

Influence of Entrepreneurship Skill Education on Job Creation among Secondary School Students in Nasarawa West Senatorial District of Nasarawa State, Nigeria

KWANZA MAIKUDI ALLAHNANA,
Nasarawa State University, Keffi, Nigeria

SAMUEL AGBAPUONWU OZOEKWE
University of Nigeria, Enugu, Nigeria

ILIYA MONDAY USMAN VINTSEH
Nasarawa State University, Keffi, Nigeria

ABSTRACT In most developing countries like Nigeria, it seems attention is not given to development of businesses like welding and fabrication skills, furniture and carpentry skills, hair dressing and beauty salon, tailoring and fashion design and automobile workshop on job creation. Therefore, this paper investigated the influence of entrepreneurship skill education on job creation among secondary school students in Nasarawa West Senatorial District of Nasarawa State, Nigeria. Thus the problem of this study put in question form; how does entrepreneurship skills education create job opportunity among secondary school students in Nasarawa West Senatorial District of Nasarawa State, Nigeria? This study employed descriptive survey research design. The population of this study comprised 3456 secondary school students from 56 secondary schools in study area. A sample size of 196 students was selected from eight secondary schools. The study employed stratified random sampling technique. A questionnaire titled "Entrepreneurship Education and Job Creation (QESEJC)" was used for data collection. Descriptive statistics of means and standard deviations were used to answer the research questions. The inferential statistics of Chi-square (X^2) was used to test the formulated hypotheses at 0.05 level of significance. The finding revealed that entrepreneurship skills education creates job opportunity among secondary school students in study area. Based on the findings of this study, it has been concluded that entrepreneurship skills education is part of the total educational system that involves the acquisition of skills, ideas and management abilities necessary for job creation. It recommended that students should engage in entrepreneurship skills like welding and fabrication so that they will become self-employed after graduation from secondary schools.

Keywords: entrepreneurship skills education, job creation, employment.

Introduction

Transforming an idea into action has been done since the beginning of civilization around the globe. It has really transformed the world. Businesspersons have been creating ventures for masses based on such ideas materializing them into useful actions. Entrepreneurs have a vision for doing things in a better way, thinking beyond the constraints of current rules and resources. Perhaps more importantly, they have the passion and urgency that literally compel them to take risk necessary to realize their vision. They want to look deeper in the world and by doing so, they inspire their fellow men and women. Therefore, entrepreneurship is not just a venture creation process; its essence goes beyond contemporary times with maturity and serves as an agent of change. It is universal and is reflected in all major dimensions of civilization viz. social, political, and economic etc. across the globe (Manish & Sunil 2017).

Gangaiah and Viswanath (2014) explained the genesis of term 'entrepreneurship' from the French word 'entreprenre' which originally means an organizer of musical or other entertainments. The word has been in use since the 16th Century. In Middle Ages the term 'entrepreneur' was referred to a person who was managing large projects. He was not taking risk but was managing the projects using the resource provided (Lakeus, 2014). He added that in the 17 century the word was extended to cover architects and contractors engaged in activity, such as construction, fortification and public work. Robert & Albert (1986) stated that only in the beginning of 18 century it was used to refer to economic aspects. Some economists say that the term has been derived from German word 'unternehmen' which literally means 'to take' or 'operation' or 'to undertake' which indicates the minimum characteristics of an entrepreneur. The French economist Richard Cotillion is generally accredited with being the first to coin the phrase in the context of what we view today as 'entrepreneurship' in about 1730 (Ahmad & Seymour, 2006). Further they pointed out that in 19 and 20 century many eminent economists and scholars including Adam Smith, Alfred Marshall and Frank etc. elaborated on Cotillion's contribution, adding leadership and recognizing entrepreneurship through organization, but the key tenets of risk taking and profit were nearly always retained as important features of entrepreneurship.

The rate of unemployment in Nigeria has reached a worrisome level. Realizing this, the Federal Government of Nigeria has initiated several measures and policies aimed at reducing poverty and unemployment among the masses particularly youths. To achieve this, the Federal Government through National Universities Commission and other regulatory bodies directed all tertiary institutions to include entrepreneurial studies in their curriculum. Entrepreneurship has been described as an antidote to unemployment and youth restiveness. This is because entrepreneurial activities have been found to be capable of making positive contribution to the economy and quality of life of the people of a nation (Adejumo, 2000).

Entrepreneurship education as part of the total educational system is the type of education that involves the acquisition of skills, ideas and management abilities necessary for job creation. An entrepreneur promotes employment rather than seeking for an employment. Therefore, there is a need to embrace this type of education and provide all the necessary resources needed to make it functional. Quality entrepreneurship education could be used as a tool for fighting the war against poverty and unemployment in Nigeria.

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Variations of entrepreneurship education are offered at all levels of schooling from primary or secondary schools through graduate university programs. Entrepreneurial

education is a lifelong learning process, starting as early as elementary school and progressing through all levels of education, including adult education. Entrepreneurship education is an educational programme that provides the students with the knowledge, skills and motivation needed to start up a small-scale business. In other words, it promotes innovation or rather introduces new products or services and market strategies to the students to become outstanding entrepreneurs. Kenton and Ervin (2000) define entrepreneurship education as an educational discipline that prepares people, especially the youth to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers that contribute to economic development and sustainable communities. In other words, entrepreneurship education is a programme that provides discipline to an individual to assume the responsibility and the risk for a business operation with the expectation of making a profit. If this succeeds the entrepreneur reaps profits; and if it fails, he takes the loss. Kurya (2006) viewed entrepreneurship education as the process of creating something different with value by devoting the necessary time and efforts, assuring the accompanying financial, psychological and social risks, and receiving the resulting rewards of monetary and personal satisfaction.

Yeiyale (2012) defines job creation as the process of setting up business or entity with the intent of profiting financially or maximizing profit. The author adds that the major determinant of venture creation is the market mechanism which is the demand and supply of a given product. Example of job creation potentials among secondary school leavers include– internet services, mobile phone repairs, commercialize typing/photocopying, private research libraries, satellite installation, tailoring, glass construction, carpentry workshop, welding and fabrication, automobile repairs and services among others. These are designed to give individual students a supporting hand in turning the ideas into reality by establishing businesses not only for themselves alone, but others who are gainfully employed in the economy. Generally, entrepreneurship education ensures that students acquire relevant skills and competence for creating new jobs for themselves and the society at large.

Hairdressing is a skilled craft that requires years of training and practical hands-on experience to master. Hairdressers come into physical contact with customers on a daily basis, and mistakes can lead to serious illness or injury for the hairdresser and/or members of the public. Hair stylists are strongly in favour of apprenticeships that support apprentices with guaranteed hours of work and secure conditions. Apprentices and trainees need employment on a full-time or part-time basis so they have the protection of minimum and maximum hours of work per week. The Act should specifically exclude casuals and independent contractors from being able to sign training contracts for an apprenticeship or traineeship. People look at it as unprofessional and something that one does, not much out of choice, but as a last resort or as a supplementary source of income. Evidence provided shows that school dropouts and failures, for many years, pursued careers in this industry (Stephanie, 2002). However, hair salons like any other face unique challenges like lack of quality access to requisite information, unavailability of credit, poor market research and lack of market for their products.

Tailoring and fashion is another job creation opportunity for secondary school leavers. Tailoring involves designing, cutting, arranging and stitching of fabric into acceptable styles to fit a particular figure type by a tailor (Khurana and Sethi, 2009). A tailor is a dressmaker and a master "architect" in garment construction for the public. According to Amubode and Folade (2012), Nigerian tailors use customer service technique in their operations. The technique is such that customers bring fabrics to their tailors, who use each customer's body measurement to sew the de-

sired style of garment. In tailor-customer service arrangement, the tailor is expected to use his or her acquired tailoring skills to sew well-fitting garments to the satisfaction of the customers and the essence; tailors are dress makers that sew garments. Fashion is a prevailing or acceptable style of dressing that is adopted within a specified period of time (Stroescu, 2009). According to Dickerson (2003), fashion business is concerned with design, production and distribution of styles of garments which could also mean tailoring. Similarly, authors such as Rajitha and Geetha (2005), Anyakoha (2011) and Oseni (2012) have almost the same topics as are contained in the NDE training manual in basic tailoring in what they published as contents of basic tailoring course of study with some additions.

It is as a result of the above glooming picture of unemployment that necessitated this study to investigate the influence of entrepreneurship education in job creation in Southern Kaduna Senatorial District of Kaduna State using the following variables; welding and fabrication skills, furniture and carpentry skills, hair dressing and beauty salon, tailoring and fashion design and automobile workshop on job creation.

Abiamunwue, Seriki–Mosadolorun and Lemon (2014) examined problems associated with students' skill acquisition in clothing and textile course of study and strategies for its improvement in tertiary institutions in Lagos State. Descriptive survey research design was used for the study. The findings revealed that funding and training tools and equipment were not adequately available for training and that competencies of personnel are in doubt all of which negatively affected students' interest and skills acquisition. The findings also revealed that most graduates could not draft, cut and sew good dresses without assistance. This means that they did not acquire the required sewing skills. Based on the findings of the study, it was recommended that students' practical classes should be well funded by the school. Professionally trained clothing and textiles personnel whose skills should regularly be updated through retraining programme should be encouraged. It was also recommended that students should be supported to go on field trips to tailoring industries and participate in fashion exhibitions in holding and retaining their interest in the course of study. The relevance of the previous study to the present study is that the previous study examined students' skill acquisition in clothing and textile. The previous study was also conducted in an educational institution. The previous study also employed descriptive survey design.

Esiowu (2015) investigated the development of hairdressing curriculum for integration into home economics education programme of universities in South-East, Nigeria. The purpose of this study was to develop hairdressing curriculum for integration into Home Economics Education programme of universities in the South-East, Nigeria. The study employed a modified version of Research and Development. The findings of the study revealed that there were no significant differences in the mean responses of hairdressers, final year Home Economics students and Home Economics lecturers on the hypotheses tested. Based on the findings, it was recommended among others that Home Economics students should be adequately exposed to learning experiences identified in this study to enable them to be self-employed and curriculum planners should utilize the objectives, content, instructional methods, instructional materials/media and evaluation activities. The relevance of the previous study to the present study is that the previous study was carried out hairdressing. It was also carried out students in an educational institution of learning. The previous study also employed questionnaire as instrument for data collection. The different between the previous study and present study is that the previous study employed a modified version of Research and Development while the present study employed

descriptive survey design.

Based on the review, the researchers discovered that research into this problem has not been carried out sufficiently on the two variables in the study area namely; hair dressing and beauty salon, tailoring and fashion design. As such, there is insufficient information as regards influence of entrepreneurship education on job creation among secondary schools' students in Nasarawa West Senatorial District, Nigeria. Most of the literature used was written from different areas. Most of empirical studies reviewed were not carried out in the Nasarawa State, Nigeria, hence not well-established study was carried out in the study area. This has created a knowledge gap on influence of entrepreneurship education on job creation among secondary school students.

The rate of unemployment in Nigeria has reached a worrisome level and it is one of the most disturbing problems facing federal, state and local governments. Most Nigeria graduates and youths do not have access to entrepreneurship training and equipment. Entrepreneurial learning environment and support tools are not available in our schools. Adequate teachers to provide the needed appropriate skills and attitude are not available and where available, they are in short fall. The situation has been exacerbated by mass production of school leavers from secondary and tertiary institutions without any commensurate arrangement for their gainful employment. The ugly situation has resulted in economic poverty among school leavers thus requiring a way-out through entrepreneurship education transformation in Nigerian secondary schools. Aside government efforts to encourage entrepreneurship in Nigerian universities, the low-income status of the majority of the Nigerian populace have the tendency to compel student's engagement in entrepreneurial activity as a form of income support. In cases where this situation exists, there are possibly downside influences on academic performance. Therefore, the thrust of this study was to investigate the influence of entrepreneurship skill education on job creation among secondary school students in Nasarawa West Senatorial District of Nasarawa State, Nigeria.

Purpose of the Study

The main purpose of this study was to examine the influence of entrepreneurship skill education on job creation among secondary school students in Nasarawa West Senatorial District of Nasarawa State, Nigeria. Specifically, the study sought to:

1. Determine the influence of hair dressing and beauty salon skills education on job creation among secondary schools' students.
2. Examine the influence of tailoring and fashion design skills education on job creation among secondary school students.

Research Questions

The following research questions guided the study:

1. To what extent do hair dress and beauty salon skills education influence job creation among secondary schools' student?
2. How do tailoring and fashion design skills education influence job creation among secondary school students?

Hypotheses

In order to facilitate the study, the following null hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant influence of hair dressing and beauty salon skills education on job creation among secondary schools' student.
2. There is no significant influence of tailoring and fashion design skills education on job creation among secondary school students.

Theoretical Framework

This study was anchored on Human Capital Development Campbell and Skinner (1981). Even though research about human capital started around 1960s, Smith had argued that a "general stock" of every country can be divided into three sections, one of them being a fixed capital. After listing the obvious – machines, buildings and land, he continues with "useful abilities of all inhabitants or members of the society." He stresses that people have expenses during their education, as they learn necessary skills and it can be taken as an investment in the person. This acquired skill is beneficial for the worker, as well as for the whole society and can be compared with machines which increase productivity – it has to be invested in, but it brings profit in return after sufficient amount of time. Human capital formation theory views schooling and training as investment in skills and competences. It is argued that based on national expectation of return on investment, individuals make decisions on the education and training they receive as a way of augmenting their productivity. A similar strand of studies focuses on the interaction between the educational/skills levels of the workforce and measurements of technological activities. According to this theory, a more educated/skilled workforce makes it easier for a firm to adopt and implement new technologies, thus reinforcing returns on education and training. In addition, education leads to increase in productivity and efficiency of workers by increasing the level of their cognitive skills. People invest in education or as to increase their stock of human capabilities which can be formed by combining innate abilities with investment in human beings. However, the stock of human capital increases in a period only when gross investment exceeds depreciation with the passage of time, with intense use or lack of use. Human capital has also been categorised as important in itself but also important is the accumulation process which is human capital formation. This perspective stress on knowledge and skills obtained throughout educational.

Throughout Western countries, education has recently been re-theorized under Human Capital Theory as primarily an economic device. Human Capital Theory is the most influential economic theory of Western education, setting the framework of government policies since the early 1960s. It is seen increasingly as a key determinant of economic performance. A key strategy in determining economic performance has been to employ a conception of individuals as human capital and various economic metaphors such as 'technological change', 'research', 'innovation', 'productivity', 'education', and 'competitiveness'. Economic considerations per se in the past, however, have not determined education.

According to Campbell and Skinner (1981), Adam Smith in his 'The Wealth of Nations' formulated the basis of what was later to become the science of human capital. Over the next two centuries two schools of thought can be distinguished. The first school of thought distinguished between the acquired capacities that were classified as capital and the human beings themselves, who were not. A second school of thought claimed that human beings themselves were capital. In

modern Human Capital Theory all human behaviour is based on the economic self-interest of individuals operating within freely competitive markets. Other forms of behaviour are excluded or treated as distortions of the model.

Human Capital Development Theory concludes that investment in human capital will lead to greater economic outputs however the validity of the theory is sometimes hard to prove and contradictory. In the past, economic strength was largely dependent on tangible physical assets such as land, factories and equipment. Labor was a necessary component, but increases in the value of the business came from investment in capital equipment. Modern economists seem to concur that education and health care are the key to improving human capital and ultimately increasing the economic outputs of the nation.

The high level of unemployment situation amongst graduate from schools coupled with the level of underdevelopment, poverty and high rate of dropouts from the primary secondary school level in Nigerian have continued to raise eye-brown on the need for financing and managing entrepreneurship education in Nigerian educational system for national development. Hence, it is hoped and rightly too, that the first-place government should encourage a diversification of the economy is human capacity building through adequate private small /medium scale establishments and practical acquisition of skills at all levels of education (primary, secondary and tertiary) through the exploration and expansion of entrepreneurship education (in formal and non-formal school system). There is the need to create an entrepreneurship culture and initiative in the Nigerian educational institutions in order to develop via human capital that will make contributive effort towards national and international development.

Methodology

The research design adopted in this study was descriptive survey research design. This study examined the influence of entrepreneurship skill education on job creation among secondary school students in Nasarawa West Senatorial District of Nasarawa State, Nigeria. Descriptive survey research is an attempt to collect data from members of the population in order to determine the current of entrepreneurship skill education of that population with respect to one or more variables. The design is considered suitable for this study because it is often conducted to achieve any or all of the following objectives; description, explanation and exploration. It is also suitable in self-report research, practical and versatile. The design enables the researchers to collect original or main data from the respondents themselves and describes the present situations or conditions as they actually exist in their natural endeavor or setting. In this scenario or context, data collected from a particular or specific population should be sample to determine how these data determine the influence of entrepreneurship skill education on job creation.

Emaikwu (2011), face to face questionnaire survey is the type of research design that allows the researcher to administer the questionnaire face to face to the subject or respondents by either the researcher or his research assistant. The justification for the use of this research design is predicated on ground that the method ensures that the researcher is available to explain any point the respondents may not understand very well. This eliminates the possibility of misunderstanding or misinterpreting any question on the part of the respondents. Also the face to face contact ensures that the actual individual, for whom the questionnaire is meant, is indeed the one who completes it. Further, the percentage of questionnaire returned using this method is very high as the completed questionnaire are filled on the spot and given

back to the researcher or he comes back after an interval of time to collect them.

A questionnaire entitled “Entrepreneurship Skill Education on Job Creation (QESEJC)” was used as an instrument for data collection. A structured questionnaire was used for data collection because unstructured questionnaires are extremely flexible and could be used to gather information from large numbers of people. The questionnaire was structured into two sections, A and B. Section A contained the bio data of the respondents, while Section B elicited information on independent and dependent variables. The independent variable was divided according to the indices of the study namely; hair dressing and beauty salon, tailoring and fashion design. The instrument is modelled on a four-point Likert scale with a response mode of Strongly Agreed (SA) = 4, Agreed (A) = 3, Strongly Disagreed (SD) = 2 and Disagreed (D) = 1.

The QESEJC was subjected to experts’ judgment for validation. One expert in Educational Measurement and Evaluation and one in Entrepreneurship department validated the instrument by checking for appropriateness and relevance of the items, clarity of expression and size of print. After undergoing the scrutiny were confirmed and maintained as meeting the content validity index of 0.89 was obtained. QESEJC was pilot tested on a small portion of the target population which is not part of the sampled respondents. The instrument was pilot tested on twenty (20) students at GSS Army Barracks Keffi and GSS Gunduma in Nasarawa West Senatorial District of Nasarawa State, Nigeria. Cronbach Alpha Coefficient Method of estimating reliability was employed to compute coefficients of internal consistency of 0.84 index. Descriptive statistics of means and standard deviations were used to answer the research questions. Inferential statistics of Chi-square (X^2) was used to test the null hypotheses at 0.05 level of significance. The essence of the use of chi-square was to ascertain the significant influence of the dependent variable over the independent variable of the study.

Analysis of Data

A total of 195 copies of the instrument was taken to the field and administered to sampled respondents and 100% copies of the instrument were returned answered without invalid and loss. The presentation, analysis and interpretation of data were organized around the 2 research questions and 2 null hypotheses formulated for the study. Means and standard deviations were used to answer the research questions. A cut-off means of 2.50 was used for decision making. Mean score of 2.50 above was accepted as having the desired influence while mean score below 2.50 was not accepted as having the desired influence.

Research Question 1: To what extent do hair dressing and beauty salon skills education influence job creation among secondary school students?

Table 1: Means and Standard Deviations on Hair Dressing and Beauty Salon Skills

S/N	Item Description	SA	A	S	D	\bar{X}	SD	Decision
1	Secondary school students that are into manicure and pedicure open their shops after their graduation from schools.	98	20	22	55	3.64	1.08	Agreed
2	Secondary school students that produce cushion and sell earn income from the	70	48	44	33	3.32	0.53	Agreed
3	Secondary school students that learn the braiding of hair are self employed	41	10	32	22	3.28	0.67	Agreed
4	Secondary school students who are into modelling earn a living from the job.	76	53	22	44	3.12	0.87	Agreed
5	Secondary school students that are into fixing of weave do not look for job after graduation from	71	10	81	33	3.19	0.46	Agreed
	Cluster Mean/SD					3.42	0.74	Agreed

Education on Job Creation among Secondary School Students

Table 1 shows the mean ratings with the corresponding standard deviations. All the items were rated above cut-off point of 2.50. This means that the respondents agreed that students who are into modelling earn a living from the job and students that produce cushion and sell earn income from the sale of the products. Students that learn the braiding of hair are self-employed. The cluster means of 3.42 with corresponding standard deviation of 0.74 is above 2.50. By implication, hair dressing and beauty salon skills education influence job creation among secondary school students.

Research Question 2: To what do tailoring and fashion design skills influence job creation among secondary school students?

Table 2: Means and Standard Deviations on Tailoring and Fashion Design Skills Education on Job Creation among Secondary School Students

S/ N	Statement	SA	A	D	SD	\bar{X}	SD	Decision
6	Secondary school students who learn sewing of garments could create jobs for many people	31	109	11	44	3.76	0.79	Agreed
7	Secondary school students who are into production and distribution of styles of garments make income from the sales.	98	76	11	10	3.59	0.65	Agreed
8	Secondary school students that engage themselves in sewing of decorative materials create jobs for students.	29	98	43	25	3.46	0.73	Agreed
9	Secondary school students that into production of pillow- cases create jobs for students.	75	24	31	55	3.23	0.91	Agreed
10	Secondary school students that into tailoring and fashion provides income earning to students who are into the business.	87	78	11	19	3.28	0.82	Agreed
	Cluster Mean/SD					3.31	0.69	Agreed

Table 2 shows that the means ratings of items 5-10 and with the corresponding standard deviations. All items were rated above the cut-off point of 2.50. This means that students who learn sewing of garments could create jobs for many people and people who are into production and distribution of styles of garments make income from the sales. Moreover, sewing of decorative materials create jobs for students. The respondents strongly agreed that production of pillow- cases could create jobs for many students. The cluster means of 3.31 with corresponding standard deviation of 0.69 is above 2.50. By implication, tailoring and fashion design skills education influence job creation among secondary school students.

Hypothesis 1: Hair dressing and beauty salon skills education have no significant influence on job creation among secondary schools' student.

Table 3: Chi-Square on Hair Dressing and Beauty Salon Skills Education on Job Creation among Secondary School Students

Variables	N	df	Sig. level	X ²	P.value	Decision
Hair dressing and beauty salon skills education	195	193	0.05	213.12	0.00	Significant
Job creation among secondary schools' student.						

Table 3 shows the chi-square value of 213.12, $df = 3$ and $p = 0.00$. Since p value of 0.00 is less than the alpha level of 0.05, the null hypothesis which states that hair dressing and beauty salon skills education have no significant influence on job creation among secondary school students is not accepted. This shows that hair dressing and beauty salon skills education have significant influence on job creation among secondary school students.

Hypothesis 2: Tailoring and fashion design have no significant influence on job creation among secondary school students.

Table 4: Chi-Square on Tailoring and Fashion Design Skills on Job Creation among Secondary School Students

Variables	N	df	Sig. level	X ²	P.value	Decision
Tailoring and fashion design Skills education	195	193	0.05	234.32	0.00	Significant
Job Creation						

Table 4 shows the chi-square value of 242.32, $df = 3$ and $p = 0.00$. Since p value of 0.00 is less than the alpha level of 0.05, the null hypothesis which states that tailoring and fashion design skills education have no significant influence on job creation among secondary school students is not accepted. By implication, tailoring and fashion designs skills education have significant influence on job creation among secondary school students.

Discussion of Results

The first finding also of the study showed that hair dressing and beauty salon skills education have significant influence on job creation among secondary schools student. The results of this study support the finding of Stephanie (2002) who found out that school dropouts and failures, for many years, pursued careers in this hair dressing and beauty salon in many countries. This study agrees with the work of Jane (2005) who found that recent years have seen the hair dressing and beauty salon wit-

ness an evolution of mobile hairdressers and beauticians, garden services and free lancers who operate from their homes. Many beauty shops have sprung up in every neighbourhood of this country, brewing a growth of partnerships between beauty product manufacturers and salons and this has created jobs for many unemployed youths who roaming the streets. The study led credence to Irene (2005) that many people have become keener hair salon and this has occasion jobs among many people. This is because many salons have incorporated activities like gyms and fitness centres to be able to cater for the changing needs of their clients. However, salons have resorted to offering extra services like serving refreshments, sponsoring beauty pageants, and involving their hairdressers in hair dressing competitions.

The second finding has shown that tailoring and fashion design skills education have significant influence on job creation among secondary school students. This study lends credence to Omolo (2006) who found that tailoring and fashion design provides employment for many unemployed youths. Large numbers of youth are being employed by small manufacturing facilities which are usually producing tailoring and fashion materials. This finding agrees with Dickerson (2003) who reported that fashion business is concerned with design, production, and distribution of styles of garments which could also mean tailoring and that many people who are into this business create job for themselves and the general public. Adu-Gyamfi (2006) reported that tailoring and fashion produce different colours, shapes and clothing accessories that are available for the public to buy which add to the gross domestic products of a country. The result of this study confirms Clayton (2008) and Anyakoha (2011) who reported that tailoring and fashion provide people with skills which would ultimately make them to be producing quality shirts, gowns, blouses, shirts, short knickers, native wears, children's wears and bridals that meet their customer's satisfaction. Odigbo (2011) reported that many who are into tailoring and fashion design are self-employed people who run their own small-scale business enterprises in Nigeria and this has reduced the rate of unemployment in the country. Ukoh-Aviomoh (2005) also reported that when students are trained in tailoring they equally acquired business management or entrepreneurial skills needed in successful operations of tailoring enterprises for their self-employment. It is also an entrepreneurial-based and skill-oriented field of study that is expected to equip learners with saleable skills for self-reliance and paid employment. Bullion (2005) agrees with the finding of this study when found out that tailoring business provides income earning to an entrepreneur.

Conclusion

Based on the review, the researchers discovered that research into this problem has not been carried out sufficiently on the two variables in the study area namely; hair dressing and beauty salon, tailoring and fashion design. As such, there is insufficient information as regards influence of entrepreneurship education on job creation among secondary schools' students in Nasarawa West Senatorial District, Nigeria. Most of the literature used was written from different areas. Most of empirical studies reviewed were not carried out in the Nasarawa State, Nigeria, hence not well-established study was carried out in the study area. This has created a knowledge gap on influence of entrepreneurship education on job creation among secondary school students.

The rate of unemployment in Nigeria has reached a worrisome level and it is one of the most disturbing problems facing federal, state and local governments. Most Nigeria graduates and youths do not have access to entrepreneurship training

and equipment. Entrepreneurial learning environment and support tools are not available in our schools. Adequate teachers to provide the needed appropriate skills and attitude are not available and where available, they are in short fall. The situation has been exacerbated by mass production of school leavers from secondary and tertiary institutions without any commensurate arrangement for their gainful employment. The ugly situation has resulted in economic poverty among school leavers thus requiring a way-out through entrepreneurship education transformation in Nigerian secondary schools. Aside government efforts to encourage entrepreneurship in Nigerian universities, the low-income status of the majority of the Nigerian populace have the tendency to compel student's engagement in entrepreneurial activity as a form of income support. This study contributed to the knowledge through providing useful information which government could be used to ensure that entrepreneurship education can be offered in secondary schools. This study provided direction to ministry of education and policy makers which enable those models suitable achievement of the entrepreneurship education goals and objectives through proactive planning and creative measures.

Recommendations

Based on the findings of the study, the following recommendations were made:

- Secondary school students should learn how to braid of hair, fixing of weave, manicure, pedicure and make ups so that they will become self- employed after graduation from school.
- Secondary school students should learn tailoring and fashion design in order to make it mandatory for themselves and will help them become self-employed after graduation from school.

Correspondence

Kwanza Maikudi Allahnana
Department of Educational Foundations
Faculty of Education
Nasarawa State University
Keffi, Nigeria
Email: maikudiallahnana@gmail.com
Tel: +234(0)8061257907

Samuel Agbapuonwu Ozoekwe
Department of Management, Faculty of Business Administration
University of Nigeria, Enugu Campus
Email: samozoekwe@gmail.com
Tel: +234(0)08065595551

Iliya Monday Usman Vintseh
Department of Arts and Social Science Education
Faculty of Education
Nasarawa State University
Keffi, Nigeria
Email: imonday360 @gmail.com
Tel: +234(0)7035250028

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