them to practise methods for navigating unknown territories, experience success and failure, learn about leadership, human resource management, decision-making, and effective communication skills.

Hands-on learning techniques in entrepreneurial curriculum, such as company proposal contests and experimental games, make it more exciting. The goal of this teaching technique is to condense the company creation process in order to map the development of organisational culture

via the student's use of time and money in connection to the firm, workers, and community. Design-based learning and teaching are better suited to applied disciplines such as entrepreneurship courses. Observation, synthesis, critical thinking, looking for alternatives, feedback, problem-solving, and value creation are all abilities that the "design-based learning method" teaches. Educating entrepreneurs using a "design-based" approach may help students discover and act on unique venture possibilities, utilising a toolkit of observations, fieldwork and understanding value creation across different stakeholder groups. Student reflection-on-practice and reflection-in-practice should be at the centre of an entrepreneurial education's pedagogy portfolio. Formal entrepreneurial training does not include teaching entrepreneurship, but rather educating students how to navigate entrepreneurial world.

4. 11 Role of Universities in Entrepreneurial Education

The establishment of formal entrepreneurial training into the scholastic curriculum of the vocational training and education, entrepreneurial organizations, and auxiliary and tertiary systems, has become one of the most necessary measures to be considered for the organizational success. Moreover, it is one of the most effective ways to lessen the increasing rates of unemployment all over the world, but principally in the developing countries (Ibrahim et al., 2015).

Since educational institutions play a fundamental role in the development of the youth, ending them to become better individuals and to be aware of the traditional and contemporary ways of life, they might have to deal with in the future. Education, as asserted by the researchers, is the developmental process of an individual, which allows him/her to adapt to his/her society, and to contribute to the social, economic, and political development of the country they live in, and of the world. And this education is being promoted by the three fundamental education institutions: school, college, and universities, which play an integral role in the development of the individual. If we evaluate the role of the universities in formal entrepreneurial training, researchers have found that several universities are considered significant as they have enormously prepared the students, for taking on to the business world. However, some of the educational institutes must change their conventional teaching methods and must, adopt new, which will somehow also manifest the significance of innovation. Almost all universities in the world offer business education or principally formal entrepreneurial training, as it is one of the most demanding and popular subjects in the world. And some universities are specifically teaching formal entrepreneurial training, which in most cases is offered by these universities (Ibrahim et al., 2015). These universities are often called business schools, or the schools of management sciences, and play a substantial role in the educational life of an individual. These universities contribute to the fostering of entrepreneurial knowledge and skills and enable the students to develop rational thinking, enabling them to take decisions, based on their resources and their assets. Moreover, universities, also develop an analytical mindset of students, enabling them to take strategic

decisions, decisions throughout their lives, which lead to success and growth. Moreover, universities play a fundamental role in the development of the students in such a way, so that they become leaders of the future and good entrepreneurs so that they can take good decisions in the future, enabling them to optimize their skills and knowledge for the progress and as an advancement of their organizations, leading to the success of the organization. However, some researchers assert that universities have somehow lacked practical work, and have only focused on the theoretical knowledge of the students, which has somehow restrained the students in their professional lives. Some of the researchers have asserted that the universities, principally business schools have lacked academic focus and rigor, and have only made employees, and not the entrepreneurs. Moreover, some of the researchers have implied that the universities have failed in forging entrepreneurial mindsets and have made the employee mindset. This has greatly affected the knowledge of the entrepreneurs, which had impacted the practical application of the business models, as the universities are entirely focusing on the theoretical curriculum, and not on the strategic studies. Moreover, it has also been asserted that the education, principally formal entrepreneurial training is lacking its essence day by day, as it is no longer focusing on the development of the communication skills, and the improvement of the individuals' abilities of working in team work, and to take risks, which is rendering them ineffective, with decreased efficacy, decreased effectiveness and decreased potential, leading to decreased employee performance, which in turn leads to decreased organizational performance. Hence, the educational institutions, specifically the universities must foster the abilities of the students, and must implement practical work, rather than all theoretical work, so that they can get an experience before joining an organization, and as it would allow them to not only become good employees but also good leaders and managers, taking strategic decisions for the betterment of the organization, they join. This will help them to contribute optimally towards the organizational success and contribute towards the success of the small and medium-sized enterprises, and thereby contribute towards the economic, social, and political advancement of their country (Singh & Chaudhary, 2018). Hence, formal entrepreneurial training enables the employees to manage the corporate organizations, polishing their managerial skills and experiences, enabling them to manage their organizational tasks, and hence, employees enhance their productivity, profitability, efficacy, effectiveness, thereby enhancing the operational efficacy, and increased organizational performance leading to the economic development and social advancement.

The old methods of teaching and pedagogy need to be rethought. To instill entrepreneurial behaviour in the pupils, they need to establish an atmosphere that is conducive to entrepreneurs. Introducing entrepreneurial courses and entrepreneurial activities is critical to fostering a flourishing entrepreneurial culture. Entrepreneurial clubs might be formed to organise and coordinate entrepreneurial endeavours. By actively participating in entrepreneurial activities, the students are exposed to real-world business issues as well as actual entrepreneurship experiences. In order to influence students' decisions about starting their own businesses, colleges should foster

an entrepreneurial culture throughout all campuses. A good picture of entrepreneurship as a career option must be presented to students in the university setting in order to capture their interest. Even if a person possesses the necessary information and abilities, they still need to have a good self-image and be motivated to enter the corporate world. Although Nigerian universities' present curriculum and activities are in accordance with government plans, a strategic focus on entrepreneurship is needed to help the country reach its goals. Extensive internship programmes, entrepreneurial training, technological spin-off activities, entrepreneurial clubs, and partnerships with entrepreneurially minded MSMEs and foreign institutions are among the suggestions.

4. 12 Roles and attitudes of Graduates

Students participating in entrepreneurial courses need a different approach to studying than those taking other courses. Student entrepreneurs are expected to be aggressive, creative, and inventive. They should have excellent personality qualities and talents that are geared toward business ownership and management, as well. In light of this, Nigerian colleges should create a curriculum tailored to the needs of aspiring entrepreneurs and shift away from traditional teaching techniques in favour of more hands-on approaches and practical learning.

Entrepreneurship students are entitled to innovative teaching techniques like as internships, entrepreneurial simulations and activities, spin-offs, and business plan contests, as well as an emphasis on more technology-related business activities. They should be exposed to more analytical, creative thinking, problem-solving, inventive, decision-making and effective communication abilities in their entrepreneurial programmes and activities to inspire them toward entrepreneurship. Instead of a "teacher-centred" learning method, entrepreneurship students benefit more from "student-centred" learning. This method is centred on a person's analytical, creative, and working talents, and it even aims to change people's behaviour toward entrepreneurship. Assisting them in developing business ideas and initiating entrepreneurial initiatives will boost their interest in entrepreneurship and prepare them for the possibility of launching a small business of their own in the future. Universities should encourage students to participate in internships and partnerships with small and medium-sized businesses so that they can be actively involved in business ventures. Though universities and policymakers can do their best for students in the new instructional strategy for formal entrepreneurial training, the students' willingness to be currently engaged, participate in, and have an interest in becoming future entrepreneurs in the country is still dependent on their outlook and cooperation.

4. 13 Parents and Extended family members

People who have family members who run businesses are more likely to start their own enterprises in the future. People who have parents or other family members who run businesses have an edge since they can give pertinent information, markets, financial assistance, and other

resources for business information. The participation of family members in entrepreneurship offers a unique window into how a person's entrepreneurial skills develop over time. People with entrepreneurial parents and family members are more likely to play an important part in shaping their own beliefs, attitudes, and behaviours as leaders themselves. Entrepreneurial families inspire, encourage, and assist their children to get involved in economic ventures from an early age. Parents' support and encouragement are crucial in getting their children interested in starting their own businesses. Second, kids will have a better understanding of entrepreneurship as a result of their engagement in the family firm. Thirdly, by closely guiding and supervising their children, the business-minded parents would boost their children's self-esteem and confidence in business.

Fourth, whenever pupils see their parents or family members as role models for entrepreneurial leadership with whom they wish to participate in learning and operating the business. Parents serve as role models for their children not just in terms of their leadership style, but also in terms of recognising entrepreneurial possibilities and being willing to take a risk when it comes to experimenting with new company concepts. Students' aspirations to establish enterprises will increase and their self-efficacy in conducting entrepreneurial activities will improve as a result of their exposure to family company ambitions. Even parents who do not own their own businesses should urge their kids to do so.

4. 14 Findings

4.14.1 Discussion of the Quantitative Research Report

The following is a reasonable inference from the above-mentioned hypothesis test::

1. The growth of MSMEs in Nigeria's local regions is impacted by formal entrepreneurial education.
2. The involvement of graduates in MSMEs in Nigeria's local regions is influenced by entrepreneurial education.

In the modern world, formal entrepreneurial training is very important. Nigeria, the most populous nation in Africa, struggles with unemployment despite a significant increase in the number of new small businesses. It is crucial to recognize the value of formal entrepreneurial training in schools of learning in supporting the development of the nation's small businesses as they continue to serve the needs of the population.”The success of economic ventures like MSMEs depends largely on entrepreneurial skills,” claim Etuk, Etuk, and Baghebo (2014). MSME owners and managers need to be able to manage and develop the fundamental abilities of planning, organizing, coordinating, leading, and communicating. Because of this, formal entrepreneurial training is crucial for Nigeria's local communities.

The following conclusions were drawn from the hypothesis that was tested. :

i. The research by Etuk, Etuk, and Baghebo shows that entrepreneurship education contributes to the development of micro, small, and medium-sized enterprises (MSMEs) in Nigeria's regional settings (2014). This demonstrates that the more people are exposed to information about entrepreneurship, the more businesses will be started as a result. This will also aid in lowering crime rates and resolving the unemployment issue that is hurting the Nigerian economy. The local areas in the southwest and North Central regions will develop thanks to migration from the countryside to the cities, the promotion of entrepreneurship through education, and the dissemination of sufficient information.

ii. Alabi, Alanana, and Bahal (2014) and Besmart-Digbori (2016) found that graduates' engagement in micro, small, and medium-sized enterprises (MSMEs) in their home areas of Nigeria increased after receiving formal entrepreneurship training. This suggests that more recent grads should consider starting businesses. This will go a long way toward reversing the rising rate of unemployment among Nigerian graduates and helping to stabilize the country's economy. There's no denying the personal fulfillment that comes with running your own business. This is consistent with the results of Yusuf (2017), who found that individuals who participate in formal entrepreneurship training acquire entrepreneurial competences and abilities that direct their focus toward independence and self-employment.

Based on research, these are possible conclusions:

i. Nigerian small and medium enterprises need formal entrepreneurial training to grow. To grow a small business, Yusuf (2017) and Nwambam, Nnennaya & Nwankpu (2017).

ii. Nigerian graduates who received entrepreneurship training established small businesses in two local communities. Graduates now found Nigerian tech startups like Andela, Paystack, and Flutterwave. based on Eze & Okpala (2015).

iii. Northerners need more formal entrepreneurial training. Northerners need formal entrepreneurial training to move from being nomads or subsistence farmers to more sophisticated food production and other lucrative businesses. Onyido & Duru, 2019, Lawan, Envuladu, Mohammad, Wali & Mahmoud, and this study agree (2015).

iv. More people know about formal entrepreneurial training, according to research. Entrepreneurship and its advantages over working for others are becoming more popular. People struggling and losing their jobs due to a lack of formal entrepreneurial training is sad. . This helps graduates prepare for the job market.

v. Formal entrepreneurial training helps people maximize resources. Entrepreneurs must undergo entrepreneurship training and learn about their business to make money and create jobs.

vi. Small and medium-sized Nigerian firms still have a hard time securing adequate funding. Because of this problem, most firms of any size have a hard time succeeding. It's unfortunate that banks are more likely to give money to large corporations than to start-ups. Abdul-Kemi (2014) came to the same conclusion.

4. 15 Suggestions for Further Research

Despite the study's shortcomings, interesting directions for further research exist. Further study should focus on the following topics or elements, according to the proposal. To find out if attitudes and stakeholder support systems mediate the link between entrepreneurial education and entrepreneurial ambitions, researchers performed this study. Some of the dimensions identified in the current study can be modified for future research at other colleges. Such research might add to our understanding of the variables involved in evaluating entrepreneurial ambitions within formal entrepreneurial training contexts. The survey technique was used in this investigation, and a series of questions served as the measurement scale. In the future, researchers may utilize additional methods, like interviews and focus groups, to get the necessary data for assessing formal entrepreneurial training and entrepreneurial inclinations in people. The tool used in this research assessed people's perceptions of reality. A survey approach including a series of questionnaires was used for the research. This approach aims to anticipate entrepreneurial intentions by asking participants what they plan to do and making assumptions about their actions based on their responses to the questionnaire. The current study focuses on what respondents claim they will do and what the researcher believes they will do. Future studies should focus on what respondents do using the direct interaction research method or interview approaches a timetable of one's entrepreneurial aspirations. The period of time between the students' graduation and their participation in entrepreneurial activities is not taken into consideration. In the future, further studies may be done to determine the number of university students who have gone on to start their own businesses in the country. Further study, including independent replications, is required to verify this claim. As well as attitude and stakeholder support systems, it is possible to extend the mediator model and validate it in other contexts. In order to better understand the link between formal entrepreneurial training and entrepreneurial inclinations, more study is required.

4. 16 Summary

This chapter summarizes the findings of a study that looked into the relationship between entrepreneur education, such as business plans, role models, entrepreneurs' networks, and feedback, and entrepreneurial characteristics, such as perceptions of behavioural control, subjective norms, and attitudes toward starting new businesses. Relationships between entrepreneurial education programmes and the ambition of entrepreneurs to start new businesses. Perceived behavioural control and subjective norms and attitudes function as a mediating factor in the connection between entrepreneurial education and entrepreneurship intention. Additionally, the research's consequences for corporate operations and theoretical contributions were discussed.

The research's limitations should, in the end, result in a beneficial research area for the future and help future researchers in their work. The findings of this study showed the efficacy of entrepreneurial education on the skills needed for graduate employment are favourable. As a result, universities and academics should raise awareness among students about the relevance of formal entrepreneurial training. To keep up with the increasing number of young people looking for work in the labour market, entrepreneurship is promoted. Securing and generating jobs will be a top concern for students and governments in the near future, and this will encourage the next generation to think entrepreneurially and act independently. Quality instruction that integrates entrepreneurship is critical for the future success of the next generation. Teachers today have a huge impact on tomorrow's active brains because they provide the direction and assistance that opens up the universe of possibilities for them. This demonstrates the importance of formal entrepreneurial training's efficacy in enhancing the employability of recent graduates.

4. 18 Evaluation and Comparative Analysis

This study's findings, based on hypotheses tested from respondent data, should be compared to those of other researchers. Compare and evaluate the research findings with those of other researchers.

Table 29:
Tabulated Author Findings

Authors	Findings
Abdul-Kemi (2014)	The development of entrepreneurship in Nigeria will be significantly impacted by the financial performance of SMEs.

Uduak & Aniefiok (2011), Yusuf (2017)	The career intentions of students in higher education are positively impacted by formal entrepreneurial training. This is consistent with the research study's findings.
Iwuagwu, Iwuagwu & Onyegiri (2016),	The authors indicate how important it is to provide individuals with opportunities to acquire practical skills so that business owners can come to be more productive and useful in their diverse enterprises. .
Alabi, Alanana, and Bahal (2014), Besmart-Digbori (n. d).	According to their results, education in free enterprise has an effect on the degree to which university graduates participate in microenterprises, in addition to other types of businesses. .
“Fadeyi, Oke, Ajagbe, Isiavwe & Adegbuyi (2015), Onah (2001) and Otaki (2004) as cited in Fadeyi, Oke, Ajagbe, Isiavwe & Adegbuyi (2015)	They recommended that the introduction of training future Nigerian business owners is the only solution to the problem of unemployment in the country.
Araba (2012)	Education in business startup and management has been suggested by the author as a useful tool for fostering economic expansion in any given country.

In developing countries like Nigeria, where recent college graduates waste time stumbling around in search of employment, Omoluabi (2014) argues that entrepreneurial skill sets and their implications on small and midsize enterprises are crucial in the modern world. Education about entrepreneurship can have a positive effect on small and medium-sized businesses, which can help answer some of the questions most frequently asked by recent college grads who are uncertain about what they should do next and anxious about the possibility that their businesses will fail. The contributions of MSMEs to the creation of new jobs, the dissemination of innovative goods

and services, and the general growth of the economy are generally recognized and appreciated. They argue that MSMEs (small and medium-sized enterprises) are more important to economic growth than large conglomerates (also known as MNCs). They argued that MSMEs (small and medium-sized enterprises) should be the primary focus of development efforts in developing economies because of the jobs they create, the low capital requirements, and the adaptability of their operations. .

Education in business startup and management appears to have a correlation with the growth of micro, small and medium-sized companies, according to the findings of certain studies (MSMEs). There is some evidence to show that providing training in entrepreneurial and managerial skills can assist in the growth of small enterprises; however, this is not conclusive.

According to Kuratko and Hodgetts's (2001) definition, entrepreneurship is the vigorous development of generating incremental wealth. Even while goods or services may not be completely novel or exclusive to the business person, they still need to place a substantial emphasis on acquiring and deploying the necessary skills and resources in order to generate a significant amount of money. Businesses may be able to broaden their product offerings if they increase their ability to identify new markets, formulate effective strategies, and conduct precise risk assessments about a variety of business difficulties. It is necessary to adhere to a sequential procedure or process in order for an entrepreneur to increase their performance. This kind of action is often referred to by its more formal name, which is entrepreneurship. This research places a significant emphasis on one's ability to make strategic use of available resources, be they human or material, in order to accomplish one's objectives.

The owners of MSMEs are faced with a number of challenges, including the possibility of liquidation, low profits, and a product offering that is on the decline. As a result, it is necessary to develop entrepreneurial skills in order to properly position products and generate value. In addition, given that there are a number of parallels to be drawn between small and medium-sized firms and the concept of entrepreneurship, so-called “entrepreneurs” are able to transition into medium-sized businesses and make them their permanent abode. When talking about any topic relating to small and medium-sized firms, it has become common practice to at some point bring up the topic of entrepreneurship. For instance, MSMEs require a little amount of initial capital, which encourages those who have the essential abilities but lack the means to start a firm but consider themselves to be “entrepreneurs.” These companies could operate as sole proprietorships or as part of a partnership structure (Abdin, 2019).

The research is predicated on concepts from management and education. The opportunities that are seen in the market are the primary emphasis of this viewpoint. As a direct consequence of this, it places an emphasis on the operational skills required to successfully run a firm, including the execution of thirteen managerial responsibilities by business owners. Carland, Hoy Boulton,

and Carland all believed that business owners were responsible for formulating their companies' strategies (1984). People's horizons are broadened as a result of education, according to various educational philosophies. People may be able to approach the environment around them in a manner that is more organized and coordinated as a result of the capabilities it provides. Because of this, they will be more successful in the new entrepreneurial vocation they have chosen. According to Akeredolu-research, Ale's there are a greater number of business owners with lower levels of formal education when compared to public officials (1975). He was unable to discover any correlation between the success of business owners and their levels of schooling. It was found in a 1986 study by Bowen and Hisfrich that there was scant evidence to support the hypothesis that business owners tended to have higher degrees. Aluko (1983) published a report on new categories of business owners with a high level of education. Ogundele et al. (2000) found that higher education, which a significant number of the business vendors in his research groups possessed, contributed significantly to their level of success.

Intuition, common sense, and plain old economic observation all point to the existence of a significant link between entrepreneurship and the growth of the economy. This link may be traced back to its origins. The essence of being an entrepreneur is the ability to transform company ideas into viable and successful enterprises. Productivity and economic competitiveness both improve when entrepreneurs are involved because of the innovations and changes brought about by the entrepreneurs themselves. Being an entrepreneur does not necessarily mean running a small business. There is no denying that starting a small business is certainly one of the best vehicles via which individuals may aim their goals of becoming entrepreneurs. The individual in control acts as if their little business were an extension of themselves (Lumpkin and Dess 1996). On the other hand, those who form or manage a small firm are not the only persons who can engage in entrepreneurial activity. The so-called “intrapreneurs” or “corporate entrepreneurs” are innovative employees who work for large firms and take the initiative to engage in entrepreneurial activities. (Abdin, 2019).

With a GDP growth rate that ranged between 6 and 8 percent during the course of the prior ten years, Nigeria has one of the economies that is expanding at the quickest rate in the globe. To put it another way, any company that has been around for a while has the potential to create profits that are exceptional in comparison to their typical level. Strong governments play an essential part in the regulatory process and act as gatekeepers for their citizens and businesses. If there aren't any appropriate “ground rules” in place, entrepreneurialism can have adverse impacts on society, including bribery and other forms of corruption; criminal activity; speculation; and financial crises. Additionally, it has the potential to make individuals more vulnerable during natural disasters (Adeosun & Shittu, 2021).

In most cases, the effect of commercial movement on the market is considered to be a good one. In countries where there has been a major reduction in poverty over the past three decades, there has been a spectacular rebound in the prevalence of entrepreneurial activity. In the 1980s, low inflation and high unemployment reignited interest in resource-side economics and the factors that impact economic growth. The necessity of starting one's own business was brought back into the spotlight in the 1980s and 1990s, about the same time when small enterprises received fresh consideration. The concept of entrepreneurship needs to be deconstructed in order to gain an understanding of the role that entrepreneurship plays in the advancement of the economy. Because it creates new jobs and possibilities for people, entrepreneurial activity is correlated with increases in economic growth and development.

Since Schumpeter's early publications, the idea that entrepreneurial activity and forward growth in economic conditions are inexorably linked has gained widespread traction. The growth of the number of people who own their own businesses is directly correlated to a rise in the rate of economic growth. It is due to the fact that their capabilities and, more specifically, their willingness to create something new have been put to use. Although there are a lot of debates and discussions about the part that entrepreneurship plays in fostering economic growth, one thing that should not be ignored is how important it is to constantly innovate and to keep the level of competition high. It has been shown to be difficult to define and measure entrepreneurial factors, which makes it difficult to ascertain the actual contributions that entrepreneurial variables make to economic growth. According to Carree and Thurik (2002), entrepreneurship possesses a myriad of facets and is, for the most part, difficult to define. To have a comprehensive understanding of the part that entrepreneurship plays in the process of economic growth, one will need a framework to account for the nature of the variables and connections that are involved in the intermediary stages. Competition, which is essentially characterized by the arrival and exit of enterprises, the multiplicity of supply, and the unique energy and effort given by entrepreneurs, is another example of an intermediate variable i. e. innovation. In terms of their contribution to the growth of the economy, other aspects of entrepreneurship are likewise competitive with one another as intermediate variables (Agbim, 2020).

Henderson (2007) emphasizes that entrepreneurial activity is increasingly recognized as the main driver of economic growth. In addition, Asc (2006), Ahiauzu (2010), and Henderson (2007) claim that there is a positive association between entrepreneurial activity and economic growth. These two investigations were both carried out in the US. By fusing available resources and innovative ideas, entrepreneurs create value through the marketing of new products, the development of new job opportunities, and the founding of new businesses. The Global Economic Monitor of the World Economic Forum found that economies in nations with higher levels of entrepreneurial activity were more robust. Therefore, entrepreneurs play an important role as a conduit for the flow of new ideas into the economy. People who are entrepreneurial are capable of

recognizing and creating new economic possibilities on their own, as well as introducing their goods or services to the market despite the presence of uncertainty and other impediments. They are also willing to do so. They accomplish this by deciding where their company will be headquartered, the form it will take, and the manner in which it will utilise available resources and institutions. Without entrepreneurialism, there is no such thing as a national advantage. It's really necessary if you want to put new ideas into action. There have been a lot of studies done that link entrepreneurial activity to increased economic growth. The implementation of innovations and the escalation of competition are two of the most important roles that entrepreneurs play in propelling the economy forward (Agbim, 2020).

The capacity of a nation to prosper is heavily dependent on the entrepreneurial spirit of its people. In order to open the door for greater levels of economic growth, entrepreneurs are the ones who must take calculated risks. They are the bedrock on which the principles of the modern world rest. Restoring democracy in 1999 ushered in an era of economic reforms and a renewed emphasis on business development as the only realistic strategy for long-term prosperity. This was a significant turning point in the country's history. To encourage the development of micro, small, and medium-sized enterprises (MSMEs), government officials in Nigeria launched a significant disinvestment and financial deregulation initiative. Institutional problems, pervasive beaurocracy, and endemic corruption have significantly slowed the rate of progress. (Omojuyigbe, Agbonjinmi & Bewaji, 2021).

Businesses in a variety of fields, including farming and agro-allied activities, eateries, and food vending, have been founded in Nigeria as a result of the inventiveness and entrepreneurial spirit of the country's citizens. Quarrying, cutting, polishing, and crushing are all forms of engineering involved in the production of solid minerals. In the industries of electricity and transportation, there are establishments for the generation of power and companies that provide haulage services. Companies that specialize in the production and repair of GSM accessories, as well as those that print and sell recharge cards, are considered to be examples of information and telecommunications companies. Examples of activities that fall under the umbrella of the hospitality and tourism industry include the construction and maintenance of oil and gas pipelines, as well as film production, the creation of home videos, and the operation of vacation centers and hotels. Environmental and waste management companies are responsible for tasks such as the collection and disposal of garbage, recycling, and the construction of drainage and sewage systems. Banking, insurance, and stock trading are all included in the scope of financial banking services. During the course of engineering and fabrication processes, machines and tools are built from the ground up. In addition to construction and building services, as well as the procurement of materials, this section also includes design and plan services. Increased entrepreneurial activity has long been thought of as a safeguard against the growth of unemployment and technical innovation in Nigeria, but the sector has seen more neglect than its fair share, which has had

negative effects on the economy. Therefore, if and when entrepreneurship is boldly encouraged in Nigeria, it will greatly aid in reducing unemployment, providing jobs for young Nigerians, especially recent graduates, and re-establishing the nation's economy on a solid foundation (Omojuyigbe, Agbonjinmi & Bewaji, 2021).

Ogundele, Akingbade & Akinlabi, (2012) argues that the rise in unemployment in Nigeria could have been mitigated by providing citizens of all ages and walks of life with opportunities for entrepreneurship development, training, and promotion. Because of this, more people across the country could have found gainful employment (Ogundele, Akingbade & Akinlabi, 2012). Consider for a moment that Nigeria wants to continue to be a contender in the global competition for propensity. In such situation, it must use its resources to give the broader public access to company owner education, training, and growth opportunities. Tende (2014) asserts that government actions and regulations support investment in start-up companies as well as entrepreneurial activities. On the other hand, he discovered that the lending-related policies and activities of the Nigerian government had little to no real influence on the growth of business owners in the nation.

According to Yusuf (2019), the performance of Nigerian small and medium-sized firms is significantly influenced by entrepreneurial education, technological innovation, and globalization. In order to function efficiently and successfully and substantially add to Nigeria's recovery and progress, MSMEs in Nigeria are required to continuously learn newer commercial skills, accept and engage cutting-edge modern technology, and possibly have an globalized identity.

CHAPTER FIVE: CONCLUSION, INTERPRETATION AND FURTHER DISCUSSION

This chapter summarizes the research results, addresses the study's limitations, and includes its recommendations. . This chapter mentions academic studies that support the experiment results.

5.1 Summary of Findings

Today, formal entrepreneurial training is essential. Nigeria, Africa's most populous nation, has a very high rate of unemployment, prompting new businesses to evolve. Formal entrepreneurial training in schools helps small businesses meet consumer demand.”The success of economic efforts like MSMEs depends greatly on entrepreneurial talents; MSME operators must be able to plan, organize, coordinate, lead, and communicate”. (Etuk, Etuk, & Baghebo, 2014). Therefore, formal entrepreneurial training is essential across Nigeria. It has been apparent over time that the majority of people in the country's northern region want to keep their kids out of school and instead send them to work on the farm or graze cattle to support the family. The study's use of a well-structured questionnaire and an analysis of the data's validity and reliability allowed for the drawing of a number of findings. The vast majority of respondents to the study are aware of how important education is for developing countries. It has influenced how people live across a variety of industries. We discovered that entrepreneurial education continues to influence hiring decisions when compared to the findings of other researchers. Additionally, a number of stakeholders need to recommit to fostering entrepreneurship by providing suitable teaching materials and well-equipped empowerment development centers across the nation (Onyido & Duru, 2019). The issue of entrepreneurship needs to be taught by knowledgeable professors or lecturers if you want students to become interested in it. Ifedili & Ofoegbu (2011) state that although undergraduates had a positive stance toward the course, the presentation of the information were flawed because of the lecturers' numerous difficulties. It demonstrates the necessity for innovative, interactive, and participatory teaching methods to assist graduates improve their entrepreneurial skills in the real world. (Esene, 2015).

In order for the general public to embrace entrepreneurship and become more creative, it is important to educate them about it. It enables you to overcome the most challenging obstacles in entrepreneurship. Our findings indicate that women are becoming more open to the idea of entrepreneurship as small enterprises are started by more of them. It has also been demonstrated that a lack of entrepreneurial education contributes to bad management of the business, which may ultimately end in its liquidation. The majority of respondents to the poll felt that entrepreneurs with more education were more creative. It is clear when contrasting the inventiveness of educated entrepreneurs with that of people who lack education or experience in the same field.

Graduates have also been inspired to start their own business by the satisfaction of being their own boss and feeling independent. Students' exposure to entrepreneurial instruction in school

had a positive effect on the students' entrepreneurial desires, according to Izedonmi & Okafor's (2010) research. Additionally, findings imply that this early exposure promotes the development of more small enterprises. As a result, MSMEs hire more people, which is useful, because it reduces the current unemployment crisis in our country."Entrepreneurial education will give pupils the skills they need to be self-sufficient," claims Ojeifo (2012).

As a result of the research studies that were conducted and based on the hypothesis that was examined using the responses to the questionnaires that were distributed, the following conclusions were made:

- i. The growth of micro, small, and medium-sized enterprises (MSMEs) in Nigeria's local communities is influenced by entrepreneurial education.
- ii. In Nigeria, graduates' involvement in MSMEs is influenced by entrepreneurial education, which supports the findings of Alabi, Alanana, and Bahal (2014) and Besmart-research. Digbori's (n. d).

In Nigeria's SW and NC regions, where generally speaking, many are engaged in business exchanges, the study also indicate that the number of people starting their own businesses is increasing at an increasing rate. This is the case in both regions. It suggests that the majority of Nigerians are rapidly becoming aware of what is involved in being an entrepreneur. In addition, it is commonly held that the improvement of entrepreneurial education is essential to the growth of MSMEs. Education in entrepreneurship is one more way to support the accumulation of the knowledge and skills necessary for the success of a business. It is essential for developing a positive mindset toward entrepreneurship, which will help the person reach their goals and objectives, and it is essential for developing a positive mindset toward entrepreneurship. In order for people to be able to work effectively, they need to have access to the necessary tools. One of these tools is having the proper managerial aptitudes. A business owner may make poor decisions because they lack managerial competence, which could be fatal for the future of the enterprise. In our study, the majority of participants believed that formal entrepreneurial training promoted the development of managerial skills. Since educated entrepreneurs are more creative, exposure to business procedures helps people become more inventive. Additionally, the majority of those polled stated that rather than forcing graduates to line up behind other job seekers on the labor market, it allowed more people to become self-employed and create more jobs.

As shown in the research table in Chapter 3, business costs are high. Inflation is rising alongside product prices and startup costs. This may hinder Nigerian entrepreneurship and MSME growth (SMEs). Small and medium-sized businesses in Nigeria need cash to operate. Financial institutions must meet this requirement to provide such funds. Financial institutions should look beyond big businesses. Redistributing income and providing small businesses with financing to grow is crucial. Capital is hard to get for most small businesses because they lack collateral. It's

discouraging, and Nigeria's financial institutions must support the many small and medium-sized firms that have helped grow the economy. Jobs advance a nation. As more people find jobs or proud careers, kidnappings and terrorist attacks will decrease.

5.2 Research Implications

According to the findings of this study, small and medium-sized businesses can thrive with the help of formal entrepreneurial training. According to research, formal entrepreneurial training has an impact on a wide range of small and medium-sized business stakeholders. Anyone interested in the subject should understand that entrepreneurship is a complex phenomenon. Its fundamental principles maturely transcend the present and serve as a catalyst for change, making it more than just a process for starting a business (Gautam & Singh, 2015). Change is challenging, so organizations that support formal entrepreneurial training must collaborate to assist students in making it a priority in their lives. . According to recent statistics, Nigeria's economy requires training and business empowerment programs to help combat crime and other bad actors.

The findings of the study have received confirmation from several experts in entrepreneurial education. Iwuagwu, Iwuagwu, and Onyegiri (2016) contend that for entrepreneurs to succeed and operate more effectively, they must be exposed to real skill learning. Lack of entrepreneurial skills, as stated by Adebisi & Oni (2012) and Onuma (2016), “is no doubt a key contributing element to the problem of young unemployment in Nigeria” (2012). It demonstrates that in order to reduce unemployment, people must learn entrepreneurial skills in order to be successful and aid in the economic development of Nigeria. Notably, the inclusion of entrepreneurial education in post-secondary institutions will assist graduates in shifting their mindset from job seeker to job creator (Abdin, 2019).

For MSMEs to succeed, entrepreneurship must be developed in a way that enhances the long-term health of the national economy. It does so because it helps to generate new financial resources and jobs. The current economic climate, especially uncontrollable factors, and government regulation may make it more difficult for entrepreneurs to contribute to the growth and development of the country. .

According to Levy, entrepreneurship helps entrepreneurs meet their needs while also stimulating the economy (1993). According to Levy, this makes SMEs crucial growth drivers. He sees small and medium-sized enterprises (SMEs) as pivotal to his goals of rapid economic growth, local resource utilization, indigenous management and semi-skilled worker education, decreasing rural-urban migration, increasing indigenous technological development, and bettering the quality of life for rural residents. The micro, of small and medium-sized businesses has been a boon to the economies of most industrialized countries (SMEs). It aided nations in enhancing their trade

balance by decreasing imports in comparison to investment in fixed assets (Adeosun & Shittu, 2021).

MSME strategies may be industrialization strategies in developing nations like Nigeria. According to the Central Bank of Nigeria, developing countries recognize MSMEs as economic growth drivers. MSMEs in developing nations require less capital, are accessible to local business owners, and may increase per capita production and employment. Entrepreneurship boosts economic growth by reforming organizational and societal structures, according to Hisrich and Peters (2002). This transformation boosts output and growth, allowing stakeholders to transfer more money (Adeosun & Shittu, 2021).

Leibenstein (1957) claimed that a cycle of poverty keeps poor countries' per capita income low. Only a “critical minimum effort” to raise per capita income to a sustainable level can solve this problem. The essential minimal effort theory is supported by favorable economic conditions that accelerate income-raising forces over income-lowering forces. Leibenstein claims that the increase of the “growth agents” during the development stage results in these conditions. Growth agents frequently include innovators, investors, savers, and entrepreneurs. Growth-promoting activities boost saving and investment by encouraging entrepreneurship, extending the body of knowledge, and enhancing one's capacity for productivity. These two concepts serve as the theoretical cornerstone for this inquiry into the significance of entrepreneurship growth for the growth of MSMEs in Nigeria (Agbim, 2020).

Another outcome of this study is that through encouraging the growth of small and medium-sized firms, it will help Nigeria's economy thrive. Many individuals believe that small and medium-sized firms are essential for an economy's growth and development (Abdul-Kemi, 2014). Due to entrepreneurial education, individuals with little to no capital will create more jobs, assisting in the transformation of society while also providing people with regular sustenance. smaller and larger businesses SMEs are now essential to the economic health and well-being of society over the long term. Additionally, according to Uduak & Aniefiok (2011), all tertiary education regulatory organizations were given instructions by the Federal government to design crucial protocols to introduce, grow and also preserve entrepreneurial cultures. The study's conclusions will therefore help different stakeholders refocus efforts to promote efficient and effective implementation of entrepreneurial education in Nigeria and, consequently, improve the growth of SMEs.

It was discovered that the growth of MSMEs was significantly influenced by the development of entrepreneurship. The government should offer the proper institutional and infrastructure support for both new and existing firms in order to aid MSMEs in developing. The poll discovered that prospective entrepreneurs have access to financial support in addition to a trustworthy information system. However, poor policy implementation constrained the amount of

resources available, lack of motivation, cultural differences, political unrest, macroeconomic instability, high inflation, and local currency depreciation limit the company's growth. Thus, the government should support MSMEs for long-term economic growth in Nigeria (Agbim, 2020). Finding a way to ensure that SMEs have access to financing is one of the tasks that banks need to play. When someone develops entrepreneurial talents, it's important to give them the funding they need to both develop their business ideas and establish momentum in the field in which they work. A collaboration between financial institutions, the government and its parastatals, as well as entrepreneurs, is quite important for SMEs to thrive and also compete favorably with other businesses in the same sector, both big and small businesses. Over the years, finance has been one of the major issues SMEs are faced with.

Small and medium-sized enterprises (SMEs) have growth-linking effects that have an indirect impact on both economic growth and poverty reduction. Small and medium-sized firms (SMEs) can boost entrepreneurship and competitiveness in less developed countries, which benefits the entire economy and increases overall productivity. Because they swiftly adapt to the smaller business sector, SMEs are more productive than large organizations. The growth of SMEs is, however, hampered by restricted access to financial markets, institutional flaws, and an unfavorable macroeconomic environment. Small firms are better able to produce jobs than large organizations since their operations require a lot of work (Omojuyigbe, Agbonjinmi & Bewaji, 2021).

Education is crucial for developing human resources, disseminating important knowledge and skills, and fostering good attitudes, according to Agi and Yellowe's (2013) results. It underpins the global knowledge economy's transition, industrialization, and growth. Agi and Yellowe believe education promotes peace, gender equality, and African values (2013). Education is known to reduce poverty and promote stability and security in society. Given these benefits, Nigeria has long been a leader in education (Amah, 2018). Bjmskov & Foss (2016), "Entrepreneurship activity depends on such costs in a systematic manner, and as a result, the influence of entrepreneurship on aggregate economic performance, particularly growth, is dependent on the transaction costs of resource assembly and their antecedent."

Not curriculum or funding, but a labor shortage is the biggest problem in Nigerian education. The lack of policy analysis to aid students in integrating into society without relying on the government but on educational administrators and managers is just one example of how many have instead concentrated on education management. Agi and Yellowe made this claim in 2013. While many have questioned the value of formal education in light of unemployment, underemployment, and poverty, others hold that informal education cannot produce the growth, scientific, and technological advancements the world needs (Caisar Darma, Lestari & Muliadi 2020).

Nwadiani claims that because to its low cost and design for the poor, many people think non-formal education is only appropriate for underdeveloped countries (2011). It is important to highlight the constraints working against the adoption and popularization of entrepreneurship in Nigeria's educational policy development and implementation. These erroneous impressions.

The Nigerian Federal Government has made various efforts to enhance young people's skill development and lower unemployment. However, a study on Education For All (EFA) by Babalola (2011) demonstrates a serious lack of attention to skill development for both children and adults. This served as the rationale for President Obasanjo to mandate entrepreneurship development classes for all Nigerian university students, regardless of major. But according to Babalola (2011), efforts to incorporate entrepreneurship within the courses taught at Nigeria's public universities are judged insufficient. The University of Ibadan was claimed to have the finest coordination among Nigerian public institutions as of 2010, having started offering entrepreneurship training in the 2003–2004 academic session. The curriculum-integrated program, according to reports, is only intended for a small group of pupils who wish to strengthen their business acumen (Caisar Darma, Lestari & Muliadi 2020).

The University of Nigeria at Nsukka's Centre for Entrepreneurship and Development Research (CEDR) was founded in 2010 with the aim of encouraging entrepreneurial behavior, assisting students in acquiring marketable skills, increasing opportunities for self-employment, promoting financial autonomy, and encouraging students to reach their full potential. . The establishment of an entrepreneurial directorate at the University of Ilorin was announced in the year 2005. 2008 marked the beginning of operations for the Technical and Entrepreneurship Center. . According to Kisaka (2014), citing Clark, Davis, and Harnish (1984), there is a direct connection between education, training, and entrepreneurial behaviors. It is simple to be able to improve a business and also achieve the necessary success for SMEs and an ability to expand when entrepreneurs are adequately taught to meet the obstacles that lie ahead in a firm.

The National Universities Commission (NUC) has a national policy to support formal entrepreneurial training in Nigerian universities, recognizing its importance for Nigerian citizens and recent graduates. Thus, NUC created a theoretical and practical graduate self-employment (GSE, 301) entrepreneurship course for Nigerian universities (Chukwurah, 2010).

Small and medium-sized businesses are credited with starting industrialization (SMEs). Since many of them understand resources and supply and demand trends, larger businesses rely on them. They are the main customers of well-known companies that sell food, clothing, entertainment, amusement, healthcare, and education. Small and medium-sized businesses are credited with starting industrialization (SMEs). Since many of them understand resources and supply and demand trends, larger businesses rely on them. They are the main customers of well-known companies that sell food, clothing, entertainment, amusement, healthcare, and education.

By getting rid of industrial waste and creating basic and intermediate goods, they help the economy expand. They are also capable of satisfying the material needs of bigger businesses. Additionally, they provide specialized and frequently private services. Significant firms receive local supplies and services from SMEs.

Large companies have a sizable, largely untapped market in underdeveloped countries. Working together with small and medium-sized businesses will help large businesses increase their clientele (SMEs). Large clients might not be accessible through these firms' standard distribution networks (Chukwurah, 2010).

SMEs play a key role in the creation of new ideas. They favor operating in specialized market “niches” and employing competitive tactics that set them apart from rival businesses. Examples of this include redesigning goods or services to meet consumer demands, looking into new distribution or sales models, or finding untapped markets. Because of this, big companies frequently find them to be great partners. The startup costs of small and medium-sized firms (SMEs) are less expensive than those of larger corporations. More individuals will be able to participate in them as a result, promoting further industrial development. As a result of their size and organizational structure, MSMEs have more freedom in their management methods. It enables them to respond to changes more quickly and more effectively to market needs. Therefore, in an era where the importance of the private businesses are rising, SMEs act as catalysts for the expansion and growth that the business economy sorely needs (Babu Bandeiah, & Venkateswarlu, 2011).

The proliferation of small and privately held businesses, as well as the increased level of competition brought about by their presence on the market, feed the entrepreneurial instincts of many smaller businesses. After that, it will have a sizeable bearing on the upcoming growth of the economy. Why? Entrepreneurs are essential to the transformation of society as well as the growth of the economy because they ensure the continuous development of innovative ideas and the commercialization of cutting-edge technology. Therefore, being an entrepreneur is extremely important. When it comes to adapting to new circumstances, entrepreneurs are often the first to lead the way. The future growth and development of the economy are significantly impacted by all of this. It is essential to have institutional frameworks that assist small and medium-sized enterprises (SMEs) (Babu Bandeiah, & Venkateswarlu, 2011). Small and medium-sized businesses need a lot of help from the general public and corporate groups in order to survive. The government's role is developing rules that protect small firms from being dominated by large corporations in the same industry. Customers must support SMEs in order for them to continue operating and competing with the large corporations.

Regrettably, lawmakers and policymakers frequently put larger companies' interests ahead of the needs of small enterprises. They are also commonly disregarded when it comes to tax rebates

and other government aid programs. Compared to large firms, they deal with more burdens and pay more for red tape. Only a few SMEs have the tools necessary to resolve these problems over the long run.

5.3 Limitations of the Study

The southwest and North Central areas of Nigeria are the only two places included by the study. Nigeria has 774 local governments, which are separated into the South-West, South-East, North West, North Central, East-Central, and South South geopolitical zones. Due to the challenging project criteria, including the duration, expense, and frequency of kidnappings and terrorist acts, all of which are occurring more frequently across the globe, the research was restricted to two geographical areas. It presents a serious challenge for the study.

According to Wikipedia, using political, diplomatic, and economic strength to preserve the existence of the state is a requirement of national security. According to Handley (2018), competition for scarce resources and a lack of jobs are what fuel violence rather than racial or religious divisions. According to this study, it is crucial for national security to both create jobs and acquire the essential skills. The high unemployment rate and overall restlessness serve to deter crime, antisocial behavior, and other negative traits. Security can be defined as the absence of fear or threat to one's acquired worth. From the level of the state, security can be described as measures done to defend and preserve the state against external attack in order to secure and safeguard the nation's sovereignty. Personal security has many facets. According to Atoyebi, some of its most significant referent objects include the protection from natural disasters, social security, food security, and employment security (Atoyebi, 2001). The worldwide concept led Ebeigbe and Nwaham (2013) to the following conclusion: security refers to averting external aggression, internal uprising, or subversion.

Imobighe (2003) defines national security as the absence of threats to a country's ability to maintain its central institutions in pursuit of its core values, political aims, and economic goals., as well as its ability to meet the justifiable aspirations of its citizens. The independence and sovereignty of many Nigerian nations has led to an increase in national security. . Ekpe asserts that a shift in the manner in which a particular group of people interacts when collaborating for their economic well-being is typical of human civilization (2011). Karl Marx argued that such a connection existed in the 19th century, particularly during the communist movement. The members of the working group shared in the joint ownership of the assets and the distribution of the goods. Rodney (1972), who Ekpe cited, claimed that agriculture was the main source of income (2011). Despite this, a small number of bad actors monopolized land, a necessary element of production. Security issues arise as a result of such exploitation by a small number of people, which often results in unrest, protest, rioting, or a complete breakdown of law and order. It is pervasive, especially in developing countries (Ikupolati et al., 2017).

According to Ekpe, (2011), Capitalism, an economic system resulting from feudalism, was sustained in factories and mines, where industrialists excel rather than by agricultural activities, in which farmers engage. Wealth under capitalism has also historically been concentrated in the hands of a few. From what has been discussed, it is reasonable to conclude that there has been a recent surge in the accumulation of wealth within a relatively small number of people in both Africa and Nigeria. .

Poverty results from a lack of education because a small but powerful educated class controls the economy. Poverty and insecurity are thus mutually exclusive. Poverty has a wide range of effects on people's lives and national economies in emerging and developing countries like Nigeria. It has been described and defined in numerous ways. Poverty, according to Ekhaton (2003), “includes more than just not having enough; there is also a sense of vulnerability, insecurity, and vulnerability to risks and stresses.” In his definition of poverty, Muo (2007) states, “vulnerability to social injustice, voicelessness, helplessness, wars, natural disasters, political insecurity, macroeconomic crises, and deprivation, as well as intellectual, ethical, and moral poverty,” are all factors that contribute to the experience of material hardship. If a person can't afford food, clothing, and a place to live, they are considered poor. The World Bank considers a person to be living in poverty if he or she earns less than \$1 per day (Jerome, 2019). More kids aren't going to school because of the widespread poverty that's swept the country's north, and because of the rise in terrorism in the area, parents are less likely to send their kids to school in the first place.

Poverty is a factor in many of the world's issues, including war, crises, resistance, illness, and fatalities. Without it, there was no way to survive. As a result, many nations and people from all over the world teamed up with charities and non-governmental organizations, some private persons made donations, and international organizations worked to alleviate it. Developmental strategies, which are coordinated efforts by people and nations to attain certain goals, including transforming society and the economy, are necessary for the creation and implementation of policies.

It is a technique for altering both individual and social behavior. It is an organized and institutionalized kind of education that enables people to learn practical skills and knowledge that will enable them to be helpful for themselves while also making a positive contribution to the growth and peaceful coexistence of their local community. Buskirk (1976), cited by Okpaga (2013), claimed that because productive and high-quality education has been the true source of power around the world rather than war or diplomacy, education might lead to self-reliance and eliminate poverty in Nigeria (Jerome, 2019).

Other restrictions on the research study stem from the difficulty of effectively communicating with the respondents and the challenges presented to the data collection procedure

by the Covid-19 restrictions, which restricted the movement of people and objects. Additionally, people have personal opinions and biased viewpoints about the subjects being discussed. These opinions may be a result of the respondents' politics, religion, ethnicity, beliefs, and other personal characteristics. Another obstacle to gathering the data required to support the success of the research study is respondents' misperceptions about the issues the study tends to address. Finally, given the high degree of public perceptions of insecurity and the lack of attention on the North Central region of the country, the availability of literature is another issue that needs to be addressed. Another drawback is the design of research, which prioritized utilizing primary data by collecting replies from respondents and disregarded the use of secondary data due to the difficulty in obtaining the necessary data.

The study's conclusions include a few flaws. When evaluating the study's findings, keep these limitations in mind, but also consider the possibilities it raises for future research. Following are some of the drawbacks to keep in mind. Respondents were asked to indicate their level of agreement with statements on formal entrepreneurial training, attitudes, stakeholder support systems, and entrepreneurial intentions using a 7-point Likert-type scale. Study findings are thus constrained by a belief that all participants are familiar with the claims in their questionnaire responses. The tool used in this investigation tested perception. The current study looked at entrepreneurial ambitions among students using a cross-sectional approach rather than a longitudinal one. The study's findings are restricted to a cross-sectional analysis. Factors are subject to change over time and maybe impacted by other factors not examined in this study. Multi-item scales were used to assess the constructs, which may have compromised the scale's validity and reliability.

5.4 Conclusion to the study

The purpose of the research project was to investigate the significance of educational programs for entrepreneurs to the growth of micro, small and medium businesses in Nigeria's South West and North Central areas. In order to properly justify and expose ourselves to the subject matter, we adopted the use of a variety of academic literature that is recognized internationally. Also, the primary data collected from the respondents was analyzed and interpreted with the help of statistical analytic tools. Research findings are the primary focus of the conclusion, illustrating the inferences drawn from the study's extensive testing using the research method predicated on the testing of hypotheses. Authors like Yusuf (2017) argue that providing people with opportunities to develop their entrepreneurial skills and confidence can help them think of themselves as more capable of achieving financial independence and creating their own jobs. The results of the study stress the value of teaching entrepreneurship in both rural and urban settings

in south-western and central Nigeria. This highlights the importance of improving living conditions in these regions. .

In the most recent few years, Nigeria's process of industrial expansion has been hindered by the absence of a substantial MSME sub-sector. With its big population, enormous fertile agricultural, various mineral deposits, and other natural resources, Nigeria should have been a micro, small and medium-sized enterprise (MSME) paradise. The government hasn't capitalized on the country's potential. Unfortunately, Nigeria's SMEs have not contributed to economic growth. The study found that Nigeria's MSMEs are not yet productive enough to contribute to economic growth and development. All stakeholders must collaborate to solve Nigeria's MSMEs' multifaceted problems. The government, parastatals, banks, regulatory authorities, MSMEs, employees, and other donor agencies are these stakeholders (Ikupolati et al., 2017).

Because of the importance of formal entrepreneurial training, the president of Nigeria has ordered all Nigerian higher educational institutions to immediately comply with the mandate that all students, regardless of concentration, must complete entrepreneurship courses. The government chose this policy because entrepreneurial education and training help young people create jobs, economic growth, and wealth. Knowledge influenced the choice. Entrepreneurship requires more than education and training, according to Anho (2011). Formal and informal training builds human capacities. By doing so, the entrepreneur acquires knowledge and expertise in areas such as finance, technology, management, creativity, and the arts (Jerome, 2019).

The government hasn't capitalized on the country's potential. Unfortunately, Nigeria's MSMEs have not contributed to economic growth. The study found that Nigeria's MSMEs are not yet productive enough to contribute to economic growth and development. All stakeholders must work together to solve Nigeria's SMEs' multifaceted problems. These groups include not only citizens but also government agencies, non-profits, banks, financial regulators MSMEs, employees, and charitable organizations (Ikupolati et al., 2017).

The Nigeria government directs all post-secondary schools, stressing the importance of formal entrepreneurial training and requiring all students to take entrepreneurship classes regardless of their area of study. The government chose this policy because entrepreneurial education and training help young people create jobs, economic growth, and wealth. To succeed as an entrepreneur, Anho (2011) argues that you need more than just a formal education and training. Training, both formal and informal, increases potential. By doing so, the entrepreneur acquires knowledge and expertise in areas such as finance, technology, management, creativity, and the arts (Jerome, 2019).

It takes creative ideas, actions, attitudes, and motivation to turn a dysfunctional school system into a working one. This is also true for successful enterprises, which must transform from a dysfunctional state to a functioning one. According to UNESCO and NBTE (2003), one approach would be to teach students about starting their own businesses as part of their regular schooling. Graduates of higher education institutions will launch their own companies, so contributing to the creation of new employment opportunities and a reduction in overall levels of poverty. The UNESCO acknowledged the vital part that fundamental education played in the lives of individuals as well as entire nations, and it made the recommendation that fundamental education be enhanced. The direction that education programs take is shifting on every front. The change away from thinking in the near term and toward thinking in the long term is a key component of this new approach. To put it another way, when it comes to education, quality is far more important than quantity alone. If each person's potential in a variety of sectors is developed to its fullest extent, the standard of living will increase considerably; this growth can be accomplished through the encouragement of entrepreneurialism and the acquisition of technological knowledge. As a direct consequence of this, the government has devised strategies to improve the system of tertiary education in order to provide individuals with a quality education that is both functional and applicable. It is possible for our tertiary institutions to begin offering courses in entrepreneurship, as well as technical and scientific fields, in order to equip students with the skills necessary to compete in the global economy of today (Ahmad, 2020).

Education in entrepreneurship is now widely recognized as an important tool for the promotion and improvement of creative activities and abilities for the purpose of national growth and development. This recognition has occurred on a global scale. Education and training are necessary in order to assist people in the development of the entrepreneurial skills and mindsets that are essential when beginning new firms (Samitowska, 2011).

According to Brown (2003), the focus of entrepreneurship courses should be on how to launch a business. Any student looking for a chance to be their own boss, earn money, and achieve their goals should consider this opportunity. Therefore, formal education that focuses on acquiring knowledge, skills, and attitudes that direct people and material resources towards business objectives in order to achieve self-sufficiency and advance national development and progress may also be referred to as formal entrepreneurial training. According to Agweda and Abumere, formal entrepreneurial training has been shown to have a ton of benefits (Agweda and Abumere, 2008). Graduates with these skills have a lower unemployment rate, are better able to work in teams, are more likely to have an entrepreneurial mindset that contributes to the nation's progress, have access to new methods for fostering and managing innovation and creativity, are more productive, and help the economy grow faster. Education and entrepreneurship can do wonders for a country's growth and progress, but they're not without their challenges. Inadequate government funding, a failure to recognize the significance of formal entrepreneurial training, a scarcity of counseling

services, and a lack of qualified personnel are just a few of the many problems plaguing formal entrepreneurial training. Due to the worldwide growth of vocational and technical training, it is crucial that all universities incorporate mandatory courses in entrepreneurial education into their respective curricula. Teaching students how to start their own businesses is a great way to encourage their innovation, help them become self-reliant, improve their chances of finding a good job, and add to the nation's wealth. For these reasons, teaching people how to start their own businesses is more important than ever before (Samitowska, 2011).

There is widespread disquiet about the quality of business education offered to students in Nigerian universities. Expect guest speakers, student discussions with working business owners, the development of business concepts, field trips, the use of videos and films, and specialized readings as methods of instruction. After experiencing them, people will have a greater sense of initiative. Nwoye (2011) argues that aspiring business owners should be familiar with federal initiatives designed to encourage entrepreneurship. These are the means by which they can go out into the market and amass a fortune and secure their financial future. It appears that current training for entrepreneurs lacks both knowledgeable management and relevant content. Many of the students don't seem to understand why this is even a relevant topic of discussion. It seems that most of the students are dozing off during class, which is problematic. It's safe to assume that most students view this course as a necessary evil on the path to graduation. Both the students' preparation and the course's stated goals and objectives will suffer because of the course's content and delivery. Many people in the education field incorrectly assume that students actually read and use the handouts and other supplementary materials that teachers give them. Even though knowledge and technology are constantly expanding, some of these handouts haven't been updated in a long time.

According to Hess & Gerstner (1987), the subject of entrepreneurship is not discussed in depth enough in schools. Group submissions seem to be the norm rather than individual ones, even for the one and only assignment that counts toward the grade. It's not alarming that the students are paired off, but the discovery of a group of around ten to fifteen strangers is very unnerving. The majority of the time, just one or two people in the group decide to work on the project, and the names of the group members who did not participate are only included for the purpose of assigning grades. It is not acceptable because people who were not involved in the development of the project do not understand how the project is managed. As a result of working on a personal project, students will acquire more knowledge and have a heightened awareness of the concept of entrepreneurship. According to research that was conducted in 1987 by Sexton and Upton, students that are interested in entrepreneurship enjoy working alone, engaging in individual activities, and conducting independent analyses of different situations. He was of the opinion that working on one's own can be more fruitful than working on one's tasks in a group setting. Because most

entrepreneurs operate on their own, getting to know some of the more successful ones could be beneficial for someone who is just getting started in the field (Taiwo, Ayodeji, & Yusuf, 2013).

Additionally, it would appear that students are under the assumption that Continuous Assessment, which is an essential component in determining how well they are doing in the course, is utilized infrequently, if at all. It would appear that a significant number of students are not putting in their best effort but rather are shooting for a passing mark of at least 40 percent. It would appear that the educational approaches that are now being utilized do not promote pupils to select entrepreneurship as a possible career path. Ifedili (2003) suggests that students should be given a variety of assignments on a consistent basis. It's a widely held assumption that if you keep at anything long enough, you'll eventually become an expert in it. There is an impression that the significance of the course is being minimized, if not entirely ignored. Education and training in business management are essential in any country, but they are particularly important in developing nations such as Nigeria. The importance of teaching budding businesspeople at the primary, secondary, and undergraduate and graduate level needs to be better understood. . These levels are as follows: In order to cultivate a mindset conducive to entrepreneurship, it is necessary for there to be a transformation in the way that education is structured so that emphasis and importance are placed on formal entrepreneurial training. Those who are responsible for disseminating knowledge are obligated to conduct research and gain knowledge from their neighbors around the world, particularly those who live in developed countries, regarding the most effective ways to instruct the subject matter in order to guarantee that learning and instructing are carried out in a way that is both effective and efficient (Taiwo, Ayodeji, & Yusuf, 2013).

The findings of this study are consistent with the findings of other prominent academics, such as Abdul-kemi (2014), who found that the financing of small and medium-sized enterprises (SMEs) might have a substantial impact on the entrepreneurial climate in Nigeria. This is evidence that teaching about entrepreneurship needs to be complemented by financing of SMEs in order to ensure effective results and engagement in entrepreneurship from both young and old individuals. Uduak and Aniefiok (2011) came to the conclusion that “education has a favorable impact on the career intentions of tertiary education students” based on their findings. The amount of knowledge students already have about the entrepreneurial process rises as a result. Study findings and a thorough analysis of data from the various respondents point to the importance of teaching the public the value of taking on entrepreneurial challenges in order to stem the tide of unemployment, crime, and other economic issues that threaten the country's continued development. . The fact that the public needs to be educated on the value of taking on entrepreneurship challenges shows the need for this education. Everyone should be made aware of the fact that students with an education in entrepreneurship are better able to get ready for the difficulties that will come up in the entrepreneurship world. It is possible to draw the broad conclusion that formal entrepreneurial training helps to generate job opportunities.

The following conclusions were drawn in light of the research findings:

- i. Entrepreneurial education is crucial for sustained growth of micro, small and medium-sized businesses in Nigeria's local communities.
- ii. In the two local regions of Nigeria that were studied, graduates who received entrepreneurial education were more likely to start small businesses.
- iii. There is still work to be done to ensure that people in the Northern region are better informed about entrepreneurial education.
- iv. Research shows that interest in entrepreneurship courses is growing. .
- v. Entrepreneurial training teaches people how to use the resources at their disposal wisely.
- vi. There is still a lack of available funding options for SMEs in the Nigerian region. .

There has been a lack of long-term vision and consistency and sense of duty to approved policies, programs, and projects in progress made in Nigeria's development over the years. The economy of Nigeria has expanded and improved., but not in the standard of living of the average Nigerian, creating what could be called “motion without progress.”. People who are unemployed, living in poverty, and even fearing for their lives and property have all significantly increased as a result. In response to this demand, the Nigerian government recently unveiled a program called “Transformation Agenda.” A four-year plan is being created from 2011 to 2015 based on priority policies and programs that, if implemented, could change Nigeria's economy to meet the needs of the nation in the future. The topics included are:

- i. The macroeconomic context and economic trajectory.
- ii. Government accountability, second.
- iii. Policies targeted at particular sectors or industries.

A nation's Human Capital Development Strategy will address topics such as education, health, labor, and concerns pertaining to women. It is critical to make investments in the growth of human capital since doing so will guarantee that a country has sufficient creative and productive talent for its continued growth and improvement. NAPEC's own implementation strategy calls for an annual increase of 5 million jobs over the next three years (Yusuf, 2017).

It is undeniable that a great number of nations are facing serious economic instability right now. Unemployment and poverty are on the rise in Nigeria, but the situation is not as bad as it is in some other countries, especially Europe and the United States. Despite the fact that Nigeria's situation isn't as dire as that of other countries, this remains true. To better prepare graduates to transform their ideas into visible and viable businesses after graduation, the Nigerian government has issued directives to Nigerian universities through the NUC to incorporate entrepreneurship courses into their curricula. Successful graduates won't have to compete with others for jobs; they'll be the ones to create opportunities for themselves and others in the job market. . It will have a huge impact, both in terms of alleviating poverty and increasing employment opportunities. It is

generally acknowledged that entrepreneurialism is a significant driving force behind overall economic, social, and practical development. Many people, both in the United States and around the world, see it as a tool that can be used to foster a prosperous and stable economy that will last for the long term. Therefore, it is not surprising that successive governments in Nigeria have attempted to strengthen critical authorities in order to accomplish this objective. As a component of its strategy to change, the current administration has increased its efforts and improved their quality. The term “formal entrepreneurial training” refers to a broad range of activities that provide students with the skills and perspective necessary to take and make the most of a variety of opportunities. It is not as simple as just beginning a business. It is designed to help pupils become better able to anticipate changes in society and adjust to them in advance. In addition, it is the kind of instruction that strives to provide students with the knowledge, abilities, and motivation they require in order to be successful as entrepreneurs in a variety of settings. As a consequence of this, it provides students with the latitude and self-assurance necessary to tap into their innate creative potential and assume responsibility for their own education and future success. According to Guerrero and Urbano (2012), an entrepreneurial society is one in which knowledge-based entrepreneurship serves as a catalyst for the creation of new jobs, the growth of the economy, and increased levels of competitiveness (Guerrero and Urbano, 2012). Due to this, entrepreneurial colleges are essential for both the production of new information and the dissemination of existing information (Yusuf, 2017).

An activity that results in the creation of money, increases market share, and as a consequence, has a positive impact on society is called entrepreneurship. Entrepreneurs generate new markets for their goods or services by conceiving of novel business strategies and recognizing unsatisfied needs on the part of consumers. If fostered, entrepreneurship will result in the creation of jobs as well as the infrastructure that is necessary for the growth of companies. If educational institutions in Nigeria were to promote entrepreneurial activity among their students, it might be possible to contribute to the growth and development of the country's economy. This, of course, is predicated on the fact that such an effort would be fruitful. According to Amoor (2008), it teaches students how to become aware of entrepreneurial opportunities and responsible for making a substantial contribution to the growth and growth of the economy. This assists students in locating and developing the creative assets that the country possesses. In addition to this, it assists students in establishing a connecting connection, which results in the production of productive and thoughtful individuals who contribute to the competitiveness of their local community, the economy of their region, and the economy of the nation as a whole. As a direct consequence of this, graduates will be inspired to launch and cultivate their own small businesses. The continuation of economic growth, the production of new jobs, and the amassing of new wealth are all going to be contingent on the success of small businesses such as these. .

5.5 Recommendations for Application

In order to handle the various problems that can have an effect on the economy as a whole, research and suggestions are essentially carried out so that they can be acted upon. The recommendations that were presented center on the facts that were obtained from the respondents and the analysis that was carried out while the inquiry was being carried out. In light of the findings of the research and the inferences drawn from it, it is imperative that the necessary recommendations be implemented as soon as possible. These recommendations are unquestionably required to assist in ensuring an improvement in the quality of education provided to individuals on the topic of entrepreneurship and formal entrepreneurial training, as well as to contribute to the growth of small and medium-sized businesses in the various regions of Nigeria. No matter an individual's age, gender, or personality type, receiving an education that is both effective and efficient in the field of entrepreneurship can help stimulate additional interest in that field. According to the findings of this research study and the findings of the observations that were made, there is a requirement for the implementation of formal entrepreneurial training in order to ensure the sustained viability of both small and medium-sized businesses. Researchers such as Adegbite, Ilori, Irefin, Abereijo, and Aderemi (2006) came to the conclusion, "there is a need to develop a crop of potential entrepreneurs among the youths by incorporating formal entrepreneurial training into the school curriculum at all levels of the educational system." This conclusion was supported by the findings of a number of other researchers. This is in accordance with the research advice that a new generation of students should be provided with an education in entrepreneurship, and it also contributes to bringing to the forefront the significance of skill acquisition in addition to entrepreneurship. Especially so in this day and age, when both unemployment and inflation are on the rise as a direct result of an increase in the amount of money demanded for a decrease in the quantity of commodities. Entrepreneurship will serve to facilitate production and the liberation of the people within a certain society so that they are able to channel their potential toward something that is more helpful to the society.

According to Leibenstein (1968), X-efficiency is defined as the percentage difference between the measured output as well as the maximum output that can be assigned to that input. . This variance occurs when an organization's input is not utilized in an efficient manner. The following elements of the theory are identified as being recognized as the most essential characteristics: It investigates the role that inefficiencies have in a company's operations from the perspective of an entrepreneur. It provides an explanation for why different nations have varying rates of growth. According to this school of thought, the best way for a business to maximize its effectiveness is to minimize its expenses to a bare minimum. He went into further detail, using examples drawn from his personal experience, regarding the distinctions between traditional forms of entrepreneurship and innovative forms of entrepreneurship. Entrepreneurs fulfill a number of roles, including that of finishing input and filling in gaps. They have to be able to envision buying

and selling opportunities in a variety of marketplaces, the possibility of turning input into output, and activities that are financially rewarding.

Entrepreneurship, according to the economic theorist Joseph Schumpeter, who published his theory in 1934, carries with it the inherent possibility of bolstering the economy through the application of recent discoveries and ideas that have the ability to put established industries out of business. Schumpeter contends that new ideas can be put into action in a variety of ways, such as the development of a new product or service, the introduction of a novel manufacturing process, the emergence of a brand-new market, or even the reorganization of an existing business in order to better respond to developments in the technological environment. These are just some examples of how contemporary ideas can be utilized. On the other hand, Schumpeter & Nichol, (1934) considers an entrepreneur to be a supporter of change and an agent of transformation that moves the market away from equilibrium. According to Drucker (1985), an entrepreneur is not someone who brings about change but rather someone who scouts out new opportunities, works on them, and meticulously researches them. Drucker concurred with Knight (1921), who defined entrepreneurship as the ability to recognize and adapt in the face of prevailing market shifts and uncertainties, regardless of the source of such adjustments. Drucker found this definition to be compelling and shared it. According to Stevenson and Jarillo (1990), entrepreneurship can be defined as the act of chasing opportunities either on one's own or while working for a corporation. They held the belief that the availability of possibilities, the quality of those prospects, and the discovery of those prospects are the fundamentals of private enterprise.

Both Leibenstein (1968) and Gartner (1999) presented very different definitions of what it means to be an entrepreneur (1988). Entrepreneurship was defined differently by Leibenstein (1968) and Gartner (1988). According to Leibenstein, entrepreneurship is the process of beginning and expanding a business, while Gartner defined it as the process of beginning new businesses. Opportunity, individual traits that allow one to recognize and make the most of opportunities, and the establishment of viable businesses are the three pillars upon which Martin and Osberg's (2007) definition of entrepreneurship rests. Martin and Osberg's definition of entrepreneurship is based on the work of Martin and Osberg (2007). According to Baron and Henry (2010), entrepreneurs bring much more to the table than simply an awareness of potential opportunities. This is due to the fact that their actions trigger a reaction, which in turn creates opportunities that were previously nonexistent.

According to the findings of a number of studies, environmental factors have a direct bearing on whether or not individuals choose to engage in entrepreneurial activity. Thornton (1999) discusses the varying functions that individuals who possess entrepreneurial characteristics, which are categorized as the supply-side perspective, as well as the functions of social norms and the surrounding environment, which are categorized as the demand view, in the process of

encouraging entrepreneurship. According to Wilken (1979), the regulation and initiatives of the government are crucial components in the process of constructing the social and economic environment necessary to cultivate entrepreneurial endeavors. Finding that opportunity-focused entrepreneurs had access to finance was one of the findings of Alvarez and Busenitz (2001), who employed a material-centered approach of entrepreneurship to conduct their research. In addition, Busenitz (2001) considers spotting opportunities, coordinating and merging production resources, and combining production resources to be types of resources. Check out the Global Entrepreneurship Monitor for 2012 to get more information about how simple it is for people to get their hands on various resources (GEM). Research that was conducted by GEM (2012) and Clausen (2006) demonstrates the extensive variety of resources that are linked with the formation of new businesses. According to the findings of the research, individuals with a certain quantity of human capital have a greater propensity to become entrepreneurs.

According to Naude's forecast, the rate of economic growth around the world will soon approach a critical point, at which point the significance of entrepreneurship will skyrocket (2011). Before coming to this conclusion, he took the following three things into consideration: To begin, there is the Western economic system, which was the preeminent economic system from 1970 to 2000. It was multinational corporations and mass production that initially laid the groundwork for this economic system; however, it was ultimately the efforts of small businesses that propelled it forward. When it comes to output, a group of creative minds that is better able to concentrate and work together can accomplish more. According to Naude (2011), the adoption of the entrepreneurial revolution in developing countries like Brazil, Russia, Nigeria, and China has led to recent higher growth. Other examples of these countries include China. Another defining characteristic of developing nations is their reliance on assistance from other countries. In the least developed countries, however, the focus of donor agencies is shifting away from efforts to reform the public sector and more toward efforts to develop the private sector.

There is a widespread consensus that entrepreneurial activity is essential to the growth and maturation of an economy. The percentage of people living in poverty has decreased over the past three decades in nations that have fostered an entrepreneurial spirit. When inflation was low and unemployment was high in the 1980s, economists started looking into the role that supply plays in driving economic growth. In the 1980s and 1990s, there was a lot of emphasis placed on getting a business off the ground and gaining experience in the industry. It is essential to your financial well-being that you have a solid understanding of the concepts and procedures that give rise to prosperous business endeavors. It is impossible to provide a definition for both “entrepreneurship” and “economic growth” using the same conceptual framework. On the other hand, there are some parallels to be found between the two. Previous work done by Schumpeter has demonstrated that there is a connection between the two things. The economy will grow if more people are willing

to take the risk of starting their own businesses and if they have the skills and abilities necessary to invent or produce new goods.

It is essential to the success of small and medium-sized businesses that there be an increase in the level of entrepreneurial zeal that is both long-lasting and beneficial to the economy of the country (SMEs). The primary reason for this is the multiplier effect that it has on the economy, which results in an increase in both the number of opportunities and the amount of money. It is possible that the current state of the economy, particularly uncontrollable factors, and regulations imposed by the government will limit the capacity of entrepreneurial endeavors to positively influence the growth and development of the nation.

Numerous studies and pieces of empirical evidence have demonstrated that an increase in population does not contribute to an increase in economic growth. On the other hand, MSMEs and GMSMEs contribute to an increase in GDP. When there are more people actively participating in the labor force, there are also more people starting their own businesses. However, the findings of our empirical research indicate that although a yearly increase in the total number of SMEs is beneficial to the growth of the economy, such an increase is not required. Instead, you should concentrate on assisting established businesses in improving their potential for innovation and growth. In addition, the results of our study demonstrated that the growth of businesses as a direct result of technological innovation results in the creation of a greater number of jobs, which in turn reduces the severity of unemployment. It has been suggested that the ability of small and medium-sized enterprises (SMEs) to satisfy the growing demand for skilled professionals or labor is essential to the success of the economy. There is a possibility that universities and other types of educational institutions will play a crucial role. Even though many of the nation's educational establishments are producing high-quality work in this field, it is not even close to being enough to satisfy the market's demand for people with specialized skills. This is the case due to the fact that professionals who have received training of a high standard possess the resources necessary to assist SMEs in achieving their goals. Better prepared for the start-up and growth phases of a small or medium-sized business are students who have attended schools that follow a standard curriculum covering the inception, synchronization, governance, and continuation of SMEs (SME). This is the case regardless of the size of the small and medium-sized enterprise.

Therefore, it is not completely impossible to put into action a strategy for improving economic capacity that is based on the triple helix. It is strongly recommended that the government provide funding that can both stimulate innovation and expand its usefulness. The budgetary provision can be increased in a number of different ways, modern infrastructure (such as electricity, an efficient transport framework, and telecommunications), ease of doing business, reduction of regulatory bottlenecks, provision of tax incentives, and access to export markets are

all examples. . Due to the fact that SMEs are in control of the vast majority of different economic sectors, there will be a significant reverberation caused by their prevalence.

According to the findings of this study, training and education are two factors that are essential to the expansion, success, and continued existence of Nigeria's MSMEs. Before beginning a new venture, aspiring business owners should invest in their own education and professional development. The businesses of today's entrepreneurs must be built on a strong foundation of knowledge and experience for them to be successful and sustainable. A degree in management and startup should be given the same amount of weight as a degree in business administration when determining which offers the greater value. In light of the fact that this is the situation, it has been proposed that we place a greater emphasis on programs that teach business and management in order to stimulate the economy and lower the rate of unemployment in Lagos State as well as the rest of Nigeria. Examples of transferable skills include creativity, initiative, organization, decisiveness, marketing, management, administration, finances, accounting, production, control, and bargaining.

According to the findings of this study's analysis, an increasing number of mothers are going into business for themselves and becoming self-employed in order to contribute to the financial support of their families. One more conclusion that can be drawn from this data is that people in their 25th to 30th years are becoming more active participants in the entrepreneurial process. The information that we have at our disposal leads us to the conclusion that the percentage of the population that possesses vocational skills is a significantly smaller number than the percentage that possesses a secondary or higher level of education. In order to narrow this education gap, it is essential that a greater number of people participate in the process of acquiring knowledge about various vocational fields. Furthermore, it is the responsibility of the governments of the states in the north central region of Nigeria to increase the number of people who start their own businesses and to assist in the creation of an environment that is more welcoming to investors as well as members of the general public. It is also important to note that the extent to which Nigerian college students are exposed to educational opportunities in the field of entrepreneurship has an impact on the goals they have for the future (Uduak & Aniefok, 2011). Education about entrepreneurship is a powerful tool for long-term progress in Nigeria because it changes people's perspectives, which in turn leads to progress (Onyido & Duru, 2019).

A summary of the conclusion that can be drawn from the research that was carried out, based on the analysis that was carried out by making use of the required data that was acquired and the use of statistical analysis methods. It has been determined that:

- i. The government should make formal entrepreneurial training available in secondary educational institutions.

- ii. Priority should be given to small and medium-sized businesses in economic budgets in order to lower unemployment and boost job creation.
- iii. People who are not also academically educated should be encouraged to become more aware of entrepreneurship.
- iv. Different financial institutions should promote the availability of financing because doing so will lower the unemployment rate and promote job growth.
- v. Different government agencies can implement different policies to lower the cost of starting small businesses.
- vi. It is possible to slow the rate of inflation growth in order to lower procurement costs.
- vii. Individuals should have easy access to information about opportunities that can help entrepreneurs grow their businesses.

5.7 Recommendations for Future Research

This study addresses the gap in previous researches that had arisen as a result of the negative publicity that has surrounded the North Central region of Nigeria. The research study attempted to fill in this hole in the existing body of literature. Recent kidnappings, terrorist attacks, and the stubbornness of some parents who won't even consider the possibility of their children getting a western or formal education are all contributing factors. This method of doing business has been practiced here for a very long time, and it is the style or form of entrepreneurship that is currently being practiced here; however, this approach does not allow for any further improvements to be made. The primary focus of the study, according to the goals that it has stated for itself, is on the question of how the education of entrepreneurs influences the growth of small and medium-sized businesses. A void has been left in our society as a direct result of unemployment, and this void needs to be filled by the growth of small and medium-sized businesses. In order to draw conclusions based on inferences made from the Southwest and Northcentral regions of Nigeria, the study focused the majority of its attention on those two areas. In addition, the primary purpose of the study was to investigate and test two hypotheses concerning the influence of entrepreneurial training on the growth of small and medium-sized businesses as well as the participation of graduates from a variety of tertiary institutions. Examining in excess of two research hypotheses that are related to formal entrepreneurial training is a potential avenue for future research that goes beyond the ambit of the present investigation and could form the basis of future studies. The absence of training for business owners on how to implement effective financial and risk management practices, as well as a general dearth of awareness regarding the significance of both of these topics, are two examples of the problems that arise as a result of this. The research literature was not able to adequately address this immediate need to address these issues, despite the fact that there is an immediate need to do so. In spite of the fact that there are currently a great number of new business owners entering the market with a diverse range of cutting-edge business

concepts, the issue of finances and business strategy continues to be a barrier for a great number of individuals. Researchers are able to concentrate their attention on the role that teachers and lecturers play within the institution in fostering an interest in entrepreneurship among graduates and on the ways in which entrepreneurship has contributed to low unemployment thanks to the availability of statistical data from the National Bureau of Statistics. In addition to this, academics should also look into alumni participation in entrepreneurship classes. They can do this by analyzing the degree to which students continue to take these classes after they have graduated. Because of this, the researchers will be able to focus their attention on the secondary data that will serve as the foundation of the study.

In addition, the educational system must make every effort to incorporate classes in business management into the curricula of schools by utilizing business case studies and business simulation clinics as teaching aids, regardless of the subject matter that is being studied. This obligation falls on the shoulders of the educational system. The future owners of businesses will be better able to take the initiative, anticipate potential problems, and offer constructive solutions as a result of the education and experience they will have gained in the future. The founders of new businesses will find this to be of tremendous assistance (Adegbite, Ilori, Irefin, Abereijo & Aderemi, 2006). Education in entrepreneurship should be a required component of the academic program because it would assist students in achieving success in their pursuit of becoming business owners by preparing them for what the business world has in store for them and demonstrating to them how to make a difference in that world.

It is also essential to keep in mind the significance of maintaining accurate records in order to keep track of progress and to take corrective action. There is an urgent need for the numerous institutions in Nigeria, such as the National Bureau of Statistics, to significantly improve their capacity to collect data on entrepreneurship literacy, the current unemployment rate across the country, and the growth and success rate of small and medium-sized businesses. This is a requirement that must be met as soon as possible. This will be a helpful resource for future studies that use secondary data rather than primary sources to collect information, and those studies are still in the planning stages. This is going to be of great assistance. It was discovered during the course of this research that the primary data collection methods were not adequate to produce the same level of insight as the secondary data collection methods.

In addition, it is suggested that future research pay more attention to the system that is already in place and aims to equip educators or trainers working within educational institutions with practical aspects of entrepreneurship. This is a recommendation that comes from the findings of the current study. The overwhelming majority of professors and teachers can only provide a theoretical understanding of the concept of entrepreneurship, even though they lecture on the practical aspects of entrepreneurship. Bringing in real-world experience is one of the best ways to

help students quickly and easily grasp the concept of entrepreneurship within the confines of the many different academic institutions that make up our society. This is one of the best ways to help students learn about entrepreneurship in the many different academic institutions that make up our society. The significance of this idea was also emphasized in the research that was conducted by Gautum & Singh, (2015), who was a researcher who conceptualized the phenomenon that is known as formal entrepreneurial training. The researcher who carried out that study looked into the influence that teachers have on the development of future business leaders. Teachers are being asked to do more, such as preparing the next generation of entrepreneurs to enter the workforce, and as a result, they need to be adequately trained to do so, either during their initial pre-service teacher preparation or through ongoing professional development. In order to meet this increased demand, teachers must receive adequate training. In addition, it is recommended that additional research be carried out in order to increase the level of participation of the Ministry of Education in the process of encouraging the expansion of formal entrepreneurial training and consequently the micro, small and medium-sized businesses. Additionally, it is recommended that additional research be carried out in order to provide the Ministry of Education with a better understanding of its role in the promotion of entrepreneurial education and the growth of small and medium-sized businesses through the preparation of students for their own businesses. In order to accomplish this objective, we propose providing students with the tools they require to establish themselves as successful business owners and operators. .

The primary goal of the study is to elaborate on why it is so important to offer educational opportunities related to entrepreneurship in the country's central and western regions, which are frequently referred to as the “commercial nerve” of the country. This will be accomplished through the use of a survey. Ceramics, cash crops, poultry, and various types of animal husbandry are all examples of well-known agricultural products that come from the North. Because each of these activities resulted in an increase in revenue, the economy of Nigeria has benefited from them all. Due to a lack of formal entrepreneurial training, the Northern regions and certain parts of the South Western regions are distinguished from other regions by their more traditional approach to the ownership of businesses. For instance, the problem of animals that are allowed to roam free is now considered a threat to national security. As a consequence of this, there is a knowledge gap concerning this issue, and education in entrepreneurship can assist in helping to bridge it. The establishment of ranches in which cattle and other livestock can graze in seclusion, away from inhabited areas, is one potential approach to this problem. This may present an opportunity to assist in bringing people together and putting an end to the wave of violence that has been afflicting the nation. As a result, the government and its officials have significant responsibilities to fulfill in order to ensure the significance of education regarding entrepreneurship and the provision of adequate support for businesses operating on a small and medium scale. .

The contribution that entrepreneurs make to the growth of the economy is one that should be taken into consideration by policymakers, according to the recommendations of various experts. The study of entrepreneurship deserves equal weight with scientific and technological endeavors given that it is the enterprising individual who is ultimately responsible for commercializing new discoveries rather than the scientist or engineer who made them. Because wealth can only be generated through the coordinated efforts of production, land, labor, and capital, entrepreneurs should be regarded as genuine contributors to the growth of the economy. As a result, a sufficient amount of emphasis ought to be placed on fostering entrepreneurial endeavors in the context of the nation's efforts to make use of its natural resources, educate its population, and provide both human and physical capital. Because of this, new businesses, resources, and jobs will be created, which will contribute to an increase in economic activity and be beneficial to the nation as a whole. Nevertheless, it is of the utmost importance to initially lay the groundwork for effective policy cooperation and stability. In spite of the fact that the government has implemented a number of different programs and initiatives aimed at encouraging micro, small, and medium businesses, none of them have had a significant impact on Nigeria's economic development.

Another required option is to devise a workable and well-thought-out plan for engaging young people in Nigeria in activities that can result in financial gain. This essay makes the point that it is critical to keep in mind that today's youth are any nation's best hope for the future, and it does so. Because of how important education in entrepreneurialism is, it is currently being overseen by a number of different administrations. Some nations are rethinking the methods that are used to educate young people by adding innovative ways of thinking and creative problem solving into their educational programs. In the same vein, a significant amount of emphasis is currently being placed on the critical nature of teaching potential future business owners by integrating elements of entrepreneurship into various educational opportunities, most notably at the university level. Some countries have gone even further with this concept by incorporating lessons on entrepreneurship into elementary school curricula and encouraging children to pursue careers in business when they reach the appropriate age.

It is essential to encourage young people, particularly those who have already demonstrated an aptitude for entrepreneurship, to launch their own businesses, particularly in the fields of science and technology. This will make the process of reducing poverty more sustainable and, in an ideal world, will lead to its complete eradication. As a result of this, there is a need for a change in the way that children are instructed in order to prepare them to be successful as adults. Both the revitalization of Nigerian entrepreneurship and the strengthening of the micro, small, and medium enterprise (MSME) sector are essential to the growth and development of the country over the long term. Simple repairs to the country's infrastructure can be of tremendous assistance to both of these goals. If the current administration could find a solution to the challenging problem of unstable electricity supply, there would be a significant growth of businesses. Because of the vast amounts

of wealth and employment opportunities that would be generated as a result of this, the economy as a whole would be significantly impacted and favorably impacted as a result of this.

Students of all academic levels will be provided with the self-confidence and assurance that is required to begin a successful business venture at an early age through the implementation of entrepreneurial educational programs in schools with the intention of accomplishing this goal. Students' personal lives, academic experiences, and social environments all have an impact on the entrepreneurial attitudes and behaviors they exhibit. Students, as a result of the educational opportunities that are available to them, are given the tools that they require to make the business ideas that they have a reality. During the process of achieving a common goal, the perspectives of the students on the strengths and limitations of others are essential. Even if a student does not become more interested in starting their own business after taking an entrepreneurship class, the class still has the potential to inspire them to do so. Although many students entertain the idea of beginning their own business, not all of them actually go through with it. It is imperative that specific plans and efforts be made within the context of this investigation in order to find external factors that might encourage students to engage in entrepreneurial endeavors. These factors fall outside the purview of this investigation, but it is of the utmost importance that they be found. It is recommended that schools devise a plan to support students who have stated an intention to start a firm while they are still enrolled in school or after they have graduated through the utilization of incubator programs in order to facilitate the implementation of formal entrepreneurial training. This can be done in order to facilitate the implementation of formal entrepreneurial training. As a direct result of this, a greater number of first-year college students will give some serious consideration to the idea of one day launching their own companies. It should be a requirement that students in Nigerian schools learn about starting their own businesses. It will encourage more young people to pursue entrepreneurial opportunities. Students should make it a priority to learn how to save money while they are still in school because financial resources are required to make dreams come true. They can't start their company until they have your assistance in raising capital, so they came to you.

It is essential for educators working in elementary schools to have ongoing training in business education while they are employed there. The findings of several of these researches suggest that educators in elementary and secondary schools should obtain additional training in entrepreneurial education during their careers. As a result, it is absolutely necessary for educators to increase their understanding, capabilities, and experience in the field of formal entrepreneurial training. In order to provide a well-rounded education in entrepreneurship, the curricula of elementary and secondary schools should incorporate both theoretical knowledge and hands-on experience. For instance, there are academics who vehemently favor the concept of formal entrepreneurial training being incorporated into all curricula. In addition, there is a widespread consensus that programs that are intended to assist students in developing their entrepreneurial

skills should receive a greater amount of attention. The education of aspiring business owners should either be brought down to the level of primary education, or it should be incorporated into the curriculum of schools, according to the majority of educational authorities. One of the most important aspects to cover in primary education is the relationship that exists between educational institutions and the economic world. The implication of these proposals is that there ought to be a direct connection between educational programs for entrepreneurs and the business community. It is necessary for this to begin in the elementary grades.

There is advice and guidance provided for educators and teachers in the form of a variety of recommendations. The growth and promotion of formal entrepreneurial training should have a primary emphasis on teachers and educators as the primary target audience. According to the findings of many pieces of research, preservice training is an equally important part of entrepreneurial education. The research that was looked at gave a number of suggestions for improving the training of teachers before they enter the classroom. There is widespread consensus amongst experts that teacher preparation programs have to incorporate entrepreneurial education. Other recommendations include working with different business sectors to train teachers, including a diverse range of participant types in formal entrepreneurial training and researching the impact they have on private enterprise, in addition to introducing more conceptual and experimental art into business curriculum. . Undergraduate education is absolutely necessary in light of the challenges that today's educators are required to navigate as well as the recommendations contained in this report. The significance of this attitude in forming the understanding of entrepreneurial education held by pre-service teachers is probably the root cause of this phenomenon. In order to overcome this issue, new teaching philosophies ought to be presented to future educators, and the educational program for teachers ought to be updated. According to Yavuz Konokman and Yelken (2014), teacher preparation programs should be revised to guarantee that entrepreneurship is comprehensively addressed in present curricula. This should be done by incorporating the findings of the aforementioned authors into the redesign process. In spite of the fact that many of them continue to believe that it is valuable, teachers, teacher trainers, and pre-service teachers have generally negative perceptions regarding formal entrepreneurial training. As a result, there is a concerted effort being made to standardize the teaching of entrepreneurship, particularly in elementary and secondary schools. As a direct consequence of this, the knowledge, abilities, and experience that instructors in formal entrepreneurial training possess are receiving increased attention. Academics have also emphasized how critical it is to instill an entrepreneurial mindset in future teachers by teaching entrepreneurship courses to pre-service teachers. The incorporation of information about entrepreneurship into general education as well as other types of educational programs has been proven to be beneficial. The majority of attention that has been paid to the study of science has focused on the perspectives and approaches taken by educators. A significant amount of

consideration is also given to the various ways in which the teaching of entrepreneurship is already being utilized in formal educational settings or will be utilized in the not too distant future. Small and medium-sized businesses (also known as SMEs) in Nigeria are held in extremely high esteem, and the number of SMEs in the country is expanding at an alarming rate. As a consequence of this, there is an immediate requirement to investigate the current state of small and medium enterprise (SME) development in Nigeria and the efficiency of the institutional framework that is already in place in order to formulate suggestions for potential future applications in this industry. One strategy for encouraging the growth of small and medium-sized businesses is to work toward the establishment of a regulatory climate that is more accommodating. This will increase the competitiveness of SMEs and reduce the transaction costs that they are required to bear. It has to take the place of the prior goal. It is essential to keep in mind that companies participating in the shadow economy will almost certainly formalize their organizational structures in order to expand their operations if the barriers imposed by administrative and legal processes are lowered. A market-driven strategy needs to take the place of the supply-driven strategy (SDS), which involves implementing subsidized and direct lending through a variety of financial institutions (MDS). A market-driven strategy, also known as an MDS, is something that can be implemented to assist SMEs. SDS are generally not encouraged in today's society because of the distortion they cause as well as the fact that they are not viable as a model for running a business. The process of obtaining loans for small and medium-sized businesses needs to be streamlined by commercial banks (SMEs). These measures should include addressing concerns regarding information and collateral, as well as improving lending policies, systems, and procedures for small and medium-sized enterprises (SMEs). Credit scoring methods, credit information services, and a credit guarantee fund that reduces moral hazard by sharing risks with banks should also be implemented as part of these measures. Leasing might be an option for small businesses that are short on collateral. In addition, there is a possibility that certain high-yielding small businesses could receive assistance from venture capital funds.

The model for business development services, also known as BDS, has shifted from one that is determined by priorities and involves the direct provision of services by an intermediary organization that is wholly funded by the public sector to one that is determined by a model that is based on demand. This shift can be seen, for instance, in the proliferation of voucher-based schemes. These schemes aim to promote BDS providers while also being more responsive to the requirements of SMEs. Putting these models into practice is something that cannot be avoided at all costs. In order to encourage more responsible consumption, there is a possibility that it will be necessary to mandate that small and medium-sized businesses, also known as SMEs, pay at least some of the costs. Research into the growth and management of small and medium-sized enterprises (SMEs) is essential, particularly in the fields of supply-chain management and competitiveness clusters, both of which rely on the financial benefits of interfirm collaboration. Research into the growth and management of SMEs is also essential. This document will provide

an overview of the various approaches that can be taken to cultivate relationships between SMEs and larger corporations that make use of the goods and services offered by SMEs. These larger corporations make use of the goods and services offered by SMEs.

Small and medium-sized businesses (also known as SMEs) in Nigeria are extremely important to the overall growth of the economy of the country. This is due to the fact that SMEs help families with lower incomes make ends meet, provide employment opportunities for the country's large youth population, and participate in international trade through partnerships with multinational corporations. As was discussed earlier, SMEs are able to contribute to the accomplishment of a wide range of objectives, including the growth of GDP and the generation of revenue for the government in the form of taxes and exports. In point of fact, the benefits that come with having a small or medium-sized business are practically limitless. The thriving small and medium-sized enterprise (SME) sector in Nigeria, on the other hand, faces a number of challenges that need to be surmounted. It is expected that contributions will come from various parties, including governments, businesses, corporations, individuals, and organizations representing civil society. If the Nigerian economy is going to take advantage of the opportunities afforded by small and medium-sized businesses, then it is imperative that research be conducted on current global trends, practical solutions be developed, and a MSME development program be formulated. This is because it is only through these means that the Nigerian economy will be able to take advantage of the possibilities afforded by SMEs.

An in-depth study of entrepreneurship curriculum, teaching methods, and university responsibilities led to the creation of a new variable: formal entrepreneurial training. The following suggestions are made in light of the findings.

- i) A collaboration and engagement with international institutions is highly encouraged for new entrepreneurial programs being introduced into the curricula.

- ii) In order to inspire students in entrepreneurial studies, teaching approaches should incorporate a reflection on the practice component.

- iii) Universities should promote a business culture on all of their campuses, as well as expand internship opportunities and entrepreneurship training.

In order to boost student interest in entrepreneurial activities, a novel learning strategy in formal entrepreneurial training is necessary.

- v) The enhancement of stakeholder support mechanisms should be used to further promote entrepreneurial activities and the country's entrepreneurship culture. Government

assistance, financial institutions, small and medium-sized businesses, and parents and other family members are examples of these.

As they have the knowledge and means to do so, academic institutions must play a key role in promoting entrepreneurship. Awareness campaigns at universities and colleges are needed to encourage students to enrol in entrepreneurship courses. Courses in entrepreneurship should be available to students from various academic backgrounds, not only commerce students. Entrepreneurship as a career option for students must also be promoted. Thus, rather than merely being job searchers, students will be encouraged to create their own enterprises and hire others.

5. 8 Relevance and the Applicability of the Recommendations

The various stakeholders that are listed in the body of the research study will find that the suggestions made in the research study regarding the significance of entrepreneurial orientation in the two regions of South-West Nigeria and North Central Nigeria are extremely relevant to them. Stakeholders include not only the general public but also the government, educational institutions (like schools, colleges, and universities), cultural institutions (like libraries and museums), and students. The recommendations can be found here. It was determined that education in entrepreneurship is important as a means of ensuring exposure to entrepreneurial opportunities and the development of appropriate skills. It also highlights the significance of persons having gainful employment in some sort of lawful business or another, which can lead to a reduction in the incidence of crime and terrorism in the nation. In addition to this, it demonstrates the direct influence that it has on economic development on both a regional and national scale, emphasizing how it leads to a reduction in overall.

Regarding the relevance of the proposals that were given, the government can ensure that numerous measures are in place to handle the recent surge in unemployment by ensuring that education on entrepreneurship is incorporated in the curriculum of the schools. In addition, the Ministry of Youth and Sports has the ability to implement a number of different empowerment initiatives that will assist in empowering the youths and locating any latent skills they may possess. Students in Nigeria need to retrain their brains to focus on being job creators rather than job seekers if they want to contribute to the nation's economic growth. One such manner in which the recommendations can be put into reality is by ensuring that various financial institutions create an environment that makes it easy for small and medium-sized businesses to borrow money, which can then be used to either start a new business or expand an existing one. The proliferation of entrepreneurs will lead to a rise in productivity as well as the creation of additional jobs that pay decent wages, which will be to everyone's advantage. It is going to be required that students learn about the concept of entrepreneurship when they are in their final level of education at the various tertiary institutions that are located in the regions. In addition, it will be essential to mandate that students at all levels of entrepreneurship be required to take courses in order to graduate from the

numerous regional universities. This is going to be essential as well as required. After receiving their degrees, those who are interested in beginning a small or medium-sized business should be encouraged to do so by the government and other public institutions through the provision of financing. This research article has presented evidence that demonstrates the importance of entrepreneurial education in combating poverty, fostering independence, and ensuring the safety of the nation. Because entrepreneurial education comes with a substantial number of advantages, it is important that sufficient efforts be made to recognize and reward it. Universities, polytechnics, and colleges ought to have formal entrepreneurial training centers, units, and departments that receive financial backing and equipment from the federal government, state government, and local government, among other levels of government, as well as the development of appropriate environments through the effective development and implementation of curricula. Education in entrepreneurship is an ongoing process that can begin as early as elementary school and continue through either middle school or high school. This type of education can take either a formal or an informal format for adults. The generation of income and employment opportunities is essential to the functioning of the economy on all scales, including the individual, the state, the national, the continental, and the global levels. It helps to solve the various social, political, and economic needs of society, such as those that are caused by underemployment and unemployment, crises, conflict, poverty, and other challenges. Education on entrepreneurship should be promoted by various media means such as radio, television, and satellite in order to guarantee that everyone will profit from it. Many people are of the opinion that Nigeria's educational policy is badly handled, and that this is the primary cause of the country's unequal progress as well as its sluggish economic growth. It is a very different thing to manage education in a nation so that it lives up to the standards that are set for it than it is to just provide education. It enables the adaptation of the findings by a wider society through the establishment of jobs for both the individual and for other people.

It is imperative that Nigeria and every other undeveloped or developing countries provide support for the planning, development, usage, and monitoring of local educational programs. Considering that decentralizing decision-making is one strategy for achieving this goal, democratizing the educational system ought to be the primary focus of attention. The study of functional and entrepreneurial education is still a relatively new field of research in academic circles. As a result, it is interdisciplinary and incorporates training for educators and business leaders in addition to training in economic and commercial subjects such as psychology, sociology, and anthropology. Entrepreneurship, should be taught from a perspective that draws on a wide range of real-world experiences as well as knowledge from a variety of academic fields. According to Anho (2011), “entrepreneurship training, mentoring, and work experience should be included in the curriculum of all higher education institutions rather than being restricted to specialized faculties/departments,” and that formal entrepreneurial training and development can be used to foster an entrepreneurial climate in both an economy and a government. There will be

opportunities for economic growth, equitable economic distribution, social cohesion, a reduction in poverty in society, and the protection of national security as a direct result of this.

A greater emphasis on these micro, small, and medium-sized enterprises (MSMEs) would contribute to the reduction of poverty in Nigeria and the improvement of the living situations of a great number of people. This would indicate that governments have implemented strategies to support MSMEs both currently and in the past. In addition to this, the organizations that are now in charge of MSMEs need to be restructured and given additional resources. In addition, collaboration between the public sector and the government is required in order to create a transparent regulatory framework that helps to cultivate an atmosphere that is beneficial to business. It entails lowering taxes on corporations, providing tax relief to small and medium-sized businesses (MSMEs), doing away with obstacles to the registration of businesses, addressing the protection of intellectual property rights, which is the most important issue but the one that is dealt with the least, and bringing interest rates and inflation under control. Second, proprietors of SMEs should coordinate their efforts and, if it is financially feasible to do so, establish a mutual fund that will be managed and run by the individuals who own the companies. The establishment of such a relief money pool would be of considerable use to both small and medium-sized firms. The financial barriers that are inhibiting the growth of Nigeria's small businesses may be removed with the assistance of a group such as this one.

SMEs in Nigeria have not been able to make the kind of significant contributions to the country's growth and development that were anticipated. The study's findings indicate that there is still much work to be done before Nigeria's SMEs are productive enough to play a significant role in the nation's future economic growth. The hydra-headed collection of issues that SMEs in Nigeria face can only be effectively addressed by taking a multifaceted and coordinated approach by all pertinent stakeholders. The federal, state, and local governments are included in this, along with other organizations and parastatals, banks, regulatory bodies, small and medium-sized businesses, staff members, and other donor organizations. As a result, the government must take the initiative to address problems by, for example, extending reforms to the industrial and educational sectors and updating the infrastructure that supports them. Additionally, in order to minimize or even completely eradicate corruption, they must realign their value system. The small and medium enterprise (MSME) sector will without a doubt be a crucial tool for the quick industrialization of the Nigerian economy if it is implemented successfully and there is political will, strong leadership, and followership.

As a result, it suggests that the government should do everything that is within its power to assist aspiring business owners in gaining access to principal, the knowledge that they require regarding business opportunities and cutting-edge technology, raw materials, the market, as well as production facilities, in order to reduce overhead costs and boost levels of competitiveness. It

is necessary for the government, non-governmental organizations (NGOs), and other stakeholders in Nigeria to have a better understanding of the factors that limit the growth and survival of Nigeria's small and medium-sized enterprises (SMEs) in order to be able to create targeted policies and programs that actively stimulate innovation. It would also assist Nigeria's policymakers in supporting, encouraging, and promoting small and medium-sized businesses, which would be a further aid in the fight against poverty among Nigeria's less fortunate citizens.

Women own and operate the vast majority of the world's microbusinesses. In addition to the difficulties that are associated with their gender, they face arbitrary license denials, severe tax assessments, restricted access to funding, a paucity of skills, and a lack of opportunities for training. These issues should be addressed by the national government by fostering a favorable macroeconomic environment, removing long-standing barriers to economic growth, and reducing gender-based discrimination against women business owners through legislation, awareness campaigns, and education. These measures should be taken in order to address the issues. According to the knowledge gained from Bangladesh's Grameen Bank, the objective might be reached by encouraging more economically marginalized and underprivileged women to participate in the workforce. In order to accomplish this objective, targeted funding and training programs for women should be developed, and strong marketing should be carried out. It is crucial to make the process of applying for a loan as simple as possible. Using domestic rivals as bait to lure customers from other countries is one strategy for expanding into international markets. Commercial banks and microlenders alike need to come up with innovative solutions in order to continue lending money to small enterprises, particularly those that are owned or managed by disadvantaged women. Grameen Bank believes that there is a possibility of something like this occurring. Non-governmental organizations (NGOs) should be allowed to participate in the market for money lending, and competition between different types of financial institutions should be fostered. It suggests that the current policy of the national government on the operation of financial institutions in the country has to be reevaluated in light of the new information.

The Ministry of Education must create a curriculum that will equip recent graduates with the social, entrepreneurial, industrial, and commercial skills they need to successfully manage small and medium-sized businesses. . The micro, small, and medium-sized enterprise sector ought to place an emphasis on competency-based education within the educational system. Alternatives to employment training are absolutely necessary for the continued existence of firms that are owned and operated by women. As a direct result of globalization, small and medium-sized businesses in Nigeria are now confronted with both opportunities and dangers. Businesses in Nigeria do not have access to the resources and level of preparation required to compete on an even playing field with their counterparts in other countries. The government needs to make use of macroeconomic policy as a tool in order to support local micro, small, and medium-sized enterprises (MSMEs) in constructing capacity and infrastructure, as well as having access to

funding and technology as quickly as is practically possible. Should this occur, the bulk of the local businesses might go out of business if something isn't done.

Small and medium-sized enterprises stand to gain significantly from initiatives that encourage and support entrepreneurial activity (MSMEs). In order to facilitate the growth of micro, small, and medium-sized enterprises (MSMEs), the leadership should provide the formal and public services support for businesses, both innovative and active businesses. According to the findings of the investigation, potential businesses could be eligible for financial assistance in addition to receiving a reliable information system. On the other hand, the installation of policies that were ineffectual made it more difficult to access resources. On the other hand, the installation of policies that were ineffectual made it more difficult to access resources. The growth of the corporation is hampered by a number of factors, including a lack of enthusiasm, cultural differences, political upheaval, rising inflation, and a falling national currency. Because of this, Nigeria needs to support and encourage micro, small, and medium-sized enterprises (MSMEs) if it wants to achieve sustainable growth and development. In addition to this, business leaders need to build a mindset that places a high value on working together and sharing resources. Instead of relying solely on the government to take advantage of the great potential of EDPs, specialists from other industries should do so.

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APPENDICES

Appendix A: Research Instrument

A SURVEY QUESTIONNAIRE

You are hereby invited to complete the following questionnaire which focuses on the examination of the *Impact of Formal entrepreneurial training on Micro, Small and Medium Enterprises MSME) growth in North Central and South-West Nigeria.*

The questionnaire should only take about 15 minutes of your time to complete and it includes 37 questions. Your responses are anonymous and will not be identified with you in any way.

By answering the survey questions, you confirm that you are aware that your answers won't be used to personally identify you in any manner. It will help me if you respond to as many questions as you feel comfortable with, but you are free to skip any that you find intrusive or disrespectful. You have the right to leave the research at any time (before or after it is finished), with no repercussions and without giving a reason. In this scenario, the information gathered will be destroyed.

Kindly complete all questions and also sure that you follow all the necessary instructions for each question.

SECTION A

(DEMOGRAPHIC RESPONSES)

Kindly tick appropriately [√]

1. Gender of Respondents: (a) Male (b) Female
2. Age of Respondents:..... years old (Please write out)
3. Region of Respondents: (a) North Central (b) South-
West
4. Highest level of Education of Respondents:
(a) Basic/Primary education (b) Secondary education (c) Tertiary
education (d) Vocational skills (e) No formal education
5. Number of years your business has operated: years (Please write out)
6. Are you aware of entrepreneurship: (a) Yes (b) No

SECTION B

RELEVANT RESEARCH QUESTIONS

Choose one option for each question presented in the table below. Circle the number that represents your opinion

Likert Scale	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
What is the impact of entrepreneurial education on MSMEs in local regions of Nigeria?					
Education in entrepreneurship is crucial for the success of MSMEs.	1	2	3	4	5
It aids in developing the knowledge and abilities needed for entrepreneurship.	1	2	3	4	5
It is a strategy for closing the job gap in society.	1	2	3	4	5
It makes the person aware of how to do business.	1	2	3	4	5
It enables the business owner to have the managerial abilities necessary for the company's success.	1	2	3	4	5
Lack of training in entrepreneurship will result in subpar management of the company.	1	2	3	4	5
Lack of training in entrepreneurship will cause a business to fail.	1	2	3	4	5

Education in entrepreneurship empowers people to efficiently use the resources at their disposal.	1	2	3	4	5
To succeed, formal entrepreneurial training is not required.	1	2	3	4	5
Entrepreneurs become more innovative the more educated they are.	1	2	3	4	5
Education in entrepreneurship will open up opportunities for the local area to thrive.	1	2	3	4	5
It will have a favorable impact on business by reducing the prevalence of poverty and crime in society.	1	2	3	4	
It will enable people to focus their efforts and abilities on becoming productive.	1	2	3	4	
Businesses that receive entrepreneurial training might endure years of intense competition.	1	2	3	4	
It will make it easier for local communities to establish tight ties with business owners.	1	2	3	4	

SECTION C

Choose one option for each question presented in the table below.

Circle the number that represents your opinion

Likert Scale	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
What is the impact of formal entrepreneurial training on graduates' involvement in MSMEs in local regions of Nigeria?					
In our tertiary institutions, formal entrepreneurial training has been very successful in fostering graduates' independence.	1	2	3	4	5
Nigerian graduates were able to escape white collar occupations thanks to it.	1	2	3	4	5
More graduates are now willing to start small and medium-sized businesses in their communities.	1	2	3	4	5
It has aided our graduates in staying out of trouble and engaging in licit behavior.	1	2	3	4	5
The graduates are now more productive thanks to it.	1	2	3	4	5
It has helped our graduates to become more	1	2	3	4	5

innovative in business					
Pride of independence and being one's boss has helped graduates t have a rethink	1	2	3	4	5
Cost of doing business is a huge problem facing graduates from becoming entrepreneurs	1	2	3	4	5
Formal entrepreneurial training has not been of impact on graduates to involve in small scale businesses	1	2	3	4	5
The schools have not done well to help get graduates involve in entrepreneurship	1	2	3	4	5
Establishing small scale business is a time and effort wastage	1	2	3	4	5
Government has not been supportive in helping graduates to becoming entrepreneurs	1	2	3	4	5
Fear of not being successful discourages graduates from becoming entrepreneurs	1	2	3	4	5
Graduates prefer to be employed rather than being	1	2	3	4	5

employers					
Formal entrepreneurial training in Nigeria has not really been effective to prepare them to become business owners	1	2	3	4	5
Most graduates would prefer not to be involved in entrepreneurship	1	2	3	4	5

Appendix B: SPSS Data Analysis

Distribution of respondents by Gender

	Freq uency	Per cent	Valid Percent	Cumulative Percent
Female	153	47.4	47.4	47.7
Male	169	52.3	52.3	100.0
Total	323	100.0	100.0	

Distribution of Respondents by Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	81	3	.9	.9	.9
	91	6	1.9	1.9	2.8
	02	5	1.5	1.5	4.3
	12	8	2.5	2.5	6.8
	22	8	2.5	2.5	9.3
	32	14	4.3	4.3	13.6
	42	16	5.0	5.0	18.6
	52	28	8.7	8.7	27.2
	62	31	9.6	9.6	36.8
	72	23	7.1	7.1	44.0
	82	28	8.7	8.7	52.6
	92	15	4.6	4.6	57.3

0	3	25	7.7	7.7	65.0
1	3	11	3.4	3.4	68.4
2	3	24	7.4	7.4	75.9
3	3	17	5.3	5.3	81.1
4	3	12	3.7	3.7	84.8
5	3	10	3.1	3.1	87.9
6	3	9	2.8	2.8	90.7
7	3	2	.6	.6	91.3
8	3	6	1.9	1.9	93.2
9	3	5	1.5	1.5	94.7
0	4	6	1.9	1.9	96.6
1	4	7	2.2	2.2	98.8
2	4	2	.6	.6	99.4
5	4	1	.3	.3	99.7

8	4	1	.3	.3	100.0
total	T	323	100.0	100.0	

Distribution of Respondents by Highest Level of Education

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	.3	.3	.3
Secondary Education	11	3.4	3.4	3.7
V Tertiary Education	301	93.2	93.2	96.9
Vocational Skills	10	3.1	3.1	100.0
Total	323	100.0	100.0	

Distribution of Respondents by Number of Years the Business has been in Operation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	36	11.1	11.4	11.4
	1	43	13.3	13.6	24.9
	2	55	17.0	17.4	42.3
	3	61	18.9	19.2	61.5
	4	39	12.1	12.3	73.8
	5	37	11.5	11.7	85.5
	6	12	3.7	3.8	89.3
	7	7	2.2	2.2	91.5
	8	14	4.3	4.4	95.9
	10	10	3.1	3.2	99.1
	11	2	.6	.6	99.7
	13	1	.3	.3	100.0
	Total	317	98.1	100.0	
Missing	System	6	1.9		

Total	323	100.0		
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Are you aware of what entrepreneurship entails?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	23	7.1	7.1	7.1
Yes	300	92.9	92.9	100.0
Total	323	100.0	100.0	

Distribution of Respondents by Region

	Frequency	Percent	Valid Percent	Cumulative Percent
North	4	1.2	1.2	1.2
Central Nigeria	114	35.3	35.3	36.5
South-West Nigeria	205	63.5	63.5	100.0
Total	323	100.0	100.0	

HYPOTHESIS 1:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.754 ^a	.569	.548	.557

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	119.712	14	8.551	27.587	.000
Residual	90.820	293	.310		
Total	210.532	307			

HYPOTHESES 2**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.677 ^a	.458	.430	1.063

ANOVA

Model	Sum of Squares	df	Me an Square	F	Sig.
1 Regression	278.687	15	18.579	16.444	.000
Residual	329.920	292	1.130		
Total	608.607	307			

CRONBACH ALPHA**Reliability Statistics**

Cronbach's Alpha	N of Items
.742	33

APPENDIX C

REAF: UREC Decision



UREC's Decision

Student's Name: Steve Araba

Student's ID #: R1705D2692168

Supervisor's Name: Dr Stavros Sindakis

Program of Study: UUM: PhD Doctorate of Philosophy - Business Administration

Offer ID /Group ID: O20811G20689

Dissertation Stage: 3

Research Project Title: IMPACT OF ENTREPRENEURSHIP EDUCATION ON MICRO,
SMALL & MEDIUM ENTERPRISES GROWTH IN NORTH CENTRAL
AND SOUTH-WEST NIGERIA

Comments: No comments

Decision: A. Approved without revision or comments

Date: 07-Jan-2021

