

Entrepreneurship Skills and Career Performance Among Self Employed University Graduate in the North West of Nigeria

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Abstract. Human capital theory was used to examine the effect of entrepreneurship skills on career performance. A total of 319 self-employed university graduates in the northwest geopolitical zone of Nigeria participated in the study. The present study also employed a cross sectional research design in which data was collected and analysed within a short period of time. Results using partial least squares structural equation modeling (PLS-SEM) supported the hypothesized direct effect of entrepreneurship skills on career performance. However, the hypothesized significant relationship between financial management skill and career performance was not found. Theoretical, methodological and practical implications are discussed. In particular, the results recommended that entrepreneurship skills acquired through the mandatory entrepreneurship education programme for undergraduate students of tertiary institutions in Nigeria are an important consideration in helping self-employed graduates to enhance their career performance.

1. Introduction

The issue of entrepreneurship skills has been a common topic in many countries for a long time. The concern of entrepreneurial skills is rooted

from the desire to have students who are job makers than job seekers. This need was emphasised by the drive to have university students introduced to entrepreneurship studies. According to Andrea (2010), the concept of formal entrepreneurship education at the university level is a relatively new one. Citing the works of Volkmann (2004), Andrea (2010) reveals that the first courses that specifically addressed entrepreneurship took place at the Harvard Business School in 1947. In other countries like UK, the original entrepreneurial courses were launched in 1980s together with the UKs first initiative for Enterprise in Higher Education (Elton 1991, Kirby, 2005). From that time, high education programs focusing on the teaching of entrepreneurship have gone global. According to Volkmann (2004) it had been predicted that imparting entrepreneurship skills among higher education students would become a major academic discipline for university education in the 21st century.

Historically, researchers have viewed entrepreneurship as an important mechanism for economic emancipation due to its association with investment and new market opportunities (Weber, 1930; Schumper, 1934; Cole, 1965). As early 1950's, scholars had noted the need for entrepreneurial capabilities or skills. For

example, it has been put by Volkmann (2004) that whereas attention is put on both physical and financial resources, which determine the successful existence of firms, if the proper human capital competencies and structures are in place, they can organise the rest to make the firm exist and survive. This implies that the need for entrepreneurial skills has been established by previous scholars many years back. For example, Enu (2012) recognized that the entrepreneurs' business management skills must be given primary attention in handling issues of employment creation and survival of enterprises. Ahmad, Basir & Kitchen (2010) reiterate that if the owner-manager lacks the necessary skills, the business is doomed to fail.

Moreover, the issue of efficiency in career performance and or firm performance is a global one (Msoka, 2013). Developed countries focussed on building the capacities of their work force, when they wanted to deal with problems of low levels of productivity at either individual, firm or national levels. It has long been believed that a competent and efficient workforce is the spring board for economic growth and development of any nation, as it is for the growth and success of any company. The need for improved career performance was the force behind the great global inventions and innovations such as the scientific management approach, the skills approach and so on. With the exception of the less developed countries, efficiency in career performance or the performance/productivity of individual employees is well trucked in most organisations of the developed world, and its contribution to the growth or otherwise of the firms and nations has always been recognised.

According to Lorraine & Peter (2007) most higher education institutions have been focusing on academic quality and qualifications other than quality of entrepreneurship training and so the performance of local and graduate entrepreneurs has been poor but employers and other stakeholders have not been able to identify the key factors majorly responsible for this. In this 21st century, almost all countries globally have recognised the need for enhancing the performance of higher education graduates, by uplifting their entrepreneurial skills through

quality entrepreneurship education and training., Most countries have established entrepreneurship education centres in many higher institutions of learning, with a goal of imparting entrepreneurial skills among their graduates so as to improve their enterprising attitudes, intentions and capabilities, as well as their employability (Lorraine & Peter, 2007).

This recent recognition of the need for uplifting the quality of graduates, has attracted a number of studies which have been recently done examining the quality of entrepreneurship education in different parts of the world. For example, Hayton (2015) in Malaysia, Kituyi and Balunywa (2012) in Uganda, Fatoki (2010), Botha (2006) and Kunene (2008) in South Africa, Bosmaet *al.* (2000) in Netherlands and so on.

Development of skills and competencies among university graduates in Nigeria has become a serious concern for educators and curriculum developers. This compelled federal government to introduce compulsory courses on entrepreneurship education that are core in all tertiary institutions in the country in the year 2006/2007 (NUC, 2015). While public policy hence supported the development of entrepreneurship education to increase entrepreneurial skills, and a shift from general education to entrepreneurship skills development as a necessary way of developing and empowering the citizens, particularly the youths and indeed many universities have been supported and established entrepreneurship education centres (Abubakar, 2010), no study has been conducted to specifically establish whether the entrepreneurship education centres have imparted the required entrepreneurial skills and whether those skills have enhanced/ boosted the performance of the graduates as employers and employees. This study is done to make a contribution in this line.

2. Statement of the Problem

The career performance of university graduates in Nigeria has been reported to be low in recent years (Pitan & Adedeji, 2012). It has been observed that majority of the graduates still find it very difficult and impracticable to find their

feet on ground as business founders or as employees managing entities to a strong better position. The continued high unemployed levels (Ibrahim, 2010) is also another sign that the graduates are not doing a good job in the field of job creation and expansion. The persistent low performance level of graduates has been blamed on many factors by different stakeholders and academicians. Two most prominent articles on this issue, have attributed the problem to the inadequate and irrelevant education contents in the curriculum of most programs of study in the country. Among these, Pitan&Adedeji (2012) have attributed it to the big mismatch between the skills imparted among the graduates vis-avis those required in the job market, indicating that university graduates in Nigeria have been poorly prepared for work in recent years. Adenike (2016) has attributed it to inability of the entrepreneurship education curriculum to meet its introduction objectives. Other factors blamed include irrelevancy of the content and inadequate funding of the education institutions which see them produce half-baked graduates, who are inadequate in skills. Despite all these concerns, there are no studies in Northern region of Nigeria with empirical evidences on the extent to which the entrepreneurship skills are relevant to the job market and how effectively are imparted to the students and if so how are they impacting on the career performance of the graduates. This study was conducted to fit into this gap, to document evidences on the effect of entrepreneurship skills on career performance of university graduates in North-west Geo-political Zone of Nigeria.

3. Objectives of the Study

The general objective of the study was to determine the relationship between entrepreneurship skills and career performance among university graduates in North-West Geo-political Zone of Nigeria.

The specific objective of the study is to establish the relationship between financial management skills and career performance among self-employed university graduates in North-west Geo-political Zone of Nigeria.

4. Research Questions

What is the relationship between financial management skills and career performance among self-employed university graduates in North-west Geo-political Zone of Nigeria?

5. Hypothesis

Based on the research questions, the following hypothesis were formulated and tested empirically:

H₀: Financial management skills are not related positively and significantly with career performance among self-employed university graduates in North-west Geo-political Zone of Nigeria Scope.

6. Literature Review

6.1 Theoretical Review

The research was hinged on the Human Capital Theory of Entrepreneurship by Schurtz in 1961, which considers knowledge and skills as an indispensable tool for human transformation. The theory was chosen on consideration that education is capable of inculcating competencies, skills and values that will stimulate entrepreneur performance of graduates for self-reliance (Walstad&Kourilski, 1999). The thrust of the Human Capital Theory of Entrepreneurship is that entrepreneurship education is capable of equipping students with entrepreneurial skills, fostering spirit of entrepreneurship, generating entrepreneurial interest and developing in the students' entrepreneurial aspirations. The theory has the support of Uwameiye&Osunde (2000); Adenipekun (2004) and Bhandari (2006) who all opined that entrepreneurship education helps students develop skills and attributes that allow them to be innovative and to identify, initiate and successfully manage personal and work opportunities. This theory, according to Akhemonkhan, Raimi &Sofoluwe (2013), argues that the more favourable the attitude is, and the greater the perceived behavioural control is, the stronger the training to perform the act. Based on this, the researcher assumed that since the capabilities of the graduates are enhanced by

the entrepreneurship education they received from universities, there is therefore a positive link between financial management skills and career performance.

6.2 Entrepreneurship skills

Hayton (2015) defined entrepreneurship skills as the ability to identify customer needs, market opportunities and pursuing them. He opined that these entrepreneurship skills are part of a broader set of leadership and management skills necessary for efficient business performance. As one of the four factors of production (the other three being land, labour and capital), entrepreneurship is defined differently by different scholars. Some think that entrepreneurs have special individual qualities, while others believe that there are some entrepreneurship skills, which successful entrepreneurs practice. Most of these different scholars each use a concept that tries to describe the qualities of an entrepreneur. For example, Olusola(2011) explained that entrepreneurship is the act of risk taking, while Kurya (2002) explained that an entrepreneur is someone who is quick to realise that an opportunity exists, seizes the opportunity and looks for the necessary ingredients or resources (land, labour, capital) to actualise it.

In (Jane, 2002). Jane indicates that if the skill given is satisfactory, the worker and the employer get satisfaction, and if this is sustained, it culminates into promotion, retention and prolonged tenure that lead to productivity. Entrepreneurship skills enable the entrepreneur to combine the other three factors of land, labour, capital together in a fashion that brings efficiency in production. This is combines two important fields and skills areas of resource mobilisation and resource utilisation, according to Kibuuka (2011). In fact the ability of the entrepreneur to identify, co-ordinate and combine these resource factors contributes a big part of the required entrepreneurial skills.

According to Jane (2002) entrepreneurship skills enable the entrepreneur to create value as a result of recognition of a business opportunity, effectively managing the risks involved, co-ordinating the various activities and combining

the necessary resources and ultimately reaping the envisaged returns. Jane (2002) further opined that entrepreneurship skills enable the entrepreneur to create value by devoting the necessary time and effort, assuming the accompanying financial, psychological and social risks and eventually receiving the envisaged returns. The need to have individuals and graduates who have adequate entrepreneurial skills influenced many countries in the world to initiate entrepreneurship education programs in their institutional curricula. This came in as a result of many academicians agreeing to the notion that entrepreneurs can be made through training. Nigeria in particular instituted these programs 10 years back and it was made a policy by the government for all public institutions.

6.3 Goals and Objectives of Entrepreneurship Education

The major goal of entrepreneurship education is to promote creativity, innovation and self-employment potentials among the citizens through the inculcation of entrepreneurial knowledge, competences and attitudes in the learners. Akande (2011) affirms that “the goal of entrepreneurship education is for learners to acquire entrepreneurial capacities and skills that will make them self-reliant and self-employed” (p. 30). Entrepreneurial capacities include the ability to take risks, create opportunities and resources, manifest undaunted commitment to a goal, cope with change and generally act with entrepreneurial mind-set. To achieve the major goal of entrepreneurship education, there is need to ensure that instructional activities are directed towards the achievement of the following specific objectives. These skills and others not mentioned are expected to have a positive impact on someone’s career as an entrepreneur and even as an employed manager. They are depicted in figure 1.

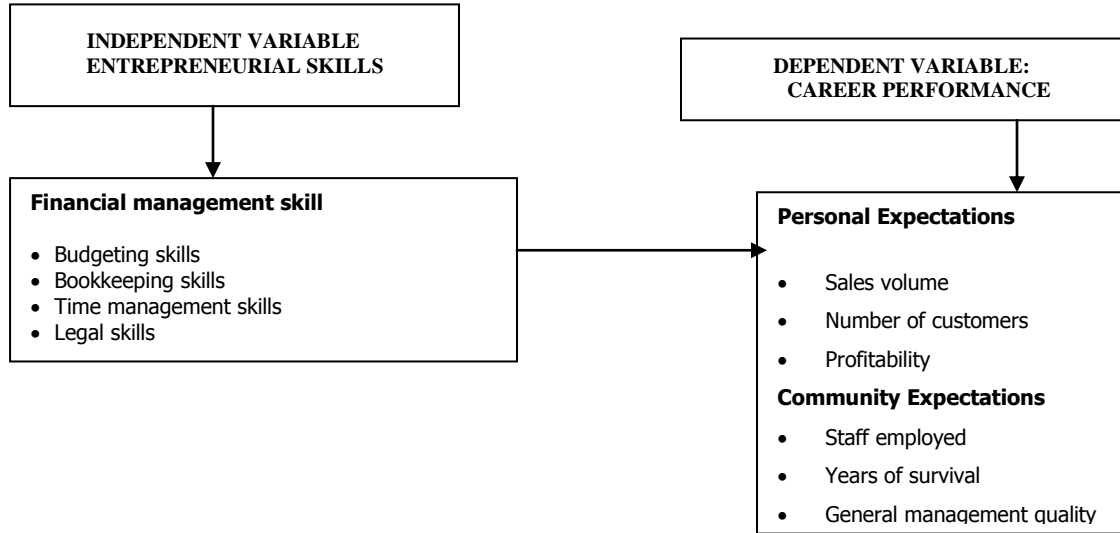


Figure 1: Conceptual framework for entrepreneurship skills and career performance
Source: Constructed using ideas from Leavender & Racculla 2001; as cited by Kibuuka (2011).

6.4 Financial Management Skills

The entrepreneur takes a lot of decisions involving finances. According to Adamu (2009), the inability of some small and medium-scale entrepreneurs to keep financial records negatively affected the growth of their businesses, their ability to secure loans from financial institutions and their ability to determine their costs and profits. Financial management skills are necessary for proper keeping of financial records. They guide the entrepreneur in cost analysis, inventory control and profit determination. For the entrepreneur to know how to seek funds and invest them properly and succeed, it is very important to develop financial management skills. Ewelumetal (2014) asserted that financial management skills are highly needed for effective management of small scale businesses. They listed the following skills that are required of an entrepreneur;

1. Finding out sources of capital to start business
2. Preparing simple financial inventory
3. Recognising the true position of the business, e.g. determination of profit or loss
4. Knowing how to obtain loans
5. Preparing simple budget
6. Determining employees' wages and benefits
7. Avoiding unplanned expenditure

8. Limiting personal expenditure from the business
9. Investing business finances wisely
10. Having adequate knowledge of tax regimes
11. Having knowledge of simple business laws

Financial management skills explain the reason why one person takes successful advantage of an opportunity while another does not. For the university graduates not to fall victim of unemployment, they need to have financial management skills as part of their comprehensive entrepreneurship training to activate their innate potentials. Russell (2004) reported that the measure of survival and success-solvency, net income, growth in assets and employment creation of a firm are all measured in monetary terms and rest around how the firm's finances are managed. This research intends to find out whether entrepreneurship training influences entrepreneurs in the way they source for finances. Financial management skills have to do with budgeting skills, book keeping skills, time management skills and legal skills. Etonyeaku (2014) indicates that all entrepreneurs should be able to appreciate and interpret simple accounting statements, as this

helps in reducing the rate at which small-scale business go into liquidation.

Etoneyaku (2014) further identifies from Igbo (1995) ten financial management skills required by entrepreneur in business related areas for successful operation of their enterprises and these include; i) knowledge of accounts; ii) knowledge of costing; iii) ability to interpret financial statement; iv) ability to acquire the skill of preparing financial statements; v) ability to understand payroll and various deductions; vi) ability to know gross and net profit; vii) ability to know sources of funds; viii) ability to know how to obtain loans; ix) knowledge of central and local government levies, taxes and regulations; and x) knowledge of factors involved in decisions to grant a loan by financial institutions. Other financial management skills found in Ezeaniet *al.* (2012) include; ability to process accounts receivable and accounts payable, ability to process inventories, ability to extract the trial balance, ability to prepare daily cash reports, ability to prepare bank reconciliation statements, ability to keep sales and purchases records, ability to keep debtors ledgers, ability to prepare final accounts, profit and loss accounts and the balance sheet, ability to calculate depreciation and ability to avoid unplanned expenditures and prepare simple budgets.

6.5 Budgeting Skills

A budget is simply a forecast of income and how the income will be spent. Shapiro (2001) explained that a budget is a document that translates plans into money to be generated (income) and money needed to be spent to get planned activities done (expenditure). Budgeting skills refer to the ability of a business manager to establish and manage budgets, which requires some knowledge of finance and accounting principles. Of importance is the ability to perform cost estimates for projects and understanding the different methods used to determine business costs (Shapiro, 2001). In his contribution, Ibrahim (2011) stated that budgeting skills range from the ability to estimate the costs of individual activities and rolling the estimates up to estimating the overall business cost. Kibuuka (2011) measured

budgeting skills using three aspects, namely setting performance goals and standards, prioritizing according to goals and objectives and evaluating results basing on budgetary goals.

6.6 Bookkeeping Skills

Bookkeeping refers to a system of recording financial transactions of an organisation. Ibrahim (2011) stated bookkeeping is the systematic recording of a company's financial transaction in such a manner that the records can be used to determine the performance of the company. Bookkeeping skills refer to the ability of a manger or an entrepreneur to properly record financial transactions regarding sales, purchases, incomes and expenditures of the organisation. Bigg& Perrins (2000) defined bookkeeping as the art of recording all financial transactions so that the financial position of an undertaking and its relationship to proprietors and outside persons can be readily ascertained.

Every enterprise, whether small or big, requires well written financial records. These are used by managers as guides to routine action, making decisions, formulation of general rules and maintaining relationships with other organisations or with individuals. Lee (2002) likened a business without written financial records to a blind man without his aid for he never knows which way he is going. The following are among the benefits of keeping business financial records:

- they are used to determine a business' profit or loss
- they reveal debtors, amount due and when payments are due so as to avoid heavy costs of bad debts
- they reveal fast moving goods, slow moving goods and other vital information in a business
- they help in business financial planning
- they are needed by lenders of finance
- They help in business financial control and taking appropriate action regarding income and/or expanding.

6.7 Time Management Skills

Time management refers to the process of using time in such a way to maximise efficiency and

effectiveness. Time management skills thus refer to the ability of a manager to determine what to do, when to do it and actually do it. Since time is a scarce resource, it is important that entrepreneurs spend it wisely, as it is irreplaceable and irreversible.

Understanding effective time management involves the following skills; i) defining what is most important; ii) translating what is most important into a goal (or specific statements about what you want to accomplish and by when); iii) stating a single clear result to be achieved; iv) determining the time and resources available to do the tasks; v) decide the tasks to do first, what can wait, what things can be done by others if we delegate to them, and what things probably should not be done at all; vi) finalize with a plan, priority list and organizing. Attending meetings and other routine responsibilities like completing weekly reports. The manager should then prioritize all the weekly activities, for example, assigning each activity as high, medium, or low priority or numbering the priorities with 1, 2, 3 and then schedule appointments and meetings where appropriate. Once this plan is done, the manager focuses on high priority activities by setting constant weekly time for them, leave some free days or time periods (not putting an activity on every day and hour of the week), put some time off for routine administrative activities, like to return phone calls, answering e-mails and reading reports and then setting boundaries by saying no to others who may take them away from their time.

6.8 Legal skills

Legal skills encompass ability to deal with business forms, contractual laws, business ethics, and ability to register trademarks, logos, designs and acquiring licenses. For an entrepreneur to be successful, he needs legal skills. Lack of these skills on the part of an entrepreneur can lead to failure. George and Johns (2001) pointed out that one of the problems of entrepreneurs, especially those who own small-scale enterprises, is lack of basic knowledge of business legal requirements. If it is possible to identify the various skills required of effective and efficient business managers,

then success of entrepreneurs can be enhanced, hence the need for this study.

6.9 Career Performance

A career is the achievement realised by a person in a job, or job experiences that a person has acquired. Career performance has to do with the productivity of a worker, as it focuses on actual contributions, results and achievements from the skills acquired by the worker. In this study, career performance of the graduates can be measured on two major dimensions; i) according to expectations of the individual (the graduate) and this dimension may include aspects like sales volume, profitability, number of customers and so on; ii) according to community expectations. The community in this case may involve the different stakeholders at different levels, for example, the citizens, the trainers/teachers/mentors, sponsors and parents. When a student undertakes a course, each of these stakeholders expects to see improvement in the performance of that student after graduation and these expectations may or may not be similar for all stakeholders. Such expectations may include things like employing the people of the community, long term survival, quality management, creativity and socialisation among others. In the next part of this subsection, we discuss the meaning and measurement of career performance on the two dimensions;

7. Methodology

Design: the study adopted Cross sectional survey

Population; 24,000 graduates 2010-2015

Sample size; Slovine's formula used to arrive at 393 self-employed graduates. The minimum sample size for this study was arrived at using Slovine's formula. Using the Slovine's formula, the sample size was calculated as follows:

$n =$

Where:

n = required sample size

N = the known population size

e = the level of significance, which was fixed to be 0.05

$n = \frac{24000}{e^2}$

$$= \frac{1+24000(0.05)^2}{1+60} = \frac{24000}{61}$$

Sampling procedure

State	Target Population	Sample Size	Qualified population	Interval
Kaduna	6100	100	4000	40
Kano	4200	69	3200	46
Sokoto	3850	63	3250	51
Zamfara	2600	43	1500	35
Katsina	2500	41	1458	36
Jigawa	2350	38	2100	55
Kebbi	2400	39	2150	55
Total	24000	393		

Technique of sampling.: stratified

- Purposive
- Systematic random sampling

Research Instrument

- A four point Likert scaled and researcher made questionnaire, with questions extracted from literature.
- **Three sections**
 - A. Entrepreneurial skills, 76 question items
 - B. Career performance, 20 questions

C. Profile of respondents, 09 questions

8. Data Analysis

Quantitative data: quantitative data was analysed at three levels, namely

- Univariate (Frequency, percentage and mean), were estbalsihed
- Bivariate (PLCC Correlation) and
- Multivariates (Regression

Table 1: Means and Standard Deviations on Financial Management Skills of Self-employed University Graduates in North-west Geo-political Zone of Nigeria

Budgeting skills	Mean	SD	Interpretation	Rank
Making a clear and timely budget	3.38	0.853	Very high	
Estimating costs of individual activities	3.03	1.034	High	
Making budget expenditure schedules	2.79	0.925	High	
Budgetary compliance evaluation reports	2.74	0.888	High	
Making staff pay roll	2.63	0.988	High	
Sub-Total	3.01	0.921	High	
Book keeping skills				
Interpreting financial statements	3.38	0.859	Very high	
Managing cash inflows and outflows	3.30	0.861	Very high	
Preparing books of accounts (e.g. cash books, financial statements)	3.06	0.972	High	
Sub-Total	3.22	0.916	High	
Time management skills				
Making task priority lists	3.56	0.794	Very high	
Applying time saving measures	3.55	0.803	Very high	
Determining /setting deadlines	3.54	0.803	Very high	
Allocating time to each and every activity	3.42	0.872	Very high	
Making work schedules (defining what to do and when)	3.20	0.999	High	
Sub-Total	3.38	0.901	Very high	
Legal skills				
Understanding business forms	3.55	0.791	Very high	
Understanding contract laws	3.51	0.875	Very high	
Understanding business registration procedures	3.51	0.903	Very high	
Understanding business legal requirements	3.48	0.882	Very high	
Understanding consumer protection laws	3.44	0.848	Very high	
Sub-Total	3.49	0.819	Very high	
Overall Mean	3.27	0.889	Very high	

Source: Primary data (2016)

The results in Table 1, revealed that, like the other two entrepreneurship skills, respondents were contented with their level of acquaintance in financial management skills. The graduate entrepreneurs rated themselves high on all the four constructs of financial management skills. For example, respondents rated their financial management skills to be high in budgeting and bookkeeping, with average means of 3.02 and 3.22 respectively on the interpretation scale. The remaining two constructs (time management skill and legal skills) were rated very high with average means of 3.38 and 3.49 respectively. The overall mean index of 3.27 confirmed that respondents rated themselves as very high on the financial management skills construct. Based on

this self-perceived high level of financial management skills, it would be expected that graduates can use it to excel in performing their entrepreneurial careers.

Testing Hypothesis Three

From the third objective, the researcher hypothesized that financial management skills relate positively and significantly with career performance among self-employed university graduates in North-west Geo-political Zone of Nigeria. This hypothesis was tested using Person’s linear Correlation Coefficient (PLCC) Table (1) and Multiple liner Regression (Table 2).

Table 2: Pearson Correlations for Financial Management Skills and Career performance

Variables correlated	r-value	Sig.	Interpretation	Decision on Ho
BS Vs Career performance	.020	.720	Insignificant correlation	Accepted
BKS Vs Career performance	.254**	.000	Significant correlation	Rejected
TMS Vs Career performance	-.085	.134	Insignificant correlation	Accepted
LS Vs Career performance	-.098	.083	Insignificant correlation	Accepted
Overall FMS Vs Career performance	.039	.491	Insignificant correlation	Accepted

Source: Primary Data, 2016

- Legend:** BS= Budgeting skills
 BKS = Book keeping skills
 TMS = Time Management Skills
 LS = Legal Skills
 FMS = Financial Management Skills

The correlation results from Table 2 indicated that, generally, financial management skills were not significantly correlated with career performance. This is because the corresponding sig. value (0.491) is greater than the minimum sig. level of 0.05. However, results indicated that one element of financial management skills (bookkeeping) was significantly correlated with career performance. On the overall, the results suggested that the self-employed graduates did not take financial management skills as being important in running of their enterprises. The results, therefore, did not support the hypothesized positive and significant correlation between financial management skills and career performance.

Although proper financial management is taken to be the blood of any private and for profit

enterprise, results in this study seem to refute this norm, as they suggested that financial management skills of the graduate entrepreneurs were not relevant in their career performance. The results were further confirmed by the findings from regression analysis (table 3) which indicated that of the four elements of financial management skills, only bookkeeping can significantly predict career performance of the graduates. Although the F-statistic proved to be statistically significant, suggesting that, overall, financial management skills can significantly predict career performance of the graduates, a clear look at the other coefficients in this table, suggest a weak connection between the two. For example, considering the value of the adjusted R², it is suggested that all the financial management skills elements taken together accounted for only 6.8% towards variations in career performance of the graduates. By virtue of its size, and considering the value of the betas, one can agree with what the correlation results (Table 2) suggested.

Table 3

Variables Regressed	Adjusted r ²	F-value	Sig.	Interpretation	Decision on Ho
Financial Management vs. CRF	.068	6.640	.000	Significant effect	Rejected
Coefficients	Beta	t			
(Constant)	1.750	11.023	.000	Significant effect	Rejected
Budgeting	.069	1.435	.152	No significant effect	Accepted
Bookkeeping	.124	4.461	.000	Significant effect	Rejected
Time	-.039	-.864	.388	No significant effect	Accepted
Legal	-.052	-.914	.361	No significant effect	Accepted

Regression Analysis for Financial Management Skills and Career Performance

The outcome of the results in Table 3 was that, of all the financial management skills elements, only bookkeeping skills were important in helping graduates to improve their career performance.

9. Implication of the Study

From a practical point of view, the results of this research would serve as a blueprint for the policy-makers and practitioners in formulating vital educational policies that could assist and help in improving the overall performance of self-employed entrepreneurs.

Theoretically, the present study has provided additional empirical evidence in the domain of human capital theory of entrepreneurship by shedding more light on factors explaining career performance.

10. Conclusion

Despite the limitations, the present study has attempted to examine the role of entrepreneurial skills in explaining career performance of self-employed graduates in Nigerian context, hence, theoretical framework of this study has also added to the domain of human capital theory (Becker, 1964; Schultz, 1959; Sweetland, 1996). Further to the theoretical contributions, the results from this study provide some important practical implications to policy makers in Nigeria.

11. Limitations and Suggestions

- It is also important to consider starting entrepreneurship at secondary level from junior school to secondary school

- It is also important to consider starting the entrepreneurship at senior , primary level form primary three to six
- Career performance data used in the present study was only perceptual or subjective. .
- Thus, future research could incorporate objective measures of career performance in order to replicate the findings of the current study.
- It is also important to consider covering all the remaining five geo-political regions in Nigeria.

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