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Entrepreneurial Training and Career Choice among University Undergraduates in North-central Nigeria: Any Correlation?

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Abstract

The inadequacy of conventional educational system to suitably groom young entrepreneurs who would transform ideas to business empire that would compete in the 21st century global market, has necessitated the introduction of entrepreneurship training to Nigerian higher education. However, the extent to which this has achieved the intended goal has been seriously contested in academics. This study examined the influential role of current entrepreneurial training on career choice of tertiary education students in North Central Nigeria. Data were collected through a closed-ended questionnaire from a selected sample of 237 final year Business Administration and Entrepreneurship students. A 5-point Likert scale was designed to capture and measure variables relating to entrepreneurial training and career choice. The data were presented and analyzed using descriptive statistic of simple percentage table, while hypotheses were tested using Pearson Product Moment Correlation Analytical tools with the aid of SPSS. The results show a significant level of 0.860 between entrepreneurship training and entrepreneurial attitude, and 0.820 between entrepreneurship training and drive for achievement on one hand. On the other hand, there exists a strong positive correlation of 0.930 between entrepreneurship training and opportunity recognition, and 0.83 on entrepreneurial risk-taking. Therefore, the findings revealed that entrepreneurial training has a significant impact on entrepreneurial attitude and drive for achievement, thus, influencing career choice amongst tertiary education students in North-Central Nigeria. It was recommended that, education policy makers and other stakeholders need to intensify efforts towards designing a well-structured entrepreneurship training that focuses on students' competence development, opportunity recognition and innovativeness. This enhances entrepreneurial career pursuit among undergraduates.

Key words: *Entrepreneurship, Entrepreneurial training, Entrepreneurial behaviour, Career choice*

Introduction

In the last decades, considerable advances have been made on the understanding of the relationship between entrepreneurship development and economic growth on one hand, and entrepreneurial training on opportunity recognition on the other hand. Similarly, more profound insights have also been gained regarding how entrepreneurship, innovation and youth employability are interrelated. However, a wide gap still exists regarding how entrepreneurship training influences career aspirations or intentions among undergraduate in Nigeria. Based on the available evidences, it has been proven that globally, economic progress can only be significantly advanced by pragmatic people who are entrepreneurial and innovative, able to exploit opportunities and willing to take risks (Klein & Cook, 2006). Therefore, identifying and transforming ideas into economic opportunities is a major issue in entrepreneurship especially for developing nations. Entrepreneurship is thus essential because of its economic and social roles in the areas of increasing economic efficiencies; bringing innovation to market; and, creating new jobs thereby reducing unemployment levels (Martins, 2013). Given this background, entrepreneurship today is regarded as one of the best economic development strategies to fueling national economic growth and sustaining the economy's competitiveness in facing the increasing trends of globalization. This, in turn has increasingly made entrepreneurship training emerge as one of the most popular research domains in academic and research settings.

In recent times, entrepreneurship is increasingly being recognized as an important generator of economic development and innovation (Bakotic & Kruzic, 2010). However, over the years, the mechanism through which entrepreneurial culture, values and mindset are instilled into students has not attracted much significance in entrepreneurship literature. Previous studies by Teixeira (2007), Cooney and Murray (2008) and Gerry, Marques and Noguira (2008) suggested that if students with entrepreneurial potential were identified early and nurtured throughout their educational experience, the result both for the individuals concerned and for society would be extensive and more successful entrepreneurs would be created. However, despite the increasing popularity and wide acceptance of entrepreneurship programmes among both graduate and undergraduate students across Nigerian higher institutions, and a well-researched accomplished benefit of such programmes on national economy, the focus of these programmes in relation to stimulating students towards entrepreneurial career choice has remained largely under explored (Musa & Adewole, 2015).

Recognizing the above fact, various higher education regulatory bodies in Nigeria - the National Universities Commission, National Board on Technical Education and National Commission for Colleges of Education have since 2007/08 mandated all tertiary education to float programmes in entrepreneurship training across schools. In compliance with this directive and based on popular demand, nearly all the higher institutions of learning in Nigeria have responded by introducing entrepreneurship courses to students with a view to promoting entrepreneurship orientation as well as providing professional entrepreneurship career path for students. In this context, it is of primary importance to understand whether current entrepreneurship training as offered by various higher institutions of learning in Nigeria has significantly impacted on entrepreneurial career choice among students. The purpose of this study, therefore, was to contribute to filling this gap by assessing current entrepreneurship training on career choice of students in higher institutions with a specific focus on North Central Nigeria. The specific objectives were:

I. To examine the extent to which entrepreneurship training influences career choice among undergraduates.

II. To examine how entrepreneurship training promotes sense of innovativeness, opportunity recognition and risk taking among undergraduates.

Literature Review

Theoretical Underpinning - Human Capital Theory

Prior authors of related topics adopted theories such as Hagen theory of social change, Schumpeter theory of innovation, McClelland theory of psychology amongst others, as a premise for their studies. However, this study relied on the human capital theory that originated from the works of Becker (1993). Becker argued that there are different kinds of capitals that include schooling, computer training courses, accounting training, expenditures on medical care among others, that contribute to individual development. Accordingly, human capital refers to the stock of skills, knowledge, habits, social and personality attributes such as creativity embodied in the ability to perform labour so as to produce economic values (Madriz, Juan & Henn, 2018).

The adoption of this theory hinges on the fact that human capital theory provides a framework for examining the impact of acquired variables such as education, learning and experience on career outcomes of an individual. Secondly, the theory was adopted on the assumption that education can serve as a key determinant of decision choice and providing benefits to specific venture of choice. Generally, most of the theories examined by other authors on this topic assumed education as a means of enhancing managerial capabilities and generating broader option of making entrepreneurial selection of great value (Dickson et al., 2008). In a related study by Adejimola and Olufunmilayo (2009) who adopted this theory, it was emphasized that education should be refined with a view to creating and enhancing the supply of entrepreneurial initiatives, culture and activities capable of promoting economic growth. Accordingly, entrepreneurial training offered across higher institutions of learning should accommodate a systemic process of creating a culture and instilling the orientation that would drive entrepreneurial career choice among the trainees.

The major argument here is to inculcate the culture of entrepreneurship in the student through various trainings received in and out of the school, as this calls for critical adjustment of educational policies and new curriculum in line with demand of the present time. On the other hand, the assumption that the investment of physical capital may show the same effectiveness with that of human capital on education and training, needs to be de-emphasized (Little, Mazumdar & Page, 2003). On this premise, the human capital expansively includes the meaning of 'human as creator' who frames knowledge, skills, competency, and experience originated by continuously connecting between 'self' and 'environment' and breaking new grounds for entrepreneurial venture formation (Becker, 1993).

Conceptual Clarification

In tandem with many concepts in social and management sciences, there is no specific definition of the concept of entrepreneurship as various authors and scholars viewed the concept from different dimensions and or perspectives. However, entrepreneurship generally connotes a means of identifying opportunities, mobilizing resources and creating value for societal benefits (OECD, 2013). In the same vein, Gartner (1989) describes entrepreneurship as the process of identifying new opportunities and transferring them into marketable ideas, products and services through the creation of an organization. He (Gartner, 1989) purported that exploring what entrepreneurs do when embarking on the creation of organizations, does not only add greatly to the knowledge of entrepreneurship, but it comprehends the individual behind this behaviour. On this premise, entrepreneurship focuses on the discovery of an entirely new or modified existing means of creating value. However, before values are created, there are certain attributes that are associated

with an individual in the process. Identifying and developing such attributes is therefore the main focus of entrepreneurship training.
The increasing demands for entrepreneurs who identify and turn entrepreneurial opportunities to economic values have in recent times triggered the demand for entrepreneurial training all over the world. Hence, entrepreneurship training has witnessed an exponential growth in higher education institutions with the increasing level of courses providing more than ever. This growth is often explained by entrepreneurship being recognized as a major engine for economic growth and job creation and as a response to the increasingly globalized, uncertain and complex world we live in (Gibb, 2002). Today, entrepreneurial training has become an important part of both industrial and educational policy in both developing and developed economies. Besides the usual economical and job growth related reasons to promote entrepreneurial training, there is also increasing emphasis on the effects it can have on students' perceived relevancy, engagement and motivation in future endeavor (Surlemont, 2007).

Bearing the above in mind, the focus of entrepreneurship training is to equip young people towards creating a sustainable future. In creating a sustainable future, Paul (2005) opined that entrepreneurship training must achieve nine specific objectives, among which are: to offer functional education for the youth that will enable them to be self-employed and self-reliant; provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities; to serve as a catalyst for economic growth and development; offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible; to reduce high rate of poverty; create employment opportunities; reduction in rural-urban migration; provide the young graduates with enough training and support that will enable them establish a career in small and medium sized businesses; to inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on; and, to create smooth transition from traditional to a modern industrial economy. In view of the above, Sanchez (2010) argues that the primary focus of entrepreneurship education should be to instill necessary attitude, enhance leaning competence and improve creativity and innovation among students.

Evidence from various developed nations and emerging economies such as the Asia Tigers show that entrepreneurship training is proved to be essential for job creation, youth employment, poverty reduction and general economic growth. In this sense, entrepreneurship does not only engage capable hands in productive activities, but, creates opportunities for personal development and business expansion. Additionally, entrepreneurship supports the process of economic transformation, fosters economic growth, creates new jobs, and increases the general standard of living. Supporting the above, Martins (2013) emphasized that entrepreneurship has economic and social power to increase economic productivities; bringing innovation to market; and, creating new jobs thereby reducing the level of unemployment and un-employability in the economy. He (Martins) however, purported that as vital as these roles are, it has become increasingly difficult for young people (graduates) to perform entrepreneurial activities in form of identifying viable business opportunities, creating new ventures or operating small enterprises especially in developing nations. The reasons alluded to this are partly due to poor training on one hand and inability to recognize opportunities in an ever changing environment on the other hand. The problems most graduates face therefore, revolve around poor entrepreneurial behaviour which ranges from low motivation towards entrepreneurial career, poor perception of entrepreneurial feasibility and desirability among others.

In support of the above, Oba and Onuoha (2013) state that entrepreneurial behaviour has become more and more common, calling for better entrepreneurial skills and abilities for dealing with current changes and an uncertain future." There is also a need for clearly defined innovative approaches to problem solving, readiness for change and creativity which are characteristics of entrepreneurship. Thompson (2012) has a similar notion when he states that:

*"In today's world of change and uncertainty, we need the talents of entrepreneurs more than ever. We need them to start new businesses; we need them to champion the change agenda in established companies and the public sector. Those people we should ensure we support" (*Thompson, 2012:47*).*

In no distance from the above, the environment for established organizations is increasingly dynamic, turbulent and uncertain and therefore needs injections of entrepreneurship in order to be reactive and proactive (Thompson, 2012). Lack of entrepreneurship is a bottleneck for innovation- driven economies in achieving growth potential (Kuratko, 2003). More importantly, national and regional economies need a constant flux of new entrepreneurs. Without individuals who innovate new products and services which constantly renew business processes and strategies, it is difficult to see how developing nations' economies can compete globally (Martins, 2013). It is clear that entrepreneurs are not only important for new business startup, but, also in making existing corporations more competitive and allowing them to cope with the changing business environment. Therefore, entrepreneurship development will become increasingly necessary for future competitiveness and sustenance of global economy.

In Nigeria, the need for entrepreneurship training started emerging in the mid-1980. This is because before this period, unemployment and poverty were insignificant, hence not a national concern as it is currently (Arogundade, 2015). The increasing rate of population growth coupled with political instability and inconsistencies in the social-economic policies of successive governments led to the emergence of high level of unemployment in Nigeria. Accordingly, in the late 1980s, and early 1990s the Nigerian economic performance began to dwindle and aggregate unemployment (graduate and general unemployment) increased astronomically. There was large-scale layoff of workers and early retirements as a result of structural adjustment policies and unfavourable economic trends in the country. In the face of this situation, entrepreneurship, which would have salvaged the situation, was not encouraged. Moreover, it was observed that tertiary education had not properly inculcated the philosophy of self-reliance such as creating a new cultural and productive environment that will promote pride in primitive work and self-employment, encouraging people to take part actively and freely in discussions and decisions affecting their general welfare, promoting new sets of attitudes and culture for the attainment of future challenges.

The Need for Entrepreneurial Training

As emphasized by Kuratko (2003), entrepreneurial training fosters individual competences through capacity building, hence promote new enterprise start-ups and economic independence among young people. Bandura (2001) identified the three major areas for entrepreneurial training for young people vis-à-vis promoting self-efficacy and desirability, arousing need for achievement, developing risk-taking ability. Accordingly, Self-efficacy or self-confidence in a given domain is based on individuals' self-perceptions of their skills and abilities. This concept reflects an individual's innermost thoughts on whether they have the abilities perceived as important to task performance, as well as the belief that they will be able to effectively convert those skills into a chosen outcome. On the other hand, entrepreneurial desirability is the personal attractiveness of starting a business while entrepreneurial perceived feasibility is a perceptual measure of personal capability with regard to new venture creation (Krueger & Dickon, 1994). A person with a high degree of perceived desirability will feel very enthusiastic about starting a company and highly value the benefits connected with running a business.

Krueger and Dickon (1994) and Kumar (2013) argued that even if the leadership potential of an individual is high, this potential could be hidden by social, economic and political constraints. Recent studies however assert that the need for achievement could be a major solution for young people's liberation from every social, economic and political constraint (Kumar, 2013). The level of ones' need determines the level of his/her aggressiveness toward achieving it. On the other hand, innovativeness refers to an attempt to embrace

creativity, experimentation, novelty, technological leadership among others, in both products and processes. Innovation is a multidimensional construct which could be linked to product innovation, process innovation, market innovation, technology innovation, strategy innovation among others. Bandura (2001) posits that proactiveness is opportunity-seeking and forward-looking perceptions which involves introducing new products or services ahead of the competition and acting in anticipation of future demand to create, change and shape the environment.

Risk taking consists of activities such as borrowing heavily, committing a high percentage of resources to projects with uncertain outcomes, and entering unknown markets. Autonomy refers to actions undertaken by individuals or teams intended to establish a new business concept, idea, or vision. In the view of Lumpkin & Dess (1996), autonomy refers to the independent action of an individual or a team at bringing forth an idea or a vision and carrying it through to completion. In the context of this study, autonomy means the ability and the will to be self-directed in the pursuit of entrepreneurial opportunities. There is no doubt that youth are increasingly agitating for equal opportunity, economic and political liberation. According to Shane (2003) the need for achievement and autonomy, risk-taking, locus of control and self-efficacy are vital characteristics of young entrepreneurs towards gaining economic liberation.

Empirical Review

Owuzu-Ansah and Fleming (1996) outlined the result of their comprehensive work into the impact of entrepreneurship education on the business venturing of Irish graduates. A survey of 838 graduates of Irish third level Institution which consisted of 419 graduates who had no exposure to undergraduate entrepreneurship education was conducted. The findings revealed that graduates with entrepreneurship exposure had 59% chance of setting up a business later in the future while those without entrepreneurship exposure had a 38% chance.

In a similar study, Noel (2002) conducted a quantitative study in USA and specifically concentrated on the impact of entrepreneurship training on the development of entrepreneurial intentions and the perceptions of self-efficacy. A sample of 84 included final-year students in entrepreneurship, management and other disciplines. All the students had attended an entrepreneurship-training programme (ETP). The results showed that the propensity to act as an entrepreneur, entrepreneurial intentions and entrepreneurial 'self-efficacy' all scored highest amongst the final-year students in entrepreneurship.

Peterman and Kennedy (2003) conducted a quantitative study in Australia and examined the effect of participation in an entrepreneurship education programme on perceptions of the desirability and feasibility of starting a business. They did this by analyzing changes in perceptions of a sample of 236 secondary school students enrolled in the Young Achievement Australia (YAA) enterprise programme. The analysis was done using a pre-test post-test control group research design. After completing the entrepreneurship programme, respondents reported significantly higher perceptions of both desirability and feasibility. The degree of change in perceptions is related to the positiveness of prior experience and to the positiveness of the experience in the ETP. Self-efficacy theory was used to explain the impact of the programme.

Idogho and Ainaborh (2011) investigated the extent to which the entrepreneurial training imparted on students, the management skill development needed to set up small-scale businesses. A survey of 300 final year students were selected and Pearson correlation analyses used for the test. It was found that students who received instruction in entrepreneurship education showed a greater desire to set-up small-scale businesses after graduation than those who never had. The study, hence, concluded that the introduction of entrepreneurship education to tertiary institutions had made some appreciable impact on the students of the study area.

Uduak and Aniefiok (2011) explored the impact of entrepreneurial training on career intentions among 500 students drawn from two universities in Nigeria. The study adopted a survey design and data were collected using a structured questionnaire from the respondents, while analysis was by frequency counts, percentages and population t-test. The findings reveal that prior exposure to entrepreneurship education influences career intentions among tertiary school students in the study area.

Akanbi (2013) investigated how familial factors, personality traits and self-efficacy determine entrepreneurial intention among vocational based college of education students in Oyo state. A survey of 470 vocational based students in the two public Colleges of Education in Oyo state was used to generate the data for the study and Pearson Product Correlation Moment and multiple regression models were utilized for the analysis. The results revealed that familial factors, personality traits and self-efficacy jointly accounted for 74% of the total variance in entrepreneurial intention.

Material and Methods

Research Design

A survey research design was adopted for this study. This method was adopted on the basis that the researcher did not intend to control any of the samples used for the study. Hence, the research was quantitative in nature as primary data was sourced through the administration of questionnaire. The population of this study consisted of 729 business and entrepreneurship final year students obtained from the various issues of school bulletins in the three selected institutions in North-Central Nigeria. These institutions were Kwara State University, Malete Kwara State, Federal University of Technology, Minna Niger State and Kogi State University, Anyigba Kogi State, all situated in three states of North-Central Nigeria. Samples were drawn from final year students of Business Administration and Entrepreneurship programmes. A non-probability sampling design was adopted and convenience sampling was used. The choice of this sampling design was informed by the relative homogenous characteristics of business and entrepreneurship students across various tertiary institutions in Nigeria.

To obtain the required data/information, a detailed questionnaire was prepared and administered to selected students that constitute the study respondents. A total of two hundred and thirty-seven (237) copies of questionnaire were distributed to the selected sample. A sample size of 237 was arrived at from the total population of 729 final year undergraduate students using Krejcie and Morgan Sample Size Determination Table. The study adopted both descriptive and inferential statistics for the analysis of data gathered. The use of Pearson's correlation and Multiple Regression were adopted for the inferential statistical analysis. In order to measure the type of relationship that exists between the dependent variables, career choice proxy to entrepreneurial attitude and drive for achievement; and, the independent variable, entrepreneurship training, the Pearson's correlation coefficient was utilized. All tests were carried out using the procedures within the Statistical Package for Social Sciences (SPSS 21).

Data Presentation

Table 1 below shows the response rate of the respondents. A total of 237 questionnaires were distributed. It was noted that seventy- one percent (71%) of the questionnaires distributed were duly completed and returned; twenty- three percent (23%) of the questionnaires were not returned; while, six percent (6%) were returned but not duly completed (i.e. invalid).

Table 1. Response Rate Table

Item Description	Frequency	Valid Percentage	Cumulative Percentage
Returned and Duly Completed	168	71	71
Returned But not Duly Completed	13	6	77
Not Returned	56	23	100
Total	**237**	**100**	

Source: Field Survey, 2016

Demographic Characteristics of the Respondents

Table 2 below shows the gender, age, marital status, programme of study and educational sponsorship of the respondents. It is revealed that 86 respondents were male, constituting 51.2%, while 82 were female, constituting 48.8%. This indicates that there were more male respondents than female counterparts, though with insignificant difference. It is further revealed that 114 (67.8%) respondents were 20 years and below; 48 respondents (28.6%) were between 21-30 years; while, 6 (3.6%) respondents were 31 years and above. This indicates that most respondents were between ages 20 and below. The table also indicates that 157 (93.4%) respondents were single; while, 11 (6.6%) were married. This indicates that majority of the students were not married. Findings further revealed that 116 (69.0%) respondents studied Business Administration; while, 52 (31.0%) studied Entrepreneurship. This indicates that majority of the respondents studied Business Administration.

Table 2.0 Demographic Characteristics of the Respondents

S/No	Item Description	Frequency	Percentage	Cumulative %
1.	**Gender**			
	Male	86	51.2	51.2
	Female	82	48.8	100.0
	Total	**168**	**100**	
2.	**Age**			
	20yrs below	114	67.8	67.8
	21-30yrs	48	28.6	96.4
	31yrs above	6	3.6	100.0
	Total	**168**	**100**	
3.	**Marital Status**			
	Single	157	93.4	93.4
	Married	11	6.6	100.0
	Total	**168**	**100.0**	
4.	**Programme of Study**			
	Business Administration	116	69.0	69.0
	Entrepreneurship	52	31.0	100.0
	Total	**168**	**100.0**	

5.	**Educational Sponsorship**			
	Personal	38	22.6	22.6
	Parent/Guardian	122	72.6	95.2
	Government/Community	6	3.6	98.8
	Others	2	1.2	100.0
	Total	**168**	**100.0**	

Source: Field Survey, 2016

Table 2.0 further revealed that 38 (22.6%) respondents were on self-sponsorship; 122 (72.6%) had parents/guardian sponsorship; 6 (3.6%) were on government/community sponsorship; and, 2 (1.2%) were sponsored through other means. This indicates that majority of the students in the study area were sponsored by their parents/guardians.

Test of Hypotheses

Having analyzed the bio-data responses obtained, statistical test of hypotheses were carried out. Hypotheses were tested using regression analysis. All tests were carried out using the procedures within the Statistical Package for Social Sciences (SPSS) at a 5% significant level, i.e. $\alpha = 0.05$.

Test of Hypothesis I

H_0: entrepreneurial training has no significant effect on career choice among students of tertiary institutions in North-Central Nigeria.

H_1: entrepreneurial training has a significant effect on career choice among students of tertiary institutions in North-Central Nigeria.

Test of Hypothesis I (Correlation Analysis)

Table 4.2 **Correlations**

Model	R	Entrep. Training.	Enterp. Attitude	Drive for Achieve
Entrep. Training.	Pearson Correlation	1	.860	.910
	Sig. (2-tailed)		.000	.000
	N	168	168	168
Entrep. Attitude	Pearson Correlation	.860	1	.605
	Sig. (2-tailed)	.000		.014
	N	168	168	168
Drive for Achiev.	Pearson Correlation	.910	.605	1
	Sig. (2-tailed)	.000	.014	
	N	168	168	168

Model R		Entrep. Training.	Enterp. Attitude	Drive for Achieve
Entrep. Training. Correlation	Pearson	1	.860	.910
	Sig. (2-tailed)		.000	.000
	N	168	168	168
Entrep. Attitude Correlation	Pearson	.860	1	.605
	Sig. (2-tailed)	.000		.014
	N	168	168	168
Drive for Achiev. Correlation	Pearson	.910	.605	1
	Sig. (2-tailed)	.000	.014	
	N	168	168	168

b. Dependent Variable: Entrep Behav.

In table 4.0 above, the correlation between entrepreneurial training and entrepreneurial attitude is r=0.860 and, p<0.000 significant level. The same holds for entrepreneurial training and the drive for achievement is r=0.910 and p<0.000; entrepreneurial training and drive for achievement equals 0.605, and p<0.000. These correlation coefficients are highly significant as they are close to 1. This shows that the relationship between the variables is strong and positively correlated.

Test of Hypothesis II

Ho: entrepreneurial training does not significantly influence opportunity recognition and risk taking among students in the study area.

H1: entrepreneurial training significantly influences opportunity recognition and risk taking among students in the study area.

Test of Hypothesis II (Correlation Analysis)

Table 3.0 Correlations

Model R		Entrep. Training	Oppor. Recog.	Risk. Taking
Entrep. Training.	Pearson Correlation	1	.920	.830
	Sig. (2-tailed)		.000	.000
	N	168	168	168
Oppor Recog.	Pearson Correlation	.920	1	.586
	Sig. (2-tailed)	.000		.042
	N	168	168	168
Risk Taking.	Pearson Correlation	.830	.586	1
	Sig. (2-tailed)	.000	.042	
	N	168	168	168

b. Dependent Variable: Oppor Recog, Risk Taking.

In the table 3.0 above, the correlation between entrepreneurial training and opportunity recognition equals 0.920 and this is considered significant. The same holds for entrepreneurial training and risk taking = 0.830, and opportunity recognition and risk taking = 0.586. These correlation coefficients are highly significant as they are close to 1. This connotes that the relationships are strong and positively correlated.

Presentation of Findings

The findings of this study revealed that entrepreneurial training had a significant impact on entrepreneurial attitude and drive for achievement thus influencing career choice amongst tertiary education students in North-Central Nigeria. In carrying out this study, a sample of 237 final year students of Business And Entrepreneurship was taken from a population of 729, applying sample size determination tables of Krejcie and Morgan by using simple random sampling. A questionnaire that included demographic profiles, entrepreneurial training and career desirability was designed in a closed-ended form. Completed and usable questionnaires of 168 copies were collected and analyzed. While tables and simple percentages were used for descriptive analyses, correlation was used for inferential statistics. The major findings were:

I. There is a strong relationship between entrepreneurship training and entrepreneurial career choice. Entrepreneurial career choice was proxy to entrepreneurial attitude and drive for achievement. This implies that the more entrepreneurship training being offered across tertiary institutions, the higher the likelihood of students imbibing an attitude and drive for achievement that lead to entrepreneurial career choice. This meets objective one as earlier stated.

II. There is a moderate positive correlation between entrepreneurship training and opportunity recognition and risk-taking. This means, students' entrepreneurship training has a significant effect on their entrepreneurial opportunity recognition and risk-taking ability. In essence, exposure of students to entrepreneurship training promotes their inclination towards recognizing opportunity and bearing the related risk. This finding meets objective two of the study as earlier stated.

Discussion of Findings

Hypothesis I stated that entrepreneurial training has no significant effect on entrepreneurial career choice of students of tertiary institutions in North-Central Nigeria. This hypothesis was tested utilizing correlation analysis as career choice was proxy to entrepreneurial attitude and drive for achievement. The test shows a strong positive correlation exists between the variables. With these results, the null hypothesis was rejected and the alternative accepted. The finding agrees with the positions of Fay & Williams (1996) and Franke and Luthje (2004) who alluded entrepreneurship training to new venture creation contributing towards starting a new businesses and giving opportunity for entrepreneurial career pursuit among undergraduates.

Hypothesis II stated that entrepreneurial training does not significantly influence opportunity recognition and risk taking among students in the study area. The hypothesis was also tested utilizing correlation analysis. It was revealed that there is a strong relationship between entrepreneurial training and opportunity recognition and drive for achievement. The practical implication of this is that students need to be more acquainted and encouraged to participate in entrepreneurial training as it significantly influences their entrepreneurial career pursuit. This finding agrees with the positions of Ogundele (2000), Quimby and DeSantis (2006) and Adebayo (2015), who found that entrepreneurial orientation of students significantly influenced their mindset towards appreciating entrepreneurial career path in future time.

Conclusions

The purpose of this study was to investigate the impact of entrepreneurial training on career choice among tertiary education students in North-Central Nigeria with three-selected institutions in focus. Based on the findings of the study, the following conclusions were drawn.

I. Entrepreneurial training with strong bias on creativity, innovation and attitude change has a significant effect on students' entrepreneurial attitude and drive for achievement in the study area. This set of training would develop students' specific skills such as time management, planning, market orientation, networking, leadership, problem analysis among others. Creativity and innovation will assist in opportunities identification and how to convert those opportunities to appropriate products.
II. Entrepreneurial training has a moderate positive effect on entrepreneurial opportunity recognition and risk taking prowess among students in the study area. This type of training has the tendency of developing students' self-efficacy, opportunity identification, risk-taking and entrepreneurial desirability which may eventually transpire to new venture creation among the students.

Recommendations

Policy makers:

I. Tertiary educational policy makers such as Federal/State Ministries of Education, Nigeria University Commission, National Board for Technical Education, and National Commission for Colleges of Education among others, should design well-structured and international standard entrepreneurship education programmes and curriculum that enhances market reality and industrial needs.
II. The policy makers must provide strict regulations on minimum training and education benchmark for entrepreneurship facilitators across tertiary institutions in Nigeria.

Government:

The government (through policy makers, international boards and other related stakeholders) should design and develop a workable policy framework for entrepreneurship programmes across tertiary education in

Nigeria. Government should provide enabling environment and facilities for entrepreneurship programmes in tertiary institutions such as incubation centres among others.

Operators/Practitioners:

I. Entrepreneurship trainers, faculties, teachers and facilitators across various institutions should be more acquainted with various types of entrepreneurship mentorship and those best fit for their students/mentees.
II. Students must be trained towards having a good sense of self-discovery, innovative opportunity-seeking and value addition as these drive entrepreneurial career desirability among them.

Areas of Further Study

The scope of this study was limited to entrepreneurship training on career choice among university undergraduates in North-Central Nigeria. From the literature reviewed, many factors could potentially influence career choice such as: other non-entrepreneurship trainings, students' exposure, government policy, mentoring and role model effect, parental and band-wagon effect amongst others. The effects of these on career choice are other areas of investigation. More so, this study focused on university undergraduates in the North-Central Nigeria. Further studies could explore undergraduate in some other parts of Nigeria and or in other higher institutions of learning such as polytechnics and colleges of education.

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