

Entrepreneurship Education: A Panacea for Job Creation and Sustainable Development in Nigeria

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Abstract

The main task of entrepreneurship education is to prepare young people to enter the labor market, as well as to develop a sense of initiative and entrepreneurial skills among them. Therefore, it is important how national education systems adapt to changing skill requirements within a globalized economy. This study examines Entrepreneurship Education as a Panacea for Job Creation and Sustainable Development in Nigeria. Human capital theory (HCT) and Risk taking theory (RTT) guided the study. Among other concern areas examined in this study include; literature review, concept of entrepreneurship, basic aspects of an entrepreneur, entrepreneurship education and job creation, brief history of entrepreneurship, benefits of Entrepreneurship for sustainable development, contribution of entrepreneur in development of Nigeria economy, challenges and possible solutions and conclusion was drawn. It was however, recommended that the government should give adequate attention to entrepreneurial development in the country through the provision of good economic environment to encourage individual participation in business while this is guaranteed entrepreneurship will thrive and consequently improve economic growth.

Keywords: *Entrepreneurship, Education, Job creation, Sustainable Development*

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Background to the Study

In tackling the global crisis of unemployment, policy makers and stakeholders in developed countries such as England, USA, and Germany, advocated a refocus of educational systems towards acquisition of vocational and technical skills to enhance smooth transition into jobs for school leavers particularly graduates of universities. This owes to the fact that education is important to the development of any society particularly because the goals of wealth creation, poverty reduction and value re-orientation can only be attained and sustained through an efficient educational system which impacts relevant skills, knowledge, capacities, attitudes and values into individuals.

Entrepreneurship education plays a significant role in changing students' view towards becoming self-employed. This is because entrepreneurship education is meant to train students upon graduation to become self-reliant and employers of labour through creative and innovative thinking in identifying new business opportunities such as test prep coach, skills development center, online courses, employee training, online English teacher, etc., which transcends into job creation and sustainable development.

The challenge of national sustainable development in Nigeria cuts across all areas of life. That is why it is impossible to identify an academic field that is not adequately represented in the ever expanding league of unemployed youths/graduates. The youth unemployment problem has generated several other national economic problems, such as the issue of Boko Haram (sectarian crisis in the North), Niger Delta militancy, political thuggery among youths, increased rate of kidnapping, and armed robbery are all traceable to youth unemployment. The situation of unemployment in Nigeria is indeed alarming (Ogunsola, 2009). Several thousands of employable youths are roaming the streets. This is so because, while the universities and other tertiary institutions keep producing graduates on yearly bases, there are no new jobs or vacancies to absorb these new job seekers.

It is against this background that the federal government of Nigeria through the Federal Ministry of Education introduced entrepreneurship education in tertiary institutions such as venture creation and growth aimed at equipping students with entrepreneurial skills, attitudes and competencies in order to become self-employed, job providers (employers of labour) not just job seekers after graduation. Entrepreneurship education therefore, is the type of education designed to change the orientation and attitude of the recipients and the process will equip them with the skills and knowledge to enable them start and manage a business of their choice.

Literature Review

A plethora of literature relevant to this current study is review thus; Onah (2006), examined that the entrepreneurship education needs of self-employed artisans and craftsmen in the urban area of Enugu state, Nigeria. The questionnaire was distributed among 600 artisans and craftsmen. The study used both the mean scores and two-way analysis of variance (ANOVA). The result shows that the entrepreneurial skills that are comprised of management skills, accounting skills, public relation skills, marketing skills, Communication skills and record

keeping skills explained significant part of the success achieved by the craftsmen and artisans. Mania (2013) examines the role of entrepreneurship education on job creation in Nigeria. The author concludes that entrepreneurship is primarily learned by experience and discovery. The study further States that entrepreneurial learning should be conceived as a lifelong process, where knowledge is continuously shaped and revised as new experience take place. Conversely, Agu and Chiaha (2013) investigate the impact of entrepreneurship education on the employability of university graduates in Nigeria. The sample size consists of 320 respondents. The study concludes that entrepreneurship education enables graduates possess employability skills.

Akhuemoukhan, Raimi and Sofoluwe (2013), examine the impact of entrepreneurship education on employment generation in Nigeria. They employed an econometric analysis using a secondary quantitative data to draw conclusion. The study discovered that entrepreneurship is well-developed it would be an effective tool for poverty reduction, employment generation, fast-track the realization of universal primary education and promoting gender equality. In addition, Anam, Iba and Aregbe (2014), examine the impact of entrepreneurial education on Productive employment and sustainable poverty reduction in Cross River State using 60 beneficiaries of the Central Bank of Nigeria Entrepreneurial Development Center in Calabar. The findings established that there is a significant relationship between entrepreneurial education and employment creation as well as poverty reduction in the state.

Daku and Oyekan (2014), suggests various education and youth support programs in terms of skills, attitudes and capacities to establish business outfits for self-employment in Nigeria. The authors suggest the needs to produce well-trained tutor; provide a healthy workplace and environment; develop the required political will; and enlighten parents and children on the relevance of the planned education system. In addition, youths should be supported in establishing new businesses and also be educated from time to time so as to staya float in business. This will however energize the economy as it brings new ideas to life through innovations, resourcefulness and the aspiration to build something of life-long significance.

Furthermore, Okoro (2014), examined the impact of entrepreneurship education on the enhancement of entrepreneurial skills among undergraduates' students in South-Eastern universities, Nigeria Using the descriptive survey design; the findings revealed that entrepreneurship education curriculum have significant impact on entrepreneurial skills in undergraduates. It further shows that there is poor utilization of entrepreneurship education pedagogies in the teaching of entrepreneurship education in the region. Onuma (2016), examined the importance of exposing under-graduates students to entrepreneurial education on the ability to create job after graduation using 200 final year students from Ebonyi State University. The findings showed that entrepreneurial education is relevant to students as it equipped them with skills for post-graduation job creation ability rather than job seekers.

Theoretical Framework

This study has its theoretical foundations on the following theories.

Human Capital Theory (HCT): The human capital theory advocates education as a tool for improving human capital, stimulating labour productivity and boosting the levels of technology across the globe (Robert, 1991). Human capital theorists encourage investment in nation's workforce (people working with public and private sector organizations) because expenditure on training and development is a productive investment like investment on physical assets (Olaniyan and Okemakinde, 2008). Besides, human capital enhancement through quality education is a critical factor that propels economic growth and sustainable development in East Africa, Hong Kong, Korea, Singapore and Taiwan (Olaniyan and Okemakinde, 2008).

Risk Taking Theory (RTT): Another theory that supports entrepreneurship education is the risk taking theory of Richard Cantillon and John Stuart Mill. The theory perceives entrepreneurship as a mental education that stimulates individuals to take calculated risk for which future stream of benefits are guaranteed and people taking big risk have to contend with a great responsibility (Alam and Hossan, 2003). The summary of the theory is that entrepreneurship education improves the ability, capability and potentials of individuals to undertake risks for which economic benefits are ensured.

Concept of Entrepreneurship

Entrepreneurship has been defined variously by different authors. The concept is seen as the dynamic process of creating wealth by individuals who assume the risks involved in providing value for some products and/or services (Kuratko, 2009), "the process of performing the roles of planning, operating and assuming the risk of a business venture," (Inegbenebor and Igbinomwanhia, 2010); "the pursuit of lucrative opportunities by enterprising individuals... (being) inherently about innovation - creating a new venture where one didn't exist before," (Bateman and Snell, 2011); the process of creating value through the provision of some products or services for the benefit of the society, while learning the skills needed to assume the risk of establishing a business (Inegbenebor, 2006). According to Usman, et al., (2006) entrepreneurship is defined as "the willingness and ability of an individual or group of persons to search for investment opportunities, to establish and run a business unit successfully. However, to Omolayo (2006), entrepreneurship is the act of starting a company, arranging business deals and taking risks in order to make profit through the education and skills acquired. From the above definitions, it is clear that the concept of entrepreneurship development is a process which could be considered to begin with knowledge and skill accumulation to sufficiently predispose the individual learner to entrepreneurial pursuit. This, of course, is the focus of this paper to establish the link between entrepreneurial education, job creation and sustainable development in Nigeria.

Concept of Entrepreneurial skills

This has been the subject of discussion, unlike other important economic skills, entrepreneurial skills are not related to a specific occupation, qualification or discipline. Entrepreneurial skills is the ability to have self-belief, boldness, tenacity, empathy, readiness to take expert advice, desire for immediate result, visionary and ability to recognize opportunity

(Salgado-banda 2005). For an entrepreneurial to be successful, these are some skills he has to acquire such as willingness to take risk, perseverance, and ability to work under pressure, ability to initiate, take responsibilities and make decisions. Also other skills are innovative and creative thinker, self-motivated and disciplined, able to research effectively, financial literacy which means having financial skills such as calculating tax, able to plan, coordinate and organize effectively, management skills like ability to manage time and resources successfully. A critical look at the goal of education on African development in 21st century will show a positive relationship that each of the entrepreneurial skills listed above are embedded in them and these entrepreneurial that skills may not be efficiently acquired without the effective knowledge of education. As mention by Albert Einstein “your skills and knowledge is better than the things you kwon”.

Basic Aspects of an Entrepreneur

According to Oguntime and Nwosu (2014); regardless of the field, there are four basic aspects of being an entrepreneur:

1. Entrepreneurship involves creation process, creating something new in terms of value; value to the entrepreneur and value to the audience for which it is developed. The audience could be the market of buyers in the case of business innovations; prospective students in the case of new course, or the constituency for a new service provided by a non-profit agency.
2. Entrepreneurship requires the devotion of the necessary time and efforts.
3. Assuming the necessary risks in entrepreneurship, with particular reference to financial, psychological and social areas.
4. Rewards of being an entrepreneur, with regards to independence, personal satisfaction and monetary rewards. Entrepreneurship education has the inherent ability to create a change in the mental orientation form the “take-job-syndrome” to the “make-job-syndrome” mentality because it is a carefully organized process that leads to the acquisition of entrepreneurial competences through the teaching of entrepreneurship courses, training and giving certificate for education, economic developers, business counselors and prospective entrepreneurs. The knowledge so gained will enhance the ability to set up a gainfully productive business for self-employment as against being employed. It is about willingness and ability of individual to find out investment

Opportunities ready to bear attendant risk(s) in order to have successful enterprises. Entrepreneurship education should be fashioned in such a way to encourage everybody generally and youths in particular by equipping them with entrepreneurial approaches.

Entrepreneurship Education

Entrepreneurship education is a learning process, starting as early as elementary school and progressing through all levels of education. A broader definition of entrepreneurship education was provided by Obinna (2014), as the process through which individuals acquire a broad set of competencies that can produce greater social and economic benefits to the individuals. According to Enu (2012), Entrepreneurship education is a form of education that seeks to provide knowledge, skills, attitude and motivation to students for entrepreneurial

success in any facet of human endeavours. He further argues that entrepreneurship education equips individuals with the ability to seek investment opportunities and maximize returns from those investments.

Entrepreneurship, according to Omolayo (2006), is the act of starting a company, arranging business deals and taking risks in order to make a profit through the education skills acquired. Another view of entrepreneurship education is that, the term given to someone who has innovative ideas and transforms them to profitable activities. To him, entrepreneurship can be described as “the process of bringing together creative and innovative ideas and coupling these with management and organizational skills in order to combine people, money and resources to meet an identified need and create wealth. In the same vein, Nwangwu (2007), opined that entrepreneurship is a process of bringing together the factors of production, which include land, labour and capital so as to provide a product or service for public consumption. However, the operational definition of entrepreneurship is the willingness and ability of a person or persons to acquire educational skills to explore and exploit investment opportunities, establish and manage a successful business enterprise.

Entrepreneurship Education and Job Creation

Entrepreneurship education according to Paul (2005) is structured to achieve the following objectives. These objectives transcend into job creation for sustainable development.

1. To offer functional education for the youth that will enable them to be self-employed and self-reliant.
2. Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
3. To serve as a catalyst for economic growth and development.
4. Offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible.
5. To reduce high rule of poverty.
6. Create employment generation.
7. Reduction in rural-urban migration.
8. Provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses.
9. To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.
10. Create smooth transition from traditional to a modern industrial economy.

Nigerian History of Entrepreneurship

Entrepreneurship is a multidimensional term that has continued to challenge scholars on its definition (Caree and Thurik, 2005). The term “Entrepreneur” can be traced to the early 18th century where French economist “Richard Centillon” is credited to have introduced the term. According British Journal of Education to the publication titled “Essai Sur la Nature du Commerce en General” an entrepreneur is any agent who procures methods of production at certain prices with a view to combining them to produce new products (Rusu, Isacs, Cureteanu and Csorba, 2012).

Scholars opine that at the introduction of the entrepreneurship concept saw majority of scholars assuming that it had particular features and needed extraordinary abilities of exceptional individuals. The term was later improved through the differentiation between investor and entrepreneur by identifying the variations between their expectations with regards to the action taken. This phase was championed by “Jean Baptist” who defined an entrepreneur as an individual that moves economic raw materials out of a region which lower to a region of higher production and improved results (Yomere, in Oguntime and Nwosu 2012). In America, scholars highlight that during the early days, “academic field of entrepreneurship has evolved dramatically over the last 35 years” (Kurato, 2009; Ogedengbe et.al, 2013). In the case of Nigeria, the entrepreneurial expertise of prominent individuals was adequately identified as such, entrepreneurial personalities during the pre-colonial era such as “Governor Nana Oloma of Iteskiri”, Eyo Honesty, “King Jaja of Opobo” in today's Delta, Calabar and Rivers state respectively controlled the business activities (Ogunremi and Faluyi, 1996). Their activities as a consequence led to the formation of the African Association which was to be later called the United African Company (UAC) in 1929. Over the years numerous successful Entrepreneurs have emerged in Nigeria such as Mike Adenuga, Femi Otedola, Frank Nneji, Folorunsho Alakija, Isaac Durojaiye, Oba Otudeko as well as Jim Oviah to mention but a few. Nevertheless, while there have been successful entrepreneurial ventures in the country and improvements in the ideologies and practice of entrepreneurship there continues to remain the obstacle of successfully instructing entrepreneurship.

Benefits of Entrepreneurship Education

Entrepreneurship Education is aimed at creating awareness in the youths and motivating them towards self- employment through the development of personal skills, Competencies, effectiveness and aptitude using project based work in an economic setting to setup and manage small and medium enterprises successfully (NBTE, 2004). Any country that introduces entrepreneurship education in its curriculum is said to benefit in the following ways:

1. Entrepreneurship Education stands to foster entrepreneurial mindset, skills and behavior among the recipients of the training thereby, making them to be useful citizens of the country.
2. Entrepreneurship Education also empowers the students/ youths with the competencies and skills necessary to prepare them to respond to their life needs, including running their own business so that they can be productive citizens of their respective countries.
3. It develops in the youth's innovative culture and develops their skills to identify, Create initiate and successfully manage personal, community, business and work opportunities.
4. To identify and stimulate entrepreneurial drive, talent and skills to undo the risk adverse bias of several analytical techniques and, to devise attitudes towards change
5. To increase the awareness and understanding of the process involved in initiating and managing new ventures as well as to enhance learners of small business ownership as serious career option.
6. It focuses on developing understanding and capacity for pursuit of entrepreneurship behaviour, skills and attributes in widely different contexts. Thus, the graduates of

various disciplines can be taught entrepreneurship to foster their interest in enterprise development as a way of reducing graduate unemployment and increasing future graduate entrepreneurs.

7. Entrepreneurship Education is seen as a strategy/instrument in channeling of university graduates away from paid employment into self-employment. Entrepreneurial skills and attitudes acquired through Entrepreneurship Education provide benefits to the society even beyond their application to business activities.

Educational for Sustainable Development

Education for Sustainable Development is the focus or projection of education that seeks to equip people towards creating a sustainable future. Stakeholders such as government, businesses, educational institutions, media, and organizations play important roles in achieving sustainable development. Each of these sectors has a different vision of sustainable development. Some are interested in environmental preservation and protection; some have economic development interests while others may be more interested in social development. According to UNESCO (2000) the way each nation, cultural group and individual views sustainable development will depend on its own values. In many European nations, Universities and technical colleges trained students of science, economics and business management in skills that help to build more sustainable societies. Programs such as Peace Education, Human Rights Education, and Environmental Education and “Youth Entrepreneur” schemes are carried out in many schools. Hence, such initiatives help students and teachers to gain an understanding of the inter-linkages needed for sustainable development. The emphasis has been on education that will provide life and occupational skills that will enhance the potentials of individual, reinforcing self-sufficiency and improving quality of life.

Entrepreneurship Education and Sustainable Development in Nigeria

The Nigerian government seems to have woken up to the reality that the country needs to break away from the vicious cycle of poverty, infrastructural neglect, corruption and other social problems. The reason being that, after 45 years of achieving colonial independence, it cannot be argued that Nigeria has attained her optimum level of development. According to Kolawole and Omolayo (2006), many individuals have difficulties in translating their business ideas to realities and creating new business ventures because of lack of necessary information and skills needed to achieve their targets. To him, the university curriculum was in the past oriented towards making graduates suitable only for white collar jobs. This underscores why millions of our youths and a lot of university graduates roam about the streets of the major cities and towns in search of white-collar jobs. It is necessary and possible to position Nigerian universities to stimulate economic growth through a deliberate agenda of production of entrepreneurial graduates. In many countries, including US, high schools offer entrepreneurship education for life-long trade. And many of them offer courses that enable students to meet their general academic requirement while learning a trade. However, because of the recent challenges in world economy many schools have shifted emphasis to training in computers, information technology, and related fields. Public schools work closely with willing industries to establish curriculum and programs to meet their skill demand. Where is Nigeria in this history of entrepreneurship education? While career education has continued

to thrive in many societies, it is unfortunately an area that is neglected in Nigeria. That is why things are not working as they should in Nigeria.

The neglect of entrepreneurship education is rubbing nation of the contribution their graduate would make on the economy; the graduates could establish but roam the streets. It is, therefore socially injurious to neglect this important area or look down on its graduates. The society needs competent auto mechanics and truck drivers, carpenters, plumbers, electricians, electronics and computers, database, web and network technicians, book-keepers, and clerks, medical technicians and nursing assistants, (and other personnel in this category) to function well. These are some of the skills in short supply in Nigeria. The half-baked roadside mechanics in the society often cause more dangers to vehicles when they are contracted to service them. And because of poor training some of the commercial drivers on the road and nurses assistants in the hospitals have sent many people to their early death. Given these facts, it is a disservice to the society to neglect entrepreneurship education. In Nigeria, graduates of vocational and technical institutions are highly skilled entrepreneurs, but the society does not seem to encourage the youths to take this role. Unfortunately, those who influence education policy in the society (legislators, educators, the media, and etc.) disappear to feel that graduates of technical vocational institutions are not equal to university graduates; hence there is need for effective strategies for entrepreneurship education in Nigeria.

Contribution of Entrepreneurship in Developing Nigerian Economy

The overriding attribute of a developing economy is poverty and the inability to provide for the basic needs of the population. Other characteristics of such economy are: low average real income and a low growth rate of per capital income, low level of technology, low level of productivity, low life expectancy, and inadequate health services among others (Inegbenebor and Igbinomwanhia, 2010). In this kind of economy, catering satisfactorily for the economic, social and other basic needs of the population is a dire challenge. Entrepreneurship which can be described as a process of planning, operating and assuming the risk of a business venture plays critical roles in economic development.

According to Inegbenebor and Igbinomwanhia (2010), the role of entrepreneurship in a developing society is presented as follows:

Employment Generation: Unemployment is a major problem facing all nations of the world and solving this problem that has become endemic is the quest of all nations. Entrepreneurship has remained the most important tool for solving them. Those, who take to entrepreneurship immediately, succeed in providing jobs for themselves, as well as others. Many Nigerians are very resilient in this regard in establishing and managing business profitably.

Increase in Productivity Through Innovation: Innovation which has been described as a process by which entrepreneur convert opportunities (ideas) into marketable solution (Kuratko, 2009), is crucial in raising productivity. Innovation is a key aspect in entrepreneurship. Because of the resourcefulness and ingenuity of entrepreneurs, they are able to contribute innovatively through productivity. Nigeria can become a producing nation instead of the present situation of being a consuming nation.

Facilitation of technological transfer/adaptation: Opportunities for developing and adapting appropriate technological approaches are provided by entrepreneurs. This facilitates the absorption of all kinds of workers - skilled, semi-skilled and unskilled.

Increase in resource utilization: In many nations, resources could be left fallow but entrepreneurs harness these resources, which might otherwise remain idle, and put them into productive and profitable use. They contribute to the mobilization of domestic savings and utilization of local resources including human resources.

Stimulation of growth in the sectors which supply it with inputs: Generally, entrepreneurship is a tool for the stimulation of growth in the factor market. This is more apt in its factor supply market for a particular business/venture. The greater the number of small-scale entrepreneurs that exist in the downside of a particular sector, the greater the market, and by extension, the greater the capacity utilization.

Reinforcement of large-scale enterprises and public enterprises: Entrepreneurs principally produce raw materials in the form of semi-processed goods for the use of bigger enterprises. This is clearly depicted by the synergized relationship existing between them and large-scale enterprises, in terms of supply of inputs and assistance in the distribution of the finished goods to the final consumers.

Encouragement and sustenance of economic dynamism that enables an economy to adjust successfully in a rapidly changing global economy: Due to their nature, small-scale entrepreneurial ventures are usually flexible and capable of responding quickly to global economic changes. Entrepreneurial ventures have, thus, accounted for a large percentage of all businesses and a favorable percentage of Gross National Product of many countries.

It enhances effective and efficient use of individuals' potentials and energies: Entrepreneurship is making individuals to use their potentials and energies to create wealth, independence and status in the society. Most successful businesses in Nigeria today started small. As a result of opportunity to display potentiality and independence, some entrepreneurs are able to work on their ventures and growing them to become big businesses that bring them fulfillment for the growth and ability to create jobs for others.

Challenges of Entrepreneurial Education in Nigeria and Possible Solutions

As may be expected of this veritable tool for development, entrepreneurship in Nigeria is tainted with a plethora of problems. These problems, as highlighted in Inegbenebor (2012) and Kuratko (2003), are presented below together with the perceived solutions.

1. **Students' Orientation:** The place of passion is critical in cultivating and promoting entrepreneurial spirit in students. This follows that a passionate and committed student of entrepreneurship may end up taking the course as a career goal. Entrepreneurship, as it is today, is not taken by many as a vocational course of study in Nigeria, rather, wage earning is favoured. This is a challenge to the field. But to stimulate students' interest in this line, a design of entrepreneurship education with significant promotional content as well as an enabling environment is needed for that purpose.

2. **Orientation of Schools Administration:** At present, many schools' administrators are yet to appreciate the value and potential of entrepreneurship education in the development of the nation, hence, no real support is articulated by them. Therefore, need for the leadership of schools to reorient themselves towards entrepreneurship development. Practical steps towards result-oriented entrepreneurship can only be achieved in schools only when school administrators themselves know and promote activities of entrepreneurial development. The National Universities Commission (NUC) and National Board for Technical Education (NBTE) should go beyond prescribing the minimum academics standards with respect to entrepreneurship education to organizing seminars and workshops with the aim of enhancing the knowledge of school administrators in this area. The fundamental question of who to be the target in entrepreneurship education is another fascinating aspect of polytechnic and university administrators' orientation. Entrepreneurship should be an elective or a compulsory course? Should students be allowed to self-select themselves for entrepreneurship education? Whatever the answer to these questions may be, it is important that entrepreneurship is promoted heavily among young people. Special effort should be made to promote entrepreneurship education among students in science, engineering and agriculture where the potential for growing innovative, high growth firms is high.

3. **What to Teach:** What to teach depends on the overall aim that a given entrepreneurship education programme seeks to achieve. At the initial stage of entrepreneurship education, it was believed that the best that can be achieved by educators was to seek to change the perception of students by making them aware of the nature and scope of entrepreneurship, the characteristics and the role demands of entrepreneurs and the impact of social, economic and political environment on new ventures creation (Loucks, 1982 in Inegbenebor, 2006). According to Kuratko (2003), entrepreneurship education includes skill building in negotiation, leadership, new product development, creative thinking and exposure to technological innovation. Other areas considered to be important for entrepreneurial education are sources of venture capital, idea protection, characteristics of entrepreneurs, challenges of each stage of venture development and awareness of entrepreneurial career options. In relation to Nigeria, guidelines have been provided by the concerned regulating bodies. In spite of this, there is need for entrepreneurship teachers, educators and practitioners to brainstorm for the purpose of generating ideas about what to teach given the socio-economic peculiarity of Nigeria.

4. **How to Teach:** How to teach entrepreneurship addresses the issues of how best to stimulate students' interest in entrepreneurship, how best to transfer information, skill and attitudes relevant for successful venture creation and sustenance. Researchers have found widespread use of experiential learning in entrepreneurial education in most schools (Inegbenebor, 2006). Experiential learning is an effort to integrate real world experiences with conceptual learning. It involves various techniques as case analysis, business plans, consulting with practicing entrepreneurs as guest speakers, internship in entrepreneurially-run businesses, student involvement in product development teams, simulation, field trips, use of video and films and so on. The major advantage of this method is that the students are actively involved in the learning process. Also, the lecture method which is suitable for providing information, explaining concepts and theories is widely used where necessary.

5. **Who is to Teach Entrepreneurship?** No doubt, special training and experience are required for the purpose of teaching entrepreneurship. Entrepreneurship teachers and facilitators should, as a matter of policy, be made to acquire the requisite knowledge, skills and expertise for this purpose. Inegbenebor (2006) opined that one technique that can be used in improving the teaching of entrepreneurship is to encourage the educational institutions involved to share resources, knowledge and experience in this area through seminars, conferences and workshops. Also, business experts and practitioners should be invited as speakers to share their practical experiences in the course of managing their businesses or rendering consultancy services.

7. **Teaching Facilities:** Materials to aid the learning process of entrepreneurship in Nigerian institutions are not adequate, in the real sense of it. Entrepreneurship has, to this day, remained largely the same as other subjects in terms of delivery. There should be hand-on teaching materials and equipment to aid learning process in the various institutions.

8. **Capacity Building Centers:** As alluded to in the point above, centers for capacity building, where the intending entrepreneur is made to have hands-on experience are not adequate, if they ever exist in Nigeria. Incidentally, entrepreneurship is better appreciated in practical experience than in being theoretical. It is important, therefore, that the knowledge gathered in theory be backed by real life practical experiences in laboratories, workshops and business incubation sites.

Conclusion and Recommendations

The period of graduates picking up their certificates and wandering the streets seeking for white collar jobs that are no longer available is fast becoming a thing of the past and Nigeria must recognize and adopt measures to embrace entrepreneurship education, recognizing and proffering solutions to the challenges of entrepreneurship education in the country. Evidently, Nigeria is lagging behind in preparing her workforce for the challenges of the rapidly changing global economy. Improved and sustainable global economy development depends on a strong entrepreneurship education. It is against this background that the following recommendations are proffered for effective entrepreneurship education in Nigeria, Africa and other nations:

1. Government and other education stakeholders should make sure that educational program at all levels of education are made relevant to provide the youths and graduates needed entrepreneurial skills.
2. It is also recommended that the government should give adequate attention to entrepreneurial development in the country through the provision of good economic environment to encourage individual participation in business while this is guaranteed entrepreneurship will thrive and consequently improve economic growth.

Once government and relevant Stakeholders are committed to eliminating the challenges of entrepreneurship education; it is therefore hoped that given this shared responsibilities, entrepreneurship will flourish and be employed as an essential tool for job creation and sustainable development in Nigeria.

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