

**ENTREPRENEURSHIP EDUCATION, COMMUNITY PARTNERSHIP AND
UNIVERSITY GOAL ACHIEVEMENT IN NORTH-CENTRAL NIGERIA**

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MATRIC NO: 99/68OF016

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**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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SUPERVISOR: PROFESSOR A. O. SOFOLUWE

OCTOBER, 2019

CERTIFICATION

This is to certify that this research work was carried out by OLADEJOBI, Janet Oluwakemi (99/68OF016) and has been read and approved to meet the partial fulfilment of the requirements for the award of Doctor of Philosophy (Ph. D) in Educational Management at the Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin, Nigeria.

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DEDICATION

This research is dedicated to God Almighty, the merciful, for granting me the Grace to embark upon this study, saw me through, and made me to complete the study successfully.

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TABLE OF CONTENTS

Contents	Page
Title Page	ii
Certification	iii
Dedication	iv
Acknowledgements	v
Table of Contents	vii
List of Tables	ix
List of Figures	xi
Abstract	xii
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	8
Purpose of the Study	11
Research Questions	12
Research Hypotheses	12
Scope of the Study	13
Significance of the Study	14
Operational Definition of Terms	15
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
Theoretical Framework of the Study	19
Concept of Entrepreneurship Education	20
Entrepreneurial Attitude, Knowledge and Skills	24
Goals and Objectives of Entrepreneurship Education in Universities	33
Prospect and Challenges of Entrepreneurship Education	34
Concept of University Community Partnership	36
Objectives, Principles, Process, Characteristics and Approaches of University Community Partnership	39
Prospects and Challenges of Community Partnership	42
Concepts of University Goal Achievement	44
Empirical Studies on Entrepreneurship Education, University Community Partnership and University Goal Achievement	46

Conceptual Framework of the Study	49
Appraisal of Literature Reviewed	51
CHAPTER THREE: RESEARCH METHODOLOGY	
Research Design	55
Population, Sample and Sampling Technique	55
Instrumentation	58
Procedure for Data Collection	59
Method of Data Analysis	60
CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION OF FINDINGS	
Answering Research Questions	61
Hypotheses Testing	64
Discussions of Findings	71
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.	
Summary of Findings	88
Conclusion	90
Recommendations	92
REFERENCES	98
APPENDICES	105

LIST OF TABLES

Table 1:	Unemployment Rate in Nigeria 2015-2017	2
Table 2:	Small and Medium Scale Enterprises in North Central Nigeria	5
Table 3:	The Eight Sampled Universities in North Central, Nigeria	58
Table 4:	Impact of Entrepreneurship Education Available in Universities in North Central	62
Table 5:	Level of Impact of Community Partnership on University Goal Achievement	63
Table 6:	Level of University Goal Achievements	64
Table 7:	Adjusted R Square Value for The Model Summary On University Goal Achievement	65
Table 8:	ANOVA for Independent Variables on University Goal Achievement	65
Table 9:	Coefficient of Independent Variables on University Goal Achievement	66
Table 10:	Correlations among the Variables of Entrepreneurship Education Community Partnership	67
Table 11:	Entrepreneurship Education Attitude and University Goal Achievement	68
Table: 12:	Entrepreneurial Knowledge and University Goal Achievement In North Central	68
Table 13:	Entrepreneur Skill and University Goal Achievement In North Central, Nigeria	69
Table 14:	Community Resources Alliance and University Goal Achievement	69
Table 15:	Community Research Participation and University Goal Achievement	70

Table 16:	Community Communication and Information Sharing And University Goal Achievement	70
Table 17:	Community Socio-Cultural Integration and University Goal Achievement	71
Table 18:	Themes and Codes for Oral Interview Data Analysis – Summary	81

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LIST OF FIGURES

Figure 1:	Unemployment Rate in Nigeria (2004-2016)	3
Figure 2:	Entrepreneurship Education Components	22
Figure 3:	Knowledge Acquisition Process	29
Figure 4:	Path to University Community Partnership	38
Figure 5:	Systemic Approach to University Community Partnership	41
Figure 6:	Conceptual Framework	50

ABSTRACT

Entrepreneurship education and community partnership have become trending issues which raised deep concern among educational stakeholders. Hence, transformational management strategies that could enhance effective entrepreneurship education and community partnership become imperative for actualization of university goal. The study examined entrepreneurship education, community partnership and university goal achievement in North-central Nigeria. The objectives of the study were to: (i) examine the level of entrepreneurship education in North-central, Nigeria; (ii) investigate the level of community partnership in North-central, Nigeria; (iii) determine the level of university goal achievement in North-central, Nigeria; (iv) examine the relationship between entrepreneurial attitude and university goal achievement in North-Central Nigeria; and (v) determine the relationship between community resource alliance and university goal achievement in North-Central Nigeria.

Descriptive research design of correlation type was adopted in carrying out the study. The study population comprised 58,610 students and 74 policy makers and community stakeholders from six states and Federal Capital Territory in North-central Nigeria. Purposive sampling technique was used to select eight out of the 23 Universities, while stratified sampling technique was employed to select 1,424 students and 58 policy makers and the community stakeholders respectively in North-central Nigeria. Three sets of research questionnaires were used: “University Entrepreneurship Education Questionnaire (UEEQ), University Community Partnership Questionnaire (UCPQ) and University Goal Achievement Questionnaire (UGAQ)”. Also, semi-structured interview and observation were used with the aid of coding, thematic processing of observation notes and video-recording to present inductive and deductive reasoning of the qualitative research findings. The instruments were validated with reliability coefficients of 0.71, 0.82 and 0.68 for UEEQ, UCPQ and UGAQ respectively. The semi-structured interview and observation methods were analysed using mean score, whereas the hypotheses were analysed using Pearson’s correlation statistics at 0.05 level of significance. The benchmark for determining the level of entrepreneurship education, community partnership and university goal achievement were high with mean scores of 2.83-3.11, 3.24-3.32 and 3.21-3.32 respectively.

The findings of the study were that:

- i. the level of entrepreneurship education was high with a mean score of 3.11;
- ii. the level of community partnership was high with a mean score of 3.32;
- iii. the level of university goal achievement was high, with a mean score of 3.21;
- iv. there was a positive significant relationship between entrepreneurial attitude and university goal achievement ($r=0.32$, $p<0.05$); and
- v. there was a positive significant relationship between community resource alliance and university goal achievement ($r=0.056$, $p<0.05$)

The study concluded that entrepreneurship education and community partnership were desirable for accomplishing university goal. The implication of the study is that functional entrepreneurship training management and genuine community collaboration would address the challenges that are associated with graduate unemployment. The study recommended that entrepreneurship education training programme (EETP) be reviewed periodically in line with best global practices.

CHAPTER ONE

INTRODUCTION

Background to the Study

A substantial socio-economic development of any nation is hinged on the quality of education that is provided for its citizenry because education is one of the major tools for national development. This assertion is supported by the Government (Federal Republic of Nigeria, 2013) that education is an “instrument par excellence” that is rated highly for national development. Hence, emphasis is on providing qualitative curriculum and instructions at all levels of educational institutions (Oseni, 2016). It is strongly believed that, for a nation to attain a significant socio-economic development, entrepreneurship education has to be given adequate attention by promoting, encouraging and supporting entrepreneurial activities. When entrepreneurial activities are ensured, there would be an improvement in the level of employment, poverty and economic emancipation generally. Yakubu and Hussein (2011) stated that developed nations have been able to curtail the level of unemployment and poverty by promoting the socio-economic well-being of their people, and by giving priority to entrepreneurial education. Findings have shown that developing countries of the sub-Sahara region in Africa are well endowed with quality of human and natural resources in abundance, yet they are categorized as poor nations, due to their lack of creative skills, which is promotable with good university education and conducive environment. It is by the utilization of the human and natural resources that the nation could experience a substantial economic growth and development. United Nations (2014) in its millennium development goals purported that any nation that develops the necessary innovative skills and its capacity, will gradually pave way for a sustainable economic growth and development. The World Bank (2005) also emphasized the need for educational transformation that would align with the fast-growing demands of globalization and the technology-driven economy that could be achieved through diversified educational curriculum that gives opportunity to acquire more advanced and specialized knowledge and skills needed for the labour market and

livelihood. In partial alignment with the aforementioned enumerated global practices, appreciable conscious efforts were put in place by the Nigerian government to address the prevalent problems of unemployment through various economic agencies, programmes and intervention activities. Some of such agencies include the National Directorate of Employment (NDE), Small and Medium Scale Enterprises Scheme (SMSES), Family Economics Advancement Programme (FEAP), National Economic Empowerment and Development Strategy (NEEDS), National Poverty Eradication Programme (NAPEP) Bank of industries (BOI), Bank of Agriculture and Commerce (BAC) and Npower, to mention just a few. The aim of the Federal Government of Nigeria in institution of these schemes are essentially to tackle the problems of youth unemployment, rural-urban migration, poverty, corruption and other economic related issues (Oseni, 2016). In spite of all these, the number of graduate unemployment has persistently been on the increase, therefore necessitating the need for entrepreneurship education. Indeed, the current challenges of youth unemployment in Nigeria can be appropriately appreciated with upward and gradual progression of the annual rate as given in Table 1 and displayed in Fig. 1.

Table 1: Unemployment Rate in Nigeria 2015-2017

YEAR	PERIOD	PERCENTAGE
2015	First quarter	11.7
	Second quarter	13.7
	Third quarter	14.9
	Fourth quarter	17.8
	First quarter	19.0
2016		
	Second quarter	21.5
	Third quarter	24.0
	Fourth quarter	25.0
	First quarter	25.2
2017		
	Second quarter	25.3
	Third quarter	29.5
	Fourth quarter	33.1

Source: National Bureau of Statistics (2017)



Fig. 1: Yearly Trend of Nigeria Unemployment Rate 2015 – 2017

Source: National Bureau of Statistics Nigeria (2017).

The university is expected to gear educational activities towards providing the necessary tools for empowering the students in actualizing their dreams and empowering them to acquire the necessary skills that will enable them solve both current and future multi-dimensional problems that may be concomitant in all sectors of life (social, economic, political, intellectual, environmental, educational, scientific, cultural, and developmental). This is because the university education is at the apex on the ladder of educational attainment and also the institution that produces the high intellectual man-power desired for the high technical positions. Oredein and Durojaiye (2012) asserted that, the education given at the university level is the catalyst for building the minds of the youths and which is necessary for exploring new opportunities through the needed skills to empower them to become successful by being useful to themselves and the larger society. Entrepreneurship education in the university is the training being provided to undergraduates that will equip them with the knowledge for entrepreneurship activities, which is now being clamoured for by all and sundry due to the protracted and high level of unemployment and as well as under-employment among youths. The challenges also included abject poverty that

has resulted into various dimensions of the socio-economic vices, such as thuggery, robbery, fraud, religious intolerance and child trafficking. Entrepreneurial activities, if adequately optimized, promoted and supported, it is believed to be a pointer towards improving the socio-economic development of a nation.

The National Universities Commission (NUC), required that the university curriculum be more adapted towards the needs of the students in employability and self-reliance for a national economic development (Ogah and Emesini, 2013). Ogunlade and Ahmed (2011) asserted that in any innovation, the curriculum should be geared towards the interest, needs and aspiration of students and the society at large. To this end, entrepreneurship education was introduced and all the Nigerian universities were compelled to make it a compulsory knowledge for all students so as to expose students to a number of vocations in their course of study. Consequently, entrepreneurship education started in the year 2007 all over the Nigerian universities as a Graduate Self-employment course at the 300 level. An entrepreneurship centre was to be established in each university to foster the programme. Presently, some universities have promoted the policy by having a full-fledged department for the study of entrepreneurship education, while there exist a few University of entrepreneurship in Nigeria.

This consequentially indicated that the Nigerian universities have graduated eight cohorts. Some trackers of innovations and inventions are seen in the society that have given an appreciable eco-system of the imparted skills, as a result and evidence of the training imparted during the university learning of the entrepreneurship education course. Indeed, only a few number of small and medium scale enterprises, as an evidence of the eco-system, are in existence in the North Central Nigeria, as depicted in table 2.

Table 2: Small and Medium Scale Enterprises (SMSE) in North Central

States	Small Scale Enterprises	Medium Scale Enterprises
Kwara	164	62
Kogi	827	17
Nassarawa	1,098	22
Niger	1,258	100
Benue	1,146	22
Plateau	726	36
FCT Abuja	2,244	446

Source: National Bureau of Statistics (2017)

Universities are subset of the society that cannot operate in isolation. The need therefore to carry the community along in all their activities to have University Community Partnership was expressly indicated by Capacity Builders Resource Library (2010), that sees University Community Partnership as a collaborative relationship that must exist between the university and the community leaders and organisations (both private and public), which is to enable them to work together, towards the benefits of both. Curwood, Munger and Terry et .al (2011). Davis (2013) described University Community Partnership as the collaboration between community, organization, the university and institutions of higher learning for the purpose of achieving identified social change goal through community engaged scholarship that ensures mutual benefits for the community organisations and the students.

In spite of the clamour for globalization in all spheres of life, politically, economically, educationally and socially, there is the need to localise education to meet the immediate environment and the peculiar community needs. The university is the institution that is expected to proffer solutions to the problems arising from the environment of the citizenry through

research and brain storming. The Federal Republic of Nigeria (2013) in the National Policy for Education, stated that the university education goal is to develop the intellectual capability of individuals to understand and appreciate their local and external environments and that the university teaching should seek to inculcate community spirit in the students through project and actual research. The importance of interrelationship between the university and its community cannot be over emphasized. The post-colonial era of university education seemed to create a niche to itself by creating a wall that separates the community from the university. Avila (2010) opined that universities seem like walled off cities with special narrow concern to those communities that have dealings with them. However, the Federal Republic of Nigeria (2013) advocated a close participation and involvement of the community in the administration and management of schools. Moronfoye and Ogundele (2013) opined that it is important to involve the community in the effective management of tertiary institution. In the same vein, the universities are expected to contribute to the betterment of the community, thereby paving way for university community partnership. This can be achieved by a close relationship with the surrounding communities where such universities are located, to work together in addressing common problems, that may be either local or global. Even though, there seems to be some good relationships that exist between many of the Nigeria universities and their host communities, through donation of projects by some philanthropists, financial institutions, business conglomerates and organizations; yet, it seems a lot of important collaborative effort and alliances that could promote rapid educational goal achievement could still be adequately explored. Communities yawn to benefit pro-actively from universities either by proffering solution to their erring socio-economic turbulences facing the different local communities.

Nevertheless, a new and deeper understanding of the educational importance of the university partnering, collaborating, participating, engaging, uniting, involving are better and more agitated

for now, more than ever before. This agitation has brought about drastic changes in education and instructional methods and practices with the different universities coming up with their own innovation and uniqueness. Universities have now been signing memorandum of understanding with companies and even the communities. Intellectual and academic research are carried out at various faculties that could help out on the leverage with the community and some wealth building efforts. To this extent, some universities curricula have been reviewed but within the NUC's general scope and standard to cover the following areas: Community Based Experience Scheme (COBES). This scheme enables the 300 or 400 level students (at penultimate years of programme) in some faculties, like Medicine, Engineering and Agriculture to spend three, four weeks in various communities to embark on some projects that could solve the pressing problems of such communities (Fajemidagba, 2013).

While the university classroom teaching and learning activities provide students with the needed knowledge, it is expected that the second hand would be the application of the acquired knowledge and skills in solving neighbourhood problems while the third hand is for a deeper reflection of critical thinking. Universities often help to build stronger communities through inquiries, discovery and research of the community environments. Martins, Smith and Philip (2005) stated that, the process of acquiring knowledge, integrating classroom learning with problem solving and deep reflection is also interconnected with educational goal achievement. The university is seen as a community changing agent that is strategically positioned to lead the process of regenerating the community from its distress condition to a physical and human resource transformation entity. Amy (2008) postulated that university community partnership requires a collaborating vision of flexibility and strategic planning for addressing the distress conditions of the communities.

The achievement of the university goals is an important issue in the field of education because of

the need to ascertain the purposes for which the university is established. To ensure the effectiveness of university programmes in preparing students for successful careers, the university goal achievement enhancement is constantly reviewed and committed to meaningful implementation of the intellectual, cultural and socio-economic conditions of the people, as a global goal of the university.

The university education goal, according to the Centre for development of Teaching and Learning (2009) are; dissemination of knowledge through teaching and learning, production of the manpower needed for the preservation and progress of the nation and society, training of researchers needed to preserve and expand human knowledge, development and enhancement of inner potential of individuals (critical thinking), and engaging in programme and activities that provide community service as aligned with the university's mission.

Therefore, the university is expected to help in creating stronger communities around, and in the neighbourhood through adding to the knowledge about the environment in forms of inquiry, discovery and research. The university is blessed with a lot of human and physical resources needed in providing support and sustain the communities. Collaborating and engaging community stakeholder is a way of regenerating the communities from distress situations to more developed communities for achieving the university goal. Therefore, this study examined entrepreneurship education, that collaborated with the host community towards the achievement of university goal in North-central Nigeria.

Statement of the Problem

The problem of youth restiveness in Nigeria is a thing of concern among all and sundry and various contemporary challenges are associated and traceable to the root as being caused by the unemployment menace. Challenges, such as cultism, robbery, political

thuggery, insurgency, alcoholism, drug abuse and sex abuse; just to mention a few are some of the social vices identified as a result of the unemployment of the youths. Whereas entrepreneurship education imparted on a university graduate is expected to be majorly acquisition of skills useful for salvaging the acute challenges of graduate unemployment and the accompanying ills. This is because entrepreneurship education enhances the graduates to be self-reliant instead of waiting for the “white-colour jobs” that unfortunately, are no more available. However, since the year 2007 when the National Universities Commission (NUC) requested all the Nigerian universities to adopt the curriculum of study towards employability and self-reliance through the introduction of the Graduate Self Employment (GSE) course to the curriculum of the tertiary educational institutions, including the university programmes, much as expected has not being visibly accomplished.

Several scholars carried out various researches on entrepreneurship education and their findings revealed the inadequacies in the programme and recommendations were made on what is needed to be done better. Oduwaiye, Abdulkareem & Oyeniran (2011); Adebayo (2013); and Oyetade (2011) advocated the need to promote more of practical activities above much of the theoretical training. However, the need for strong interactions of the students with the community for meaningful incorporation of problems solving activities on societal issues was another area that the researcher deemed it appropriate to explore in examining entrepreneurship education combined with community partnership together and then come up with some findings that can elicit areas of attention needed in order to achieve the university set goals on eradicating the challenges about the youth

unemployment.

Entrepreneurship education in the Nigerian university educational system is seen as the catalyst towards salvaging the problem of youth unemployment is unfortunately characterized by the many challenges that could have assured the creativity and innovation needed for the day to day entrepreneurial and national economic growth. These challenges include inadequate exposure of students to practical activities due to lack of human and technical facilities (for a sustained encouragement that can eventually prepare the students for their work life) and non-clear-cut concomitancy of entrepreneurship education, community partnership and university goal achievement. The statement of the problem of this study is therefore, to establish the thematic hindrances for the various solutions to problem-solving activities and strategies of entrepreneurship education, the university community partnership and Goal Achievement as assessed by the key participants; who are the students, the university managers and the host communities.

The researcher therefore proposed to study the challenges faced with entrepreneurship education in Nigerian universities alongside with community partnership for goal achievement so as to contribute to body of knowledge nationally and globally.

Oyetade (2011)'s scholastic work on "Promoting Knowledge and Attitudes of Environment Education in Students: A Manual for Higher Education in Nigeria" is a related literature that also spurred the researcher to intend to study how entrepreneurship education and community partnership could be independently studied and hence be instrumental to achieving university set goals. However, the in- effectiveness of entrepreneurship education in Nigeria, if traced and linked to students identifying community problems through community engagements could be better addressed and proffer concrete solutions to the challenges. It could also be juxtaposed to solving the nagging and challenging youth unemployment problems and the community societal worries for the generality of the citizenry. Thus, entrepreneurship education if fashioned towards

solving cultural, socio-economic, political, technological and scientific problems of the community will go a long way in positively and meaningfully addressing the university education goal achievements.

As at this period of study and to the best knowledge of the researcher, no study has come forth to substantially address the entrepreneurship education as a variable under-studied with community partnership and measured with University Goal Achievement. Hence the rationale for embarking on this research is to elucidate the challenges that might have affected entrepreneurship education from being effective as expected and also investigate the extent at which community was carried along in goal achievement of the university in the areas of research participation, resource alliances, communication and information sharing and socio-cultural integration with focus on North-central Nigeria.

Purpose of Study

The main purpose of this study was to investigate the interrelationship among Entrepreneurship Education, Community Partnership and University Goal Achievement in North-central Nigeria.

Specifically, other purposes of the study were to:

- a) investigate the level of effectiveness of students' attitude of entrepreneurship education on University goal achievement in North-central Nigeria.
- b) determine the level of effectiveness of students' knowledge of entrepreneurship education on university goal achievement in North-central Nigeria.
- c) determine the level of effectiveness of students' skill of entrepreneurship education on university goal achievement in North-central Nigeria.
- d) examine the extent of resources (natural, human, material and financial) alliances of community partnership on university goal achievement in North-central Nigeria.
- e) examine the level of research participation of community partnership on university goal

achievement in North-central Nigeria.

- f) examine the level of effectiveness of communication and information sharing of community partnership on university goal achievement in North-central Nigeria, and also
- g) examine the extent of socio-cultural integration of community partnership on university goal achievement in North-central Nigeria.

Research Questions

The research questions raised to guide the study are:

1. What is the level of impact of entrepreneurship education available in universities in North-central Nigeria?
2. What is the level of impact of community partnership on University goal achievement?
3. What is the level of impact of University goal achievement?

Research Hypotheses

Based on the research problem earlier stated, the main hypothesis and five other operational hypotheses are generated to guide the study.

Main Hypothesis

H₀: There is no significant effect among entrepreneurship education, community partnerships and university goal achievement in North-central Nigeria.

Operational hypotheses

H₀₁: There is no significant impact of entrepreneurship education attitude and university goal achievement in North-central Nigeria.

H₀₂: There is no significant impact of entrepreneurial knowledge and university goal achievement in the North-central Nigeria.

H₀₃: There is no significant impact of entrepreneurial skills and university goal

achievement in North-central Nigeria.

H0₄ There is no significant impact of community resources alliance and university goal achievement in North-central Nigeria.

H0₅ There is no significant impact of community research participation on university goal achievement in North-central Nigeria.

H0₆ There no significant impact of community communication and information sharing and university goal achievement in North-central Nigeria.

H0₇ There is no significant impact of community socio-cultural integration and university goal achievement in North-central Nigeria

Scope of the Study

The study investigated the impact of Entrepreneurship Education, Community Partnership on University Goal Achievement in North-central, Nigeria. The study covered all the twenty-three (23) universities in North-central, Nigeria because these universities are mandated to undertake entrepreneurship education in line with the provisions of the Nigerian Universities Commission Curriculum issued by the Basic Minimum Academic Standards (NUC-BMAS). The investigation was carried out in three categories; that is with the 7 Federal- universities, 6 State- funded Universities and 10 privately funded universities in North-central, Nigeria. The National Open University of Nigeria (NOUN) was not included because it is yet to offer entrepreneurship education to their students.

The indicators for measuring entrepreneurship education were students' Knowledge, Skills and Attitudes (KSA). Technical skills of trades and vocations was not adopted among the measuring indicators, while community partnership was measured by Resources (human, materials and financial) Alliances, Research Participation, Communication and Information Sharing, and Socio-cultural integration. Other measuring indicators, like policy formulation alliance, administration

and management involvement and evaluation process engagement were not considered for the study. University Goal Achievements were measured by teaching and learning, research, and community services. The study thus had three variables of which two (2), entrepreneurship education and community partnership, were the independent variables, while the University Goal Achievement was the dependent variable. The instruments used for the study were three sets of questionnaires of University Entrepreneurship Education Questionnaire (UEEQ), University Community Partnership Questionnaire (UCPQ) and University Goal Achievement Questionnaire (UGAQ).

The statistical method adopted for analyzing the main hypothesis is the Canonical Analysis, while Pearson moment correlation statistics was used to analyse the operational hypotheses. The study was meant to cover North-central Nigeria, while other geopolitical zones of South-west, North-west, North-east, South-south and South-east were left out for further study.

Significance of the Study

The study was significant considering the fact that findings of the study have the potential to assist the university entrepreneurship centres to have detailed information on current trend and issues entrepreneurship education training programmes. The study findings could assist to evaluate the core areas of problems that may affect the effectiveness of the entrepreneurship education. The findings of the study could guide the university authorities on the standardized best Global practices on the issues of partnership, collaboration, coalition, alliance and what a view for the purpose of achieving the utmost goals for which universities were established. The National Universities Commission (NUC) could benefit from the findings for the purpose of curriculum reform from the extracts provides detailed knowledge on the need to emphasize more on attitude formation of students in order to enhance students optimizing their best potentials and skills.

Consequentially, the findings of the study could cause a downward shift in the rate of unemployment because graduates would have preferred self-employment and self-sustenance instead of a waste of several years waiting for a white-collar job from the government or other organized private service outfits that may be a mirage. The findings of the study could assist to stem up further research from the various stakeholders and organisations like the unit that is directly in charge of the community partnership and even the entrepreneurship education organ of the universities; for the purpose of enhancing goal achievement. This research helps to focus on the more pressing educational transformation problems of the current time.

Operational Definition of Terms

The following terms and variables are hereby defined as used in the study:

Entrepreneurship Education: This is the university training programme and activities that prepare undergraduate students for positive attitudes, in-depth knowledge with adequate skills towards future career and entrepreneurial activities for accomplishment of personal (individual) self-employment and self-reliance for a national socio-economic growth/development and overall reduction in unemployment and youth restiveness.

Attitude: This is the important component of entrepreneurship education that describes how the students think, feel and act towards the knowledge and skills to be acquired. Attitude could be positive or negative depending on the inner urge, habits and environmental factors.

Knowledge: This is the totality of the learning experience of students mostly from lecturers. That is, the facts that were being impacted unto the students during the period of schooling. It is the bulk of information that the students are exposed to during the period of their educational training in the university. It could be theoretical, practical, scientific, social, commercial, or even technical.

Skills: This is the demonstration of the transferred attitude and knowledge acquired

through training and experience into practical productivity. The entrepreneurial skills examined are; practical skill, problem-solving skill, risk management skill, creativity and innovation skill, team building skill, marketing skill, record keeping and audit skill, and resilience skill.

University Community Partnership: This is the collaborative relationship that co-exists between both the university and the neighbouring community to diagnose problems and challenges and proffer the needed solutions for the purpose of achieving the university educational goals. The areas of collaboration include resource alliance, research and technology sharing and participation, communication and information sharing and coalition as well as social-cultural integration.

Community Groups and Stakeholders: These are the different individuals, groups and organisations that collaborate on issues that concern both the university and communities. They include; parent and youth groups, schools, and universities, social organizations, government agencies, law enforcement agencies, professionals, clergy and religious groups, community head to mention a few. Those areas of collaboration identified for the purpose of this study are; resource (human, natural material and financial) alliances, research participation, communication and information sharing coalition and socio-cultural integration.

Resource alliance: This is the exploiting of all areas of human resources (technology sharing and employment matters), natural resources (land, minerals, waters and the likes), material resources (buildings, machineries and equipment), and financial resources (loans, grants, scholarships, sponsorships and financial gifts).

Research and technology participation: This is about sharing and participating together of both the university and the community in research and technology for scientific discoveries that could bring about innovations and inventions.

Communication and information sharing: This is about regularly creating awareness

and making available useful information from the both the university and the community for the purpose of effective communication through social media, like radio, television, internet, bills, memos and magazines.

Socio-cultural integration: The university is situated within the geographical coverage of the community and hence, the need to co-exist and interact with the culture and sociology of the community and where necessary improve on areas of need for problem solving and social change because society and culture are divergent and dynamic.

University Goal Achievement: This is the efforts put in place towards enhancing the purposes and goals for which the university is established. These goals are:

1. To disseminate and preserve knowledge (teaching and learning)
2. To carry out academic research in all areas of knowledge for technological advancement
3. To provide a community-based services
4. To provide high-level manpower for a national development

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature on the key variables of the study. These variables are entrepreneurship education, community partnership and university goals achievement in North Central, Nigeria. The reviewed related literature is captioned under the following sub-headings:

- I. Theoretical Framework of the Study
- II. Concept of Entrepreneurship Education
- III. Goals and Objectives of Entrepreneurship Education
- IV. Prospect and Challenges of Entrepreneurship Education
- V. Concept of University Community Partnership (UCP)
- VI. Objectives, Principles, Process, Characteristics and Approaches of UCP
- VII. Prospects and Challenges of Community Partnership
- VIII. Concepts of University Goal Achievement
- IX. Conceptual Framework
- X. Empirical Studies on Entrepreneurship Education, University Community Partnership and University Goal Achievement
- XI. Appraisal of Literature Reviewed

Theoretical Framework for the Study

The theoretical framework of this study is structured on Critical Education Theory (CET). CET is a branch of critical theory that is applied to the field of education. Critical theory is also known as German Kritische theory. The meaning of critical theory is from the Greek word Kritikites; meaning judgement or discernment. It is a social theory for critiquing and changing society as a whole. Frankfurt critical theorist drew on the theory of critical methods of Karl Marx and Sigmund Freud. Critical theory seeks to liberate human beings from the circumstances that enslave them. It also maintains that ideology is the principal obstacle to human liberation. The core concept is directed at the totality of society by integrating all the major social sciences like geography, economics, sociology, history, political science; anthropology and psychology. It queries the social context, cultural context, political contexts and economic context of compulsory state of education. CET promotes any ideology of education as an instrument of socio-cultural transformation to demonstrate how culture plays a fundamental role in curriculum construction and classroom practice (Ward 2014). In other words, community culture does and should play major roles in the education curriculum. Critical theory of Marx Horkheimer in 1930 emerged from the initial orthodox Marxist tenets and theories. The Frankfurt school theorist are Herbert Marcuse, Theodor Adorno, Marx Horkheimer, Walter Benjamin and Eric Fromm.

Relevance of Critical Education Theory to the Study

CET is also known for its socio-cultural transformation in curriculum construction. The agitation for the university education programme to relate the education curriculum and classroom practice to the societal problems is an educational issue that is of paramount importance to all and sundry. University graduates should be trained to use their wealth of knowledge to solve the societal problems, such as the current societal problem of unemployment which calls for concern to the extent that graduates are meant to be job creators and not mere job seekers. The peculiar current educational transformation of identifying entrepreneurship education to solve the

problem of unemployment among the youth is a critical issue in the field of education. Collaboration between the university and the community is critical to the educational goal at the university level. For the university to achieve its goals, it is no more business as usual, whereby the university itself as the citadel of knowledge should not and cannot monopolise the knowledge. It is only by tapping from the community potentials that can bring about innovation and creativity of diverse ways of solving problems. Joint research, idea sharing, alliances and cooperation will promote economic growth and desired social interactions for healthy and prosperous living

Concept of Entrepreneurship Education

Entrepreneurship Education course was introduced by the National Universities Commission (NUC) in the year 2007 into the curriculum of Nigeria Universities as Graduate Self-Employment (GSE) at the 300 level of study. This is an offshoot of the UNESCO Universal National Education School Curriculum Organization (UNESCO), World Education forum that was held in Dakar in year 2000, where “Education for All” EFA was introduced. Vocational skill training for achieving EFA was amongst the programmes of advocacy (Amadi; 2014). By that resolution, every university was required to establish an entrepreneurship centre as a clinic that could organize seminars, workshops and conferences. The centre would also promote research and experience, commercialize innovations and inventions. Other functions of the centre is to partner with business organizations in the community and provide an up-to-date information on government efforts in providing financial assistance for setting up an enterprise. A student-work study scheme is part of the programmes of the centre. The Federal Republic of Nigeria (FRN) (2013) consequently advocated the needs for entrepreneurship education that fosters national development through a quality structure that is oriented towards inculcating the acquisition of competencies necessary for self-reliance.

Egiga (2004) viewed entrepreneurship as all about being a business creator for yourself and

employing others instead of becoming job seekers and working for someone else. He also advocates that entrepreneurship is learnt. While Sofoluwe (2008) described entrepreneurship education as the ability to identify something happening in the environment (resource) and ability to impact something new to trainees, so that their creativity, innovative abilities, beliefs and recommendation skills would be enhanced. That is, it is a training that stimulates learners to better their lives by generating values through the creation or expansion of economic activity, identification and exploiting new products, processes or markets. Sofoluwe (2008) also propounded that when entrepreneurship education is effectively and efficiently taught, it has the likelihood to precipitate self-employment among learners and accelerate sustainable growth and development.

Ifeolu, Asimegbe and Yusuf (2014) described entrepreneurship education as the acquisition of knowledge, skills and attitude to enable the learner apprehend life challenges in whatever form and to take decisive steps in realizing new trends and opportunities for meeting those challenges and in all aspects of human life. Oduwaiye, Abdulraheem and Oyeniran (2011) viewed entrepreneurship education as the type of education designed to change the orientation and attitudes of recipients, and in the process of equip with the skills and knowledge to enable to start and manage some business enterprises. According to Kolo and Bosso (2013), entrepreneurship education is a specialized knowledge of training for learners about skills of risk taking, skill of innovation and coordination of all factors of production toward creation of goods and services for economic needs. Akpan and Uwah (2014) refers to entrepreneurship education as the process of acquiring the individual with the skills and experiences that will enable him or her to identify and undertake a profitable business enterprise successfully. Amadi (2014) described entrepreneurship education as the willingness of an individual to acquire educational skills to explore and exploit investment opportunities, establish and manage a business enterprise successfully.

It can therefore be inferred from the various and forgoing conceptions that entrepreneurship education is the process of training students with the positive attitude, adequate knowledge, appropriate skills and motivation needed that will encourage entrepreneurial success towards economic development. That is, to produce graduates of generic skill for quality economic development. This is based on realization of opportunity, promoting innovation and creativity for social entrepreneurship in social venturing. Therefore, entrepreneurship education programmes and activities are to impact on graduates; an unemployment-problem-solving attitude that will bring about adequate knowledge for acquiring creative skills of invention and innovations. Hence, entrepreneurship education is the educational training programmes and activities that motivates students' entrepreneurial attitudes positively with in-depth entrepreneurial knowledge and adequate entrepreneurial skills that prepare the potentialities of a student towards their future career and enterprises, so as to enhance economic self-reliance that will vis-a-vis add value to the social economic growth of the country. The figure below explains what entrepreneurship education contains.

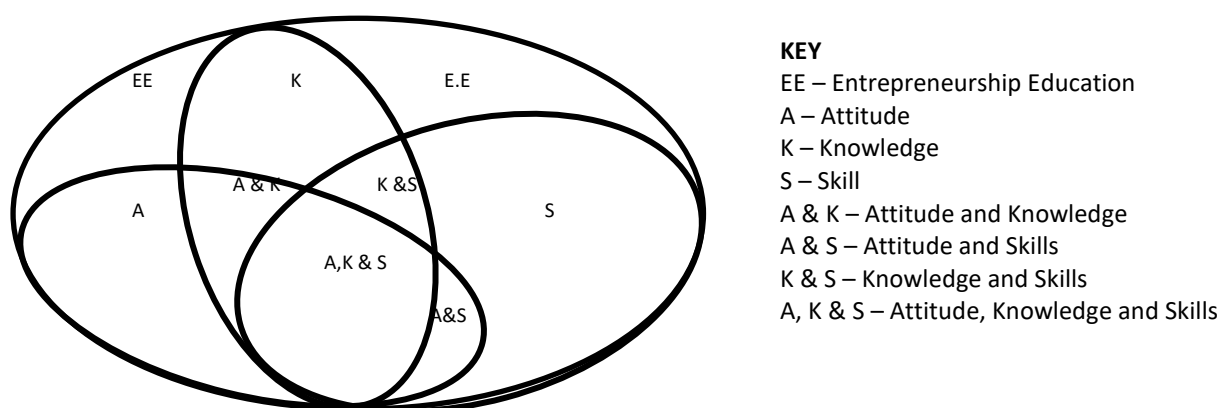


Figure 2: Entrepreneurship Education Content Model

Source: Researcher's design (2018)

Entrepreneurship education requires a good and positive attitude towards the knowledge and the

skill to be impacted in entrepreneurship education in order to enhance effectiveness of the programme. The big oval (egg) shaped diagram represents what the entrepreneurship education entails; which is the overall cover for the indices of attitude (A), knowledge (K) and Skills (S).

Whereby, the attitude (A) in the inner over-shape represents students' attitude that needed be motivated in order to enhance a positive attitude that will bring about the desired behaviour. The knowledge (K) is the bulk of theoretical and practical knowledge of the entrepreneurship education that could be found in the curriculum of the subject contents. It could be scientific, political, commercial, social, abstract, concrete (Oyetade, 2011). Knowledge affords the students to be predisposed to learning experiences in entrepreneurial activities and programmes.

The skills could be technical skills, human skills and conceptual skills (Okoli et al 2014). Practical skills and other required entrepreneurial skills are indispensable for effectiveness of the programmes. Attitude and Knowledge (A & K) shows a situation whereby, the attitude is motivated upon with adequate knowledge but void of the various needed skill. The entrepreneurial skills are; problem solving skills, creative skills, risk taking skills, resilience, flexibility and adaptability skill, self-awareness skill, commercial/marketing skill and other relevant skills that are inexhaustible. The chosen trade and vocation, such as metalwork, woodwork, building construction fashion and dressmaking, agriculture and other vocation requires practical skills.

Attitude and Skills (A&S) shows that the attitude is positive and good with adequate skills but not well grounded in knowledge. A situation where students are not well informed due to inadequate instructors in the relevant fields and probably insufficient educational materials to impact knowledge, is commonly found amongst the artisans around the places. Knowledge is power and it is indispensable to entrepreneurship education. Although too much theoretical knowledge, that is void of practical knowledge could cause a jeopardy.

Knowledge and Skills (K&S) also shows that the students might have acquired adequate knowledge and skills but void of positive attitude towards entrepreneurship education. An indifference of attitude could be reason behind low patronage of graduates and youths towards ecosystem and spin-off that resulted into the consistent geometric rate of increase in the unemployment problem being witnessed. This calls for the inevitable importance of the team that should comprise of the guidance counsellors, educational psychologist and business educators to enhance the effectiveness of the programme. For actualizing the desired effectiveness in entrepreneurship education, probably much attention is therefore needed to be drawn to the issue of attitude development formation, in entrepreneurship education.

Entrepreneurial Attitude, Knowledge and Skills

Attitude - The attitude of students towards entrepreneurship education is a very important factor because this determines their predisposition and behaviour in being interested in acquiring the necessary knowledge and skill of entrepreneurship education.

Therefore, attitude is a major component that knowledge and skills drives and as well as depends upon. That is, it is the positive attitude from students that can bring about the goals and objectives to be achieved, through entrepreneurship education whereby, a negative attitude or non-compliance attitude from students will bring about a futile effort leading to not achieving the goals of the entrepreneurship education.

The students' attitude is a reflection of their thought, their feelings and how they act towards entrepreneurship education. Oduwaiye, Abdulkareem and Oyeniran (2011), ascertained that attitude is based on the willingness to learn which develops mental disposition to pick, store and use as knowledge, because it is a positive attitude that enhances creativity and innovation. Oyetade (2011), regarded attitude as the effective by-products of an individual's experience that have its basis on inner desires or urges, acquired habits and environmental influences. Gonik

(2015), described attitude as individual's feeling, disposition and thought of the mind towards an issue, person, ideas and among others ways of behaving. That is, a manner of thinking, feeling or behaving that reflects a state of mind or disposition, while values are guiding principles in one's life, beliefs are cognitions about the world. That is, belief is a subject probability that can be patently and unequivocally false.

Attitude can be developed and acquired when influenced by motives, incentives and drives. Oduwaiye, Abdulraheem and Oyeniran (2011), postulated that formation of attitude can be influenced by family, peer group, socio-economic statuses, hereditary and so no. Inherently, the process of formulation of attitude is by sterling the attitude through from mobilization of the attitude to motivation of attitude, acquisition of attitude and utilization of attitude.

Attitude factors are therefore ideas, values, beliefs, perceptions and so many others. values are guiding principles in one's life while believes are cognitions about world. It is a subjective probability of an object with a particular attribute. That is, an action that will lead to a particular outcome. Belief can be patently and unequivocally false. Attitude can be implicit and explicit. Implicit attitudes involve people's response times to stimuli, while explicit attitude develops in response to reflect mental association through socialization experiences, explicit measures tend to rely on self-reports or observed behaviours. There is also a bipolar scale of good versus bad attitude, favourable versus unfavourable attitude, support versus oppose attitude, to mention but few.

The "ABC" model of attitude is about "A" for affective attitude which is the emotional reaction towards an object issue, idea etc. The "B" for behavior and the "C" for cognitive. The study on attitude can be drawn on consideration of Behavioural Theory/ Planned Behavior. Attitude is necessary for growth and development because it gives the necessary motivation attitude, confidence, drive, commitment and a sense of perseverance; thereby promoting competencies.

Entrepreneurial positive attitude helps to promote intellectual excellence and encourages social responsibility towards self-actualization. Positive attitude helps one's imagination, risk taking, searching for business opportunities, ability to change and improve on the environment by taking initiatives, to networking value customs, ability to control business and being optimistic even under tough situations in order to achieve goals.

Positive attitude helps one to be an adventurous explorer. Ememe (2014) asserted when the Entrepreneurial counsellors understand and identify the required traits in the areas of strength and weakness, it will help in the choice of Entrepreneurial career development. According Adebisi et al (2012). entrepreneurial traits include strong sense of self, resilience, passion, flexibility and vision.

Attitude is an important factor that needed to be given adequate attention, if the goals of E.E are to be attained. The attitude of students, instructors and teachers, government and community is an issue to be addressed. However, student attitude is of main and most important focus. Efforts of guidance counsellors in E.E can therefore not be over emphasized because they provide adequate information, services and programmes that would help build relevant attitudinal acumen that helps to adjust realistically to the demands of business life routine. Amongst the functions of guidance counsellors is attaching students to experienced agencies and persons for required practical skills. Also, the counsellor is saddled with the functions of following up, research and appraisal services for the purpose of skill development needs. Attitude contribute to the progress people make towards their weakness and help in their entrepreneurial career counselling is the process of assisting individuals through advice, support, encouragement and interpretation of information using interpersonal resources to achieve entrepreneurial goals and objectives (Odebode 2015).

The factor that influence an undergraduate's attitude towards Entrepreneurship education as enumerated by Ememe (2014), are; social class, likeness of a particular career motivation, usefulness, confidence, anxiety, ethnic background, gender discrimination, religious bias, self-efficacies, among others. Irv (2013), however, asserted that Entrepreneurship education does not need to be based on individual's knowledge or high experience, but most importantly be mostly considered a different set of factors that relate to attitudes. These attitude factors include; self-confidence even in the midst of making mistakes, being responsible, doing things better and not being satisfied with present status, tolerant and not giving up easily and willingness to have a broad knowledge in many areas (sectors) of life.

Some other authors identified Entrepreneurial attitudinal qualities that are required and essential for entrepreneurship education. These are enumerated by m.self growth.com (2011) to include; Passion, Goal consciousness, People consciousness, Integrity (keeping promise, delivery on time, high moral standard), Money consciousness (financially literate and planning), Ability to deal with fear, Self-motivation, Love to work (no to laziness and yes to painstaking excellence), Curiosity and above all, Ability to express one's self. However, it is imperative to note that cognitive and affective attitudes are not necessarily expressed in behaviour. Therefore, attitudes do not always predict behaviour. But attitudes can be developed and changed. O'keef (2016), enlisted factors of attitudes as ideas, values, beliefs, perception among many others. He described value as guiding principles of one's life while belief is the cognition about the world. Belief is subjective probability, which describes an object with a particular attribute, that is, an action will lead to a particular outcome and which can be patiently and unequivocally false.

The issue of symbolic interactionism is rife with powerful symbols and charged with affection which can lead to a selective perception. Persuasion with persistent and repeated messages can convince the recipients into a selective perception or attitude polarization, that is, persuading

message into a realm of plausibility. Factors that determine attitude, as identified by Gonik (2015) as determinants of attitude include: Psychological factors (ideas, values, belief, perception among others, Family (parents, brothers, sisters and elders in the family), Society (cultural beliefs, traditions, gender, religion, language among others affect what is acceptable and what is not acceptable), Political (political ideologies, political parties, political leaders, political activities affects people's attitude) and Economic (economic status like poverty, affluence and salary).

It is obvious therefore, that students' attitude is of importance that has to be developed through motivation, so that knowledge and skills could be easily acquired. Professional behaviour and positive attitude of educators which are equally relevant include identifying students' area of interest and or for specialization, providing students with needed knowledge and skills, as no teacher can teach what he/she doesn't know. Evaluation and placement of students on their appropriate skills and follow up their performance activities, both in-school and out of school, desires a prompt and appropriate consideration in the effective implementation of entrepreneurship education.

Entrepreneurial Knowledge

Entrepreneurial knowledge is the knowledge acquired in Entrepreneurship education that affords students to be predisposed to learning experiences in Entrepreneurial activities such as knowledge of business opportunities, employment opportunities problem solving to related issues and some other Entrepreneurial activities. Oyetade (2011), refers to knowledge as the awareness of the existence of the phenomenon, object or situations. It was also averred that knowledge enhances evaluation and application and asserts that knowledge affords an individual not to be ignorant of one's environment. Knowledge could be scientific, social, political, commercial, and religious, as the case may be. There are primary knowledge, secondary

knowledge and tertiary knowledge, which could range from simple to complex knowledge and be from concrete knowledge to abstract knowledge. Also, there are mental model knowledge, declarative knowledge and self-insight knowledge. Barnes et al. (2009), postulated the framework of the process of how both university and community synergise each other with knowledge. However, both theoretical and practical knowledge in entrepreneurship education is enhance-able through the appropriate processes and approaches for impacting knowledge in EE.

Knowledge Acquisition Process

Knowledge acquisition process is the integration of classroom learning with action-based problem solving and deep reflection. This process is interconnected as premised by Avila (2018) Classroom activities provide students with first tier knowledge and skills, while the second tier is the application of the acquired knowledge to community problem solving. The third tier is the reflection of critical thinking through learning experience of mistakes and successes and hitherto drawing lessons for future. The Knowledge Acquisition Process of learning paradigm (Figure 3) shows the links of how the classroom teaching and learning that translate to the embodiment of knowledge could lead to solving community problems through deep reflection which will hitherto lead to enhancement of academic performance.

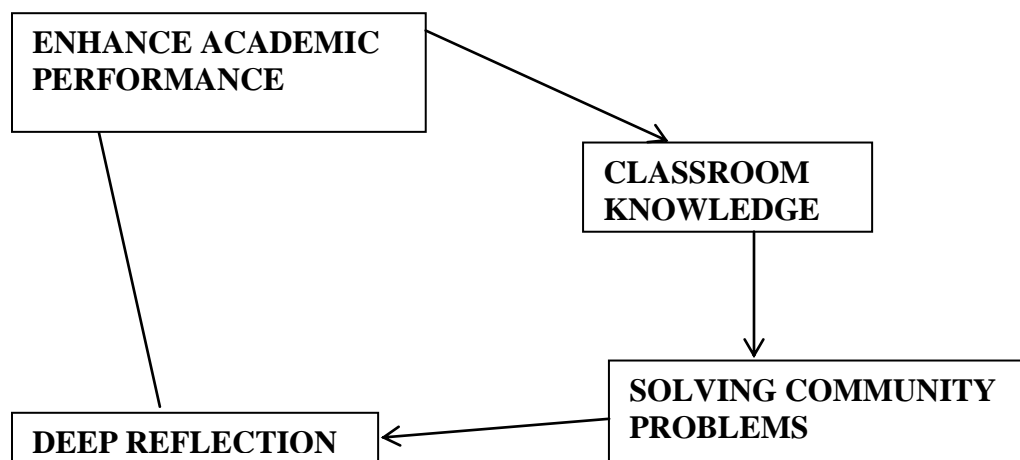


Figure 3: Knowledge Acquisition Process of Learning paradigm
Adapted from Avila M. (2010)

Course Structure for Entrepreneurship Education

There are required courses and elective courses for entrepreneurship education. The teaching method recommended are the case analysis, role play, group discussion and interactive games. The curriculum courses are segmented into a number of phases and or components that comprise of quality, funding and management of new business, entrepreneurial environment, specifics about industries, spirit of entrepreneurship, among others. These components are explained further in subsequent portions.

Qualities of Entrepreneurs include creativity, excitement, information searching motivation, leadership, business opportunities judgment and self-responsibility, to mention but just a few.

Funding and Management of new business should include business opportunities searching and educating, founding of new businesses, innovation strategy, organization designing, supply chain management, marketing, venture capital management, e-commerce, tax system, intellectual property rights, contract trade, international trade, market competition to mention but a few.

Entrepreneurial Environment includes environment protecting, environmental capitalism, custom of capital market, government policy and e-economy.

Specific Industries include features and building of e-commerce, high-tech industry management, competitive strategy to mention a few.

Spirit of Entrepreneurship includes social responsibility, meaning of entrepreneurship and spirit of entrepreneurship.

Giving Lectures is the provision or promotion for Universities to invite experienced entrepreneurs of various industries to give lectures to inspire students. Lectures like this have to be a short time limit with a large content rich information and of flexible forms.

Developing workshops for development is usually supported by organizations, associations and groups. Workshop are used to develop practical activities of students needs and their resources.

Visiting pioneering parks on excursion has to do with strong provision for visits to be paid to enterprise gardens and parks, to make the students to have perceptual knowledge of the enterprises.

Communication activities **is the** networking and some various social media is of advantage.

There are three approaches to entrepreneurship that are related to three propositions of knowledge. These approaches are described by the three key words of knowledge; ‘about’, ‘for’ and ‘through’. Knowledge about Entrepreneurship Education is the most commonly found in most educational institutions. It is about giving a general understanding about EE. Knowledge for Entrepreneurship Education is an occupationally oriented approach for the required knowledge and skills, and Knowledge through Entrepreneurship Education is a process and experience-based learning that is connecting the general education with entrepreneurial characteristics through processes and experiences. This approach is usually faced with constraints, such as resources, time, costs assessment challenges, teacher’s resistance to mention a few. This approach is learning by creating value whereby students are on their own as a group and teachers are excluded.

It is much through the change and experiences as a result of integration with the environment that is caused through the usual activities. Studying is a team work and not in isolation. Students’ knowledge is on value-creation to outside stakeholders and not withstanding whether it is a successful value creation or not value creation could be financial, cultural or social. This allows student to act on opportunities and ideas and then transform them into values for outside stakeholders. These stakeholders include individuals, family, societies, employers, employees and customers.

Entrepreneurial Skills

Entrepreneurial skill is an important component of entrepreneurship education because it is an

evidence to the training acquired. Okoli et al. (2014), defined skill as expertness, practical ability, dexterity and tact, as well as an organized sequence of actions, that is proficiently executed and usually displayed in flexible but systematic temporal pattern. Skill is also categorized into technical skills, human skills and conceptual skills. Ogundele (2013), describe skill as the ability to do something well, usually gained through the much desired training and or experience.

Lackeus (2015) further categorized the cognitive completeness in skills into six different skills to include; marketing skills, resource skills, opportunity skills, interpersonal skills, learning skills and strategic skills. These are further explained in subsequent sections.

Marketing skills involve conducting marketing research, assessing the market place, marketing products and services, getting people excited about your business ideas, dealing with customers, communicating a vision and persuasion, while **Interpersonal skills** involve leadership, motivating people, listening, socializing, resolving conflicts and managing people.

Learning skills has to do about active learning, adapting to new situations and coping with uncertainties. The **Opportunity skills** are about recognizing and acting on business opportunities and other kinds of opportunities, products, services and concept development skills. **Resource skills** is about creating a business plan, creating a financial plan, obtaining finances and security access to resources, while **Strategic skills** involve setting goals according to priorities and focusing on the set goals, defining a vision, developing a strategy and identifying strategy partners.

Skills are natural talents and abilities developed to perform a task or job. Life skills help to deal effectively with daily tasks in all areas of life, while job skills build professional's know-how and help to perform work duties well. Skills can be divided into soft skills, hard skills, domain-specific skills and general skills. Soft skills are often linked to personal attributes that makes up

the person's intelligence, usually called people's skills or social skills, like communication, management, analytical, critical thinking, decision making, technical, teamwork, time management and problem-solving skills. Hard skills are technical and ability skills needed for specific jobs or task. Examples of hard skills include accounting, marketing, data analysis and vocational /trademark occupations.

Goals and Objectives of Entrepreneurship Education in Universities

Essentially, the goal of entrepreneurship education is to develop the skills naturally endowed to the students for drawing out the best from the person, while the objectives are to demonstrate a number of the attributes. These attributes, according to Anane and Imam (2011), include; development of students' spirit of entrepreneurship through conception of ideas of starting a spirit of self-reliance, hard work, initiative. striving to realize a dream, fearlessness, diligence, motivation, faithfulness and timeliness, strengthening professional qualities through leadership by planning, organization and decision making, through risk taking and through team work. Others are expanding employment opportunities through small enterprises and self-employment, enforcing quality-oriented education by fishing out the talented minds and enhancement of skill of interpersonal relationship other goals

Ifeolu et al (2014), on the other hand, highlighted the goals of entrepreneurship education in bringing out an individual's ability through proper training to turn ideas into action. The authors opined that the goals of EE are comprised of a number of attributes, namely: (i) students' attitude development to apprehend life challenges and thereby proffer appropriate solution (ii) Inculcating creativity, innovative, risk taking planning and management skill into students (iii) Developing both entrepreneurial and entrepreneurial skill in students, and (iv) Transforming education into functional environmental needs since the intention of the programmes has concern for individual and social development. Whereas Osuala (2010) viewed the objectives of

entrepreneurship education as Providing a meaningful education for self-reliance, Providing training for students that will help them establish a career in small or medium scale enterprise, Providing training to students for manpower needs of the society, and Providing training for risk management in time of uncertainties. Others include stimulate industrial and economic growth of rural areas and Providing training towards creativity and innovation in new business opportunities.

Adejinmola and Olufunmilayo (2009) identified entrepreneurship education as exploring ideas and creating an enterprise for socio economic gains with the key objectives of: training students, staffs and entrepreneurs through workshop, seminars, lectures, practical work and projects by using academic and private instructors; organization of researches and innovations, fairs and competition; conduct of consultancy interventions through knowledge transfers approaches; organization of career guidance for prospective ecosystem; provision of risk fund and capital for student's choice of programme, and achievement of the goals and objectives of all the stakeholders. It is however stressed that it is important to imbibe the basic educational knowledge tenets with the practical, innovative skill and right type of attitude.

Prospects and Challenges of Entrepreneurship Education

Entrepreneurship education is seen to be world globally encouraged in universities and has a strong educational policy because of its relevance and importance in diverse ways. Lackeus (2015), enumerated a number of the prospects of entrepreneurship education. It includes four major aspects of: Service as a major engine for job creation and economic growth, Service as vitality to economic success, Possessiveness of higher level of the general skills to promote market innovations globally, Engagement and stimulator of people's interest, joy in creativity and value creation, and Social value addition created through social entrepreneurship.

As for challenges in entrepreneurship education, according to Lackeus (2015), it is regarded as

an exponential source for combating the problem of unemployment. However, it is not devoid of its shortcomings and challenges, thereby making the road to achieving the ambitious goals long. In fact, the inadequate effectuation model approach to designing innovative and interactive value creation process of engaging students in real-world, concrete and professional experiences in training students is a major challenge. Indeed, more of educational reforms are still expected to be carried out. This means that educational policies needed be examined to appropriately suit entrepreneurship education programmes, such as how to create time for students in learning to match the needs of the students and of the community, as typical examples.

In specific terms, the author expressed the challenges of entrepreneurship education by a plethora of factors that include the following items: Lack of incentives for teachers of E.E practices outside of classroom activities because these efforts are financially costly and time consuming; Political forces and policies are sometimes not favourable to entrepreneurial practices and success, example is in the area of over-taxes and inadequate insurance policies; Incompetence in “How to do E.E” even though there are no hard and fast rule or the rule of the thumb and how to do E.E, although there are a lot of disparities in the approaches to E.E; Lack of adequate material resources in many universities usually stacks the efficient practices of E.E; Lack of expert advice to teachers on learning by doing; Stakeholders’ interests are yet to be adequately well represented and functional in the practice of pedagogical approach to Entrepreneurship education, the stakeholders like industries, banks, professionals to mention a few, are examples whose interest are not adequately considered. Others include Lack of spin-off companies to serve as incubators and intermediaries for adequate ecosystem that will eventually bring about economic advantages; Lack of adequate statistical records to assess the rate of graduate alumni entrepreneurs in order to assess the level of success rate of E.E; the low or negligible rate of technological turn-out known as “laboratory to product (laptop)” as known in some universities

is yet to justify the success of the entrepreneurship education practices; Inadequacy and insufficiency in the quantity and qualities of the memorandum of understanding (MOU) between universities and industries. A lot is yet to be achieved in the area of entrepreneurship education media network practices among teachers, students and other stakeholders, while the pandemic corrupt nature in the society that affords the stealing of intellectual properties poses a security threat towards inventions and other entrepreneurship education activities, and lastly is the lack of adequate infrastructures like electricity, hinders on-line activities for entrepreneurship education practices and most times, the artefacts are invaluable for industrial products and services. That is, there is a gap between knowledge and service consumption, while relevance of knowledge to community needs are not necessarily valued.

Concepts of University – Community Partnership

University and community collaborations are the hallmark of formal agreements between the university and the neighbourhood communities to establish an autonomous structure for accomplishing educational goals. That is, in togetherness, pursuing the shared vision and common goals under a specified condition. It will be difficult for the university to accomplish the educational goals singularly without involving the community because the university does not have all the encompassing knowledge and resources to solve all the multi-complex and diverse problems in the educational domain Kurubacak (2007), described University Community Partnership (UCP) as an educational framework of knowledge invention that provide insight into academic activities and new opportunities of critical thinking skills for meeting the changing needs in solving problems relating to social, sexual, ethnic and religious problem of the community.

According to Boughey (2014), University Community Partnership (UCP) is an equal and fair partnership between university and their communities based on the socio-economic and scientific

development assumptions within their geographical space. A guide (2012), referred to it as collaboration that formally blends together the resources of the university and the larger community, comprising of agencies, organization, people, businesses, religious and civil groups. While Melaville and Blank (2004), described school-community partnership as an international effort to create and sustain relationship among universities and variety of formal and informal organisations. Also, Sofoluwe (2006), described community participation as the ability to control and manage resources, so as to meet the socio-cultural and economic needs, of the populace, linking it to educative process of preparing citizens for self-development. He indeed described it further as a tool for community empowerment.

Capacity Builders Resource Library (2010), defined UCP as a collaborative relationship between the university and the community leadership and organizations (public and private) to work towards shared objectives through mutually agreed divisions of labour. Sandy and Holland (2006), described UCP as a transformational learning of bridging the gap between theory and practice, providing opportunities for reflecting and furthering new theory that can change both knowledge and practice. Davis (2013), described UCP as a collaboration between communities, organisations and the university for the purpose of achieving an identified social change goal through commitment, engagement and scholarship that ensures mutual benefits for both the community and the university.

University-community partnership programmes are the tools that can be used to close the gap between university power of providing knowledge, personnel and buildings and the practicing of problem solving in the community through joint development programs that improved E.E programmes that assist to transmit from university to workplace. Gass (2010), purported the path to UCP with a model. This model asserts that, it is a mutually beneficial relationship between the university and the community that share responsibilities and power that strengthens

the impact of a community education to achieve educational transformation be expressly be included in the path to University Community Partnership. Figure 4 is a model of the path to university community partnership that shows the factors that enhance a process towards a successful partnership between the university and the host community. The process indicates that opportunities have to be identified for the need for such partnership. When opportunities are identified, by either the university or the community, which could either be educational, economical, or political, hence an invitation has to be made by the partner that identified the opportunity. The next step would be to create a forum for a meeting to decide on issues of trust, respect, communication, mutual understanding and assets and liabilities (deficits). Thereafter agreements, goals, plans, governance issues, resource, assessment and sustainability would be formalised and documented. The roles and performance monitoring indices to be implemented would be finalised also at that juncture, which should include the norms, conflicts resolution mechanisms and the mutual benefit for both partners.

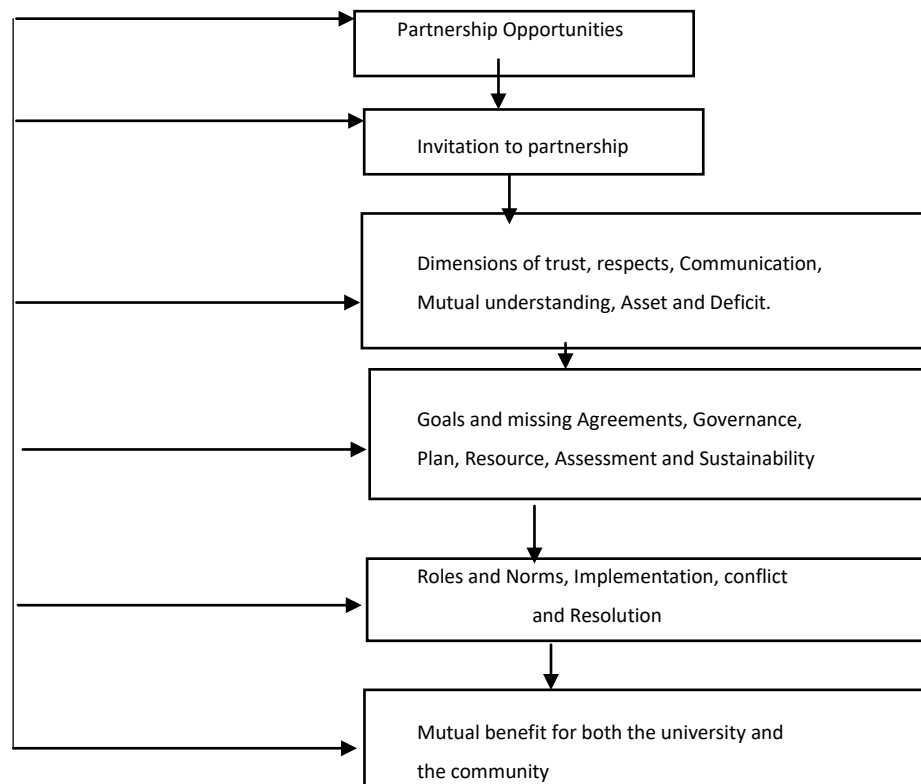


Figure 4: Path to University Community Partnership **Source: Gass, (2010)**

Objectives of University Community Partnership

Another important aspect of accomplishing a successful university community partnership, is the ability to come up with objectives that blend both university and community resources to address the complex problems that can ensue with the partnership. According to Melavile and Blank (2008), in blending both university and community resources for addressing the complex problems, the objectives advocated are: Strategic development of the partnership resources through its supportive approaches; Constantly encouraging programmes that could sustain the partnership; Assessment and evaluation of partnership through renewal of partnership procedure; Raising special funds for projects and programs; Establishment of high level leadership training programme; Enhancement of and encouragement of parent's involvement in programmes; Formulation of steps for establishing, institutionalizing UCP partnership, and eventually, and planning, co-ordinating, integrating, maintaining, analysing and evaluating educational programmes.

Principles and Processes, Characteristics and Approaches, and Types of University Community Partnership

The first stage in proper understanding the principles and processes of university community partnership is the identification of the core and or likely participants within the community. The university could be said to be a more organic and unified entity, unlike the hosting community that comprise of all cadre of people, more diverse in all spheres. The participants within the community in the partnership would include; Associations and clubs, Ethnic associations, Community institutions, Sporting groups, Self-help groups, Psycho-social groups, Mutual support groups, Philanthropists, Business unions and professionals, Media groups, Service agencies, Senior citizens groups, Opinion leaders and social critics, Government Agencies, Parents, Youth groups, and the religious leaders and group (the Clergy, Islamic clerics and spiritual groups). It can be seen that the list is as diverse as humanity.

The process of the university community partnership entails the express definition of the need for the partnership, preparation of the list of individuals, groups and organization that are affected by the problem in view and arrangement to communicate with them through phone calls, text messages, e-mails and invitation letters to briefly explain the reason for the project, showing date and time of meeting with the prepared Agenda. Other critical aspects of the process are the preparation of necessary information and documents that will assist during meetings, Arrangement for food or snacks and drinks, and development of an evaluation form to collect feedback assessment of about both the meeting and entire partnership. Giachello (2007) enumerated a list of items for the principles that include; Sharing a common vision, mission goals and values, expression of common interest and commitment by partners, showing mutual trust and respect for partners, the need to demonstrate more leadership and maturity in decision making, power and resources sharing among members, ensure equal treatment of all parties, open communication and safe feedbacks, value knowledge and the expertise of partners, value diversity of ideas, above all giving room for future changes that are of assessment or performance driven.

For alleviating and the addressing the problems of youth populace in the community, problems associated with unemployment could be alleviated throughout the school groups, holiday sandwich programmes, with various characteristics. Maruyama et al (2011) thereby highlighted some programmes that the community youth could benefit from the university and that strengthens the UCP relationship to include scheme of or for, alternative schools, after school programs, summer school programs, technical assistance for businesses, technical support for agencies, art, music and cultural programs, service learning conflict resolution programs, family and parenting life programs, monitoring recreation and sports programs, vocational training programs, literacy programs and others. As for an effective model of a Systemic Approach to

University Community Partnership, the need is to institutionalize and sustain long term relationship, create a collaborative network grounded in meaningful research and focus on capacity building for UCP forms the major component of the model, Barnes et al (2009), postulated the framework of the process of how both university and community impact each other with knowledge. For a genuine impact to be made on the community, the knowledge that is disseminated into the students has to be preserved and generic. This is necessary so that it can be applied to solve the erring problems within the community. Again, through the communal problem solving, the knowledge generated would be applied, goes around again and thereby / eventually disseminated and preserved within both the university and the hosting community. Consequently, the desired impact would be made for achievement of the set goals. This systematic arrangement of the knowledge and application is as shown in Figure 5.

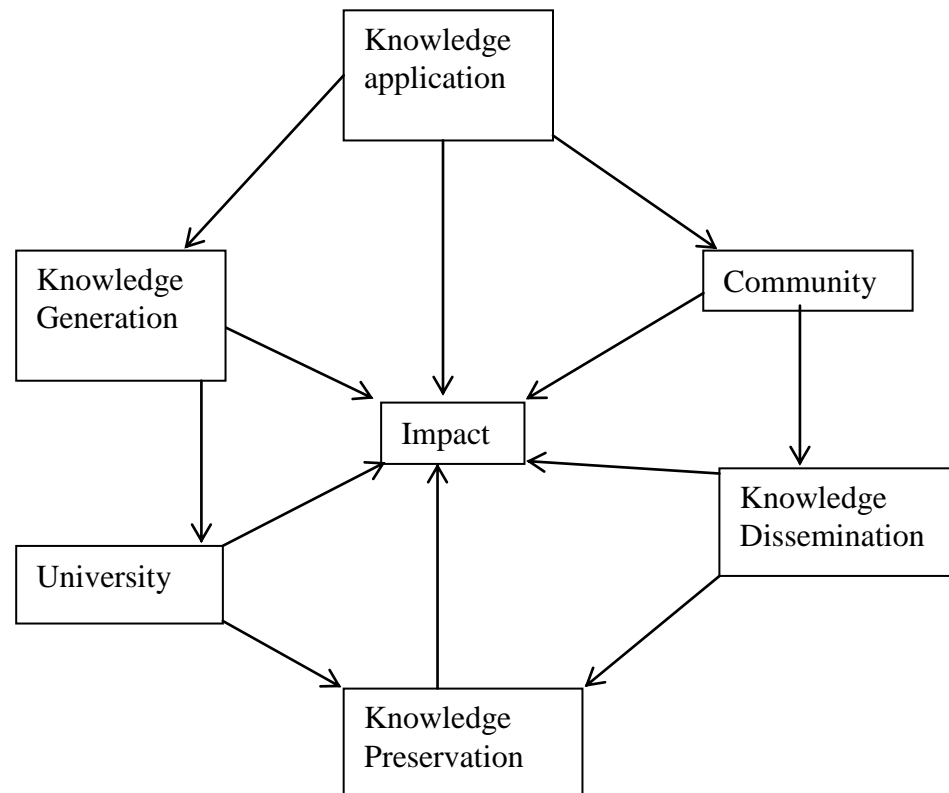


Figure 5: Systemic Approach to University Community Partnership

Source: Adopted from Barnes et al (2009).

The university and the community are both interconnected with knowledge for solving problems. The resource available to community are tapped for research capacity for addressing the challenges and problems. That is, the knowledge is generated and then applied so as to have impact. From there, the preserved knowledge is disseminated for future use. According to Curwood et al., (2011), there are many types of approaches to university community partnership. These include; system approach, institutionalized approach, social justice approach and transformational approach. The transformational approach is highly encouraged. It is a dynamic process that is consequential to the lives of every individual parties. According to Boyer (1996), Community Service Learning, is a vehicle for connecting the university resources to the problems that are social, civic and ethical in nature, both to the community and to the university. Indeed, Giachello (2007), identified 12 types of UCP. These include: Advisory committee's system which deals with technical and professional issues; Commissions which deal with review of policies; Networking is about information sharing; Consortia and alliances; Taskforces which are for specific activities; Coalitions, the working together for common purpose; Research committees; Cultural committee; and the Gate-keepers, these are the key players who are well respected in the community and who are also the opinion leaders. Others include Partnership, which can be on the physical activities and environment, on governance issues and strategic directions, and the Conduit committee which is designed for raising fund towards financial projects.

Prospects and Challenges of University Community Partnership

In closing the gap between the university and the community, an urgent real-world experience of educational transformation synergy of university and community collaboration, engagements, involving coalition, uniting is advocated. Martins et al (2010), purported that it is meant for service learning, service provision, faculty involvement, student volunteerism applied research, community in the classroom and institutional changer for achieving educational goals. It is

therefore, important to realise that the UCP is a tool for sourcing for knowledge from the community, helps to develop educational endeavours, meet the needs of the community and the university through their developmental educational programs, brings the university closer to the community and vice-versa, therefore closing the gap between them, helps community to have access to jobs and contracts through the joint development programs, helps to improve vocational education because it assists to transmit from university to work life and lastly and eventually brings about internet linkage through computer networking. Driscoll and Kecskes (2008) added that UCP fosters creative ideas towards developing programs that address community needs, increases financial benefits and resources, helps to increase capacity through training and developmental programs, provides better understanding of member's strengths and limitations.

Even though UCP is indispensable to university goal achievement and its importance of real-world educational transformation, it has some of its shortcomings and challenges. Sandy (2006), Ansari (1999) opined a list of factors as the challenges for meaningful conduct of a UCP. These include: Difficulty in managing the continuity of partnership research project after students have graduated and when faculty changes; Skill ability for evaluating partners is always an issue of concern; Inadequacies in the memorandum of understanding (M.O.U); inability to realise partners' wish to benefit from the collaboration; Power sharing of responsibilities and authority poses problem; Commitment to the partnership causes problem; Insufficient financial resources to fund the partnership; Lack of time from members; Gaps in knowledge and skills of members to contribute unbiasedly to the positive impact; Inadequate funding for projects; Previous negative relationship that might have existed between the university and the community may affect the issue of trust; Goals and objective might not match the human and financial resources; Politics and people may have negative effect on partnership success; Geographical isolation of the university may affect accessibility of the community; Negative cultural beliefs and taboos

may work against partnership success; Communication barrier in decoding the understanding of languages, and Ethnic diversity among others.

Concept of University Goal Achievement

The Nigerian university system is primarily aimed at producing graduates for quality and economic development of all resources, as enumerated in the goals of university education. Federal Republic of Nigeria (FRN) (2013) desires that teaching and knowledge dissemination and preservation, research and community service are appropriately reflected and or imbibed in all the graduates of the university educational system. Robins (2011), enumerated University educations goals to include advancement of learning, promotion of the general powers of the mind, instructions in skills and transmission of a common culture and common standards of citizenship.

The existence of the university depends upon the goals and objectives for which it is set to achieve and accomplish, and without accomplishing these goals, its existence is not meaningful. Goals are future plans and intentions toward which the university will set its plans and activities of programs. These goals centre around academic achievement of the students and the impact on the society and its environments. Goals can be some long-term measures. Ogunwuyi (2010), described educational goals as long-term effect from teaching-learning transaction that is over a long period of time on the society. Ajayi (2009), also purported that goals are targets against which outcomes are monitored, compared and evaluated. That is, it directs behaviours and provides the skills for national growth.

The Centre for Development of Teaching and Learning (2009), enumerated the goals of the university to include, dissemination of knowledge, production of manpower needed for the preservation and progress of the nation and society, training of researchers needed for regeneration and expansion of human knowledge and development and enhancement of inner

potential of individuals intellectually, morally emotionally, physically, socially, culturally and spiritually. Ujo (2002), however described goals as guidelines that are setup to the direction of activities and foundation of planning process, while Stancy, Newcomb and Beutter (1999), postulated that the goals of universities are to: continually change, improve and ensure the effectiveness of the university's programs in preparing students for successful careers; engage and maintain a competent qualified faculty that possess current technical and professional knowledge and experience; engages in on-going professional development and has the ability to convey the knowledge to students; improve students written and verbal competencies as well as analytical and technical skills prior to graduation; provide facilities that support educational programs and enable students to develop professional specific skills; engage and maintain a staff that is caring and provide support for students and meet their educational goals and objectives; attract qualified students of diverse background; provide a collegiate academic atmosphere that encourages open exchange of ideas; offer comprehensive distance learning program to more full meet the education and training needs of citizens and industry; engage graduate faculty in research that serves to improve teaching and learning; and engage programs and activities that provide community service aligned to the community mission.

Scotet (2012), asserted that the purpose of the university is to prepare individual graduates for a democratic society, to constantly incorporate in the educational process the advances and discoveries related to theories, processes, technologies and aesthetic contribution of the spirit and for mankind and their environment. Simeons (2012), enlisted the goals and objectives of the University to include; strengthening the quality of academic programs, improving the academic indicators of the students' body, increasing applied and basic research, strengthening environmental health and safety programs on the campus, and achieving and maintaining financial stability.

Empirical Studies on Entrepreneurship Education, University Community Partnership and Goal Achievement

Duru (2012) studied the informal sector with a focus on opportunities for self-employment and income generation. The study used descriptive analysis with an in-depth interview of about 200 participants informal sector activities. The study revealed that the bulk of the new entrants of the Urban labour force seem to create their own employment and income by engaging in the production and distribution of good and services. The implication of this is that, there is need for a government policy that will focus on the employment and incentive scheme for small and medium scale enterprises (SMSE). Etuk, Etuk & Baghebo (2014) investigated poverty alleviation through employment creation with a descriptive survey design, while Akande and Alabi (2010) examined the effect of entrepreneurship education on entrepreneurial intention among Universities students in Nigeria.

A Structured questionnaire was employed to collect data from one hundred and five (105) respondents through purposive sampling method. Linear regression was used to analyse the data collected for determining the effect of independent variable entrepreneurship education on dependent variable (entrepreneurial intentions). The result of the study showed a positive correlation between the variables that students who received instruction in Entrepreneurship Education showed a greater desire to set up their own enterprises after graduation. Recommendations are for policy makers and administrators for consideration positively.

Hills (1988) examined the variations in university entrepreneurship education, with the perceptions and misconception of the faculties and administration. An in-depth survey of expert opinion based on belief and experience of fifteen (15) highly regarded university entrepreneurship educators were sampled. The hypothesized factors were; educational objective, administrative and program issues and course attributes. The finding showed that; university

administration support critically entrepreneurship education. Not all support a desirable entrepreneurship education as major course, entrepreneurship education should be more experimental oriented, while research is important to entrepreneurship education.

Valli, Stefanski and Jacobson (2014) developed a typology of four partnership categories, organized from the least to the most comprehensive in purpose and design. The typology reveals different theories of action as well as the conditions that facilitate or de-facilitate the various models of partnership implementation. The typology is a useful tool in guiding systematic educational reform, record and evaluation.

Ragge and Rocha (2004) outlined the challenges and benefits of involvement with an established centre for University – Community Partnerships with careful planning and coordination. Such centres can be excellent vehicles through which to achieve important mutual benefits for community-based organizations, student learning and faculty responsibilities in research, teaching and service. This paper expressed the strong view that successful collaborations through a University-based community partnership centre with members community-based organisations in low income inner-city neighbourhoods, social work students and faculty are possible.

Many researchers through their studies have established the fact that the University Entrepreneurship Education is void of enough practical knowledge than theoretical. Also, that a lot of ground is yet to be covered by all the Nigerian Universities in the areas of community partnership for the purpose of goal achievement.

Blenker et al., (2014) reviewed eighty-eight (88) empirical journal articles that studied Entrepreneurship Education which were published between 2002 and 2012. The Literature is coded according to method used, type of study, data collected and analysis technique. A

conceptual discussion on the advantages and drawbacks of various methods was undertaken, and an integrated approach to Entrepreneurship Education research was proposed. The findings show that research in Entrepreneurship Education is fragmented, both conceptually and methodologically, and that there are two group methods of quantitative and qualitative studies. The quantitative group studied the extent and effect of Entrepreneurship Education while the qualitative studies, addressed different courses and programmes. Quantitative studies objectivity, comparability and generalizability while qualitative best pedagogical practices. The integrated framework urges researchers to invest efforts in methodological and enhance in-depth understanding of dynamics and challenges of teaching entrepreneurship.

Gorman, Honlon and King (1997) carried out a ten-year literature review survey on some research perspective on Entrepreneurship Education, enterprises education and education for small business management. Dainow entrepreneurship education literature survey was carried out. Articles were categorized as either empirical or descriptive. It reviews theoretical articles dealing with further aspects of entrepreneurial propensity and concludes that there are several consistent themes and therefore giving suggestion for future research. The reviewed documents for this exercise were restricted to those papers published in leading academic journals and specializing in entrepreneurship small business. Seven periodicals were chosen; they are: Fronties of Entrepreneurship Research, Journal of small Business and Entrepreneurship, Entrepreneurship and Regional Development, International Small Business Journal and Journal of Business venturing. A census type sampling procedure was employed. A panel of three reviewers (i.e. the authors) was employed to select and classify the articles. Majority of the student respondents utilized the cross-sectional survey design and measurement of key variables. Results indicated consensus that entrepreneurship can be taught with active participation. There is evidence that entrepreneurial attributes can be positively influenced by educational programs

and encourage favourable attributes towards entrepreneurship limitations identified in the study is the knowledge gap in utilizing basic quasi-experimental controls and careful description of programs and research samples. Need for more empirical work on propensity, especially attributes towards entrepreneurship.

Fayolle, Gailly and Lassas-Clerc (2006) carried a study on assessing the impact of entrepreneurship education program a new methodology. The study is about the need to develop a common framework to evaluate the design of programme based on the theory of planned behaviour (TPB) because TPB is a relevant tool to model the development of entrepreneurial intention through pedagogical process. The independent variables are the antecedents of entrepreneurial behaviour. A pilot study was conducted to test the relevance of the evaluation methodology. The EEP had a strong measurable impact on the intention of the entire students and a positive impact on their perceived behaviour control. Theory lured behaviour is therefore seen as an assessment framework.

Conceptual Framework

A conceptual framework explains narratively and graphically, the main concepts and the relationship among the concepts. Taheri (2016) asserted that conceptual framework assists one's understanding of the correlational patterns of interconnection across the ideas and concepts. The theory that is used for this study is critical education theory because entrepreneurship education and community partnership is critical to National education transformation for enhancing the University education goal achievement.

The conceptual framework model, Figure 6, shows the two boxes containing the two independent variables of Entrepreneurship Education and the University Community Partnership on the same level directly linking to the dependent variable of the University Goal Achievement. The model shows the two former (the entrepreneurship education and the community

partnership) as predictors of the latter, the University Goal Achievement. The first box shows the components of the Entrepreneurship Education of Attitude, Knowledge and Skills. The indices of attitude are those factors that determine the student's attitude towards entrepreneurship education. Such factors are social status, gender, religion and age. Attitudes are expressed in form of beliefs, feelings and thoughts. However, knowledge is in form of theoretical or practical, while skills is measured by problem solving, resilience, creativity and innovation, team work building and risk management.

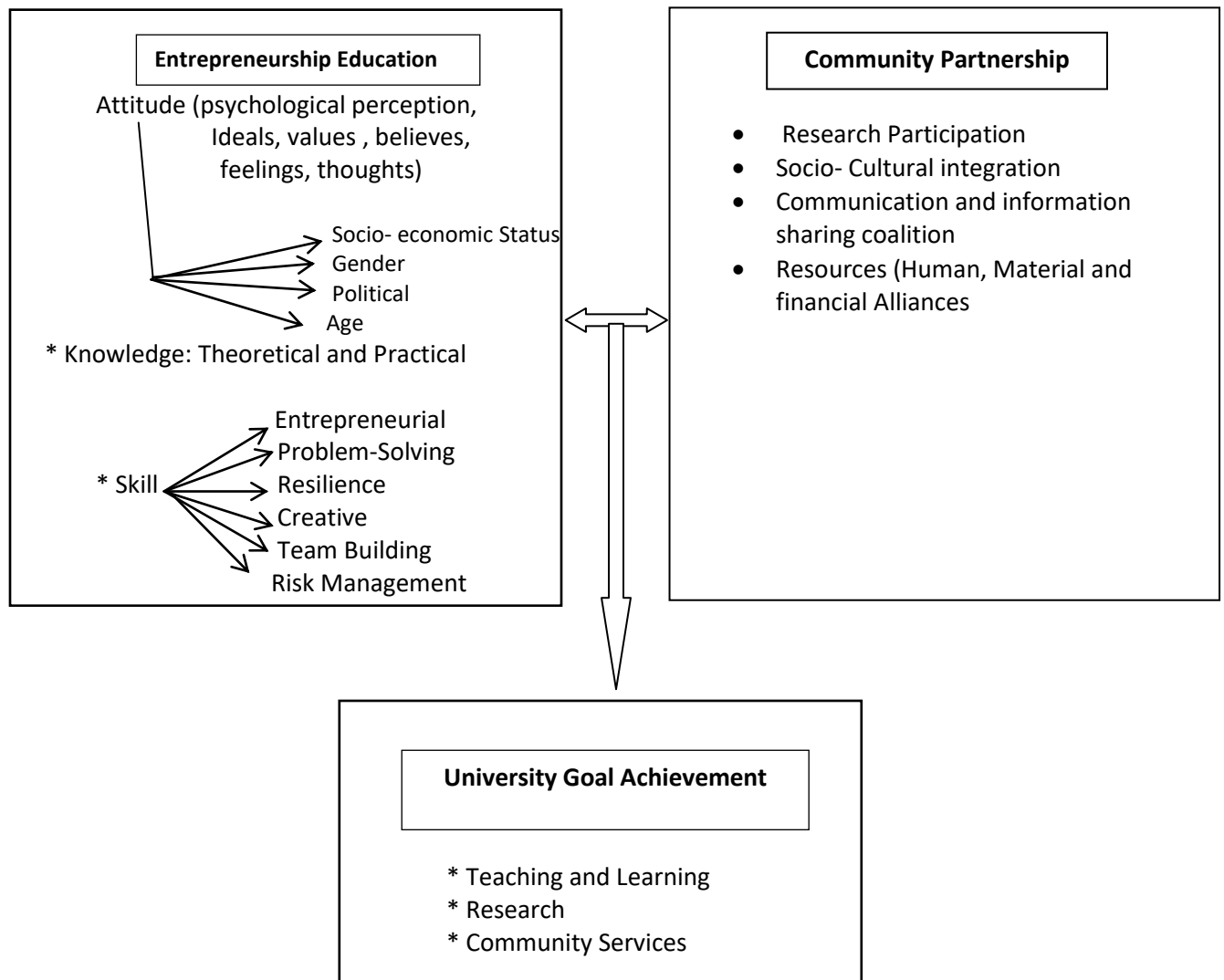


Figure 6: Conceptual Framework for the Study

The second box shows the community participation with the factors of research participation, communication and information sharing, coalition and resource alliances. These are the factors to be adopted for measuring community participation. The third box is for the university goal achievement, which is the dependent variable with factors of teaching and learning, research and community services, which are to be adopted for measuring the university goal achievement. For the university goal achievement, it means entrepreneurship education is an antidote that needed to be accorded a stringent measure. Also, host communities of the universities must be collaborated with in order to enhance goal achievement.

Appraisal of Literature Reviewed

Entrepreneurship Education in University is believed to be the only major factor for ameliorating the problem of youth unemployment towards economic development of the nation, Husein (2016). Some researches dealt so much on the challenge's pedagogy of Entrepreneurship Education in university, some others dealt on the aspect of attitude, while some other researchers probed into the knowledge and skills enhancement. Whichever aspect the various empirical works were focused; their findings have contributed immensely to this field of knowledge. Also, the issue of community partnership is another trendy area of research emphasis on how the combination efforts of both the university and the community towards research resources information sharing that can benefit both of them in order to achieve the set goals. The study of entrepreneurship education is an embodiment of attitude knowledge and skills. This study therefore adopted this three-component entrepreneurship education. Also, university community partnership is measured with research collaboration, Resource, information sharing and cultural alliance. While University goal achievement is measured by teaching and learning, Research outcomes and society participation. There, the various research in all of these areas are reviewed.

Smith et al. (2015) examined university – community partnership relationship employing

stakeholder theory to assess partnership attributes and identification. Four case studies were investigated to examine partnership history, relationship and attributes. Multiple case study approach was adopted for the study. Regular and participating members were identified for the sample using four (4) different group of the university agents and four different groups of the community partners that were interviewed. A total of thirteen (13) individuals from the university and community were interviewed across the four case studies. Findings show that partners are partnering for the same reasons of greater social goodwill but that partnership quality is different. Also, credibility, institutional support, partner goodwill, quality interpersonal relationships all add value to the stakeholder attributes.

Hulterward, Schragger and Bodmann et al (2010) addressed whether achievement goal researchers are using different labels for the same constructs. A systematic examination of the conceptual and methodological differences in measuring of achievement goals moderated achievement goal inter correlation and relationship with outcomes 243 correlational studies comprising 91,081 participants were coded categorized according to different conceptual definitions. The results indicated that achievement goal-outcome and goal-goal correlations different significantly depending on the goal scale chosen, the items used and socio-demographic characteristics of the sample for study.

Oduwaiye, Abdulkareem and Oyeniran (2011) identified the importance of attitude as a factor that enhances creativity and innovation in entrepreneurship education. This assertion is in conjunction with the opinion of Ememe, (2014) that attitude determines the intended behaviour of students towards entrepreneurship education outcome and results. O'keefe (2016) and Gonik (2015), both identified the factors that determine attitude as trait psychological factors visa vice ideas, value belief perception among others' family factors (parents, brothers, sisters; societal, political) economic factors among others. While Egiga (2004) viewed entrepreneurship as being

a business creator for your style and others, (Sofoluwe, 2007) describes it as identifying something happening in the environment and imparting some new creativity and innovative for an economic advantage. Even through Egiga's view can be said to be okay to some extent, it is only narrowed down to employability advantage without considering the capability for creativity and innovation issues.

Sofoluwe (2007), Oduwaiye, Abdulkareem, and Oyeniran, (2011), Ifeolu, Asimegbe and Yusuf (2014), Kolo and Bosso (2013) and Amadi (2014) all described entrepreneurship education with all-encompassing meaning covering employability, creativity and innovation, attitude, knowledge and skills needed for economic advantage and social values. Adejimola and Olufunmilayo (2009) and Osuola (2010) both have the same view about the objectives of entrepreneurship education as providing meaningful education for self-reliance, for manpower need for economic growth of the nation for creativity and innovation and for risk management in times of uncertainty.

Oyetade (2011) classified knowledge into primary, secondary and tertiary while Barnes et al., (2009) classified knowledge into preserved, generated, disseminated, applied and dimensions. Classifying knowledge cannot be all encompassing, as there could be simple and complex knowledge. The various works carried out on University community partnership all agreed that the gap between the town and gown is still wide and needed to be closed through the relationship activities that needed to be carried out jointly by the neighbourhood Sofoluwe, (2006), Boughey, (2014) and Barnes et al, (2009). In the review of literature showing the importance of entrepreneurship education in Nigerian University towards socio-economic growth of the nation, most of the studies on University Community Partnership shows that a lot of ground is yet to be covered in the area of Universities collaborating with their neighbouring or hosting communities, nor in order to enhance the set goals of the university education.

Therefore, this study has hitherto sought to investigate the level of performance in relationship to entrepreneurship education and community partnership for accomplishing the university set goals among universities in North-central Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter described the methods adopted in carrying out this study. The chapter was discussed under the following sub-headings:

- Research Design
- Population, Sample and Sampling Techniques
- Research Instrumentation
- Procedure for Data Collection
- Methods of Data Analysis

Research Design

The research design adopted in this study is descriptive research of correlational survey type. It was determined substantially by the nature of the research problem and by the purpose aimed at examining the impacts of the variables. Descriptive survey allows for an accurate recall of what was observed, so that the analysis could yield meaningful information for adequate description of the situation as exists. This was used so that the study would be able to examine the impact of entrepreneurship education and university community partnership and University goal achievement and as it measures the level of significant relationship that each of the variable (entrepreneurship education and university community partnership) has on university goal achievement. This study was also an exploratory design because the focus was on gaining insights into the research problems to further the investigation that was focused on groups.

Population, Sample and Sampling Technique

The total population for this study comprised students, lecturers and the management staff from the 23 universities and members of their respective host communities. The universities consist of seven federal universities, six states and the ten private universities in the North Central, Nigeria. The participants administered with the questionnaires were randomly selected

from the eight, sampled from the 23 universities in the North-Central Nigeria. However, the recently established universities, as late as 2015 and 2016 were not included because they are yet to have 400 Level students. All the Vice-Chancellors, Deputy Vice-Chancellors (DVC) and the Registrars (R), who are in charge of community affairs were encouraged to respond to the university community partnership questionnaires (UCPQ). The Deans of Faculties (DF), who are technically responsible for the management and or operation of the entrepreneurial activities of their students, were the preferred respondents for the universities. Leaders and opinion moulders from each of the communities were administered with the questionnaires.

Consequently, the target population for the study was estimated to 58,610 of (i) 400 Level students of the universities in North-central Nigeria; who must have completed their entrepreneurship education course at 300 Levels of their study, based on the 2017 graduation list of the sampled universities. (ii) the 1414 management staff of the universities in the North Central that comprise of the Vice-Chancellors, Deputy Vice-Chancellors (DVCs) respectively for Academics, Management Services/Administration and Research, Technology and Innovation (iii) 308 Deans of the Faculties of the Universities (iv) 632 Heads of the Departments of the universities (v) infinite community members from each of the host - communities (opinion moulders, public and private organisation managers, religious leaders, community heads and traditional rulers).

The sampling of the 1424 students for the study consisted of those from (i) the three purposefully selected federal universities based on their year of establishment (First, Second and Third generation). These are: University of Ilorin, Kwara State (1975); University of Abuja, Gwagwalada, Federal Capital Territory (FCT) (1988), and Federal University, Lafia, Nasarawa State (2012). (ii) the two purposefully selected state universities based on their year of establishment are Nassarawa State University, Keffi (2002) and Kwara State University,

Malete (2009), while (iii) the three purposely selected private universities, based on the spread of state location of the universities and their bracket year of establishment are the Al-Hikma University Ilorin, Kwara State (2005), Bingham University Karu, Nasarawa State (2007), Baze University Abuja (FCT) (2011), (iv) the eight Vice-Chancellors of the universities and their 16 DVCs, depending on what exists for each university (v) the 32 randomly selected Deans of Faculties from each of the eight sampled universities (vi) the 64 randomly selected Heads of the Departments from the eight universities (vii) the eight Directors of Entrepreneurship Centre in each of the eight sampled universities (viii) the 32 randomly selected stakeholders in the host communities of each of the eight sampled universities. Therefore, one thousand, four hundred fifty-six (1,584) participants were purposely drawn from the eight sampled universities in North-central Nigeria.

The Sample Size Table of Research Advisors, (2006), as reproduced and shown in Appendix II, was adopted in determining the sample size out of the population with a margin of error of 2.5% for the study. Multistage-Purposive and Stratified random sampling technique was adopted for the study due to the numerous stages involved; [University – Faculty – Department – Students and Communities]. The purpose for adopting 400 Level Students only and not involving other students, justified the purposive technique. Also, stratified random sampling was adopted at the university and community stage of sampling. The opinion leaders, public and private organisations, religious leaders, and socio-cultural leaders participated in responding to the university community partnership questionnaires.

Table 3 showed the list of the 8 selected universities, while the list of the 23 universities, with respective state of location and the year of establishment is shown in Appendix II.

Table 3: The Eight Sampled Universities in North Central, Nigeria

Universities	State of Location	Date	Type
1. University of Ilorin, Ilorin,	Kwara	1975	Federal
2. University of Abuja, Gwagwalada, Abuja	FCT	1988	Federal
3. Federal University Lafia, Nasarawa	Nasarawa	2011	Federal
4. Kwara State University, Malete	Kwara	2009	State
5. Nassarawa State University, Keffi	Nasarawa	2002	State
6. Al-Hikmah University Ilorin,	Kwara	2005	Private
7. Bingham University Karu, Nasarawa	Nasarawa	2007	Private
8. Baze University Abuja	FCT	2011	Private

Source: Extracted from the National Universities Commission (NUC), 2017

Instrumentation

Instrumentation is the process of developing measuring devices for gathering desired information in educational research. Three sets of instruments were designed by the researcher, titled University Entrepreneurship Education Questionnaire (UEEQ), University Community Partnership Questionnaire (UCPQ) and University Goal Achievement Questionnaire (UGAQ), for specific groups of the study sample. Semi structured interview was carried out with naturalistic observation of case study method.

The UEEQ consisted of 52 items in section A, B and C which were generated from the literature studied to answer the research questions and the research hypotheses. Section A is designed to elicit information about attitude towards Entrepreneurship Education components of measure. Section B consisted of items designed to elicit information about knowledge, while section C consisted of items designed to elicit information about skills.

The UCPQ consists of four sections with a total of 36 items to inquire information on resource

alliance sharing, research participation, communication and information sharing and socio-cultural integration between the universities and their host communities. The UGAQ was designed to collect information on the goals the universities achieved through teaching and learning through research findings, and community collaboration and the use of proforma on total number of graduates for the past three years of 2014, 2015 and 2016. Qualitative data for semi structured interview was carried out to elucidate information on the artefacts in the entrepreneurship centres of respective universities. Also, qualitative data naturalistic observation of case study method was adopted for the processes of students' practical knowledge involvement on the artefacts production.

Validity:

To test the criterion, content, construct, face, internal and external validity, the draft copies of the instruments were given to the researcher's supervisor and the experts in the department of educational management and some lecturers in the faculty of education, who are experts in measurement and evaluation.

Reliability:

The reliability of the instrument was ascertained by using internal consistency reliability. The main techniques for measuring internal consistency reliability depend upon the degree of the test, the scope of the test (Shuttleworth, 2009) by the use of Cronbach's alpha at 0.05.

Procedure for Data Collection

The researcher personally visited the sampled universities in the North-Central Nigeria. Six trained research assistants administered the questionnaire on 400 level students in the eight selected universities in the North Central Nigeria. The researcher personally administered the questionnaires for the deans of faculties and directors of EE centres by herself. Letter of introduction collected from the Department of Educational Management University of Ilorin

and additionally from each of the university being visited assisted for easy access and desired attention that enhanced maximum cooperation from the respondents.

Also, person to person interactive interview procedure and observation method were adopted to ascertain the level of practical training knowledge involved and availability of equipment.

Method of Data Analysis

Research questions were answered using percentages, means and standard deviations. Multiple regression analysis was adopted to test the main hypothesis while operational hypotheses were tested with Pearson – product – moment correlation statistics at 0.05 level of significance.

A NVivo computer assisted qualitative data analysis software (CAQDAS) was used to analyse the qualitative data on Interview and Observation. Coding and thematic processing of observation notes, Video recordings, and personal experiences were used to present the qualitative research findings through inductive and deductive reasonings.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

This chapter focused on the analysis of the data collected for the study. The chapter also contained answers to the research questions asked as well as discussion of results. The results of the statistical analysis with some key performance indices were presented in the first section with tables 4-17, while detailed and fuller review of these results were in the second part. The data and analysis for the direct interactive sessions (oral interview with the centre operatives) follow subsequently.

Answering Research Questions

In taking decision from the analysed data, an average mean of 2.50 and above were considered as agreed, while an average mean of 2.49 and below was considered disagreed with respect to the research questions. Therefore, a mean of 2.5, according to David (2005), was used as a criterion to judge mean scores for a modified four- point item format. The mean of 2.5 was calculated from the sum of 4+3+2+1 divided by 4.

Research Question One

What is the level of impact of entrepreneurship education available in Universities in North-central Nigeria? To answer this research questions, the data obtained from the responses of the research participants from the sampled universities were subjected to descriptive analysis and the result is presented as follows:

Table 4: Impact of Entrepreneurship Education Available in Universities in North-central Nigeria

S/N	VARIABLES	Mean	S. D
1	Entrepreneurship Attitude	2.83	.47
2	Entrepreneurship General Knowledge	3.21	.68
3	Entrepreneurship Theoretical Knowledge	3.15	.56
4	Entrepreneurship Practical Knowledge	3.23	.69
5	Entrepreneurship Transformational Knowledge	3.19	.56
6	Entrepreneurship Skills	3.09	.23
	Grand mean	3.11	

Research question 1 investigated the level of impact of entrepreneurship education available in Universities in North Central. The findings as presented in table 1 established that 2.83 was the overall mean score in the area of Entrepreneurship attitude, the overall mean score in the area of Entrepreneurship Knowledge was 3.21, the overall mean score in the area of Entrepreneurship Theoretical was 3.15, the overall mean score in the area of Entrepreneurship practical was 3.23, the overall mean score in the area of Entrepreneurship Transformation was 3.19 and the overall mean score in the area of Entrepreneurship Skills was 3.09 .

On the final analysis, the grand mean score for level of the of impact of entrepreneurship education available in Universities in North-central Nigeria is 3.11. With 2.50 as the benchmark which is less than the grand mean score, it means that the level of impact of entrepreneurship education available in Universities in North-central Nigeria is high especially in the area of Entrepreneurship practical.

Research Question Two

What is the level of impact of community partnership on University goal achievement?

Table 5: Level of Impact of Community Partnership on University Goal Achievement

S/N	VARIABLES	Mean	S. D
1	General partnership management	3.24	0.81
2	Research Participation	3.36	.67
3	Resource Alliance	3.25	0.77
4	Communication and Information Sharing	3.37	0.47
5	Socio-Cultural Integration	3.25	0.54
	Grand Mean	3.32	

Research question 2 examine the level of impact of community partnership on University goal achievement in Universities in North-central Nigeria. The findings as presented in table 2 established that 3.24 was the overall mean score in the area of General partnership management, the overall mean score in the area of Research and Project Participation was 3.36, the overall mean score in the area of Resource Alliance was 3.25, the overall mean score in the area of Communication was 3.37, and the overall mean score in the area of Socio-Cultural was 3.25.

On the final analysis, the grand mean score for level of the level of impact of entrepreneurship education available in Universities in North-central Nigeria is 3.32. With 2.50 as the benchmark which is less than the grand mean score, it means that the level of impact of community partnership on University goal achievement in Universities in North-central Nigeria is high especially in the area research and project participation, resource alliance and communication.

Research Question Three

What is the level of university goal achievements?

Table 6: Level of University Goal Achievements

S/N	VARIABLES	Mean	S. D
1	Goal Achievements in Research Participation	3.21	.85
2	Goal Achievement in Community Service	3.32	.91
	Grand Mean	3.21	

Research question 3 examine the level of university goal achievements in Universities in North-central Nigeria. The findings as presented in table 3 established that 3.21 was the overall mean score in the area of Goal achievement and the overall mean score in the area of Goal achievement in service was 3.32,

On the final analysis, the grand mean score for level of university goal achievements in Universities in Universities in North-central Nigeria is 3.21. With 2.50 as the benchmark which is less than the grand mean score, it means that the level of university goal achievements in Universities in North-central Nigeria is high especially in the area of Goal Achievement in service.

Hypotheses Testing

Results of the Hypotheses Testing

The results related to hypotheses 1-5 formulated for the study in chapter one were as shown in subsequent tables. All hypotheses were tested at 0.05 level of significance

Hypothesis One

There is no significant impact among entrepreneurship education, community partnership and university goal achievement in North-central Nigeria.

To test for an impact of predictors variables of entrepreneurship education, community

partnership, on the criterion variable university goal achievement, the Multiple regression analysis was carried out using the enter method. The results derived from the analysis are shown in Tables 7, 8, and 9.

Table 7: Adjusted R square value for the Model Summary on University Goal achievement

Model	R	R square	Adjusted R square	Std. An error of the Estimate
1	.237 ^a	.61	.058	.94

a. Predictors: (Constant), Entrepreneurship Education and community partnership.

From the result in Table 4, the Adjusted R Square (.058) has a good fit. This revealed that the constructed multiple regression models of the independent variables (Entrepreneurship Education and community partnership) account for .058% variance in the dependent variable (goal achievement). The results of the analysis of variance (ANOVA) for the model are as shown in Table 8

Table 8: ANOVA for Independent Variables on University Goal Achievement

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	28.006	2	14.602	16.531	.000 ^b
Residual	489.651	1422	.895		
Total	536.657	1423			

a. Dependent Variable: University Goal Achievement

b. Predictors: (Constant) Entrepreneurship Education and community Partnership

The results of the analysis of variance (ANOVA) which revealed that $F(2, 1423) = 16.531$, $p < 0.05$, indicated a statistically significant impact (less than 0.05) between the independent variables (Entrepreneurship Education and community Partnership) and dependent variable (Goal Achievement). Based on this significant impact, the coefficient for the Beta weight for the amount of standard deviation unit of change in the dependent variable for each standard deviation unit of change in the dependent variable was calculated.

The results are as shown in Table 9.

Table 9: Coefficient of Independent Variables on University Goal Achievement

The standardized coefficients in Table 9 revealed that;

	Model B	Unstandardized Coefficients	Standardized Coefficients	T	Sig.
		Std. Error	Beta		
(Constant)	1.592	.369		5.888	.000
EE	.286	.064	.233	5.448	.000
CP	.046	.077	.036	.836	.403

a. Dependent Variable: Goal Achievement

- (a) The Independent variable (Entrepreneurship Education) value has the strongest positive impact on goal achievement because the Beta ($\beta = .233$, .000) shows statistically significant impact because the significant value was less than 0.05 alpha value.
- (b) The independent variable (community partnership) has the next strong positive impact on the university goal achievement because the Beta ($\beta = .036$, .000) shows statistically significant impact because the significant value was less than 0.05 alpha value.

To clearly bring out the correlation between the variables of Entrepreneurship Education community partnership and university goal achievement. Pearson correlation was used as shown in Table 9.

Table 10: Correlations among the Variables of Entrepreneurship Education Community and University Goal Achievement

		University Goal Achievement	Entrepreneurship Education	Community partnership
University Goal Achievement	Pearson Correlation	.71	.025	.224**
	Sig. (2-tailed)		.549	.000
	N	58	58	58
Entrepreneurship Education	Pearson Correlation	.025	.42**	-.031
	Sig. (2-tailed)	.649		.453
	N	58	58	58
Community Partnership	Pearson Correlation	.224**	.031	1
	Sig. (2-tailed)	.000	.453	
	N	58	1424	58

** . Correlation is significant at the 0.01 level (2-tailed).

Partnership

**
p<.05

Table 10 presents the impact among university Entrepreneurship Education (EE) community partnership (CP) on university goal achievement (UGA). The result reveals that there is significant impact of EE on UGA ($r=.71$; $p<.05$). Similarly, there is significant impact of CP on UGA ($r=0.42$; $p<.05$), Entrepreneurship Education and community partnership ($r=0.64$; $p<.05$) is statistically significant at 95% confidence level in each case.

H0₁: There is no significant impact of Entrepreneurship Education Attitude on university goal achievement in North-central, Nigeria

Table 11: Entrepreneurship Education Attitude and University Goal Achievement

Variables	N	\bar{X}	SD	Cal.r-value	p-value	Decision
Entrepreneurship Education Attitude	1424	4.27	.89			Ho ₁
				0.032**	0.000	Rejected
university goal achievement	1424	4.01	.68			

**
p<.05

Table 7 reveals that there is statistically significant, moderate and positive impact of Entrepreneurship Education Attitude and university goal achievement ($r = 0.032$; $p < .05$). The null hypothesis which stated that there was no significant impact of Entrepreneurship Education Attitude on university goal achievement was rejected.

Ho₂: There is no significant impact of Entrepreneurial Knowledge on university goal achievement in North-central Nigeria.

Table 12: Entrepreneurial Knowledge and University Goal Achievement in North Central

Variables	N	\bar{X}	SD	Cal.r-value	p-value	Decision
Entrepreneurial Knowledge	1424	5.31	.75			Ho ₂
						Rejected
university goal achievement.	1424	5.12	.70	0.055**	0.02	

**
p<.05

As revealed in Table 12, there is significant, low but positive impact of Entrepreneurial Knowledge on university goal achievement ($r = 0.055$; $p < .05$). To this effect, the null hypothesis which stated that there was no significant impact of Entrepreneurial Knowledge on university goal achievement in North Central, Nigeria was rejected.

H₀₃: There is no significant impact of Entrepreneur skill on university goal achievement in North Central, Nigeria

Table 13: Entrepreneur skill and university goal achievement in North-central, Nigeria

Variables	N	\bar{X}	SD	Cal.r-value	p-value	Decision
Entrepreneur skill	1424	3.15	.66			H ₀₃
goal achievement	1424	3.21	.67	0.013**	0.000	Rejected

**p<.05: Source:

Table 13 reveals that there is statistically significant, moderate and positive impact of the Entrepreneur skill and university goal achievement in North Central, Nigeria ($r = 0.013$; $p < .05$). The null hypothesis that there was no significant impact of Entrepreneur skill on university goal achievement in North Central, Nigeria was rejected.

H₀₄: There is no significant impact of community resources alliance and university goal achievement in North Central, Nigeria.

Table 14: Community Resources Alliance and University Goal Achievement

Variables	N	\bar{X}	SD	Cal.r-value	p-value	Decision
community resources alliance	58	3.14	.78	0.056*	0.000	H ₀₄
university goal achievement	58	3.16	.73			Rejected

*p<.05

Table 14 reveals that there is statistical significant, high and positive impact of community resources alliance on university goal achievement in North Central, Nigeria ($r = 0.056$; $p < .05$). Thus, the null hypothesis which stated that there was no significant impact of community resources alliance and university goal achievement in North Central, Nigeria was rejected.

H0₅: There is no significant impact of community research on university goal achievement in North-central, Nigeria.

Table 15: Community Research Participation and University Goal Achievement

Variables	N	\bar{X}	SD	Cal.r-value	p-value	Decision
Community research	58	3.23	0.67			Ho5
						Rejected
University goal achievement	58	3.28	0.66	0.067**	0.000	

***p<.05**

Cursory look at Table 15 reveals that the impact of community research on university goal achievement is low, but positive statistically at .05 level of significance ($r=0.067$, $P<0.05$). Consequently, the null hypothesis which stated that there was no significant relationship between community research on university goal achievement in North-central, Nigeria was rejected.

H0₆: There is no significant impact of community Communication and information sharing and university goal achievement in North-central, Nigeria.

Table 16: Community Communication and Information Sharing and University Goal Achievement

Variables	N	\bar{X}	SD	Cal.r-value	p-value	Decision
community Communication and information sharing	58	3.10	.90			Ho6
				0.06**	0.000	Rejected
University goal achievement	58	2.90	.71			

***p<.05**

Close examination of Table 16 reveals that the impact of community communication

and university goal achievement is low, but positive statistically at .05 level of significance and ($r=0.06$ $p<0.05$). Consequently, the null hypothesis which stated that there was no significant impact of community communication on university goal achievement in North-central, Nigeria was rejected.

H0₇: There is no significant relationship between community socio-cultural integration and university goal achievement in North-central, Nigeria.

Table 17: Community Socio-Cultural Integration and University Goal Achievement

Variables	N	\bar{X}	SD	Cal.r-value	p-value	Decision
Community socio-cultural integration	58	3.17	.65	0.032**	0.000	Ho ₇ Rejected
university goal achievement	58	2.69	.75			

* $p<.05$

Close examination of Table 17 reveals that the relationship between community socio-cultural integration and university goal achievement is low, but positive statistically at .05 level of significance ($r=0.032$, $p<0.05$). Consequently, the null hypothesis which stated that there was no significant relationship between community socio-cultural integration and university goal achievement in North-central, Nigeria was rejected.

Discussions of Findings

The answer to the research question one in table four revealed that the level of impact of entrepreneurship education (attitude, knowledge and skills) available in universities in north central Nigeria is high. The grand mean score level of the impact is 3.11, as against the benchmark of 2.50. The students' entrepreneurial attitude of 2.83 is high in impact, higher than 2.50 and in consonance with the positions of Adebisi, Opaleke, Abdulkadir et al (2014), Ememe (2014) and Oredein and Durojaiye (2012) on attitude for the need to motivate students' interest towards a positive attitudinal behaviour of entrepreneurship education. Entrepreneurial

knowledge revealed a high impact of 3.21, (3.15 theoretical and 3.28 practical) which is higher than the bench mark of 2.50. this is in consonance with the findings of Akudolu (2010), Anene and Imam (2011) and Adebayo (2013) of the need to upgrade on the pedagogy areas of knowledge coverage to include more of the practical knowledge, excursions, field trips and industrial visits. Oduwaiye, Abdulkareem & Oyeniran (2011) and Adebayo (2013) also advocated the need to promote practical activities of vocational training to enhance creativity and innovations. As for Entrepreneurial skills, a high impact of 3.09, being higher than the 2.50 benchmark was also revealed. The appraisal of entrepreneurial skill acquisition in the Nigerian universities carried out by Ezech, Ogbonna & Adaobi (2012), Kolo and Bosede (2014) and Ogah and Emesini (2013) showed insufficiency of fund for enough equipment, consultation with experts and the likes, which were the limitation factors for skill acquisition.

Therefore, it can be confidently inferred that the research question one has actually revealed that there is a high impact level of entrepreneurship education available in the universities in the North-central Nigeria.

Table five showing the answer to question two reveals that there is a high level of impact of community partnership on university goal achievement in North-central Nigeria. The sub-variables studied under the community partnership revealed that; resources alliance measure and research participation each measured 3.16 mean level of impact, the social-cultural integration measured 3.15 mean level of impact, all with a grand mean of 3.13 to show a high level of impact of community partnership.

This is in consonance with the findings of Sofoluwe (2006), Strier (2010), Moronfoye and Ogundele (2013) and Bain (2014), who attempted an insight search and in-depth probe into the challenges and prospects of community collaboration with universities for achieving university goals.

Table 6, 7 and 8 gives the summary outlay of the various statistical analysis data set. In

particular, for Table 6, presenting the answers to research question three, showed a grand mean level of 3.10 impact of university goal achievement. The index of goal achievement in research of 3.11 mean as against the 2.50 benchmark and the index of goal achievement in community services of 3.12 mean, both used to measure the level of impact of goal achievement showed a high level of impact. The three research questions showed a high level of impact of entrepreneurship education, community partnership and university goal achievement because all the three measures showed a respective grand mean of higher level of 3.11, 3.13 and 3.10, each higher than the benchmark of 2.50.

Table 10 gives the summary of the statistical analysis of the responses for the main hypothesis, which states that there is no significant impact among entrepreneurship education, community partnership and goal achievement in North-central Nigeria, was rejected. This is because it was revealed that entrepreneurship education showed a significant impact with correlation value, $r = .71$; probability, $p = 0.000$, < 0.05 . The community partnership has a significant impact with $r = 0.42$; $p < 0.05$ on the university goal achievement in the North-central Nigeria. Both entrepreneurship education and community partnership are critical to producing graduates that would be creative and innovative to the level of being self-reliance and employer of labour. This ultimately has the possibility of reducing the rate of unemployment, increase productivity and decrease the level of poverty in the society. This would be in consonance with the objectives of the national policy on education of the Federal Republic of Nigeria (2007) in achieving the goals of university education. The policy emphasises that graduates acquire a more advanced and specialised knowledge and skills needed for the labour market, and livelihood to address the prevalent problems of unemployment and enhanced national development.

Also, community partnership impact on university goal achievement is indispensable because it helps both the university and the community to address the complex challenges in the society

that could either be economical, social, physical, geographical and scientific. It also allows for resource sharing, technological development and better communication. Therefore, entrepreneurship education and community partnership are the two independent variables that this study addressed as critical issues that could impact effectively on university goal achievement.

Table 11 for summary of result for hypothesis one, which states that there is no significant impact of students' attitude on university goal achievement in North-central Nigeria, is rejected because it showed a significant impact ($r=0.032$; $p<0.05$) for the null hypothesis. There is a significant impact of students' attitude on university goal achievement. The students' attitude is a criterion of importance in the scheme of entrepreneurship education. To motivate students' attitude is to work on their area of best interest in trade and vocation, motivate them on the importance of the need to be self-reliant, critical thinking, deep reflection for problem solving and the needed skills for marketing, team work, risk taking and resilience, among others. A positive attitude towards entrepreneurship education training is the onion for acquiring the necessary skills. This further corroborates the assertion of Oduwaiye, Abdulkareem and Oyeniran (2011) that attitude is a factor that enhances creativity and innovation in entrepreneurship education.

The results of the analysis for hypothesis two are summarised in table 12, whose findings states that there is no significant impact of entrepreneurship knowledge on university goal achievement in North-Central Nigeria. The hypothesis is rejected because it showed a significant high impact of calculated r - and p - values ($r=0.055$; $p<0.05$). There is therefore a significant impact of entrepreneurship knowledge on university goal achievement in North-central Nigeria. Entrepreneurship knowledge is both theoretical and practical, inside and outside the classroom, thereby reflecting simple, compound and complex to be transferred and inferred. This aspect could be academic and reflective and demanding from primary, secondary

and tertiary levels of knowledge. Entrepreneurship education knowledge, if thoroughly impacted could be factual in 'KNOWLEDGE THROUGH ENTREPRENEURSHIP EDUCATION' which is experience-based learning that is connecting the general education with the entrepreneurial characteristics through process and experiences; would impact positive on the university goal achievement. This is in corroboration of Avila (2018) that classroom activities provide students with first tier knowledge and skills, while the second tier is the application of the acquired knowledge to community problem solving, and the third tier is the reflection of critical thinking through learning experiences full of mistakes and successes, hitherto drawing lessons for the future.

Table 13 for results for hypothesis three, states that there is no significant impact of entrepreneurship skills on university goal achievement in North-central Nigeria is rejected, because it showed a significant high impact with calculated r - and p - values. The corresponding values are $r=0.013$ and $p<0.05$. This implies that there is a significant impact of entrepreneurship skills on university goal achievement in North-Central Nigeria. Entrepreneurial skills are categorised into marketing skills, resource skills, opportunity skills, interpersonal skills, learning skills and strategic skills, Lackeus (2015). When all of these skills are imbibed by the university graduates, it has the positive effect on entrepreneurship education in its spin-off and glaring ecosystem impacts on the economic productivity that would bring about a drastic leap in the national development and the society as a whole. Indeed, the society would in effect be free of societal challenges, such as the youth unemployment, poverty, thuggery, and militancy behaviours, among others.

Table 14, the findings for hypothesis four, presents that there is no significant impact of community resource alliances on university goal achievement in North-central Nigeria. The hypothesis is rejected because the calculated r - value is 0.056 and p - value is less than 0.05, ($r=0.056$, $p<0.05$). There is therefore a significant high level of impact of resource alliances on

university goal achievement in North-central Nigeria. Resources are categorised into natural resources, (land, water, air, minerals, forests and rocks), human resources (labour, management, authorities and governance and agencies), financial resources (capital, loans, savings, investments and deposits), and material resources (equipment, fixtures and jottings, buildings and facilities). When all resources are adequately annexed and utilized in common alliance and understanding to both the university and the community, it makes it easier for better achievement of the university goal achievement. For instance, when the university in terms of identifying the environmental mineral resources available in the community, the process of tapping and mining and turning it into use would be put in place. This finding is in consonance with Melavile and Blank (2008) that asserted that the important aspect of accomplishing a successful university community partnership is to come up with strategic development of blending both university and community resources to address complex problems.

Table 15 showed results for hypothesis five, which stated that there is no significant impact of community research participation on university goal achievement in North-central Nigeria. The hypothesis is rejected because the calculated statistics for community research participation showed that even though low, r value of 0.067 and value $p < 0.05$. Therefore, there is a significant low level of community research participation on university goal achievement in North-central Nigeria. Only on a few instances, if at all it existed, it can be said that both the university and community stakeholders be seen both participating in carrying out research on issues or projects that are of concern to the general well being of the society. There is however an area that needed to be encouraged for the progress of both academic and societal development, and more essentially to generate, preserve, disseminate and apply knowledge. This is in consonance with the findings of Barnes et al. (2009) that the university and the community are both interconnected with knowledge for solving problems and that the

resources available in the community be tapped for research capacity in order to be able to address the challenges and the problems. The knowledge thus generated should be preserved and disseminated for meaningful future use.

Table 16 showed the results for hypothesis six testing which states that there was no significant impact of community communication and information sharing on university goal achievement in North-central Nigeria. The hypothesis was rejected based on the calculated r-value and p-value. The community communication and information sharing showed a positive, though low level of the calculated r value of 0.06 and $p < 0.05$ ($r = 0.06$; $p = 0.000$). Therefore, there was a significant low level of communication and information sharing on university goal achievement in North-central Nigeria. It is even said that information is power and when made available at the most opportune time dictates amiable level of success. This point should be appropriately and appropriately emphasised. For instance, for any meaningful development to take place in a set p or organisation, communication and information sharing is very crucial and cogent, because as it is often said in life, information is power and its being available at the most opportuned time can dictate an amiable level of success. The various communication media include the Newspapers, Newsletters, Memos, Bulleting, Radio, Television, Social Media, Town Criers, Telephone, Tweeter, WhatsApp, Instagram; among others. The Facebook, Media chats and Networking are a few and electronic driven. When all or any of these are adequately utilised during crisis and or events, it would enhance easy accomplishments and achievement of university goals. Giachello (2007) identified networking as information sharing strategy for effective university community partnership.

Table 17 showed hypothesis seven testing which indicated that there is no significant impact of community socio-cultural integration on university goal achievement in North-central Nigeria. The hypothesis wass rejected because the community socio-cultural integration showed a positive, though low level of significant impact with r-value of 0.032 and the p-value less than

0.05. Therefore, there was a significant impact of community socio-cultural integration on university goal achievement in North-central Nigeria. The importance of integrating the socio-cultural values of the community into the value system of the university and vice versa is an issue localising the university education. The clamour for the university to close the gap between the university and the community is one of the trendy issues for concern for the two entities. In areas of dressing, language of communication, ethics, civic responsibilities, patriotism and patronage, resource collaboration (alliances) and the likes are issues to contend with until the needful is done from both parties in order to enhance university goal achievement. Sandy et al. (2006) advocated meaningful conduct of university community partnership to address the challenges, which could include negative cultural beliefs and taboos, languages and ethnic diversity, among others.

Data Analysis and Discussion of the Oral Interview and Observation

There were 8 directors selected for this study, one from each entrepreneurial training centres of the universities. The facilitators of the trades and vocations were also interviewed at the training centres. Observations of the operational processes at the centres were made. Most of the participants had six or more years of experience in the entrepreneur department of the Training Centre. Pseudo (decoy) names were given to the personally interacted participants in order to conceal their identities. These names are simple day-born names in the North-central Nigeria context that will give no clue to the identity of any of the participants. The corresponding responses for some of the participants are reviewed in the following section.

Halimat: This was Halimat's 11th year as an entrepreneurial and a staff in the training centre. She had spent the past 13 years in the issues relating to training of the apprentice in fashion designing and soap making. she perceives the training of the apprentice highly interesting and motivating the apprentice to acquire skill for entrepreneurial development and to learn new skills. Halimat stated that the chosen trade and vocation by the trainee or the students such as

metalwork, woodwork, building construction fashion and dressmaking, agriculture and other vocation requires practical skills. (interviewed, May 22, 2019).

Aishat: This was **Aishat's** 6th year as an entrepreneurial and a staff in the shopping mall centre. She has spent the past 10 years in the issues relating to production of liquid soap, trading and selling of shoes and some finishing product. she perceives the production of such materials to be expensive and difficult to acquire for the production of high-quality materials for the centre (interviewed, May 18, 2019).

Abdullahi: Abdullahi is a staff at one of the entrepreneurial centres in one of the universities in North-central Nigeria. He is currently in charge of fishery. His task includes rearing of fish and general maintenance of the fishpond. He maintains a very large fishpond. This is his 8th year of rearing, fishes and production of fingernails. He began as an entrepreneurial before got employment at the entrepreneurial centre in one of the universities in North-central Nigeria. He feels that the knowledge of fishery will makes the trainee to be self-reliance and independent. (interviewed, June. 26, 2019).

Bayo: Bayo was a lecturer at the department of Business administration and management science. He started his profession as a business administration lecturer in one of the universities in North-central Nigeria. Bayo noted that his assignment at the centre has enabled him to put into practice all the theories that he has known and to transfer same to the students if they show positive. He provides training programmes on tailoring, soap making, rearing of birds and other related skills. He was once the director of the centre. He has 15 years of experience in business administration. Bayo further noted he usually consult my colleague in the ICT department to guide me through troubleshooting. Facilitator consulted or engaged colleagues who are deemed to be more experts for knowledge and skill training (interviewed, May. 27, 2019).

Onojah: Onojah is an entrepreneurial counsellor at one of the universities in the North-central Nigeria and a lecturer with specialization in adolescence training. He has a Master's degree in counselling but yet to graduate from his PhD in counselling. Apart from counselling as a major course, he is also into training and teaching general education and business courses such as curriculum studies. He already has five years' experience as a lecturer. He was so enthused about entrepreneurial training and encourage trainee to show positive attitudes towards entrepreneurship. He is yet to feel that he has adequate experience in entrepreneurs training. His week consisted of a lot of travelling because his residence of abode is far away from the main campus and used to provide instruction for different students on two different campuses. He felt that most students always show positive attitude towards training as they have been engaged in theoretical knowledge. Onajah also stated that he sometimes consulted colleagues for assistance in digital instructional packaging and online content delivery to enhance my trainee or student knowledge in the area of entrepreneur and vocational activities. The one-one-one interaction has been a fruitful way of skill and knowledge acquisition for the students (interviewed, June 16, 2019).

Jimoh: Jimoh is another entrepreneur. He has a Bachelor's degree in Education and numerous other educational certifications. He has always been interested in activities that make him to be self-reliant and independent. He is the only business expert in the training centre and he coordinates every business activity in the centre. He thought his job was to modify and adjust whatever system, equipment or process to make sure that the training on painting, soap making and so on to be successfully carried out. He also felt that SIWES is part of the program that has enriched the students' knowledge in the entrepreneur activities (interviewed, May 18, 2019).

Themes and Codes

After data from the interviews, observations, and questionnaire were collected and transcribed, meaningful statements were identified based on the questions that were guiding the

study. First, the researcher highlighted all words, phrases, and statements that were related to entrepreneurship skill acquisition, attitude, theoretical knowledge and practical knowledge among students in entrepreneurial training centre in accordance with the questions raised. Then the researcher grouped these statements into significant units and given codes. Researcher-developed clusters of meaning from the coded statements and identified five main themes. The five main themes were in line with the questions raised. With the exception of research question four which had both theme four and theme five, all other research questions had one theme each. Each of the six main themes had sub-themes that emerged to answer a question. Table 18 shows the enumeration of open-code appearance across data sets in relation to the six main themes. The table shows that a total of 20 sub-themes and 2681 codes were made from data analysis.

Table 18: Themes and Codes for Oral Interview Data Analysis - Summary

RQ	Theme	Sub-Themes	Codes	Percentage
RQ1	Training	3	729	28.82
RQ2	Knowledge Acquisition	3	844	33.37
RQ3	Attitude	5	554	21.90
RQ4	Skill	3	402	15.80
	Total	14	2529	100.00

The training had three sub-themes with the highest number of codes (729 representing 28.82%) of the total codes. Averagely, it had approximately 10% higher than the average codes (16.67%) per the main themes. Further, Knowledge acquisition theme had the most sub-themes of three with 844 (33.37%) codes. It had approximately average number of codes per main themes. However, Attitude theme had five sub-themes with (554 representing 21.90%) out of

total number of codes. It also had approximately seven percent less than the average number of codes per main themes. Skill theme had the most sub-themes of three with 402 (15.80%) codes.

Answering the Research Questions

Research Question One:

What are the areas of challenges in the training in related to attitude? This question sought to explore the type and degrees of challenges as related to the attitudes. Such challenges as related to attitude includes Psychological factors like belief, perception, value, ideas and what a few of individual trainers and trainee determine their interest. The greater degrees of the challenges facing the entrepreneur's expert the more negative attitude of the trainee towards the vocational skills. Positive attitude had been inculcated by the student theoretical and they have been showing positive attitude to the vocational activities at their various centres. The challenges which affect the training was due to negative attitude. Onajah who is an enthusiastic entrepreneur training and encourage trainee to show positive attitude towards entrepreneurship. He further stated that he does not feel that he has adequate experience in entrepreneurs training. His week consists of a lot of travelling because he stays far away from the main campus and she provides instruction for different students on two different campuses. He felt that most students always show positive attitude towards training as they have been engaged in theoretical knowledge. Onajah further reported that students' attitude that needed be motivated in other to enhance a positive attitude that will bring about the desired behaviour. The knowledge is the bulk of theoretical and practical knowledge of the entrepreneurship education that could be found in the curriculum of the subject contents.

Research Question Two:

What impacts does knowledge have on entrepreneurship education in North-central Nigeria? This research question sought to explore the impacts knowledge have on

entrepreneurship education in North-central Nigeria. Efforts made towards entrepreneur knowledge acquisition have been by the staff or the facilitator themselves and not by the student. Facilitator have acquired their knowledge through self-tuition, learning from colleagues and learning from online materials. Some facilitator limited themselves to only one or two of the techniques whilst others used a combination of all the three techniques.

Knowledge through E.E. has positive impact on entrepreneurship education this knowledge is a process and experience-based learning such knowledge includes knowledge through e-learning approach, pedagogical knowledge, knowledge by creating values, knowledge acquired from the community stakeholders such as artisans and through learning process. That is, connecting the general education with entrepreneurial characteristics through process and experiences. This approach is usually facts with constraints such as resources, time, casts assessment challenges, teacher's resistance, to mention a few. This approach is a learning by creating value whereby students own their own group and teachers are excluded. It is much through the change and experiences by integrating with the environment that is caused through actions. Studying is a term work and not in isolation. Students' knowledge is on value-creation to outside stake holders and withstanding whether it is a successful value creation or not. Jimoh stated that he was thinking about an innovative and efficient way of interacting and supervising in order to enhance students' knowledge of entrepreneur at the vocational centre in their university he noted that He felt that SIWES is part of the program that has enriched the students' knowledge in the entrepreneur activities, so he prepared to put necessary facilities on ground to ensure successful SIWES programme. Abdullahi also reported that he felt that the knowledge of fishery will make the trainee to be self-reliant and independent. However, a few have planned activities for their learning as they did a regular reading of subjects that they had targeted for themselves.

Learning from Colleagues: Students acquired entrepreneurial competencies from their

colleague. On one-on-one basis, lecturers had acquired skills and knowledge in entrepreneurial. Skill training that students had acquired from colleagues included using technology to separate instruction for diverse learning needs in the areas of vocation; using digital and online tools to boost their learning, applying troubleshooting skills to resolve technical issues related to vocational activities; and using technology to connect globally with a variety of regions and cultures. Bayo stated that “I usually consult my colleague in the ICT department to guide me through troubleshooting”. Facilitator consulted or engaged colleagues who are deemed to be more experts for knowledge and skill training. Further, Onojah indicated that she had contacted colleagues for assistance in digital instructional packaging and online content delivery to enhance my trainee or student knowledge in the area of entrepreneur and vocational activities. The one-one-one interaction has been a fruitful way of skill and knowledge acquisition for the students.

Besides, facilitator have acquired competencies through group discussion among like-minded facilitator on trending issues in entrepreneurial knowledge acquisition. Facilitator, especially those who share the same offices have discussed topics such as leadership and advocacy for using technology in entrepreneurial knowledge as it was stated in the questionnaire items.

Research Question Three:

What are the relevant needed skills for entrepreneurial education, in North-central Nigeria? This research question sought to explore the factors that motivated lecturers to deliberately integrate ICT in their teaching profession in a situation where ICT is not their main field of study and formalized ICT integration training is minimally available to the needed skills for entrepreneurial education. Among the themes that emerged from the skills Entrepreneurship skill, Marketing skill, problem-solving skill, Resilience skill, creative skill, Team building skill, management skill and Risk-taking skill.

- Marketing skills: involves conducting marketing research, assessing the market place, marketing products and services getting people excited about your business ideas, dealing with customers, communicating a vision and persuasion.
- Interpersonal skills involve; leadership, motivating people, listening, socializing, resolving conflicts and
- Learning skills is about active learning, adapting to a new situations and coping with uncertainty.
- Opportunity skills is about recognizing and acting on business opportunities and other kinds of opportunities product, service and concept development skills.
- Resource skills is about creating a business plan, creating a financial plan, obtaining finances and security access to resources.
- Strategic skills: involves setting goals according to priorities and focusing on the set goals, defining a vision, developing a strategy and identifying strategy partners.

Most facilitators had the belief that harnessing the advantages of the various skill in entrepreneur would make their professional life meaningful. Halimat stated that the chosen trade and vocation by the trainee or the students such as metalwork, woodwork, building construction fashion and dressmaking, agriculture and other vocations that required practical skills.

To further strengthen the research findings, semi-structured interviews for Directors and facilitators of each vocational training of entrepreneurship training centres in the eight sampled universities in North-central Nigeria was carried out. This enabled the researcher to have first-hand and comprehensive information about the operational process and the activities that concern the entrepreneurship training. Some of the core vocational skills that are common to the centres are; Tailoring and Fashion design, Shoe making, Soap and chemical making,

Honey making, Air freshener and Sanitizer making, Foods snacks processing, Arts and Museum works, Tie and dye, Brick moulding, house paint production, ceramics production, bead works, Agriculture, Fishery, Poultry, Computer training, Plumbing, Carpentry, Electrical works, Tiling, Welding works and Iron bending, horticulture and landscaping. However, it was discovered that virtually all the sampled private universities did not have a visible entrepreneurship training centre but they do carry out soft skill training methods. Under-posted are the photo and video evidences of the visited entrepreneurship education (training) centres that covered the observation method and the interview method.





CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the findings, the conclusion and the recommendations on entrepreneurship education, community partnership and university goal achievement in the North-central Nigeria. The study was set out to find the impact among entrepreneurship education, community partnership on university goal achievement in North-central Nigeria. Three questions were raised, seven null hypotheses were generated and tested at 5% level of significance. Semi-structured interviews and observations on how the entrepreneurship education programmes are being carried by the universities were conducted in the course of the study.

Summary

The three variables in the study were made up of two independent variables (entrepreneurship education and community partnership) and one dependent variable (university goal achievement). The objectives of the study were to; i) investigate the level of effectiveness of students entrepreneurial attitude on university goal achievement in North-central Nigeria, ii) determine the level of effectiveness of entrepreneurial knowledge on university goal achievement in North-central Nigeria, iii) determine the level of effectiveness of entrepreneurial skills on university goal achievement in North-central Nigeria, iv) examine the extent of community resource alliance on university goal achievement in North-central Nigeria, v) examine the level of community research participation on university goal achievement in North-central Nigeria, vi) examine the level of effectiveness of community communication and information sharing on university goal achievement in North-central Nigeria, and vii) examine the extent of community socio-cultural integration on university goal achievement in North-central Nigeria. Three research questions, one main hypothesis and

seven hypotheses were formulated and tested in the study.

Descriptive survey design was adopted in carrying out the study. The study population comprised 58,610 students of the 23 universities in North-central Nigeria at 300 and 400 levels of their educational programme, (who ought to have undertaken the GSE course of the Nigerian National Educational Programme Template, NUC BMAS), 74 university policy makers and community stakeholders. Purposive, stratified sampling technique was used to select 1,424 students and 58 policy makers and the community stakeholders from selected eight universities in the North-central Nigeria. Three research questionnaires (UEEQ, UCPQ and UGAQ), a set of semi-structured interview and Observation method were used for data collection. The set of questionnaires were used to elicit information on entrepreneurship education, community partnership and university goal achievement in community service and research. The research question was answered using mean and standard deviations, while multiple regression analysis was used to test the main hypothesis and Pearson's product – moment correlation statistics was used to test the seven operational hypotheses.

The research findings are presented and summarised as follows:

1. Out of the six indices for measuring the impact of entrepreneurship education (attitude, theoretical, practical, general and transformational knowledge and skills), practical knowledge was found to be the highest level of impact, followed by the entrepreneurial skill and attitude on entrepreneurship education in the universities in North-central Nigeria.
2. Communication and information sharing were found to have the highest level of impact on entrepreneurship education; followed by research participation and then resources alliance and socio-cultural integration being on the same level in the universities in North-central Nigeria.
3. Goal achievement in community service was just a little bit more impactful in level

than research participation level of impact in the universities in North-central Nigeria.

4. There was significant level of impact among entrepreneurship education, community partnership and university goal achievement in the universities in North-central Nigeria.
5. The constant predictors of entrepreneurship education on the criterion of university goal achievement model was obtained by the use of multiple regression analysis equation.
6. There was a significantly positive but low impact of entrepreneurship attitude ($r=0.32$; $p<0.05$), entrepreneurship knowledge ($r=0.055$; $p<0.05$) and entrepreneurship skills ($r=0.013$; $p<0.05$) in the universities in North-central Nigeria.
7. There was significant positive but low impact of community resource alliance ($r=0.056$; $p<0.05$), community research participation ($r=0.067$; $p<0.05$), community communication and information sharing ($r=0.06$; $p<0.05$), and community socio-cultural integration ($r=0.032$; $p<0.05$) in universities in North-central Nigeria.
8. Even though there were low level of impacts of the predictors, they all, non-the-less showed some positive impacts.

Conclusion

Consequent upon the findings from this study, the following conclusions were drawn;

Entrepreneurship education is an inevitable training programme that could motivate the attitude, knowledge and skills of university students in order to prepare them towards being potential entrepreneurs for self-reliance and to reduce the problem of unemployment and eventually improve the national economic development. Entrepreneurship education training programme was not uniformly carried out in same way and manner in all the eight universities sampled, because the public universities are mostly found of usually exposing their students to adopted comprehensive vocational training centres, while the privately-owned universities are found of and interested in operating and promoting students' business plan and actual/active

execution. Non-the-less, the two methods are not devoid of some shortcomings, and the two methods of practice when combined would be more effective and seems a better option of preference.

Community partnership is still an issue in the scheme of operation in the eight universities visited that is yet to be given a proper attention. Even though much is found to being accomplished in the area of financial resources and material resources alliances, for both communities and the universities to jointly participate in research is a miraj of problems in the scheme of university community partnership. A few of the academic faculties in one or two of the universities, such as Medicine, Engineering, Agriculture and Education, are found to be involved in some armful community interactive activities, through programmes like the Community-Based Experience Scheme (COBES) and Teaching Practice. However, much efforts are needed to be accorded the practice of community participation, just taking a cue from the long-time and best practice in the universities of the developed economy of the world. Adoption of such a practice would assist in no small measure in establishing the much-needed community university fruitful collaborations desired for the mutual benefits of the two organisations. The joint efforts would assist in bridging the gap between the community and the university and allow the two have critical thoughts on how best the society's problems would meaningfully proffer solutions as a way of the societal challenges.

University goal would also be achieved to a an extremely large extent when the graduating students pass out with the confidence that their going into the world would add value to the aggregate productivity as an entrepreneur and as being a job seeker, but job creators instead. Graduates with such a strong belief would be more useful to themselves and the society at large with the likelihood of reduction of the level of

unemployment and eventual help to the national economy. The university goal of community service would be better achieved too when the communities collaborate more with the universities for the mutual benefits of the two.

Recommendations

Based on the findings and conclusions drawn from this study, the following recommendations were made:

1. Entrepreneurship education training programmes (EETP) in Nigerian universities needed to be reviewed so that the national university commission would come up with the required template and mode of operations and practices in order to have uniformity in practise in accordance with best global practises. The situation where there is disparity in how each of the universities carry out their own EETP should not be encouraged. This ought to be clear terms in the EETP so that effectiveness would be enhanced.
2. The department of Psychology and Guidance and Counselling needed to be more involved and pro-active, in guiding the students in the choice of their business interests, the importance of students being seriously involved, dedicated and motivated towards their future career and the follow-up on the chosen enterprise as crucial factors of attitude that needed to be given the adequate consideration because attitude plays a major role in the scheme of entrepreneurship education.
3. The knowledge pedagogy on entrepreneurship education, if holistically implemented, can be said to be adequate; except in a few areas of computer and technological training; (a) The need to network on social media for exchange of ideas on current and new developmental ideas and practises is an area that calls for attention. (b) focuses should be on industrial visits, excursions and artefact trade fairs within and outside the university environment. c) there is the need for both

- trainees and the trainers to interact more with their environment for identifying problem areas in order to proffer solutions to the erring challenges. (d) the method of impacting knowledge on the students needed to be reviewed because it is better to adopt transformational entrepreneurship training knowledge. That is, students only needed to be guided to discover challenging areas and teamwork on how to overcome the challenges. (e) more of practical works and less of classroom teaching and learning should be encouraged because students could learn from online on their own with the improvement on technology and computer. (f) because of the incessant complaints of lack of time for learning on the business enterprises, students could be motivated and rewarded to spend their vacation periods on learning their enterprises.
4. (a) There are soft skills and hard skills. EETP should adopt a balanced knowledge on the importance of the two; and not one at the expense of the other. (b) the core skills of entrepreneurship that comprises of marketing, practical, teamwork, resilience, problem solving, creativity, management and risk-taking skill, needed to be imbibed by every student so that they can function adequately in the labour market. (c) provision of necessary equipment and material should be made available for the training purposes. (d) financial availability is crucial for the effectiveness of EETP, therefore the government, private organisations, giant industrial concerns and other institutions should contribute to the financial needs as a sort of corporate social responsibility to make the programme functional effectively. (e) constant workshops for the trainees and the trainers should be encouraged for practical on the job training and experience, exhibitions and fairs for artefacts should be carried out from time to time.
 5. Community partnership is still an issue that needed to be faced squarely because of

its importance and relevance for the current educational significance. If universities do not work seriously and put in place a proper university community partnership practice plan an attention, there is every possibility that such institutions will go into obscure because the university education of nowadays is all about environmental knowledge. Therefore, all Nigerian universities have to do an overhaul of this system of university community partnership.

6. Resource alliances (human resources, natural resources, materials resources and financial resources) needed to be collaborated upon with for either the use of the university and the community, because by so doing, both the community and the university would be more productive, progressive and developed.
 - ii) the joint participation of both the university and the community in carrying out research in areas of relevance would go a long way solving many complex problems. Neither the university nor the community hold the monopoly of knowledge. Therefore, if combined efforts by both the university and the community are utilised, there is every tendency that it would yield a better result.
7. Communication and information sharing between the university and the community is a strong weapon for enhancing good relationship between the university and the community. All communication media (Radio, Television, Newspapers, Newsletters, Memos, Meetings, Social Media Like Facebook, Tweeter, WhatsApp, Instagram and the Likes), shall be adequately and properly utilised for sharing information that are relevant for the use of both the community and the universities because it could help to save both parties from sudden hazards and help not to miss urgent and important information.
8. Socio-cultural integration. Most often, the university seem to believe in the socio-cultural ideals that it has niched for itself, believing its more ideal than the culture

of the community that is full of taboos, thereby creating gaps between the university and the community. Whereas this ought not to be so. Therefore, synergy and workshops could assist to leverage on the ideals and promote the community social ethics because the importance of localisation of knowledge should not be edged as against globalisation of knowledge. The community sociocultural ethics should not be rejected and brought to null against modernisation. Both globalisation and localisation of knowledge are equally of great importance.

9. The university goal achievement could better be maximised when all issues about entrepreneurship education and community partnership are given adequate. Constant attention should be given to evaluating every area of goals to be achieved so that same areas would not be neglected at the expense of other areas.

Contributions of the Study to Body of Knowledge

This is an empirical study which was brainstormed by the researcher and has contributed to body of knowledge in the following ways:

1. The study contributed to knowledge by investigating the impact of entrepreneurship education and community partnership on university goal achievement in North-central Nigeria.
2. The study has helped to x-ray and highlight the level of adequacies of methods employed in implementing the programmes of entrepreneurship education and community partnership as a predictor towards university goal achievement in North-central Nigeria.
3. The study was able to acquaint or arise the awareness of the university authorities and some few community stakeholders that host the universities, with the person to person interactive interview, the essential features in instituting the programme of partnership

between the two bodies.

4. The study was able to juxtapose entrepreneurship education and community partnership for predicting university goal achievement.
5. This study was used to open the areas where attention could be leveraged upon and put to rest, the issue of Nigerian graduates of not being employable and or not being self-dependent.
6. The study would help to curb the laze-faire attitude of policy-makers towards checks and balances on Nigerian university education because the study has revealed some of the reasons why and how far the government has contributed to the programme decay witnessed in the university education in Nigeria.

Limitations of the Study

The following were some of the limitations of this study:

1. The study was limited to eight universities sampled in the North-central Nigeria because of time, fund and logistics limitation, universities in other geographical zones were not covered.
2. The sub-variables adopted for the study of entrepreneurship and community partnership (attitude, knowledge, skills, resources alliances, research participation, communication and information sharing and socio-cultural integration) could have accommodated more of other sub-variables like partnership management and control, partnership funding and the likes.
3. The study was based on only two independent variables as predictor of university goal achievement, whereas there were other factors that could be considered.
4. The study limited university goal achievement to research and community service factors, but did not cover other factors, such as teaching and learning and the likes.

Suggestions for Further Studies

The following suggestions for further studies are hereby made:

1. Since the study was carried out in North-central Nigeria geo-political zone of the country, same or similar study should be carried out in the geo-political zones of Nigeria (South-west, South-south, North-west, North-east and South-east) for a nationwide and wider data base.
2. This study could be extended to other tertiary institutions like the polytechnics and colleges of education in the North-central Nigeria for a wider population of students, policy makers and host communities.
3. The study could be carried out, but to investigate some other sub-variables in addition to those that have been substantially examined, that is, the attitude, knowledge, skills, resource alliance, research participation, communication and information sharing and socio-cultural integration.
4. A study could be carried out to investigate entrepreneurship education and community partnership and to be predicted by other measures, such as organisational productivity or academic achievement.

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APPENDIX I
THE UNIVERSITIES IN NORTH-CENTRAL, NIGERIA

Table IA: The Federal Universities

Universities	State of Location	Date
1. University of Ilorin, Ilorin,	Kwara	1975
2. Federal University of Technology Minna,	Niger	1982
3. University of Abuja, Gwagwalada, Abuja	FCT	1988
4. University of Agriculture Makurdi	Benue	1988
5. Federal University Lafia	Nassarawa	2011
6. Federal University Lokoja	Kogi	2011
7. University of Jos	Plateau	1975

Table IB: The State Universities

Universities	State of Location	Date
8. Benue State University	Makurdi	1992
9. Kogi State University, Anyigba	Kogi	1999
10. Nassarawa State University, Keffi	Nasarawa	2002
11. Ibrahim Badamasi Babangida University, Lapai	Niger	2005
12. Kwara State University, Malete	Kwara	2009
13. Plateau State University, Barkin Ladi	Plateau	2008

Table IC: The Private Universities

14. Al-Hikmah University Ilorin,	Kwara	2005
15. Bingham University Auta-Balefi, Karu	Nassarawa	2005
16. University of Mkar, Mkar Gboko	Benue	2005
17. Veritas University Abuja	FCT	2007
18. Salem University Lokoja	Lokoja	2007
19. Nigerian Turkish Nile University Abuja	FCT	2009
20. Baze University Abuja	FCT	2011
21. Land Mark University Omu-Aran	Kwara	2011
22. Summit University Offa	Kwara	2015
23. Crown Hill University Balla, Ilorin,	Kwara	2016

Source: Extracted from list of Universities, National Universities Commission (NUC).

APPENDIX II: THE SAMPLE SIZE TABLE OF RESEARCH ADVISORS (2006)

Required Sample Size†
from: The Research Advisors

Population Size	Confidence = 95.0%				Confidence = 99.0%			
	Degree of Accuracy/Margin of Error				Degree of Accuracy/Margin of Error			
	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
900	269	419	568	823	382	541	672	854
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
264,000,000	384	784	1537	9603	663	1354	2654	16586

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APPENDIX III
UNIVERSITY OF ILORIN
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT
UNIVERSITY ENTREPRENEURSHIP EDUCATION QUESTIONNAIRE
(To be filled by 400 Level Students in the University)

Dear respondent,

The following questionnaire was designed purposely to collect relevant data for a research on entrepreneurship education training that have been impacted in the course of the undergraduate training, I therefore solicit for your unbiased opinions in completing the questionnaire. All information supplied shall be treated with utmost confidentiality and strictly for the purpose of this study.

Thanking you in anticipation.

Oladejobi, Janet Oluwakemi.

PART A: PERSONAL DATA

Please kindly fill in the gap and tick (✓) appropriately against each item as appropriate.

1. Identify your university with a tick appropriately: University of Ilorin, Ilorin: [FU1]. University of Abuja: [FU2].

Federal University, Lokoja: [FU3]. Kwara State University, Malete: [SU1].

Nasarawa State University, Keffi: [SU2]. Al-Hikma University, Ilorin: [PU1].

Salem University, Lokoja: [PU2]. Base University, Abuja: [PU3].

2. Faculty: _____

3. Department: _____

4. Gender: Male () Female ()

PART B: ENTREPRENEURSHIP EDUCATION ATTRIBUTES

Instruction: Kindly tick (✓) the extent to which you agree or disagree with the items as the factors that affect students attribute towards Entrepreneurship Education (EE) in the Universities.

The ratings for indication of responses are as follow:

SA= Strongly Agree, A = Agree, D = Disagree and SD = Strongly Disagree.

S/NO	ITEMS	SA	A	D	SD
	ENTREPRENEURSHIP ATTITUDE				
1.	Psychological factors like belief, perception, value, ideas and what a few of individual students determine their interest towards EE.				
2.	Family background determines student attitude towards EE.				
3.	Society cultural norms and tradition determine students attitude towards EE.				
4.	Political stability determines student interest in EE.				
5.	Gender bias determines student passion towards EE practices				
6.	Religious belief affects student passion towards EE for certain trade.				

7.	Economic status determines students' passion towards EE.				
8.	Students' positive attitude can be motivated through seminars, symposia and workshops.				
9.	Students are adequately and constantly motivated through guidance counselling activities and seminars.				
10.	Students willingness to be potentially self-employed as a graduate is yielding a greater response.				
	ENTREPRENEURSHIP KNOWLEDGE This part intends to examine the kind of approach used for impacting knowledge in your university.				
11.	E.E. pedagogy and curriculum is adequate and rich enough to enhance the teaching/learning activities.				
12.	There are enough and adequate practical knowledge for the EE training				
13.	Industrial excursions and visits is regularly embarked upon for the EE training				
14.	Artisans from the community regularly participate in the training activities.				
15.	Research projects are regularly carried out in the EE training				
16.	SIWES is part of the program that has enriched the students' knowledge in the EE activities				
17.	There are adequate and enough equipment's that enhances knowledge for EE program				
18.	EE training period provided is enough to acquire the required knowledge.				
19.	EE business plans-project avails students the knowledge to prepare for their potential businesses.				
20.	Research exhibitions are regularly carried out for industrialists to further process (Laboratory to product)				
21.	There exist some memorandum of understanding (MOU) between the university and industries in the community.				
22.	Knowledge of EE has yielded a positive result in the area of graduate self-employment				
23.	E.E. training approach can be said to have shifted from too much				

	focus on theoretical training to more focus on practical training				
	THEORETICAL KNOWLEDGE (KNOWLEDGE ABOUT EE)				
24.	The training impacted is very adequate for EE.				
25.	E. Learning is functional for EE informational knowledge				
26.	Methods for teaching EE is adequate				
27.	Online Network Participation of students and instructors should be a prevalence in EE.				
28.	Need for less of theoretical training				
29.	Need for more of critical thinking in the learning process				
	PRACTICAL KNOWLEDGE (KNOWLEDGE FOR E.E.)				
30.	Stakeholders from the community like artisans frequently participate in the training of students				
31.	There are enough and adequate equipment's available for impacting practical knowledge				
32.	There are laboratories for workshop activities				
33.	There are enough and experienced instructors to put the students through.				
34.	Much of practical knowledge are impacted to students.				
	KNOWLEDGE THROUGH ENTREPRENEURSHIP EDUCATION (TRANSFORMATIONAL KNOWLEDGE)				
35.	Most of students' products and concepts are through learning process in experiences discoveries and researches carried out.				
36.	Deep reflection and critical thinking is encouraged in students learning				
37.	Resources are usually the constraints for achieving results in this approach of learning process				
38.	Time availability is also a constraint for completing projects				
39.	Cost implication sometimes hinder achievement of success in embarking on projects				
40.	Weakness of students to team work usually causes a setback to completion of projects.				
41.	Lack of exposure to identifying environmental problems through interactive activities is a major cause for lack of problem-solving skill.				

42.	“Learning by creating value” approach is encouraged in EE programmes.				
43.	Students ability to adjust to academic changes has impacted on their knowledge.				
	ENTREPRENEURSHIP SKILLS Instruction: This section intend to identify how adequate the types of skills that EE appropriately impacts on students, hence kindly tick (√) appropriately. VA-Very Adequate, A- Adequate, I- Inadequate, VI-Very Inadequate.	VA	A	I	VI
44.	Entrepreneurship skill				
45.	Marketing skill				
46.	Problem-solving skill				
47.	Resilience skill				
48.	Creative skill				
49.	Team building skill				
50.	Management skill				
51.	Risk-taking skill				
52.	Record Keeping and Auditing Skill				
53	Practical Skill				

PART C

This section intends to ascertain how often the E.E. training programmes and activities are carried out in your department/faculty. Therefore, kindly tick (√) appropriately.

F- Frequently, O- Occasionally, R- Rarely and N-Never

S/NO		F	O	R	N
1.	Micro teaching and Teaching Practice				
2.	Internet Networking (Information Sharing)				
3.	Practical				
4.	Project/Business Plan Acumen/Assessment				
5.	Excursions and Industrial Work Experience (SIWES)				
6.	Proposal writing				
7.	Student Industrial Work Experience (SIWES)				
8.	Research and equipment exhibition				

9.	Seminars				
10.	Workshops				
11.	Classroom lectures				
12.	Community Based Experience and Services (COBES)				
13.	Laboratory to Products (LABTOP)				
14.	Student Work Study (STUWORS)				
15.	Social Voluntary Entrepreneurship				
16.	Competitions and Club Activities				

APPENDIX IV
UNIVERSITY OF ILORIN
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT
UNIVERSITY COMMUNITY PARTNERSHIP QUESTIONNAIRE

To be administered on the University management and academic management officers, that is, the Vice-Chancellor, (VC), Deputy Vice-Chancellors (DVC) Academic, DVC Research, DVC Administration, Dean of Faculties, Registrar, and some Selected Community Partners.

Dear Respondent,

The following questionnaire was designed for the purpose of collecting relevant data for a research on the relationship between the university and the community in North Central Nigeria. Therefore, I humbly request for your unbiased opinions in completing the questionnaire. I acknowledge the importance of the confidentiality of the information provided. I hereby promise to adhere strictly to the ethics in research that is thereby involved in carrying out the study.

Thank you in anticipation.

Oladejobi. Janet Oluwakemi

PART A: PERSONAL DATA

Please kindly fill in the gap and tick (✓) appropriately against each item as appropriate.

1. Identify your university with a tick appropriately:

University of Ilorin, Ilorin: [FU1].

University of Abuja: [FU2].

Federal University, Lokoja: [FU3]. Kwara State University, Malete: [SU1].

Nasarawa State University, Keffi: [SU2]. Al-Hikma University, Ilorin: [PU1].

Salem University, Lokoja: [PU2].

Base University, Abuja: [PU3].

2. Faculty: _____

3. Department: _____

4. Gender: Male () Female ()

PART B: UNIVERSITY COMMUNITY PARTNERSHIP

Instruction: kindly tick (✓) the extent to which the items that can be agreed upon or disagreed upon for the stated facts as follow: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree.

	GENERAL PARTNERSHIP MANAGEMENT				
1.	The community partnership you belong; a) Research Project Synergy () (b) Project and Program Funding Alliance () (c) Socio-Cultural Involvement and participation () (d) Communication and Information Coalition ()				
2.	The groups or individuals that are well represented in the partnership				
i.	Families (pregnant women parents)				
ii.	Low income/unemployed				
iii.	Professionals (Engineers, Medical, Teachers/Lawyers Media)				
iv.	Youth				
v.	Elderly				
vi.	Schools				

vii.	Community based organisations				
viii.	Policy makers				
ix.	Volunteer Agencies				
x.	Rural populace				
xi.	Religious leaders				
xii.	Community heads				
xiii.	Community opinion leaders				
xiv.	Government representatives				
xv.	Security agencies				
xvi.	Others				
	RESEARCH AND PROJECT PARTICIPATION				
3.	There are series of research work that were carried out by both the university and the community together.				
4.	Some of those research findings have added value to both the university and the community.				
5.	Some of those research findings have translated to economic gains				
6.	Some of these research findings have brought about some significant changes to job performance in the various sectors like agriculture, engineering, medicine, education, businesses to mention a few.				
7.	Researches jointly carried out by both the university and the community have impacted on the university goal achievement				
8.	Researches jointly carried out by both the community and the university have help the community to be a better place to live in.				
9.	With the community participation in some research assignments, the importance of the community is better appreciated than ever before.				
	RESOURCE ALLIANCES				
10.	Some projects were co-funded by both the university and private organizations of the community.				
11.	Some programs were co-funded by both the university and private organisations of the community.				
12.	Projects and programs sponsored jointly by both the university and the community groups have impacted significantly on the availability of facilities and material resources in the university.				
13	The university is fair on consideration of the community during				

	employment process.				
14.	The university is fair on consideration of the community in filling vacant positions.				
15.	The community's land resource is usually made available for the university use.				
16.	Material resources of both the community and the university are adequately put into use.				
17.	Because community groups do participate in co-funding of projects and programs in the university, students have better access to a learning environment.				
18.	Better accountability of fund is enhanced, because it involved both the community and the university.				
	COMMUNICATION AND INFORMATION SHARING INTERACTION				
19.	Both the university and the community have information sharing foral on issues bordering on university and community problems and prospects.				
20.	All communication media are adequately utilized (Television, Radio, Newspapers, notice bills and board, social media – Facebook, Newsletters, Town cries, Phone calls and Text messages) to enhance easy flow of communication.				
21.	Open lectures, seminars, talk shows and Workshops are frequently organized for both the community people and the university staff and students' benefit.				
22.	Some memorandum of understanding (MOU) are signed between the university and the community.				
23.	Projects and product exhibitions are part of the activities that showcase their joint efforts.				
24.	Regular meetings of each partnership groups between the university and the community is usually encouraged.				
25.	Feedback of agreements are adequately communicated to the appropriate quarters.				
26.	There is no communication breakdown between the university and the community.				
	SOCIO-CULTURAL INTEGRATION				
27.	My university promotes the socio-cultural activities and				

	programmes amongst staff and students.				
28.	My university participates in the socio-cultural activities and programs of the neighbouring communities				
29.	The cultural virtues and values of the community (ethics, dressing, respect, hand work and language) are respected and conserved by both the university and the community.				
30.	The religious beliefs of the community people is respected and conserved by both the community and the university.				
31.	The traditional authorities (Kabiyesis, Emirs, Obas and Chiefs) do consult with the university authority on educational and cultural issues.				

Thank you.

APPENDIX V
UNIVERSITY OF ILORIN
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT
UNIVERSITY GOAL ACHIEVEMENT QUESTIONNAIRE

(To be completed by the University Lecturers)

Dear Respondent

The following questionnaire was designed for the purpose of collecting relevant data for a research on the University Goal Achievement. Therefore, I humbly request for your unbiased opinions in completing the questionnaire. I acknowledge the important of the confidentiality of the information provided. I hereby promise to adhere strictly to ethics in research that is thereby involved in carrying out the study.

Thank you in anticipation.

Oladejobi Janet Oluwakemi

(Researcher)

PART A: UNIVERSITY GOAL ACHIEVEMENT IN RESEARCH

Direction: You are pleased request to specify your responses to the following activities between 2012/2013 academic session and 2016/2017 academic sessions

S/N	Items	Above 10	6-10	1-5	Nil
1.	Number of seminar papers presented by you.				
2.	Number of national conference papers you presented				
3.	Number of international Conference papers you presented				
4.	Number of Research studies you published in international journals				
5.	Numbers of multiple or co-authored journals articles you have				
6.	Number of chapter contribution you have in textbook(s)				
7.	Numbers of textbook(s) authored by you.				
8.	Number of journals and other publications for which you are an editorial board member.				

9.	Number of completed research studies you have made.				
10	Number of Associations, Clubs, and Societies to which you are Adviser.				
11.	Number of Edited Conference proceedings you have.				
12.	Number of Workshops/Exhibitions/Technical report Creative writing you participated in.				

PART B: UNIVERSITY GOAL ACHIEVEMENT IN COMMUNITY SERVICE

DIRECTION: You are pleased requested to specify your response to the following activities between 2012/2013 academic sessions and 2016/2017 academic sessions

S/N	ITEMS	ABOVE 10	6-10	1-5	NIL
1.	Committee Served at University Level				
2.	Committee Served at Faculty Level				
3.	Committee Served at Departmental Level				
4.	Political Positions Served				
5.	Religious Organizations Served				
6.	Consultancy Services You Made to Private Organizations				
7.	Lecturers You Gave to Local Communities				
8.	Times you Served as External Examiner				
9.	Social and Cultural Activities You Contributed to				
10.	Times you Served as Student Adviser				

APPENDIX VI:
SEMI-STRUCTURED INTERVIEW QUESTION AND OBSERVATION NOTES TEMPLATE

VIA - Observation Variables:

Field Title
 Date and Time
 Location
 Duration
 Objectives

VIB – Indexes

1. Students' Attitude Towards the Training
 - a) Interest
 - b) Participation capacity and behaviours
 - c) Teamwork
2. Theoretical Training Knowledge
 - a) Teaching and Learning
 - b) Practical learning
 - c) Excursions
 - d) Industrial training – SIWES
 - e) Media chats
3. Skills
 - a) Equipment availability
 - b) LabTop (Laboratory to Product) Programme
 - c) Funding
 - d) Practical session

Table of Indexes for the Observation

Attitude, Knowledge and Skills Observation of Entrepreneurship Education

S/N	Variable	Responses	Frequency
Total			

VIC - Sample Transcript of Observation Session

Entrepreneurial Training Centre Director
 Name of the Interviewee – Centre Director
 Date and Time – 21st May 2019
 Location – 1. Federal University Lafia, Nasarawa State
 2. Nasarawa State University, Keffi
 3. Bingham University Karu

4. University of Ilorin, Ilorin

Title of the Interview

Duration – 20 -30 mins

Questions

1. How many students have participated in the training this year?
2. How do you evaluate your students?
3. How do you source for financing the students' practical works?
4. How do you market the artefacts produced at the training?
5. How do you source the raw materials used for the training?
6. Is the instructor a staff or a facilitator of the centre?
7. What efforts are you making to produce at industrial level (large quantity)?
8. What is the cost, selling price and profit for marketing the products and the artefacts?
9. Does the cost price and the margin justify the selling price?
10. What is the comparison of the product with the imported brand?
11. What is the comparison of the quality with the imported brand?
12. Do you track the number of graduates from your university entrepreneurial centre that are self-employed based on respective areas of training? State the number.
13. What are the areas of challenges for the training (with regard to attitude of students, theoretical and practical knowledge, and skill acquisition)?
14. How can the challenges be overcome?
15. Do the students' benefit out of the products?
16. Do instructors' benefit out of the products?

Areas of practical training (Vocations)

1. Tailoring and fashion design. 2. Liquid soap making, 3. Building paints.
4. Building blocks, bricks and concrete products. 5. Fishery. 6. Poultry.
7. Farm plantation. 8. Confectionaries and baking snacks. 9. Cookery.
10. Shoe making. 11. Computer training. 12. Tie and dye. 13. Art works.

APPENDIX VII: STATISTICAL EXCEL DATA TABLE FOR THE QUESTIONAIRES

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Entrepreneurship skill	1424	1.00	4.00	2.1220	.47899
Marketing skill	1424	1.00	4.00	3.1990	.70379
Problem-solving skill	1424	1.00	4.00	3.2631	.64621
Rescillience skill	1424	1.00	4.00	3.2422	.69571
Creative skill	1424	1.00	4.00	3.1341	.79557
Team building skill	1424	1.00	4.00	3.2369	.74236
Management skill	1424	1.00	4.00	3.2456	.68944
Risk-taking skill	1424	1.00	4.00	3.2561	.67794
Valid N (listwise)	1424				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
E.E. pedagogy and curriculum is adequate and rich enough to enhance the teaching/learning activities.	1424	1.00	4.00	3.2718	.65470
There are enough and adequate practical knowledge for the E.E. training	1424	1.00	4.00	3.3171	.62565
Industrial excursions and visits is regularly embarked upon for the E.E. training	1424	1.00	4.00	3.2875	.69097
Artisans from the community regularly participate in the training activities.	1424	1.00	4.00	3.2091	.73662
Research projects are regularly carried out in the E.E. training	1424	1.00	4.00	3.1951	.73333
SIWES is part of the program that has enriched the students knowledge in the E.E. activities	1424	1.00	4.00	3.0226	.23149
There are adequate and enough equipment's that enhances knowledge for E.E. program	1424	1.00	4.00	3.1725	.64438
E.E. training period provided is enough to acquire the needed skills	1424	1.00	4.00	3.1411	.75609
E.E. business plans project avails students the skills to prepare their potential businesses.	1424	1.00	4.00	3.2456	.70198
E.E. business plans project avails students the skills to prepare their potential businesses.	1424	1.00	4.00	3.2422	.66755
Research exhibitions are regularly carried out for industrialists to further process (Laboratory to product)	1424	1.00	4.00	3.2352	.67523

E.E. training approach can be said to have shifted from too much of theoretical training to more of practical training	1424	1.00	4.00	3.2805	.61659
Valid N (listwise)	1424				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Stakeholders from the community like artisans frequently participate in the training of students	1424	1.00	4.00	3.2021	.62322
There are enough and adequate equipment's available for impacting practical knowledge	1424	1.00	4.00	3.2317	.66341
There are laboratories for workshop activities	1424	1.00	4.00	3.2282	.72490
There are enough and experienced instructors to put the students through.	1424	1.00	4.00	3.2787	.66763
Valid N (listwise)	1424				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
All communication media are adequately utilised (Television, Radio, News papers, notice bills and board, social media Facebook, Newsletter, Town cries, Phone calls and Text messages) to enhance flow of communication	574	1.00	4.00	3.1934	.70344
Open lectures, seminars, talk shows and workshops are frequently organised for both the community people and the university staff students' benefits.	574	1.00	4.00	3.1760	.57162
Some memorandum of understanding (MOU) are signed between the university	574	1.00	4.00	3.1394	.60373
projects and product exhibitions are part of the activities that show case their joint efforts.	574	1.00	4.00	3.1359	.64367
regular meetings of each partnership groups between the university and the community is usually encouraged	574	1.00	4.00	3.1899	.62286
Feedback of agreements are adequately communicated to the appropriate quarters	574	1.00	4.00	3.1655	.49302
There is no communication breakdown between the university and the community	574	1.00	4.00	3.1882	.62479
Valid N (listwise)	574				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Deep reflection and critical thinking is encouraged in students learning	573	1.00	4.00	3.2007	.70204
Resources are usually the constraints for achieving results in this approach of learning process	574	1.00	4.00	3.2683	.64541
Time availability is also a constraint for completing projects	574	1.00	4.00	3.2439	.69384
Lack of exposure to identifying environmental problems through interactive activities is a major cause for lack of problem-solving skill.	574	1.00	4.00	3.0505	.70344
Valid N (listwise)	573				

Correlations

		Number of seminar papers presented by you	E.E. pedagogy and curriculum is adequate and rich enough to enhance the teaching/learning activities.	the groups or individuals that are well represented in the partnership
Number of seminar papers presented by you	Pearson Correlation	1	.025	.224**
	Sig. (2-tailed)		.549	.000
	N	58	574	574
E.E. pedagogy and curriculum is adequate and rich enough to enhance the teaching/learning activities.	Pearson Correlation	.025	1	-.031
	Sig. (2-tailed)	.549		.453
	N	574	58	58
the groups or individuals that are well represented in the partnership	Pearson Correlation	.224**	.031	1
	Sig. (2-tailed)	.000	0.042	
	N	58	58	58

**. Correlation is significant at the 0.01 level (2-tailed).

Descriptive Statistics

	Mean	Std. Deviation	N
Number of seminar papers presented by you	2.6794	.95904	574
E.E. pedagogy and curriculum is adequate and rich enough to enhance the teaching/learning activities.	3.2718	.65470	574
the groups or individuals that are well represented in the partnership	3.1185	.72109	574

APPENDIX VIII: STATISTICAL EXCEL TABLE FOR INTERVIEW AND OBSERVATION NOTES

Warning # 849 in column 23. Text: en_NG
 The LOCALE subcommand of the SET command has an invalid parameter. It could not be mapped to a valid backend locale.
 FREQUENCIES VARIABLES=gender
 /ORDER=ANALYSIS.

Warning # 849 in column 23. Text: en_NG
 The LOCALE subcommand of the SET command has an invalid parameter. It could not be mapped to a valid backend locale.
 FREQUENCIES VARIABLES=gender
 /ORDER=ANALYSIS.

Statistics

gender

N	Valid	8
	Missing	0

gender

	Frequency	Percent	Valid Percent	Cumulative Percent
male	4	50.0	50.0	50.0
Valid female	4	50.0	50.0	100.0
Total	8	100.0	100.0	

FREQUENCIES VARIABLES=themmes
 /ORDER=ANALYSIS.

Statistics

themmes

N	Valid	8
	Missing	0

themmes

	Frequency	Percent	Valid Percent	Cumulative Percent
--	-----------	---------	---------------	--------------------

	knowledge	2	25.0	25.0	25.0
Valid	acquisition	6	75.0	75.0	100.0
	Total	8	100.0	100.0	

codes

	Frequency	Percent	Valid Percent	Cumulative Percent
123.00	1	12.5	12.5	12.5
221.00	2	25.0	25.0	37.5
321.00	1	12.5	12.5	50.0
402.00	1	12.5	12.5	62.5
554.00	1	12.5	12.5	75.0
729.00	1	12.5	12.5	87.5
844.00	1	12.5	12.5	100.0
Total	8	100.0	100.0	

codes

	Frequency	Percent	Valid Percent	Cumulative Percent
123.00	1	12.5	12.5	12.5
221.00	2	25.0	25.0	37.5
321.00	1	12.5	12.5	50.0
402.00	1	12.5	12.5	62.5
554.00	1	12.5	12.5	75.0
729.00	1	12.5	12.5	87.5
844.00	1	12.5	12.5	100.0
Total	8	100.0	100.0	

All communication media are adequately utilised (Television, Radio, News papers, notice bills and board, social media Facebook, New messages) to enhance flow of communication

Open lectures, seminarns, talk shows and workshops are frequently organised for both the community people and the university staff st

Some memorandum of understanding (MOU) are signed between the university

projects and product exhibitions are part of the activities that show case their joint efforts.

regular meetings of each partnership groups between the university and the community is usually encouraged

Feedback of agreements are adequately communicated to the appropriate quarters

Error # 701 in column 8. Text: partnershipmanalWITH
 An undefined variable name, or a scratch or system variable was specified in
 a
 variable list which accepts only standard variables. Check spelling and
 verify the existence of this variable.
 Execution of this command stops.

* * * * * A n a l y s i s o f V a r i a n c e *

11 cases accepted.
 0 cases rejected because of out-of-range factor values.
 521 cases rejected because of missing data.
 1 non-empty cell.

1 design will be processed.

* * * * * A n a l y s i s o f V a r i a n c e --
 Design 1 * * * * *

Tests of Significance for partnershipmanal using UNIQUE sums of squares

Source of Variation	SS	DF	MS	F	Sig of F
WITHIN+RESIDUAL	8.57	8	1.07		
REGRESSION	5.43	2	2.71	2.53	.141
CONSTANT	.09	1	.09	.09	.776

(Corrected Model)	5.43	2	2.71	2.53	.141
(Corrected Total)	14.00	10	1.40		

R-Squared = .388
 Adjusted R-Squared = .234

Correlations between Covariates and Predicted Dependent Variable
 COVARIATE

VARIABLE	Resaerch	EntreKno		
partners	.49570	.97991		

Squared Correlations between Covariates and Predicted Dependent Variable				
VARIABLE	AVER. R-SQ			
Resaerch	.24571			
EntreKno	.96023			

Regression analysis for WITHIN+RESIDUAL error term				
--- Individual Univariate .9500 confidence intervals				
Dependent variable .. partnershipmanal the groups or individuals				
that are well				
COVARIATE	B	Beta	Std. Err.	t-Value
Sig. of t	Lower -95%	CL- Upper		
Resaerch	-.1782945736	-.1650687000	.39730	-.44876
.666	-1.09447	.73788		
EntreKno	1.0232558140	.7188373866	.52360	1.95427
.086	-.18417	2.23068		

Abbreviated	Extended			
Name	Name			
EntreKno	EntreKnowledge11			
partners	partnershipmanal			
Resaerch	Resaerchgoa7			