



Exploring Entrepreneurship Education and Training Programme on Venture's Creation in Nigeria: A Study of SMEDAN Corper's Entrepreneurship Development Programme (CEDP)

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ABSTRACT

The aim of this study is to explore entrepreneurship education and training programme in Nigeria, particularly the SMEDAN Corper's Entrepreneurship Development Programme (CEDP) and the impact of the programme on behavioural and attitudinal changes' towards venture creation among Nigeria graduates. The research design adopted for this study is qualitative exploratory using an in-depth interview to solicit for first hand information among the purposive selected 8 respondents who have participated in the National Youth Service Corp (NYSC) scheme as well as those who partake in the SMEDAN CEDP in Nigeria. Data collected were transcribed and analysed base on the participant's opinion and perception on the entrepreneurship education and training programme outcomes of SMEDAN/NYSC Corper's Entrepreneurship Development Programme (CEDP). The study reveals that the SMEDAN/NYSC Corper's Entrepreneurship Development Programme (CEDP) does not change the behaviour and attitudes of Nigeria graduates' towards venture creation because the scheme was identified with faulty curriculum, lack of practical training pedagogy, inadequate entrepreneurship background knowledge of the trainers and majorly lack of workable EET model to follow by SMEDAN during the training. Again, most participants attributed their inability to set-up business or venture creation basically to lack of funds after the EET. The study is limited to SMEDAN/NYSC Corper's Entrepreneurship Development Programme (CEDP) to explore the effect of the EET on venture creation. Further studies can be conducted on other interventionist agencies in Nigeria to measure the impact of EET quantitatively in order to have a more generalise conclusions. This study basically provide an insight into how Entrepreneurship Education and Training (EET) programme is carried out in Nigeria with special focus on SMEDAN/NYSC Corper's Entrepreneurship Development Programme (CEDP) towards venture creation and changes in behaviours, as well as the attitudes of prospective entrepreneurs using an effective EET models. This study added to the understanding of Entrepreneurship Education and Training (EET) programmes and how the programmes can lead to venture creation in Nigeria context.

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Introduction

Nigeria like every other developing nation has been tagged with the problem of unemployment which has resulted to poverty while there is increased in social vices such as army robbery, kidnapping, theft, bunkering cum assassination which were all products of unemployment phenomenon. According to CIA report (2012) Nigeria unemployment rate was estimated at 23.9% compare to other developing economies like Cambodia, Brunei and Guatemala without Oil of 0.3%, 2.7% and 3.5% respectively. Sixty percent of Nigeria graduates are without a gainful employment (Onwuka, 2011) while in recent time approximately 6 Nigerian graduates lost their lives at the recent recruitment exercise by Nigeria immigration service in the country capital, Abuja.

This ugly trend and previous events about unemployment makes Nigeria government initiated a policy in the year 2004, to facilitate the country goals' towards wealth creation, employment generation and poverty reduction through a scheme called 'National Economic Empowerment Development

Strategy (NEEDS)'. Similarly, Small and Medium Enterprise Development Agency of Nigeria (SMEDAN) was established in 2004 after the bill was passed in the National Assembly in the year 2003, to facilitate the promotion and the development of efficient and effective micro, small and medium enterprise (MSMEs) that will enhances sustainable economic development in Nigeria. Prior to SMEDAN establishment, there are series of interventionist agencies namely Nigerian Industrial Development Bank (NIDB), the Nigerian Bank for Commerce and Industry (NBCI) and the Nigerian Agricultural Development Bank were all established for the propagation and development of entrepreneurs through credit and other learning facilities with the expectation of building entrepreneurship structure in the country (Eze and Nwali, 2012).

Thus, with a view of training unemployed youths and retired persons for vocational skills acquisition, entrepreneurship or business development, labour based works, rural employment promotion and job placement guidance and counselling, therefore, the National Directorate of Employment (NDE),

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Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) and other agencies were established (NDE, 2010). Ogundele and Olayemi (2004) mentioned that entrepreneurial training in Nigeria is strengthened to promote entrepreneurial motivation and it is designed to accelerate the process of acquiring skills and capabilities necessary to play an entrepreneurial role effectively. In order to achieve this philosophy, SMEDAN was saddled with responsibilities such as generation and dissemination of business information, business awareness creation, business development services, advancing entrepreneurship education, stimulating entrepreneurship/enterprises development among others (NBS/SMEDAN, 2010).

However, despite millions of money invested by Nigeria government on SMEDAN and other agencies to train prospective entrepreneurs, the impact is still insignificant. Rather the efforts to create more job opportunities, increase in business revenues, creating more values to customers, enhances productivity, provision of benefits to community to mention few, it resulted to the dwindling in the performance of the existing entrepreneurs. Nigeria entrepreneurs' success has been marked with series of fluctuations ranging from venture collapses to relocation of business activities to neighbouring countries due to unstable political system, socio-cultural belief, poor economic policies, religious bigotries and recently global competitive challenges (Eze and Nwali 2012). Again, the dwindle in business performance in Nigeria as also be linked to lack of social infrastructures, shortage in required qualified personnel, and overdependence of Nigeria citizen on foreign goods. Perhaps, the entrepreneurial training organised by SMEDAN and other agencies in Nigeria saddled with responsibilities of entrepreneurship development might not take into consideration the fundamental factors necessary for entrepreneurs' success before embarking on such training.

It's worthy to note at this juncture that in designing an effective entrepreneurial training that will enhance entrepreneurs' success required an adequate diagnosis through training need analysis (TNA) whereby the factors responsible for entrepreneurs' success need to be ascertained before suggesting for required entrepreneurial training in this direction. This vacuum is one of the primary and cardinal objectives that the current research intended to fill. Also, examines the contents of the training programme as well as investigate and determine the best medium to carry out such training for entrepreneurs' success like financial success, enterprise sustainability, venture creation and growth, poverty alleviation, economic development, SME's expansion and employment creation among others to be achieved.

SMEDAN and Its Entrepreneurship Education and Training (EET) Programmes

SMEDAN is strategically positioned to create a formidable and reliable MSMEs database and absorb up to 80% of jobs, improve per capita, improve export earning, increase value addition to raw materials supply, and step up capacity utilisation in the key industries by inculcating entrepreneurship education through entrepreneurship development programmes (EDPs) to train many prospective entrepreneurs in various EDPs as one of the intervention and strategic role to foster viable and vibrant MSMEs in Nigeria. Among the programmes designed for this purpose include: General Entrepreneurship Development Programme (GEDP), Corpsers' Entrepreneurship Development Programme (CEDP), Youth Entrepreneurship Development Programme (YEDP), Women Entrepreneurship Development Programme (WEDP), Rural Enterprise Development Initiative (REDI), Cluster Development and series of seminars,

conferences and workshop among others. Similarly, the Agency goes in collaboration with the National Universities Commission (NUC), National Board of Technical Education (NBTE), and the Federal Ministry of Education to promote the inclusion of entrepreneurship in the curriculum of the nation's secondary schools and tertiary institutions in Nigeria. This is to inculcate entrepreneurialism into students as well as graduate while changing their mindset from job seekers to job creators.

By and large, the significant of these programmes will be explored further in this study, particularly the Corpsers' Entrepreneurship Development Programme (CEDP) and its contribution to entrepreneurs' success in Nigeria. Entrepreneurs' success in this context is to develop and change the behaviours and attitudes of nascent entrepreneurs to new venture starts, venture survival rates, net new job creation, growth in sales, growth in profitability, growth in employees rates among others (Dickson, et al., 2008; Martin et al., 2013; Sanchez, 2013). According to Sanchez (2013) argued that most entrepreneurial training and development programmes focus on intention and competencies to start up venture without looking at the behaviours necessary for the venture creation. He posited that entrepreneurial training is effective in persons who starting their own business rather than teaching students to put theory into practice. Therefore, students are expected to gain self-confidence and motivation, become proactive, creative and learn how to work on a team for them to be successful in term of attitude and behaviours (Sanchez, 2013; Martin et al., 2013).

In the same vein, Utsch and Rauch (2000) argued that entrepreneurs' success in term of venture creation is a product of entrepreneurial behaviours and not entrepreneurial traits. Utsch and Rauch (2000) identified innovativeness, initiatives as some of the behaviour required of entrepreneurs to be successful rather than self-efficacy, higher order strengthen, need achievement and internal locus control which were all personality traits that does not guarantee venture creation.

In Nigeria, in order to enhance entrepreneurial behaviour among graduates, SMEDAN undertook the sensitization of youth corps members. The programme aims at equipping university and polytechnic graduates with entrepreneurial competence and requisite skills to effectively start -up and run an enterprise profitably. According to SMEDAN report (2007) the Programme was flagged off in 2006 with one hundred and five (105) corps members attending a three (3) months training session. Every Saturday, between May 6 and July 29, 2006, the Agency in collaboration with the National Youth Service Corps [NYSC] and CGMIE consulting, organized an entrepreneurship development programme for serving corps members in Abuja (SMEDAN, 2007).

In the year 2010 at twenty-three orientation camps within the 6 geo-political zones of the country 4,000 corps members were impacted with entrepreneurial training and education programmes (NBS/SMEDAN, 2010). The event was aimed at inculcating the spirit of entrepreneurship in the corps members preparatory to a full-fledged capacity building which will empower the corps members to start their own small businesses. The number of participants in the programme keeps increasing, because in the year 2012, a total of 63,000 corps members were sensitized for the year which was carried out at all the thirty six (36) states of the federation (SMEDAN report, 2012). However, with successful increase in the number of corpsers participant at the entrepreneurship education and training programme organised by SMEDAN, the entrepreneurs' success in term of venture creation, starting up business and other performance is still questionable among the participants after the programme. This, the present study intended to explore by comparing the

success rate of prospective entrepreneurs' who has undergone the programme with others who were not opportune to participate in such programme.

Entrepreneurship Education and Training (EET) Programme Models

Many studies has been conducted on Entrepreneurship Education and Training (EET) Programme, particularly in the developed countries (Li et al., 2013; Martin et al., 2013; Sanchez, 2013; Dickson, et al., 2008) but most of the studies concentrate on students intentions to start a business without taking into consideration the behaviour and attitude of the prospective entrepreneurs as an outcome after undergone the EET programme. Though, Sanchez (2013) claim there is positive relationship between EET and entrepreneurs' success because EET increases competencies and intentions towards self-employment among the study students but this undoubtedly controversial in Nigeria context. Rather than EET programme in Nigeria leading to venture creation, improve profitability, growth in sales among others the unemployment rate is still alarming particularly among the teeming Nigeria graduate who has undergone the EET programme organised by SMEDAN and other agencies.

Entrepreneurship Education and Training is defined as the formal processes of equipping the entrepreneurs with necessary insight and skill for the achievement of enterprise success (Ogundele and Olayemi, 2004). That is, entrepreneurship education and training programme is seen as a systematic procedure of given out instruction, drilling, discipline and other methods of modifying behaviour, knowledge, habits and attitudes for definite purpose. In the word of Maritz and Brown (2013: 235) entrepreneurship education and training programme is "any pedagogical programme or process of education for entrepreneurial attitudes and skills, which involves developing personal qualities". This implies that the purpose of EET programme is not to identify entrepreneurial qualities like need for achievement, internal locus of control, risk taking propensity, self-confidence and others rather EET programme are designed to empower both entrepreneurs and non-entrepreneurs with the tools necessary to undertake a new business. Thus, these programmes are typically offered by higher education institutions (HEIs), intervention agencies and funded by government (Maritz and Brown, 2013).

However, for EET programmes to be successful in term of empowering entrepreneurs and non-entrepreneurs, increase quality and quantity of entrepreneurs, influence entrepreneurial behaviours, enhances entrepreneurial tendency and promote entrepreneurial outcome, the EET programmes components must be interrelated and these relationship must be understand by the EET planners for its effectiveness to be achieved. Maritz and Brown (2013) argued that most EEP model focus on programme participants, effect of EEP on self-efficacy and entrepreneurial intentions. Meanwhile an effective EEP model must be dynamically interrelated and the integration of the components must be based on contextualisation when developing and evaluating EEPs (Maritz and Brown, 2013). The scholar pointed out that contextualisation refers to the "conditions and circumstances that are not only relevant to the conceptual model, but contribute to its full meaning prior to specifying objectives of EEP" (p. 236). Contextualisation dimension includes international contexts, diversity based on gender, corporate entrepreneurship, and enterprise culture to mention few which must be considered while formulating EEPs objectives, selecting audiences, adopting method of teaching (pedagogy), content and assessment of the programme.

According to Maritz and Brown (2013) state that there is rarely common used model in the field of entrepreneurship because the environments, target market and contents in the objective of EET programmes differs. Therefore, there is no common framework or agreed good practices regarding how to teach or educate entrepreneurs but the elements of each component are similar. For instance Piagetian model (1950), Process model (1996), experiential model, Honig contingency model (2004), Alberti et al model (2004), Maritz and Brown model (2013), and others. All the models have likely the same or relative similar components but for the purpose of this current study Alberti et al model (2008) and Maritz and Brown model (2013) will be adopted to evaluate the EET programme of SMEDAN in order to measure the impact of the programme on Nigeria graduate.

The objective as a component of the EET programme model refers to the goals that are broadly described the pedagogical, social and economic important of the programme. It is the first step in EET programme to show the direction of pedagogical goals of helping to learn about entrepreneurship, social goal of assisting to know about the culture of the society and economic goals to help in creating job for the societal need. In the context of SMEDAN EET programme for Corp members, the primary objective is to build entrepreneurial career in Nigeria graduate in order to create venture for themselves instead of looking for job in the formal sector that is not available. Like most EEPs objective is awareness goals (Linan, 2004) but Nigeria SMEDAN objectives goes beyond awareness, it focus on attitude and behaviour change of the prospective entrepreneurs towards start-up goals by improve an existing entrepreneurs' abilities in them.

The second component of EET programme evaluation model is the audience. According to Maritz and Brown (2013), audience are the participants in the EET programme who are heterogeneity in nature based on different in learning needs and might sometimes be categorised into multiple fit. The EET programmes diverse audience based on different learning needs such as socio-demographic (age, gender), stages of venture (idea stage, start-up), course difference (University entrepreneurship, secondary school), degree types (undergraduate, postgraduate) among others. Thus, it is important to understand the needs and wants of the audience because this will influence the objectives of the programme. It is worthy to mention that most targeted audience of entrepreneurship course or programme are the undergraduate students between the ages of 18-25 years (Maritz and Brown, 2013). However, less study were done on postgraduate prospective entrepreneurs and existing entrepreneurs rather much attention on students. The implication of this is that EET programme for students does not makes the students to be entrepreneurs rather they become entrepreneurially inclined because of the grade that is involve in the course.

SMEDAN programme audience in this study are the youth Corp members who are within the age bracket of 18-30 years because the maximum age to participate in the National Youth Service Corp (NYSC) exercise is 30 years. Again, the target audience are graduate from Nigeria Universities and Polytechnic, therefore the assertion of attaching importance to grade is overrule rather the objective is to change the attitudinal and behavioural of the audience towards starting of a venture. Maritz and Brown (2013) argued that in designing EEPs, emphasis must be placed on different objectives of the participants while considering the contents of programme. SMEDAN might be aware of this model of EET programme evaluation because the objective and the audience chosen for the

programme are link to one another whereas the content of the programme are designed to meet the audience and objective of the programme.

The third component of the EET programme model is the content of the programme which implies what the training entails. Contents should contain both theory and practical issues (Maritz and Brown, 2013) because after theorizing, the answer to the theory must be discussed practically. The purpose of entrepreneurship theory maybe to assist entrepreneurs in understanding the outcomes of their decision because theory will give room for generalizations which will allows for prediction of outcomes in a specific situation. Thus, the disadvantage of theory in EET programme is lack of pedagogical models, therefore contents should be developed around the context and entrepreneurial outcomes of skills, attitudes and knowledge (Matlays, 2008 cited in Maritz and Brown, 2013). Basically, the combination of theory and practices in EET programme will makes the programmes to be effective because entrepreneurship courses or programme that are solely practical or solely theoretical might ruined the success of the programme and thus should not be mutually exclusive (Fiet, 2000; Alberti et al, 2004; Gurol and Atsan, 2006; Maritz and Brown, 2013). Though, some scholar sees entrepreneurship to be inherently practical and question the rationale behind the theoretical analogy in teaching entrepreneurship, this is due to the fact that entrepreneurship is mainly practice oriented (Jack and Anderson, 1999).

Nevertheless, the link between content and pedagogy should be mainly practical because the pedagogy would require practising entrepreneurs this is based on the orientation that academics is often lack practical experience, therefore there would be overreliance on theory. Thus, "studying ideal entrepreneurial behaviour can be demoralizing to aspiring student entrepreneurs because it depends on the assumption that students will encounter a similar set of circumstances in the future for which they will be better prepared" (Fiet, 2000: p.8). In SMEDAN programme for Corp members, the content of the EET programme is both theory-based and practice-based such as organisation of seminars, lecture from professional entrepreneurs, going on industrial visit among others. Moreso, the content of the programme influences the way courses were taught or method adopted for teaching on the programme which will be discussed extensively in the subsequent part of the paper.

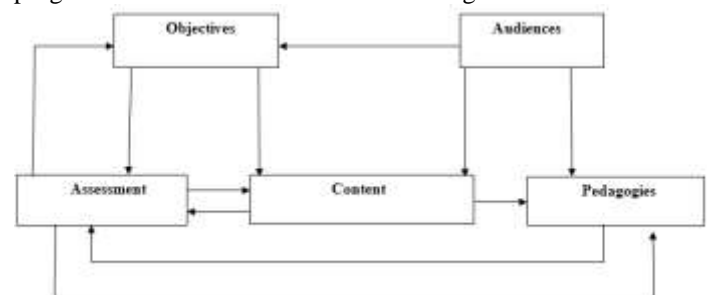
Next to content component of EET programme model is the pedagogy. The purpose of pedagogy in EETs depends on the success recorded in the previous entrepreneurship education because chosen a pedagogical method is a function of the contents of EETs. No wonder, Fayolle et al. (2006) cited in Maritz and Brown (2013) sees pedagogy as a means to achieve the objectives of the programme and not as an end in themselves. This is so, because in discussing theoretical contents as well as practical contents, the approaches and pedagogical methods to use most integrate the ideas. That is, the pedagogy for both theoretical and practical contents should not be limited to the usual traditional teaching methods or experimental method rather based upon desired entrepreneurial outcomes. Although, traditional methods were commonly used to delivered entrepreneurship education programmes such as lectures, seminars, workshops, and sometimes case studies due to the fact that it's "helpful in presenting information in a consistent and predictable manners" (Honig, 2004, p.264) but the pedagogy is marked with unstructured and more chaotic when the facilitator lack the skills to organise effectively.

Non-traditional methods were adopted in EET programmes because of the failure of traditional methods. The non-traditional

methods are the experimental based methods which are practical in nature and based on action-learning theory. Some scholars argued that experimental methods are suitable for organisational factors skills such as managerial skills, marketing skills, production skills (Honig, 2006; Fiet, 2000). However, the method fails sometimes to transfer the real life phenomenon which makes the participant not to cope with uncertainty and ambiguity issues. Therefore, blended learning methods was postulated which will teach both psychological traits with less structure as well as more problems requiring (Sexton and Upton, 1987) in order to provide solution to ambiguity and risk issues. The blended learning pedagogy methods are the combination of both traditional and non-traditional methods of teaching entrepreneurship. SMEDAN Corper's Entrepreneurship Development Programme (CEDP) uses blended learning methods such as face-to-face sessions, lectures, seminars, workshops, industrial visit, guest speaker to mention but few. This method is to facilitate effective modes of delivery, and teaching styles that will enhances transparent communication amongst parties involved in the EET programmes.

The final component of the EET programme in Alberti et al (2004) model is the assessment. An assessment of EET programmes refers to the overall measurement of effectiveness of the programme. That is, evaluating the difference between EEP and the extent to which different learning and behavioural objectives are met in the training programmes. According to Dickson et al (2008) cited in Maritz and Brown (2013, p.245) assessment of student learning refers to "methods of evaluating individual student competencies and understanding of content by way of assessment items such as assignments". In the case of SMEDAN, the assessment is usually based on the attitudes and behaviours of Corp members trained towards new venture creation. Thus, personal qualities assessment in line with new venture creation is the ultimate parameter used by SMEDAN based on attitude and behaviours of the participant after the programme. Maritz and Brown (2013) claim that the assessment of EET programme is driven by objectives, content, and pedagogies. Therefore, assessment measurement can include level of participant satisfaction with the course, or new business, personal or entrepreneurial skills acquired.

Similarly, the assessment should link the programme objective with individual measurement level such as self-employment and ability to act as independent operator of venture; personal and career satisfaction; knowledge and understanding acquisition; skills acquisition; identification of individual potential; changed attitude and economic objectives (Maritz and Brown, 2013). Conclusively, an effective assessment of EET programme can occur at any level of the components being it, at the beginning, during and after the programme commencement in a well-designed EET.

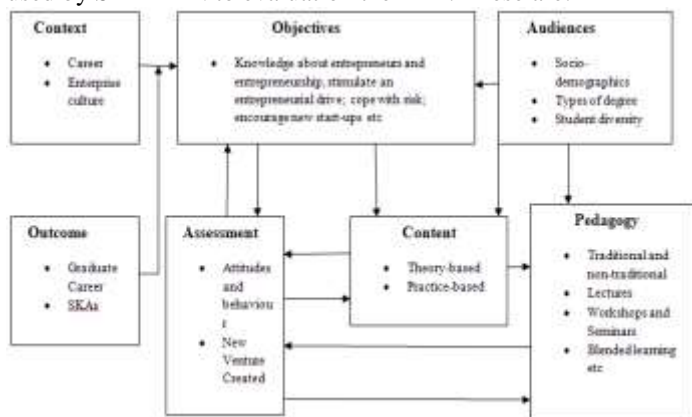


Source: Adopted from Alberti et al (2004).

Doing comparative analysis between Alberti (2004) model of EET programmes and that of Martiz and Brown (2013), it was revealed that the components is incomplete without contextualisation and outcome because it's through the context

that appropriate application of multiple teaching models and learning processes can be delivered (Maritz and Brown, 2013). Although, Alberti et al model (2004) identified the five components with eight relationships namely Objectives (why), content (what), pedagogies (how), audiences (whom) and assessment measures which are reciprocal in nature but explicitly exclude vital entrepreneurship education parameters such as context and outcomes.

Maritz and Brown (2013) argued that inclusion of context and outcome with Alberti model will ideally improve the programmes over time because the contextualisation will contribute to full implementation of the EET programmes rather than distinct component which is essential. Again, EET programmes do not produce good outcome sometimes if the context is not taken into consideration, therefore the objectives, audiences, pedagogy, content and assessment should evolve around the components of contextualisation. Thus, the outcome is the actions and activities of the participants after the programme which in the case of SMEDAN EET programme is to make the youth Corper's employers of labour rather than job seekers. Based on the Maritz and Brown (2013) model of EET programme modification, the researcher develop an assumed model of Corper's Entrepreneurship Programme Development used by SMEDAN to evaluation the EET. These are:



Source: Maritz and Brown (2013: 238) to conceptualised SMEDAN EET Programme by the Author.

Objective of the study

1. To find out what makes up Entrepreneurship Education and Training (EET) programme in Nigeria, particularly the SMEDAN Corper's Entrepreneurship Development Programme (CEDP).
2. To explore the impact of SMEDAN Corper's Entrepreneurship Development Programme (CEDP) on Ventures creation in Nigeria.

Literature Review

This section shall concentrate on the objectives, audiences, pedagogy, content and assessment of EET as discussed in literature. Thus, the identified elements will be linked to EET programme in SMEDAN where the curriculum, teaching method, model of good training programme as well as the suitability of the programme will be discussed extensively in line with comparison to other international models. Alberti et al (2004) argued that an effective EET programme should show the relationship between the objectives of the programme, the participants to which the programme is delivered, the contents of the programme, as well as the delivery method (pedagogy), and finally, the assessment of the programme. Therefore, each component of the model needs to be substantiated according to previous literature discourse.

Objective of the programme

This is the first stage of EET programme specifying what the programme is going to entail. That is, it is the stage that gives out the clue of what the programme was designed to achieve and the systematic means of achieving the goals. Objective of EET programme spelt out in holistic view the aim of the programme in connection with societal or organisational needs.

In SMEDAN context, corper's entrepreneurship development programme (CEDP) aimed at equipping youth corpors with relevant entrepreneurial skills necessary to enable them build sustainable and profitable businesses. This was done through presentation, discussion and teaching of participants the necessary skills for succeeding in business, particularly in Nigeria environment while also providing opportunities for accessing microcredit after the training. Thus, the outcome of the objective is to translate Corp members from their initial job seekers orientations to job creators (SMEDAN/NBS, 2010).

However, to achieve these objectives required integration of the EET programme aims with other elements in the model (Alberti et al., 2004). This implies that for the proper accomplishment of inculcating the spirit of entrepreneurship in the corp members as spelt out in the SMEDAN objective, there must be an alignment of the elements in the model, starting from the programme aims up to the assessment component of the programme. Doing so will prepare the corps' members to a full-fledged capacity building that will result in empowering the corps members to start their own small businesses.

Curriculum of the programme (Pedagogy)

By curriculum it simply means the basis for the realisation of the EET objectives. That is, the achievement of knowledge, ability, and quality of skills spelt out in the programme objectives is a function of structured scientific and reasonable entrepreneurial curriculum. Li et al (2013) refers to entrepreneurial curriculum as the core link of entrepreneurial education, and the bridge to realise the objective of entrepreneurial education and cultivation. Though, there is no authoritative guidance in the development of entrepreneurial curriculum either at the higher educational institutions (HEIs) or other agencies saddle with the responsibilities of training entrepreneurs but the construction of the curriculum should be scientific and effective towards the realisation of the EET objectives (Haizong and Guo, 2010).

Li et al (2013) argued that in constructing entrepreneurial education and training curriculum required the harmonisation of the entrepreneurial process with the objectives and tasks. The scholars posited that EET curriculum should not be limited to entrepreneurial theoretical courses and entrepreneurial practical courses alone rather it should be the integration of both entrepreneurial process, and objectives and tasks. This become necessary because curriculum system development based on the theory alone, changes from subject system to work system; curriculum development changes from mainline of knowledge logics to mainline of vocational activity (Li et al., 2013).

In Nigeria context, there are many entrepreneurial training institutions but yet there is lack of sustainable entrepreneurship system. This was attributed to weak EET curriculum of most of the entrepreneurship development programmes. The focus of the majority of entrepreneurial training institutions is either theoretically orientated or practical skills development basis which are traditional model of training entrepreneurs. Thus, the skills learn through these medium are not creativity and innovation, not leading to ability for risk taking, as a result are not proactive in nature and does not enhances identification of business opportunities. Bygrave (1993) cited in Maritz and

Brown (2013:241) warned that “entrepreneurship courses that are solely practical or solely theoretical would be ruined, and thus should not be mutually exclusive”.

Therefore, EET curriculum should contains both theory and practical issues because after theorizing, the answer to the theory must be discussed practically. Thus, this will show the link between content and pedagogy because when the content is mainly practical, then the pedagogy would require practising entrepreneurs. Maritz and Brown (2013) argued that the purpose of theory in entrepreneurship is to allow for generalisations to be made so that entrepreneurs can better predict outcomes in context-specific situations while the pedagogical models and methods content will be developed around the outcomes of skills, knowledge, and attitudes. Odia and Odia (2013) claim that for better outcome in every entrepreneurial education and training, all EET curriculum development should be tailored towards character development such as attitudinal change because when character breaks down, everything tends to breaks down.

Thus, Nigeria EET curriculum should refocus on the teaching and training of students towards inculcation of entrepreneurial skills that will yield to creativity, innovativeness, initiative and proactiveness for better and effective business plans and set-up of new business ventures. Similarly, Ladzani and Van Vuuren (2002) posit that in order to achieve the outcome objective of personal qualities development such as creativity, risk-taking and responsibility, and provide the technical and business skills that is necessary for new business; therefore there is need for modification in EET curriculum. Thus, the scholars propose changes in the content of entrepreneurial training to consist of the three major construct namely motivation of audience, improvement in entrepreneurial skills and business skills. Therefore, content of entrepreneurial performance training should include the following:

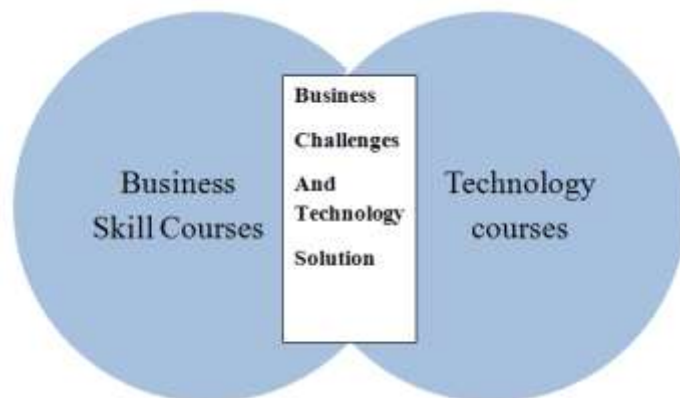
Motivation	Entrepreneurial Skills	Business Skills
<ul style="list-style-type: none"> • Need for Achievement • Ability to Inspire 	<ul style="list-style-type: none"> • Creativity • Innovation 	<ul style="list-style-type: none"> • Management/Leadership • Business plans
<ul style="list-style-type: none"> • Expectations of the higher achiever • Obstacles or blocks 	<ul style="list-style-type: none"> • Ability to take risk • Ability to identify opportunities 	<ul style="list-style-type: none"> • Financial skills • Marketing skills
<ul style="list-style-type: none"> • Help 	<ul style="list-style-type: none"> • Ability to have a vision for growth 	<ul style="list-style-type: none"> • Operational skills
<ul style="list-style-type: none"> • Reactions to success or failure 	<ul style="list-style-type: none"> • Interpret successful entrepreneurial role models 	<ul style="list-style-type: none"> • Human Resources skills

Source: Ladzani & Van Vuuren (2002).

SMEDAN Curriculum, focus and Content

The SMEDAN curriculum is designed for people who aimed at starting up, running or working in the micro and small enterprises. The curriculum was designed based on the limited financial and human resources in the informal sector of Nigeria economy cum the lack of employment opportunities in the formal sector (NBS/SMEDAN, 2010). Again, small enterprises represent the largest sources of new jobs across the world while there is struggle for survival rate in the sector. Therefore, the curriculum is structured alone side with these challenges, as well as aspiring and established owners of SMEs to overcome the constraints of growth and efficiency faced by the operators in the sector on daily basis.

Thus, the curriculum shows entrepreneurs and their employees on how to use simple and widely available information and communication technologies (ICT) in improving their business survival. This is done through certified trainers from respective vocational training institutions in Nigeria while the curriculum is a combination of business skills courses, business challenges and technological courses.



Source: SMEDAN LIFE Curriculum.

The programme is relevant to everyone particularly those who are thinking of setting up their own businesses and those people already considered with experiences in the habit of using technology in their daily work activities. Although, the curriculum is basically focus on business but dwell more on individuals who interested to familiar with basic business concepts and intended to be using technology in their business. Thus, the curriculum content is split into several entrepreneurship levels namely imagine, plan, start, grow and innovate.

According to NBS/SMEDAN report (2010) in the curriculum, the imagine is the first stage which primarily addresses people without any business background and hoping to set-up their business venture in the future. At this level of the curriculum, training and education on business concepts were given to the students in assisting them to build foundation on their entrepreneurial thinking ideologies. At the level of imagine, courses are offered on different types of business analysis while the basic technological courses are introduced and teaches. The second level of the curriculum is the plan level, here students were teach the fundamentals of business concepts as well as the ideas to use in starting business, most especially for people without any business background or owing any business. Similarly, the students were teach on how to translate business ideas into a well structured business plan while further features of technological tools introduced at the first level (Imagine) were given the necessary skills to build upon through flexible and presentable business plan (NBS/SMEDAN, 2010).

The third level is the start stage which focuses on novices in business plan by helping them develop their basic information and communication technologies (ICT) skills in order to run their business effectively (NBS/SMEDAN, 2010). At this level, the curriculum is equally applicable to micro-enterprise owners who have considerable business experiences but not grounded in the habit of using ICT to manage their business. Grow level is the fourth stage in the SMEDAN curriculum and addresses more on the advanced technology for business skills which is given to experienced entrepreneurs to learn more about complex technologies (NBS/SMEDAN, 2010). Thus, the content of the grow level is build on the skills acquired at the start level and introduce more advanced features of certain technologies and new ICT solutions.

The fifth level and the final stage of the curriculum is the innovate which addresses experienced entrepreneurs who are looking to optimise their operational tasks by undergoing training on more sophisticated technologies for business (NBS/SMEDAN, 2010). At the innovate level of the curriculum, the entrepreneurs who are knowledgeable in the business and skilled in technology were given the opportunity to learn how complex applications can be integrated to help their business performance (NBS/SMEDAN, 2010).

Focus/Level	Imagine	Plan	Start	Grow	Innovate
Marketing	Basic of Marketing	Marketing Plan	Print Marketing, Website Management	Email Marketing, Social Media Marketing	Search Engine Optimisation.
Operations	Basic of operation	Operation plan	Contact and scheduling, IT security	Inventories project management	Database
Communications	Basic of communication	Communication plan	Email presentations	Virtual communications, Blogging	Virtual collaboration
Finance	Basic of finance	Financial plan	Invoices, Expenses Tracking	Financial Graphs, Cash flow	Accounting

Source: SMEDAN Curriculum for EDP (LIFE).

Entrepreneurial Attitude and Behaviour

For more than two decades now, many studies on entrepreneurship focus mainly on psychological characteristics and other environmental factors to determine the success of entrepreneurs. Only very few of the studies dwell extensively on attitude and behaviours of entrepreneurs to achieve the main goal of venture creation (Utsch and Rauch, 2000), rather numerous studies only explore the personality profiles of individual entrepreneurs (Odia and Odia, 2013; Ladzani and Vuuren, 2002; Sexton and Upton, 1987) as well as factors such as government supports, achievement motivation, risk-taking propensity, among other (Scherer, Adams and Wieber, 1998).

However, a major constraint in the field of entrepreneurship is the inability of prospective entrepreneurs to convert their entrepreneurial intentions into proper behaviours and attitude of starting enterprises instead of the not necessary psychological traits, organisational functionality and environmental factors frequently investigating. This becomes necessary due to the fact that it is not clear on how these traits relate to the creation and sustenance of ventures growth (Scherer et al., 1989). Though, it is one thing to possess the personal qualities that distinguishes entrepreneurs from non-entrepreneurs but it is another chemistry to behave or act like a real entrepreneur in attitudes and characters. Again, some people possess the characteristics of entrepreneurs but yet, they are not behaving or acting like one which invariably affected their performance, particularly in the area of venture creation and sustainability of existing enterprises growth.

According to Scherer et al (1989) behaviours tentatively associated with entrepreneurs, can be developed in individual through the observation of model either from the family background, particularly parents or through the environmental influences. Thus, behaviours thought to be associated with the entrepreneurs, appear to be affected by model exposure (Scherer et al., 1989). These scholars argued that the combination of

parent entrepreneurial role model, attributes of the observer (prospective entrepreneurs) and other environmental influences developed entrepreneurial behaviours such as achievement motivation, personal control, innovation and risk-taking among others. This is because, the observer (prospective entrepreneurs) evaluate the above mentioned constructs to develop his/her behaviours which might influence its entrepreneurial career preference, career selection and entrepreneurial success in term of venture creation and growth of enterprise sustainability.

Therefore, in the study of entrepreneurial behaviours and attitudes, two major theoretical paradigms need mentioning. These are entrepreneurial event theory (Shapiro and Sokol's, 1982) and the theory of planned behaviour (Ajzen, 1991). Linan (2004) claim that the theory of entrepreneurial events only sees venture creation as a result of interaction among contextual factors (perceived desirability and perceived feasibility) that influences individual perceptions while the theory of planned behaviour emphasized on the relationship that would takes places between intention of carrying out a given behaviour and its effectiveness on performance. That is, intention is the basic element that explains behaviours.

Thus, how these perceived desirability and perceived feasibility as well as individual intentions leads to better behavioural pattern of venture creation is what this current study intended to measure. Again, the attitude towards the behaviour of venture creation which refers to the state at which prospective entrepreneurs hold a positive or negative valuation of that behaviour will also be investigated in this study. Therefore, this current study will basically focus on innovativeness and initiative as some of the entrepreneurial behaviours that lead to business start-up, and what role do SMEDAN entrepreneurial education and training (EET) programmes played to achieve this objective.

Innovativeness

This is a behaviour that characterizes entrepreneurship (Drucker, 1985). He refers to innovation as a purposeful action of entrepreneurs as a result of systematic work. Innovativeness behaviours are the actions of the entrepreneurs to carry out functions rather than initiative based on achievement orientation and the success of entrepreneurs. Utsch and Rauch (2000) argue for the studying of entrepreneurs' behaviour rather than traits because researchers have been studying wrong personality characteristics of entrepreneurs. Therefore, the behaviour of the entrepreneurs should be the focus of the studies if the success of entrepreneurs is to be achieved. Example of entrepreneurial behaviour that need further research is innovativeness in order to for success in the area of growth in sales, employment and assets to be achieved.

Thus, entrepreneurship education and training (EET) programmes should concentrate more on entrepreneurial innovativeness behaviours in their curriculum contents to increase business start-up rather than emphasising on personality characteristics development. Although personality characteristics are useful in explaining the generation of behaviour (Mischel and Shoda, 1998 cited in Utsch and Rauch, 2000) but EET should considered the power of personality traits and environment in shaping the behaviour of entrepreneurs. According to Utsch and Rauch (2000, p.47) "entrepreneurs must be persistently aim at working on their goals, have to continuously enhance their performance, have to take responsibility for the results of their work, and have to cope with challenging tasks".

These are the expected behaviours from entrepreneurs based on the achievement orientation which are the logic end product of personality characteristics such as the need for achievement,

self-efficacy, internal locus of control, and higher order need strength. Thus, innovative entrepreneurs look for new and better ways to improve their performance and undoubtedly translate them into action rather than procrastination. According to Utsch and Rauch (2000), innovation unfolds in two ways. First stage is characterized by the creative generation of new and useful ideas. Second stage, is the implementation of these ideas. Arguably, innovativeness is more than just having interest in innovation it must describe the actual innovative behaviour in entrepreneurs such as daily-efforts to improve one's work procedures (Utsch and Rauch, 2000).

Initiative

Initiative which is the second entrepreneurial behaviour to discuss in this study on the other hand is a behaviour syndrome that includes self-starting, proactive, and long-term oriented behaviours as well as persistence towards obstacles (Freese et al., 1997). In the word of Utsch and Rauch (2000), for entrepreneurs to be successful required high need initiative in order to overcome barriers pose during the entrepreneurial process and it enhance persistence towards to goal accomplishment. Personal initiative is like innovativeness but its broader behavioural syndrome because it's necessary in all several aspects of entrepreneurial situation.

Entrepreneurial initiatives are inherently experiments that evolve from fundamental business concepts to more fully defined business model (Block & Macmillan cited in Kuratko et al., 2005). That is, initiatives take place as a result of experiment done by the entrepreneurs through moulding from previous business experiences. Thus, entrepreneurs' initiatives are the key element from the entrepreneur's previous experiences and beliefs which need to be taken into consideration when building entrepreneurial behaviour in prospective entrepreneurs by the EET institutions (Fayolle and Gailly, 2008).

By and large, entrepreneurs' success in term of venture creation and performance has a strong relationship with innovativeness and initiatives (Utsch and Rauch, 2000). The scholars claims that achievement orientation influences new venture performance (entrepreneurial behaviours) through its generation of innovativeness and initiatives (Utsch and Rauch, 2000: 49). Therefore, entrepreneur behaviour with high achievement orientation is a predictor of more innovativeness and initiatives that will increase the venture creation or performance.



Source: Adopted from Utsch and Rauch, 2000: 49

Methodology

The research design adopted for this study is qualitative exploratory using in-depth interview to solicit for first hand information among the purposive selected eight respondents who have participated in National Youth Service Corp (NYSC) exercise in Nigeria. The selected respondents were later categories into two groups of four each in a group to represent those who participated in the NYSC scheme without Corper's Entrepreneurship Development Programme (CEDP) as the control group and those respondents that undergone the CEDP exercise as organised by SMEDAN in collaboration with NYSC as the experimental group.

Although, National Youth Service Corp (NYSC) schemes has been in existence's in Nigeria before establishment of

SMEDAN in the year 2004. Thus, NYSC/SMEDAN collaboration on entrepreneurship development started in the year 2006 through CEDP to inculcate the spirit of entrepreneurship in Nigeria graduate after the compulsory one year NYSC exercise in order for them to be job creators rather than job seekers. Therefore, the impact of the NYSC/SMEDAN collaboration on Corper's Entrepreneurship Development Programme (CEDP) towards behavioural and attitudinal changes is measured among the groups.

Sample Selection

As earlier mentioned the aim of this study was to investigate the impact of the EET on behaviour and attitudinal change of prospective entrepreneurs using the SMEDAN Corper's Entrepreneurship Development Programme. For this study, the researcher has selected eight respondents who were later divided into 2 groups of four persons each. The group comprises of respondents who participated in the NYSC scheme without SMEDAN CEDP exercise and another group that are involved in the NYSC scheme as well as participated in the CEDP exercise of SMEDAN, to evaluate the behaviour and attitude of both groups towards venture creation in Nigeria.

Data Collection

Data were collected through semi-structured in-depth interview on face to face basis. In doing so, an interview protocol was followed while an average interview time for each participant was estimated at 8 minutes, 23 seconds. Thus, an open-ended interview was used to explore the depth of data collection and to increase the source of information (Yin, 1994). Although, the study was guided by a set of open-ended questions developed by Utsch and Rauch (2000) on innovativeness and initiatives to measure entrepreneurial behaviours while at the same time ethical need validation was done by given the questions of the interview to entrepreneurship expert for confirmation. Similarly the information collected was written down after transcription in a log book with summary from the interview (Paul et al., 2014).

Data Analysis

Gathered information were analysed base on the perception and understanding of the participants to the subject matter. That is, the analysis was done on the respondent's opinion and perception on the entrepreneurship education and training programme outcomes of SMEDAN/ NYSC Corper's Entrepreneurship Development Programme. Thus, to help ensure the reliability of the instrument, it is suggested that the research follows an established protocol while the data was categorised in four different phases (Yin, 1994; Paul et al., 2014). The reason behind this is to ensure the analysis relied on all the relevant evidence, and it addresses the most significant aspect of the study.

Therefore, the interview data was first coded and transcribed in order to locate the relevant segments that corresponded with the previous postulated questions to show the differences and similarities in the codes. Then, the relevant segments of data with their respective coding were inserted in the brackets and made bold while these codes were refers to as their similarities. Thus, analysis was carried out by looking at how this coded concepts helped to get the answers of the questions posed. Later, the categorisation was arranged according to the theme of the study such as innovativeness, initiative, behaviour of venture creation, challenges encountered by SMEDAN to mention few.

The details of the respondent's information are as follows:

Respondent 1: AL

The respondent is in his early 40s and participated in the National Youth Service Corp (NYSC) scheme in the year

1999/2000 before the establishment of Small-Medium Enterprises Development Agency of Nigeria (SMEDAN). The respondent owes a farming business inherited from his parents and he never attended any Entrepreneurship Education and Training (EET) programmes even while he is University but only involved in educating young people in Northern part of Nigeria on how to discovered themselves entrepreneurially. Though the respondent is aware of SMEDAN as a result of the failure of National Directorate of Employment (NDE) but he never participated in the SMEDAN/NYSC Corper's Entrepreneurship Development Programme (CEDP) because the programme was not in existence during his service year. However, the respondent gains some skills and experiences during his NYSC days but these skills are not related to entrepreneurship development.

The respondent said he diversified his farming business from the usual traditional ways inherited from his parents as a form of initiative in order to better the business performance. With this diversification initiative, the respondent considered himself successful because he was able to increase the annual business sales to 25 million naira yearly (\$148,000). However, the business was faced with some challenges like poor weather, unregulated market forces, and poor agricultural output which affected the business performance sometimes, but the respondent said he will try to outsource some of his farming activities in nearest future to curb some of these challenges as well as to record more success rate while comparing with previous years.

Respondent 2: AN

The respondent is between the age brackets of 34-37years and participated in the NYSC scheme in the year 2005/2006. The respondent owes a pharmaceutical store business which he said got the initiative during his NYSC day as a result of his participation in SMEDAN/NYSC collaboration Corper's Entrepreneurship Development Programme (CEDP). The respondent is fully aware of SMEDAN during his service year and learns a lot about business expansion and development of new businesses. This makes him to increase the number of his pharmaceutical store to the neighbouring communities and employed more hands to manage these outlets. Again, the respondents gained the idea of purchasing his products directly from the manufacturer rather than the earlier idea of buying from middle men. This initiative makes him to get the products at cheaper rate from the manufacturer directly and it increase the respondent profit margin. Similarly, the idea of good financial record keeping was learnt during the SMEDAN/NYSC scheme by the respondent and this enable him to determine the profit and loss attached to the business. The respondent sees himself as a successful businessman based on the skills and knowledge acquired during this SMEDAN/NYSC programme because he recorded up to 20% improvement in the business on monthly basis when compare to when the business was first started. In the nearest future the respondent is planning to open more outlets to more communities but presently have three (3) outlets in his local government.

Respondent 3: BE

The respondent was 43years and participated in the NYSC in the year 1999/2000. He owes a consultancy outfit that deal with training of people on financial matters which he established in conjunction with some other people in the year 2001. The respondent said the business initiative came as a result of social networking with some 'like-mind' people but the respondent has never participated in any EE programmes.

However, the respondent attended series of training programmes during his NYSC days but none of the training related to entrepreneurship development rather the training were limited to fund management and security of stock among others. The respondent said he just heard of SMEDAN lately and that the scheme was not in place during his NYSC days. The respondent embarked on regular training and reviewing of current issues in financial market in order to improve is consultancy outfits using recent books published by experts in financial industry and considered this as one of the criteria that makes him successful on the business. The respondent mentioned that his financial consultancy outfit has become a household name among it contemporary based on the frequent training and development criteria embarked upon. In order to keep the tempo till years to come, the respondent is planning to go in collaboration with other consultancy outfits doing similar and related business in future such as marketing, management. By so doing will increase revenue of the outfit in future according to the respondent.

Respondent 4: AT

The respondent is in her early 40s and participated in the NYSC scheme in the year 2001/2002. She owes a business centre and the initiative came as a result of insufficient salary during her working days. The respondent is aware of EET programme and participated twice in the one organised by National Directorate of Employment (NDE) in the year 2003 on skill acquisition. According to the respondent, she was taught how to make hat and soup during the programme. Though, the respondent is aware of SMEDAN but never participated in the scheme because the programme was not available during her NYSC periods. The respondent said she listen to her customers' complains and what other business contemporaries are lacking to improve her business and this makes her to be successful on the business because she was able to employed 6 persons into the business and paid their salary regularly. She emphasized that her business revenue on monthly basis was more than he official salary in civil service. In order to keep increasing the business revenue, the respondent is planning to source for loan to expand the business and acquire more equipments to meet up with the state-of-the-art facilities on the business as well as employ more hands into the business.

Respondent 5: TA

The respondent is 32 years and participated in NYSC scheme in the year 2007/2008. At present the respondent did not owes any business but has owe a business before his participation in NYSC which was basically Fishery business but later abandon the business due to lack of fund. The respondent said his previous business was not as a result of SMEDAN/NYSC programme but due to his individual life challenges on how to survive when there is no employment in the country. Though the information gathered during the SMEDAN/NYSC programme enhances the formation of the business but basically life after NYSC triggered the formation of the business according to the respondent. The respondent was aware of EET programme during his undergraduate days at the University and participated in some of the EET programmes organised by Muslim Student Societies where he claimed to have acquired some general background information on how to be self-reliance, self- independence and self-confidence in the year 2005. Again, the respondent mentioned he is aware of SMEDAN/NYSC programme and participated fully in the programme but emphasized that the programme is merely a "Career Talk" and it was streamlined to people who are

interested in entrepreneurship. The respondent mentioned some of the challenges faced by the programme to include incomprehensive curriculum and lack of fund for the trainees after the programme. He said some of what he gained during the SMEDAN/NYSC programme of CEDP is the elucidation on commercial farming and the introduction of IT as an area to explore as well as marketing skills. He said the programme was run for just three (3) weeks during the NYSC orientation exercise and usually kick-start early in the morning. Although, the respondent claims he was able to come up with some initiatives while doing his previous business but not attributed to the SMEDAN programme. He mentioned some of the initiatives carried out during his previous business to include production of livestock feeds for the fish himself in order to reduce cost of production and to make more monies but all prove abortive due to lack of funds. Thus, the respondent said if he is still in the business he would be more committed and source for funds as well as use modern approaches to make the business successful.

Respondent 6: YU

The respondent is 29 years and participated in the NYSC scheme in the year 2011/2012. The respondent does not owe a business presently but assisted his parents in Sawmill business when he completed his NYSC. He got the business initiative from his parents but the respondent was aware of EET programmes right from his undergraduate days in the University, where he did some entrepreneurship courses. Again the respondent is aware of SMEDAN/NYSC entrepreneurship programme and participated actively in the programme, he said the programme was done for just one day during the orientation week. The respondent said the programme need to be incorporated in the school curriculum properly if its objectives are to be achieved, because the day used during the NYSC is too short to achieve the scheme goals of self-reliance and self-employed philosophy. He even emphasized that SMEDAN/ NYSC entrepreneurship programme is just like a "career talk" where general overview on how to write feasibility report, business proposal were given without in-depth information on what constitute the business rather the programme only focus on elementary stages of business formation like orientation on venture creation. The respondent said the business initiative of his previous business was not as a result of the SMEDAN/NYSC entrepreneurship programme but because of his parental inclination even before his NYSC days. Although, he claimed that some of his colleagues started their business venture as a result of the training at the NYSC and mentioned that he was not able to come up with any innovation in his previous business due to the nature of sawmill business that is purely traditional, therefore coming up with any idea will lead to chaos in the business. However, the respondent has some initiatives and innovativeness to better the sawmill business while with his parents but due to financial constraints and the usual traditional ways of managing sawmill business the respondent cannot initiate and implement these ideas. The respondent claimed that his parents admonished success of the business while he was with them because the business sales increase to nearly 20% on monthly basis which was as a result of his full commitment to the business. Thus, the respondent said if he is still with his parents on the sawmill business; he would have been more committed to the business by sourcing for funds to established their own sawmill rather than just selling planks in other people's sawmill.

Respondent 7: AF

The respondent is 35 years and participated in the NYSC scheme in the year 2011/2012 but he did not owe any business presently. Though, the respondent said he was in Shoe-making business with his brother while still in secondary school but the initiative came from his brother. He was aware of SMEDAN/NYSC programme and participated in the programme fully but the respondent said the programme contents can never make graduates to start venture because the programme is basically a "motivational- talk" to inspire people to business but the tools and confidence needed for successful running of entrepreneurship was not taught by the agencies. The respondent said some of the skill acquisition programme provided by the agencies like how to make soap, candle, hat, catering etc are just paper-work without practical basis. The programme was not successful according to the respondent because the number of trainees is too enormous, no conducive environment as well as non-availability of tools to be used by the trainees during the programme. He emphasized that the philosophy of the SMEDAN/NYSC programme was to give a talk during the NYSC orientation while interested graduates we be shared into groups and further comprehensive training on entrepreneurship during their communities service (CDS) will be given in detail. Thus, the trainees are expected to replicate whatever they have acquired to the secondary school pupils but this philosophy was not followed. The respondent only acquired skills and competencies on how to be a good motivational speaker rather than being a business person. Although, the respondent said he was able to initiate some ideas while still doing the shoe-making business with his brother because the business is all about creativity and considered himself successful then due to his ability to make some savings. Finally, the respondent mentioned that if he still in the shoe-making business, he would try to expand the business and employed more people to work for him and improve on the quality of the shoes in order to gain more market and export some of the products.

Respondent 8: WA

The respondent is 28 years and participated in the NYSC scheme in the year 2010/2011 but he did not owe any business at present. The respondent was aware of SMEDAN/NYSC programme but did not participate in the scheme; however he has heard of EET programme right from his University days but did not attend any of the courses as well. Although, the respondent has the initiative of starting small scale fish production in the future as a result of extra-moral training gained by the respondent in the neighbourhood farm. The respondent said he gained a lot of skills and knowledge's like basic rudiment of fishery, fingerling production, hatchery management, feed production, how to raise fishes from fingerling to adulthood during the extra-moral training at the neighbourhood farm. The respondent emphasized that if he is into fishery business, he would be successful because of his skills in feed production which he considered other contemporaries in the similar business might not possess.

Findings and Discussions

The study reveals that most of the respondents are in their late 30s and early 40s (R1, R2, R3, R4 and R5) except (R5, R6 and R8) who are 32 years, 29 years and 28 years respectively. All the respondents participated in the NYSC scheme but only a few owes business of their own. Though (R1, R6 and R7) have business experiences based on their inheritance from parents, siblings and other family affiliates, other respondents (R2, R3,

R4, R5, and R8) gained their respective business initiatives from different spheres such as participation in EET programmes at the University days, through social networking, due to insufficient income, extra-moral training, and because of life challenges.

All the respondents are aware of SMEDAN/NYSC Corper's Entrepreneurship Development Programme but only few of the respondents participated actively in the programme (R2, R5, R6 and R7). However, those respondents who did not participated in the programme was as a result of unavailability of the scheme during their service year, others because of improper management of the programme while some did not participated due to lack continuity of the programme and see the programme as not a training per se during their NYSC orientation exercise (R1, R3, R4, and R8). Thus, all those respondents who participated in the SMEDAN/NYSC programme acclaimed that the skills and knowledge gained in the programme include basic business principle such as how to recognised opportunities, how to reconcile account and keep records, marketing and sales skills, communication skills and other entrepreneurial orientation related skills like self-reliance skills, self-confidence building skills and how to be self-independent.

Meanwhile R1, R3, R4 and R8 also gained some skills and experiences but not related to their participation in any EET programme because these respondents did not involve in the SMEDAN/NYSC corper's entrepreneurship development programme. Some of the skills and experiences gained include business diversification, business improvement strategies, effective communication skills, business management skills among others. Thus, the respondents claimed that these skills and experiences gained make them to be successful on their respective businesses. For instance, respondent (R1) said he was able to increase his business annual profit to 25 million naira (USD147, 000) as a result of business diversification while respondent (R3) emphasized that his listen and effective communication skills has enhances his consultancy outfit to b 'household name' in the country. Similarly, respondent (R4) acclaimed that her monthly business sales has increased dramatically because of her business improvement strategies which has make her to employed about 6 new workers in the business while respondent (R8) also make claim that his business management techniques has promotes his business performance.

Although, respondents (R5, R6, and R7) participated in the SMEDAN/NYSC programme but this does not lead to venture creation or setting-up of any business basically because of lack of funds except respondent (R2) who also participated in the programme was able to owe a pharmaceutical store business. The respondent (R2) considered himself successful on the business because he was able to record 20% improvement in the business on monthly basis when compared to previous time the business started. On contrary, respondents (R5, R6, R7, and R8) also partake in the SMEDAN/NYSC programme but did not have their own businesses but they have involved in one business activities in one way or the other even before their participation in the scheme. They attributed some of the inability to owe a venture after the SMEDAN/NYSC training to the following factors faulty curriculum, the training lack practical basis, duration of the training challenges, problem with the resource persons, financial constraints and enormous trainees among others. Although, they claim that if they owes a business they will comes up with initiative and innovation to improve the business in the following ways to be more committed to the business; source for funds and uses modern business approaches; expansion of the business; improve on the business

product qualities and embark on exportation as well as employ more hands into the business among others.

These assertions were based on the respondents' previous business experiences even before they partook in the SMEDAN/NYSC entrepreneurship development programme. On the other hand, respondents (R1, R2, R3 and R4) have initiatives and innovativeness to improve on their business in nearest future. Some of the initiative and innovation mentioned include outsourcing, expansion, networking, source for loan and acquire state-of-the-art equipments and facilities as well as employ more persons into the business.

Concluding Remarks

It was concluded from the study that there is no significant relationship between initiative for venture creation and EET programmes, rather venture creation it connected with other factors like previous experience of the entrepreneurs, parental upbringing, networking, individual self development and environmental influences such as government support programmes among others. Though, entrepreneurial education and training (EET) sometimes also play a significant role in the venture creation if such EET is properly harnessing towards venture creation objectives. Therefore, EET programme must be based on general framework of multiple teaching models and learning process around choices, objectives, public, pedagogical method and institutional context (Fayolle and Gailly, 2008). That is, the EET programmes should be build upon the interrelated keys of educational questions of why (objectives at the learning and socio-economic level); what (contents); how (methods, pedagogies); for whom (targets, audience); and for which results (evaluation) (Utsch and Rauch, 2000; Fayolle and Gailly, 2008; Maritz and Brown, 2013).

Thus, so doing will allows for the combination of both the concept of teaching models and the learning process in a general theory-driven that will be applicable to specific entrepreneurship education and training situation. Most of EET programme are unsuccessful because of faulty curriculum, basically paper-work without practical backgrounds, too many trainees and no conducive training atmosphere, lack of proper EET budget and planning, trainers without entrepreneurship skills background, lack of achievable training objectives among others. Therefore, there should be a clarity on the ontological and theoretical dimensions by defining the teaching domain and highlight the main conceptions whereby the combination of all the teaching model identified elements (objectives, contents, method, audience and evaluation) were taken into consideration than 'one size fit all' approach.

Although, the study is limited to SMEDAN/NYSC corper's entrepreneurship development programme further studies might be carried out in nearest future on other entrepreneurship education and training programmes (EET) in Nigeria to evaluate the impact of the programmes on attitudinal and behavioural changes' towards venture creation in Nigeria, particularly other interventionist agencies. Again, other SMEDAN entrepreneurship development programmes can also be explored by future scholars to determine the effect of the programmes on venture creation in Nigeria quantitatively.

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