

AN ASSESSMENT OF COMPLIANCE OF NIGERIAN HIGHER INSTITUTIONS WITH THE ENTREPRENEURIAL POLICY

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Abstract

Entrepreneurship education communicates and inculcates the skills needed to recognize business opportunity. The Federal Government of Nigeria mandated all tertiary institutions to teach entrepreneurship course to all the students regardless of their discipline or department. Its aim is to help young people develop skills and attributes that allow them to be innovative and to identify, initiate and successfully manage personal and work opportunities. Therefore, this paper assesses the level of compliance of Nigerian Higher Institutions with entrepreneurial policy stipulated by the Federal Government of Nigeria, with a case study of selected higher institutions in South-West part of the country. The methodology used for this paper was descriptive analysis. The study found that the level of compliance with entrepreneurial policy is 77% which is full compliance, as most of the higher institutions selected for this study have complied with Federal Government directive to teach at least four units entrepreneurship course to all their students. It was also observed from our study that, few Universities in Nigeria have academic entrepreneurship departments, and most entrepreneurship courses are still taught by the lecture method as case studies are rarely used. Case studies provide role models for students considering an entrepreneurial career path. The challenges face by higher institutions in their effort to comply with this policy, strategies for the successful running of the policy and a set of recommendations for universities and policy makers were also addressed in this paper. Nigeria's competitiveness, innovation and economic growth depends on being able to produce future leaders with the necessary skills and attitudes to be entrepreneurial in their respective professions, either by creating their own companies or renovating the existing ones.

Keywords: Entrepreneurship Education, Entrepreneurial skills, higher institution, policy and Economic Development

Introduction

The economic importance of the entrepreneur in world history has been recognized for several decades. Weber (1930) put forward the thesis that the protestant ethic is the spirit of capitalism. Other writers have discussed from different perspectives, the importance of entrepreneurship to different countries in the postindustrial era. Recently, some development economists have said that the expansion of high-grade personnel (such as entrepreneurs), rather than the increase of physical capital, is the major determinant of economic development. Schumpeter (1947), who was perhaps, the first major economist to analyze the role of entrepreneurship in

economic development, attributed innovation to the entrepreneur. He argued that "to study the entrepreneur is to study the central figure in modern economic history."

In the past two decades, entrepreneurial activities have played significant roles in vitalising global economies, creating new job opportunities and fostering innovation and creativity (Zimmerer and Scarborough, 2008). Perhaps, a major drive behind the "Entrepreneurship" phenomenon is the rise of the knowledge economy reinforced by both globalisation and innovation (Davidson, 2007). The need of education in the developmental effort of any nation cannot be underestimated. Education is

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the major agency for both personal and national socio-economic development. Sule (2004) is of the opinion that education is a sure pathway to liberation of the mind and the improvement of socio-economic status of people. It also follows that education and training help individuals to be empowered and escape poverty by providing them with the skills and knowledge to raise their output, income and wealth (Aliu, 2007).

Enhancement in the quality of entrepreneurship education in our institutions increases the level of youth's attitude towards entrepreneurship development. As was predicted by Vesper (1974) entrepreneurship education is one of the areas that have developed relevant knowledge in our time. Evaluating the effect of education on entrepreneurship, Miettinen (2006) opined that a great deal of emphasis is placed on interaction between education and industry, expert exchanges and the transfer of knowledge from educational establishment to business. Education either about or for entrepreneurship helps in new business creation, development of entrepreneurial process and issues that have to do with theories and management of entrepreneurial ventures (Laukannen, 2000; Luthje and Franke (2003).

Nigeria has an opportunity to learn from experiences in developed nations such as, United States, United Kingdom, Canada and other countries around the world to set up appropriate models that fit in into her context. When assessing entrepreneurship education practices around the world, it is important to understand not only what works but also why, it is not simply a matter of building the infrastructure, the programmes must be market-driven and adapted to the local system (Karen Wilson 2008). Economic change is most desirable at this time in Nigeria, when poverty level is very high. The education sector has to wake up to make entrepreneurs out of the system. Therefore, *this paper assesses the degree*

of compliance of Nigerian Higher Institutions with entrepreneurship education policy stipulated by the Federal Government of Nigeria, with a case study of selected higher institutions in South-West part of the Country, and outlines a set of recommendations for Universities and policy makers.

Research Problem

The problem with the education sector of Nigeria and other developing countries have become so serious that the United Nations Educational Scientific and Cultural Organisation (UNESCO) concluded that the aims of various governments to combat poverty through the establishment and creation of poverty reduction programmes have failed because graduates of the education system lack the practical skills which can be acquired through Entrepreneurship Education Programme (Aina, 2006). Nigeria needs a greater focus on entrepreneurship and innovation to help incite competitiveness, growth and job creation, and to achieve the millennium development goals set out in the development plan. Entrepreneurship education was newly introduced to higher institutions curriculum and all undergraduate students are mandated to enrol for this course. The objective of this programme is to continuously foster entrepreneurship culture amongst students in Nigeria with a view of not only educating them but to also support graduates of the system towards establishing and also maintaining sustainable business ventures.

Despite numerous initiatives and programmes, Nigeria is still lagging behind in her bid to achieve these goals as the incidence of Poverty in Nigeria is still on the high side, where 70% of the total population has been classified as poor (Nigeria entrepreneurship initiative, 2009; Ewhrudjakpor, 2008), and unemployment rate has risen to 21% (Nigeria Economy Profile, 2012). The problem of unemployment is particularly sad as the number of those passing out from various

institutions looking for employment opportunities is increasing by the day. This paper assesses the level of compliance of Nigerian Higher Institutions with entrepreneurship education policy stipulated by the Federal Government of Nigeria.

Objectives

The main objectives of this paper are to: assesses the level of compliance of Nigerian Higher Institutions with Entrepreneurial policy stipulated by the Federal Government of Nigeria, challenges face by the higher institutions in compliance with entrepreneurial policy, examine the strategies for a successful Entrepreneurship Education in Nigeria and proffer a set of policy recommendations for Universities and policy makers.

Conceptual Framework / Literature Review

This section presents the conceptual framework and review of relevant literatures on entrepreneurship education. The framework and literature also covered the features of an entrepreneur, Entrepreneurial policy challenges in Nigeria and how can Nigeria revive strength through entrepreneurship education?

Entrepreneurship Education: It's Significance in Development of Students' Skills

Entrepreneurship is a concept that involves mental activities such as creativity and innovativeness. Kuratko (2003) defines Entrepreneurship as “a dynamic process of vision, change and creation. Entrepreneurship involves a passion towards the creation and the implementation of new concepts, as well as a disposition to take calculated risks”. According to Gana (2001), entrepreneurship is the ability to seek investment opportunities and persisting to exploit that opportunity. In “Green Paper on Entrepreneurship in

Europe” , European Commission (2003a) defines entrepreneurship as “the mind-set and process to create and develop economic activity by blending risk-taking, creativity and/or innovation with sound management, within a new or an existing organisation. Entrepreneurship is all about changes, (Wilken, 2005), categorized into five key types of changes usually initiated by the entrepreneur. They are initial expansion, subsequent expansion, factor innovation, production innovations and market innovations.

Entrepreneurship Education focuses on developing understanding and capacity for pursuit of entrepreneurial behaviours, skills and attributes in widely different contexts. It can be portrayed as open to all and not exclusively the domain of the high-flying growth-seeking business person. Entrepreneurship education is designed to prepare students for engaging in a self-directed economic future such as seeking opportunities, taking risks and having the tenacity to push an idea through to reality combined into a special perspective that permeates entrepreneurs (Adenipekun, 2004).

According to Garavan et al (1995), entrepreneurship education is the process of or series of activities which aims to enable an individual to assimilate and develop knowledge, skills, values and understanding that are not simply related to a narrow field of activity, but which allow a broad range of problems to be defined, analysed and solved. It focuses on developing students with the passion and skills needed to create an inherently risky entrepreneurial enterprise and guide the enterprise successfully through its initial stage to the maturity stage. It communicates and inculcates the skills needed to recognize business opportunity, organizing, processing and starting new

business venture (Brown, 2000).

Entrepreneurship education have given higher education institutions the opportunity to grant societies employable graduates who have the necessary stuff of innovation, motivation and creativity to develop new products, services, and small and medium enterprises (SMEs) that not only boost economies but also contribute to the overall cultural and social development of individuals. Entrepreneurship education has been presented as one way to contribute to the development of entrepreneurship within society and, thus, to address a growing range of contemporary socio-economic and political challenges (Matlay, 2005b).

According to Garavan and O'Connell (1994), the most commonly referred aims of Entrepreneurship Education and Training Programmes are:

- i) To get useful knowledge of entrepreneurship;
- ii) To acquire skills in the use of techniques, in the analysis of business atmospheres, and in the synthesis of action plans;
- iii) To identify and stimulate entrepreneurial drive, talent and skills;
- iv) To develop empathy and support for all unique aspects of entrepreneurship;
- v) To develop attitudes towards change; and
- vi) To encourage new start-ups and other entrepreneurial ventures.

Essential Characteristics of an Entrepreneur

Who is an entrepreneur? One of the popular and a very simple definition given by:

Falkang and Alberti (2000) is that, Entrepreneurs are people with entrepreneurial

spirit. People with entrepreneurial spirit are likely to have knowledge and skills requirements unique and different from other kinds of entrepreneurial types, that is, potential entrepreneurs, managers of entrepreneurs, and entrepreneurial sympathizers.

Gibb, (1995), Entrepreneurs learn in the real world through "adaptive" learning.

Drucker (1964) sees an entrepreneur as one that maximizes opportunities.

An entrepreneur can also be defined as a person who is driven to establish a business to take advantage of the financial opportunities and personal fulfillment offered, by pursuing their own dreams and shaping their own destiny in local, national and global economies. They are business persons who not only conceive and organize ventures but also frequently take risks in doing so.

Entrepreneurs whether students, graduates, young or old have peculiar characteristics required for carrying out successful entrepreneurial ventures. Not all independent business people are true entrepreneurs, and not all entrepreneurs are created equal. Different degrees or levels of entrepreneurial intensity and drive depend upon how much independence one exhibits, the level of leadership and innovation they demonstrate, how much responsibility they shoulder, and how creative they become in envisioning and executing their business plans. The propensity to behave entrepreneurially is not exclusive to certain individuals. Different individuals will have a different mix of capabilities for demonstrating and acquiring entrepreneurial behaviours, skills and attributes. These behaviours can be practiced, developed and learned; hence it is important to expose all students to **entrepreneurship education (Akpomi 2009)**.

In general, the **main characteristics**

associated with entrepreneurship are:

- i) Internal locus of control; Robinson et al. (1991) state that internal control leads to a positive entrepreneurial attitude and most students who receive entrepreneurial formation may develop a higher level of control and self-efficiency.
- ii) Propensity to take risk; someone who is determined to venture into business in spite of all odds. Several empirical studies suggest that small business' entrepreneurs do not have positive attitudes towards risk and they do not consider themselves as risk takers nor do they seem to differ from other groups (Davidsson, 1989; Baron, 1998).
- iii) Self-confidence; Believes in ones capability to do things. Ho and Koh (1992) states that self-confidence is an entrepreneurial characteristic and that it is related to other psychological characteristics, such as locus of control, propensity to take risk and tolerance of ambiguity. Robinson et al. (1991) have found entrepreneurs to have a higher degree of self-confidence relative to non-entrepreneurs.
- iv) Need for achievement; need for achievement was introduced by David McClelland (1961). He explained that human beings have a need to succeed, accomplish, excel or achieve. Entrepreneurs are driven by this need to achieve and excel. Risk taking and innovativeness, need for achievement, and tolerance for ambiguity had positive and significant influence on entrepreneurial.
- v) Tolerance of ambiguity; Mitton

(1989) states that entrepreneurs do not only operate in an uncertain environment, but they also eagerly undertake the unknown and manage uncertainty. So tolerance of ambiguity may be considered an entrepreneurial characteristic and those who are more entrepreneurial are expected to display more tolerance of ambiguity than others.

- vi) Innovativeness; according to Robinson et al. (1991) the innovativeness is related to perceiving and acting on business activities in new and unique ways. This idea is one of the recurring themes in defining entrepreneurship. For example for Schumpeter (1934), innovativeness is the most fundamental aspect of entrepreneurship and an essential entrepreneurial characteristic.

Entrepreneurship Education Policy Challenges in Nigeria

The Nigerian Government has set an ambitious goal: that the country will be one of the world's top 20 economies during the next two decades. In order to hit that target by 2020, Nigeria will need to increasingly globalize education in two key areas: Information and communications technology, and entrepreneurship. In fact, the Government has mandated that all university students in Nigeria, regardless of their major, will need to study entrepreneurship (The Entrepreneurship Challenge in Nigeria Published: March 01, 2007 in Knowledge@Wharton).

At the introduction of Western Education in Nigeria, emphasis was on the acquisition of the 3Rs (reading, writing and arithmetic) with the overarching aim of preparing the learner for "white collar" job or

for employment by the missionaries or colonial government. The national Curriculum Conference of 1969 resulted among other things in increase in the number of subjects studied in schools with the aim of making Education more relevant to the Nigerian society and also for unifying the educational services in the different regions. This conference gave rise to the National Policy on Education (NPE, 1977) which has since been reviewed in 2004 and 2007 (Akudolu L., 2010)

In Nigeria, Entrepreneurship education was introduced to higher institutions curriculum in 2006. The Director for Students Support Services Department of National Universities Commission (NUC), Hajiya Uwani Yahya said in her presentation made at consultative meeting with Vice Chancellors that “the best way to solve the current problem of unemployment is by ensuring that students in institutions of higher learning undertake compulsory entrepreneurship study”. The Federal Government policy stipulated that all higher educational institutions must teach at least 4 units entrepreneurship course to all their students irrespective of area of their specialization, and in most universities, entrepreneurship studies have been adopted as a compulsory general studies course for students. “Unemployment among our youth is one of our biggest challenges, the time has come to create jobs and lay a new foundation for Nigeria's economic growth”, said President Goodluck Jonathan in his Budget speech 2011. This present situation in Nigeria poses serious threats and challenges to both government and well-meaning citizens. These socio-economic problem calls for different strategies and action for it to be reduced to the barest minimum. The underlying issues include the mind-set and skills of young people. The low exposure to entrepreneurship combined with the poor infrastructural

facilities make the barriers to grow in business enterprise in Nigeria significantly higher than the rest of the world. On the other hand, there is too much focus in Nigeria on SMEs instead of growth entrepreneurship. Companies are not encouraged to expand internationally, and administrative and financial difficulty still burdens cross-border activity within Nigeria.

Policy makers in Europe and the United States for example believe that more entrepreneurship is required to reach higher levels of economic growth and innovation. Policy makers also believe that increased levels of entrepreneurship can be reached through education (European Commission, 2006) and especially entrepreneurship education. Therefore, such education is promoted and implemented into school curricula in many of the European member countries (European Commission, 2006) and the United States (Kuratko, 2005). Entrepreneurship has been part of the curricula in higher education institutions in North America for over fifty years. The first graduate course in entrepreneurship was offered at Harvard University in 1948 (Katz, 2003) by Professor Miles Mace. Today, entrepreneurship courses are offered at most universities across the United States. While in Europe, entrepreneurship only substantially began to enter the curriculum in the last ten years, although a handful of institutions started earlier (Twaalfhoven and Wilson, 2004).

How can Nigeria Revive Strength through Entrepreneurship Education?

Entrepreneurship education can help promote an entrepreneurial and innovative culture in Nigeria by changing mind-sets and providing the necessary skills. With the security challenges in Nigeria, people are less willing to take risks. Meanwhile globalisation, the rapid development of technology and the access to travel to other parts of the Country have completely changed people's orientation.

It is no longer enough to train students for a career. Universities must prepare students to work in a dynamic, rapidly changing entrepreneurial and global environment. For entrepreneurship to thrive, it must operate in a well-functioning business and regulatory environment. Both the Secondary school and tertiary institutions must be involved in the teaching of entrepreneurship education (Universities, polytechnics and colleges of Education). Well infrastructural facilities must be put in place, there must be a steady supply of electricity, accessible road, functioning financial sector (both the commercial banks and microfinance banks), and well-established market both local and international. Without the proper framework conditions, even potential entrepreneurs wanting to start companies will not do so.

In the United States for example, business innovation is fuelled by highly competitive markets, advanced financial and university infrastructure, property rights, labour flexibility, and government support of R&D, directly and through procurement (Dennis, 2006). National governments and international organizations such as the OECD, the European Commission and others have increased focus on entrepreneurship education. The OECD recently conducted a major survey of entrepreneurship education, and the European Commission is about to embark on a major study as well. These initiatives bode well for ensuring sustained momentum to encourage universities to make commitments in this area and for policy makers to help facilitate the process (Karen Wilson 2008).

Methodology

The data used for this paper are primary and secondary data. Lecturers and staff of Academic planning section from selected (Federal, State and Private) Universities in South West Nigeria were

randomly sampling using both questionnaire and in-depth interview. There were 8 Federal Universities, 10 state Universities and 20 private Universities in South west part of Nigeria. Out of 30 questionnaires distributed, 25 were returned given a total of 83.33% responses. Questions relating to demographic characteristics, degree/level of compliance, challenges and strategies for successful entrepreneurship education were looked into. Data was analysed using descriptive statistics, and qualitative grading using compliance index technique to test for the level/degree of compliance. This technique is appropriate in a compliance study of this kind and it uses predetermined index scores which are assigned to each level of compliance in percentage terms. The compliance in each year based on the level of implementation of the entrepreneurial policy was scored accordingly. The index of 4,3,2 and 1 was assigned to each year and total index scored was computed. Table 1 below depicts the criteria for grading compliance score in percentage.

Table 1 Criteria for Grading Compliance score in Percentage

Compliance Index	Percentage Score (%)	Level of Compliance
If A/B x 100 is;	25	Weak Compliance
If A/B x 100 is;	26 - 50	Low Compliance
If A/B x 100 is;	51-75	Partial Compliance
If A/B x 100 is;	76 -100	Full Compliance

Source: Adapted from Kantudu (2005)

To determine the degree of compliance with the entrepreneurial policy education in Nigeria higher institutions particular in south - west part of the country, qualitative grading index was applied to analysis the question “in which year did your institution start entrepreneurship Education”. The years of implementation of the policy of selected Universities starting from 2006-2007(index = 4), 2008-2009 (index =3), 2010-2011(index=

2), 2012-2013 (index= 1) were used to assess the level of compliance with entrepreneurship education policy.

Analysis of data

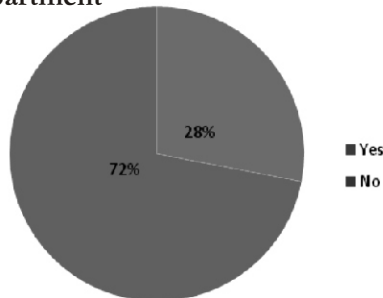
it was revealed from the findings that, there is full compliance with the federal Government policy on Entrepreneurship Education in all the Universities in South west of Nigeria. However, the level of compliance differs from one year to another for all Universities. In table 2 below, it shows that the selected institutions had 77% that is, full compliance on the onset of the programme in

Years	Respondent	Computed Compliance Index(A)	A/B x 100%
2006-2007	18	18 x 4 = 72	72/93 x 100 = 77%
2008-2009	7	7 x 3 = 21	21/93 x 100 = 22.5%
2010-2011	0	0 x 2 = 0	-
2012-2013	0	0 x 1 = 0	-
Total	25	93=B	

Source: Researcher's survey (2013)

This means that, almost all these institutions have included entrepreneurship education in their curriculum. It was also found out that, not all these institutions have Entrepreneurship as a Department where students can obtain a degree in Entrepreneurship. From the survey, only 7 out of 25 questionnaires retrieved has Entrepreneurship department given 28% while 72% do not have Entrepreneurship department as it can be seen in figure 1.

Figure 1: Availability of Entrepreneurship Department



Source: Researcher's Survey (2013)

2006-2007 and 22.5% in the following year.

Table 2 Analysis of level of Compliance with Entrepreneurship Education Policy in Nigeria Higher Institutions.

It was also discovered in the course of interview that some of these institution have centres, like centre for Entrepreneurship and gender issue, entrepreneurship centre and skill acquisition and all these will enhance the practical aspect of the programme.

However, several challenges are being faced by the higher institutions in running of entrepreneurship education. Some of these challenges identified in this study are:

- 1) Non-clarity of Government directives leading to non-uniformity in the way Entrepreneurship is being delivered in various institutions.
- 2) Lack of skilled lecturers. In many Nigeria's entrepreneurship department, teaching is on the shoulders of part-time or visiting lecturers. This means that there is still a lack of entrepreneurship Lecturers at many universities across Nigeria. That makes it difficult not only to sustain entrepreneurship efforts over the long term, but also to allow time for entrepreneurship research and course development.
- 3) Inadequate facilities/ equipment to train the students.
- 4) Non- availability of local Entrepreneurship textbook.
- 5) There are no enough funds to finance the establishment of Entrepreneurship Education.

Strategies :for a Successful Entrepreneurship Education in Nigeria

Nigeria Universities and Business schools must play a key role in promoting entrepreneurship and innovation, helping students learn not only how to start but also how to grow enterprises. In particular, Technology's Universities must provide

potential breeding grounds for high-technology and high-growth companies. Table 3 below shows the analysis of strategies for a successful entrepreneurship education in Nigeria.

The result from the table 3 above shows that funding entrepreneurship has highest means score of 4.48 and ranked as first strategy. Although, the bulk of the funding to finance entrepreneurship comes from Federal Governments, more is still expected for the successful running of the policy. The problem here is that, very few Nigeria Universities track their alumni, making it more difficult to know which ones have become entrepreneurs, let alone engage them in the work of the school. Training of qualified tutors has a mean of 4.4 which was ranked as number two strategies. As demand from students continues to grow, the demand for universities to provide quality entrepreneurship programmes will also increase, requiring more professors dedicated to the field. Curriculum Development, Availability of research oriented entrepreneurship centre and Academic-Business link has a mean of 4.36, 4.24 and 4.12 and they were ranked third, fourth and fifth respectively. Entrepreneurship and innovation must be deeply rooted into the curriculum to encourage a new entrepreneurial spirit and mind set among students. Exposure to entrepreneurship as well as practical training in starting and growing companies is also important.

Conclusion

Nigeria has the unique opportunity to learn from other countries and focus on integrating the most relevant and high-quality practices into its higher education institutions. This should be a long-term commitment. Sustainability is a key issue. That is, the objectives of Entrepreneurship education should be clear from the start and outcomes should be measured to ensure that the

intended results are being delivered. Nigeria's competitiveness, innovation and economic growth depend on being able to produce future leaders with the skills and attitudes to be entrepreneurial in their professional lives, whether by creating their own companies or innovating in larger organisations. Entrepreneurship education is the first and perhaps the most important step for embedding an innovative culture in Nigeria. Assessing the level of compliance of Nigerian higher institutions with Federal Government entrepreneurship education policy, it was concluded from the research that almost all the institutions especially institutions in South west which is our study area have complied with this directive.

Policy Recommendations

The Nigerian government seems to have woken up to the reality that the country needs to break away from the vicious cycle of poverty. The reasoning was that, after fifty-three years of achieving independence, Nigeria has not yet attained her optimum level of development. According to Kolawole and Omolayo (2006), many individuals have difficulties in translating their business ideals to realities and creating new business ventures because of lack of necessary information and skills needed to achieve their targets. To them, the university curriculum was in the past oriented towards making graduate suitable only for white-collar jobs. This underlines why millions of Nigerian university graduates roam about the street in search of white-collar jobs, it is necessary and possible to position Nigeria universities to stimulate economic growth through a deliberate programme of development of entrepreneurial graduates.

The role of higher education in society is changing. Today academia is expected to be equal partners to the private and public sectors alike. Nigeria university leadership should see this new role as an opportunity and encourage Government

Table 3 Analysis of Strategies for a successful Entrepreneurship Education in Nigeria

	CD	TT	FD	REC	AB
N	25	25	25	25	25
Valid	0	0	0	0	0
Mean	4.3600	4.4000	4.4800	4.2400	4.1200
Std. Deviation	.63770	.64550	.58595	.72342	.92736
Variance	.407	.417	.343	.523	.860
Range	2.00	2.00	2.00	2.00	3.00

Source: Researcher's survey (2013)

CD = Curriculum Development

TT = Trained Tutor

FD = Funding Entrepreneurship

REC = Availability of research oriented entrepreneurship centres

AB = Academic- Business link

reform process to make their universities more innovative and dynamic, in line with the goals of vision 20-2020 of federal government of Nigeria. A number of actions are necessary at the national, state and local levels. Universities, policy makers and the business community need to work together to seize this opportunity to fuel the engine of the Nigeria's future growth by preparing young people to compete in a globally competitive and dynamic world.

Below is the summary of recommendations for policy makers and for maximum results, and different initiatives should be targeted thus:

- i. Set high-quality standards for entrepreneurship curricula and research and ensure that entrepreneurship courses meet an international quality standard.
- ii. Support workshops and training programmes for teachers of entrepreneurship and also, facilitate the provision of direct training and/or support programmes for entrepreneurs in the process of starting companies.
- iii. Increase the number of schools

offering entrepreneurship courses and more entrepreneurship Department in the higher institutions must be encouraged to spring up.

- iv. Ensure a consistent and adequate level of funding for entrepreneurship education programmes.
- v. Encourage the development of infrastructures, venture capital funds, and establish stronger links between academia, business and entrepreneurs.

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