

ENTREPRENEURSHIP EDUCATION AS A PANACEA FOR JOB CREATION AND MITIGATING THE EFFECT OF UNEMPLOYMENT

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Abstract (In English). *Entrepreneurship education has been a vital solution to the difficult problem of unemployment and job creation. The present study examines the potential of entrepreneurship education in addressing the controversial issues of job creation and unemployment in Nigeria. With the provision of required skills, knowledge, and capacities, entrepreneurship education makes people self-employed as well as employable. The study observes the benefits of entrepreneurial education, including the creation of employment, minimization of unemployment, and encouragement of sustainable development. The study also identifies the need for responding to changing skill requirements and nurturing an entrepreneurship ethos. The findings observe that entrepreneurial education can play a major role in mitigating the effects of unemployment and aiding economic growth, innovation, and self-sufficiency. Through investment in entrepreneurial education, individuals, communities, and nations can create new economic opportunities and prosperity. It provided possible solutions to the challenges, and therefore conclusion were 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 create jobs and mitigate the effects of unemployment of graduate in Nigeria.*

Keywords: *Entrepreneurship, Education, Job Creation, Unemployment, Sustainable, Development, Economic, Growth.*



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Abstract (In Bahasa). Pendidikan kewirausahaan telah menjadi solusi penting bagi permasalahan pengangguran dan penciptaan lapangan kerja yang kompleks. Studi ini mengkaji potensi pendidikan kewirausahaan dalam mengatasi isu-isu kontroversial terkait penciptaan lapangan kerja dan pengangguran di Nigeria. Dengan menyediakan keterampilan, pengetahuan, dan kapasitas yang dibutuhkan, pendidikan kewirausahaan menjadikan seseorang mandiri sekaligus siap kerja. Studi ini mengamati manfaat pendidikan kewirausahaan, termasuk penciptaan lapangan kerja, meminimalkan pengangguran, dan mendorong pembangunan berkelanjutan. Studi ini juga mengidentifikasi perlunya merespons perubahan kebutuhan keterampilan dan memupuk etos kewirausahaan. Temuan penelitian menunjukkan bahwa pendidikan kewirausahaan dapat memainkan peran penting dalam mengurangi dampak pengangguran dan mendorong pertumbuhan ekonomi, inovasi, serta kemandirian. Melalui investasi dalam pendidikan kewirausahaan, individu, komunitas, dan negara dapat menciptakan peluang ekonomi dan kemakmuran baru. Pendidikan kewirausahaan memberikan solusi yang memungkinkan untuk mengatasi tantangan tersebut, sehingga kesimpulan dapat ditarik. Namun, disarankan agar pemerintah memberikan perhatian yang memadai terhadap pengembangan kewirausahaan di negara ini melalui penyediaan lingkungan ekonomi yang baik untuk mendorong partisipasi individu dalam bisnis. Meskipun hal ini terjamin, kewirausahaan akan berkembang pesat dan pada akhirnya akan menciptakan lapangan kerja serta mengurangi dampak pengangguran lulusan di Nigeria.

Kata Kunci: Kewirausahaan, Pendidikan, Penciptaan Lapangan Kerja, Pengangguran, Berkelanjutan, Pembangunan, Ekonomi, Pertumbuhan

1. INTRODUCTION

An entrepreneur is a person that starts a business, works for him and taking on financial risks in the hope of profit. He is a job-creator whose companies create every single product or service that is needed on a daily basis (Mitchel 2019). Entrepreneurs specialized in or combination of these four categories: product, service, information and attention (D. Gilbert 2020). Some types of entrepreneurship need money or influence to be effective while other types of entrepreneurship need sweat, equity and hard work (Y. Newman 2019). The need for entrepreneurship in the growth and development of Nigeria cannot be undermined due to current economic recession leading to geometric increase in unemployment rate and level of poverty in the country.

Entrepreneurship refers to the process and mechanism through which individuals identify opportunities, allocate resources, and create value or wealth (E.N. Zaki 2019). Harvard Executive Education (exceed/sph.harvard.edu.com, 2019), observes that, entrepreneurship is the process of starting a business or an organization for profit or for social needs. By this, the entrepreneurship that emphasizes profit or social needs delineate and separate the commercial entrepreneurship from social and charitable

entrepreneurship. According to Zaki, entrepreneurship refers to the capacity and willingness to develop, organize, and manage a business venture along with any of its risk in order to make a profit (E.N. Zaki 2019). Zaki further states that, a viable example of entrepreneurship is the starting of a new business outfit. In this case, a situation whereby one develops organizes and manages a business, such as bread making or selling books in any Nigerian market, is known as entrepreneurship. Entrepreneurial activities therefore, play no small role in the growth and development of a given nation-state such as Nigeria. The evolution of entrepreneurship dates back to the period of Adam Smith (1776), Richard Cantillon of the 18th century and Schumpeter of the 20th century. These economists posit that, the origin of entrepreneur as a focal point in all microeconomics which should not be left untapped due to its enviable roles in the growth and development of a given society (P.C. Solanke 2019). According to Eric (M. N. Eric 2019), entrepreneurship activities on what Schumpeter termed, “the gale of creative destruction.” For instance, Schumpeter in 20th century observed that, the combination of “steam engine and cart horse carrying mechanism” produced a “horseless” method of transportation.

Entrepreneurship businesses are still at a low level in Nigeria despite the fact that their activities fall within the essential goods and services needed on daily basis (A. Olakunle 2020). Nigeria being a mono-economy driven by mostly oil industries with less attention to non-oil industries is naturally endowed with natural resources, diverse skilled labours and biggest domestic in Africa. The productive labour force is currently on the increase as well as the unemployment rate, which is above 25% with millions of unemployed youths (T. Olayeide 2020). With these economic realities, there is need to create jobs and diversify the industrial and commercial sectors to utilize the abundant human and natural resources. Entrepreneurship businesses have been discovered to be an engine of economic growth in developed nations like U.S.A. and have the ability to provide quality life, employment opportunities and empowerments of the poor and downtrodden in the country.

2. METHOD

A methodological survey was utilized in the conduct of this research. There are a variety of ways to collect data for survey-based research, the most popular of which are interviews and questionnaires. However, the primary data used for research is obtained through the desk review method. Finding and gathering reference materials that are relevant to this research is the first of three processes the researchers adopted when putting this piece together. Secondly, the researchers utilize several literatures, analyze and elaborated such to fully understand the intersections of this work. Thirdly, the researchers conclude the research, giving a highlight and the outcome of the research for further study.

3. RESEARCH

Many 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(Mani, S 2013). Conversely, Agu and Chiaha 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(R. A. Agu, & G. T. Chiaha 2013). Akhuemoukhan, Raimi and Sofoluwe, 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(I. A. Akhuemoukhan, L. Raimi, & A. O. Sofoluwe, 2013). In addition, Anam, Iba and Aregbe, 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(B. Anam, J. A. Iba, & T. A. Aregbe 2014).

Suleiman believes that entrepreneurship education seeks to prepare people particularly the youths to be responsible, enterprising individual who became entrepreneurs or entrepreneurial thinkers by immersing them in real life learning experience whereby they can take risks, manage result and learn from the outcome. Entrepreneurship education entails teaching people that they can either take or create a job(H. Suleiman 2014). This will enable them to be self-employed and not relying on other job security. Often, it creates new job for others at the same time. Entrepreneurship education training could be given to interested individuals both adults and students through workshops, classes, and conferences thereby learning the basic ideas of starting their own businesses and managing it well. Owoseni asserted that entrepreneurial education is a specialized training given to students of vocational and technical education to acquire the skills, ideas and managerial abilities and capacities for self-employment rather than being employed for pay(T.A. Owoseni 2009). Okojie contended that the entrepreneur is believed to possess some traits which includes; boldness, confidence, personal leadership and force. An entrepreneur is also defined as a person who has an inclination to foresee uncertain events in pursuit of profit rather than bringing about a change in the economy(J. A. Okojie 2009). Kirzner supported by Brow adds to the argument by defining an entrepreneur as someone who is alert to opportunities for profit(I. M. Kirzner 1979).

Abiodun opined that entrepreneurship has the capability to equip any graduate with appropriate skills, knowledge, and competence, which is necessary to incorporate unemployed youths into self-reliance and employment through small-scale trading and the establishment of other businesses(E. O. Abiodun 2019). It is in this view that the problem of youth employment can be solved and invariably alleviates poverty in the nation as a whole. Eneji observed that entrepreneurship education is that process in which the learning and training activities involve pragmatic analysis of the occupational needs of students and assist them in acquiring occupational knowledge, innate abilities, and skills(M.A Eneji 2014). The implication of this is that entrepreneurship education goes beyond education for obtaining a certificate; it places emphasis on education that would make the beneficiary useful to him or her and to society at large. Osuala opined that entrepreneurship education is a programme or part of a programme that prepares individuals to undertake the formation and or operate small business enterprises which also includes franchise operations for the purpose of performing all business functions relating to a product or service with emphasis on social responsibilities, legal requirement and risks for the sake of profit involved in the conduct of private business enterprises(E. C. Osuala 2010). From the foregoing, it is evident that entrepreneurship education could turn around the economic fortune of Nigerians by providing jobs and reducing the effects of unemployment in the country.

4. RESULTS

Concept of Entrepreneurship

According to Aroyehun & Muritala, entrepreneurship is the process of creating something different with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, social risks and receiving the resulting rewards of monetary, personal satisfaction and independence(H. O Aroyehun 2023). Entrepreneurship is the dynamic process of creating incremental wealth. This wealth is created by individuals who assume the major risks in terms of equity, time, and/or career commitment of providing value for some products or service. The product or service itself may or may not be new or unique but value must somehow be infused by the entrepreneur by securing and allocating the necessary skills and resources. Entrepreneurship is a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions(H. O aroyehun 2023). Essential ingredients include the willingness to take calculated risks in terms of time, equity, or career; the ability to formulate an effective venture team; the creative skill to marshal needed resources; the fundamental skills of building a solid business plan, and, finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion. Entrepreneurship is the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on the

identified opportunities so as to meet the ever changing needs of the society (M. E. Agwu, H.N. Onwuegbuzie and P. Ezeifeke 2017). According to Watson, entrepreneurship is a process through which individuals identify opportunities of un-met needs or change, allocate resources and create value through solutions. This idea implies that problems are seen by entrepreneurs as opportunities to take strategic and innovating business decisions to initiate, maintain, or aggrandize (increase in wealth) a profit oriented business unit (T. J Watson, 2017). Igbo, defines entrepreneurship as the process of planning and organizing a small business venture, through the use of resources to create, develop and implement solution to problems, to meet people's need (C. A. Igbo, Vision 2020). In view of the above, entrepreneurship through small and medium scale industries will help to transform the economy from a dependent one to a viable and independent economy.

Concept of Education

The concept of education encompasses a broad range of ideas and principles related to the process of acquiring knowledge, skills, values, and attitudes. Education is primarily about facilitation, which involves acquiring knowledge, understanding concepts, and developing skills through various experiences, formal instruction, and informal interactions. Education aims to foster holistic development—not just academic learning but also the emotional, social, physical, and creative aspects of an individual. A well-rounded education helps individuals become well-adjusted and capable members of society. Teachers play facilitator's roles due to their crucial role in education as they guide and support students' learning. In modern education, there is a shift towards being facilitators of learning, encouraging critical thinking, problem-solving, and self-directed learning rather than just imparting knowledge (L. Rusmin, Y. Misrahayu, F. Pongpalilu, and R. Dwiyanto 2024).

Education is the action or process of imparting knowledge, skills, to someone especially in a school, college, or university. Education refers to the knowledge, skills, and understanding that pupil/student get from attending a school, college or university. Education is a field of study that deals with the methodology and problems of teaching and learning (M. Bello, and M.W. Hakimi 2017). Education is considered to be the aggregation of all the processes by which a person develops capabilities, skills, attitudes and other forms of behaviour of practical values in the society he or she lives in. It is called to be the social process by which people are subjected to the influence of selected and controlled environment, so that they may obtain social competence and optimum individual development (S. N. Amin 2017). Education is also seen a process of imparting or acquiring knowledge, values, and skills that, ideally, contribute to improving learners and society. However, the goals and methods of education vary considerably between cultures and religions. This distinction is seen in how education is practiced in Islamic and Western societies (Abdul Momen 2024).

The concept of education has also been the panacea for productive investment in human skills, knowledge, and capabilities in the literature since the first evaluative studies many years ago. Education, both secondary and tertiary education in particular, has been increasingly recognized to play a crucial role in the growth of national income, individual earnings, and the political, technological, and social development of any nation. While investment and entrepreneurship could refer to any mechanism used for generating future income, this implies changes in people's lives. The concept of education can be a great measure for economic, socio-cultural, institutional, environmental, technological, or other types (S. A. Okundaye 2018).

Gillett sees education as a cultural process through which a society ensures that necessary and desirable knowledge, skills, attitudes and values are perpetuated through teaching and learning processes. From the above, it can be deduced that education involves transmission of culture, and the formation of personality as well as the changing of behavior to socially-approved direction (M. Gillet 1969).

Basic Aspects of Entrepreneurship

According to Oguntime & Nwosu, regardless of the field, there are four basic aspects of being an entrepreneur (Y. A. Oguntime 2014):

- a. 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.
- b. Entrepreneurship requires the devotion of the necessary time and efforts. Assuming the necessary risks in entrepreneurship, with particular reference to financial, psychological and social areas. Rewards of being an entrepreneur, with regards to independence, personal satisfaction and monetary rewards.
- c. Entrepreneurship education has the inherent ability to create a change in the mental orientation from the "take-job-syndrome" to the "make-job-syndrome" mentality because it is a carefully organized process that leads to the acquisition of entrepreneurial competencies 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.

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, as the process through which individuals acquire a broad set of competencies that can produce greater social and economic benefits to the individuals (Obinna R 2014). According to Enu,

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 (D. B. Enu 2012). He further argues that entrepreneurship education equips individuals with the ability to seek investment opportunities and maximize returns from those investments.

Osolor opined that entrepreneurial education will lead to opportunities for individuals and collective development of latent potentialities for self-fulfillment and actualization of set goals as entrepreneurs [36]. According to Osuala entrepreneur is a person who has possession of a new enterprise, venture or idea and is accountable for the different risks and the outcome of a product. Entrepreneurial education equips future entrepreneurs with the necessary skills to meet the need to accelerate economic development through generating new ideas and converting those ideas into viable and profitable ventures (N. V. Osalor 2013).

Entrepreneurship education and training entails philosophy of self-reliance such as creating a new cultural and productive environment, promoting new sets of attitudes and culture for the attainment of future challenges. The development process of any country is determined by the way the production forces in and around the economy is organized. For most countries the development of industry had depended a great deal on the role of private sector. Entrepreneurship has played a major role in this regard. The opinion is supported by Osalor that the promotion and development of entrepreneurial activities would aid the dispersal and diversification of economic activities and induce even development in a country (N. V. Osalor 2013). Similarly, Osuagwu added that entrepreneurial development in Nigeria should be perceived as a catalyst to increase the rate of economic growth, create job opportunities, reduce import of manufactured goods and decrease the trade deficits that result from such imports (F. O. Osuagwu 2012). Entrepreneurship education 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. Agreeing with Emeraton, Ossai opined that entrepreneurship education aims at developing the requisite entrepreneurial skills, attitudes, competencies, and disposition that will predispose the individual to be a driving force in managing a business (M.E. Ossai 2011).

Akpomi also holds the view that entrepreneurship education focuses on developing understanding and capacity for pursuit of entrepreneurial behaviours, skills and attitudes in widely different contexts (M. E. Akpomi 2019). Akpomi continued that this type of education is open to all and not exclusively domain of some self-acclaimed business gurus. Akpomi concluded that these behaviours can be practiced, developed and Entrepreneurship education is therefore that education which assists students to develop positive attitudes, innovation and skills for self-reliance, rather than depending on the government (M. E. Akpomi 2019).

Entrepreneurship Education, Job Creation and Unemployment Reduction

Entrepreneurship has long been recognized as a key driver of job creation and employment growth, and for good reason. Starting a business is not an easy task, but it can lead to significant benefits, both for the individual entrepreneur and the economy as a whole. By providing new products, services, and innovations to the market, entrepreneurs are able to stimulate economic growth and create new job opportunities. Entrepreneurship creates jobs both directly and indirectly and affects employment growth overall. In addition to employment growth, job creation plays a huge role in many moving parts of the economy, affecting and shaping the world we live in today.

Entrepreneurship education according to Emeraton is structured to achieve the following objectives. These objectives transcend into job creation for sustainable development(M. R Emeraton 2018).

- a. To offer functional education for the youth that will enable them to be self-employed and self-reliant.
- b. Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
- c. To serve as a catalyst for economic growth and development.
- d. Offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible.
- e. To reduce high rule of poverty.
- f. Create employment generation.
- g. Reduction in rural-urban migration. Provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses.
- h. To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.

How does entrepreneurship create jobs?

When an entrepreneur starts a new business, he needs employees to help him operate it. This can include everything from administrative staff to marketing and sales professionals to engineers and designers. As the business grows, so does the number of employees needed to keep it running. This creates a ripple effect, as each of the employees spends what they earn from their position on goods and services, which in turn creates more jobs in the community and beyond.

Entrepreneurship can also create jobs by introducing new industries to the market. For example, the rise of the internet has led to the rapid creation of countless new businesses, such as e-commerce sites, social media platforms, and

online marketplaces. These businesses require a range of skills and expertise, from web developers to content creators to customer service representatives and logistics teams (not to mention the individual talents of each entrepreneur as well). As these industries grow, they create more and more jobs, including opportunities in communities where remote or web-based work hasn't always been available like rural American.

What Does Entrepreneurship Do for Job Creation?

We know entrepreneurs are responsible for creating new jobs, both directly and indirectly, but what about the bigger picture: how do they contribute to employment growth overall? What are some of the areas entrepreneurs have a hand in diversifying, in improving for communities and the economy? Entrepreneurship is wide-reaching, affecting positive trends in areas such as innovation, small business creation, industry disruption, economic growth, and regional development.

a. Innovation

Entrepreneurship is all about innovation. Innovation means improving an existing ideas or thing. Entrepreneurs identify a gap in the market and work to fill it with a new product or service. This can create new job opportunities for people with the skills needed to develop, manufacture, and market these new products or services. For example, innovative advancements in technology, such as the rollout of 5G networks, have introduced a host of new jobs in telecommunications, IT, and cyber security.

b. Small Business Creation

Most entrepreneurs start out as small businesses owners. By starting a new business, entrepreneurs are able to create jobs for themselves and others. According to the Small Business Association, entrepreneurship is responsible for nearly 13 million new jobs since 1997. These businesses can range from a sole proprietorship to a small business with only a handful of employees. However, they all have the potential to grow and create more job opportunities as they expand. Entrepreneurship will bring many welfare benefits by supporting the family economy, which is the smallest unit of society.

Society is a social group or collection of relatively independent individuals who live together over a long period of time, have specific interactions and residences that influence each other based on a religion or customary values. According to anthropologist Elman Service, to facilitate the study of the smallest societies or bands, tribes, chiefdoms, and nations, the smallest type of group is a family consisting of a father, mother, and children. Essentially, they cannot stop at any time; they are always changing. Whether it is a rapid or slow shift, or whether it is a small or large shift (Fahrany Sofia 2024).

c. Industry Disruption

Many entrepreneurs are able to disrupt existing industries by introducing new products or services that challenge established businesses. Social media and the Internet, mentioned earlier, are part of this idea. There are limitless possibilities when it comes to innovative solutions and industry disruption. Uber, for example, disrupted the transportation industry by introducing a new ride-sharing service that is more convenient and affordable for consumers than taxis. This disruption has created new job opportunities for drivers and other workers in the gig economy, such as grocery delivery services. During the pandemic, the demand for these services exploded, which caused a shift in how grocers had to adjust to meet these new demands. This trend will likely continue now that consumers have experienced this new efficiency.

d. Economic Growth

Entrepreneurship can also drive overall economic growth, which can create new job opportunities across a range of industries. When entrepreneurs are successful, they are able to generate new wealth that can be reinvested into the economy and contribute to entrepreneurship-led economic development (ELED) within their local community. This can lead to new business creation, increased tax revenue to fund infrastructure development, and job growth in a variety of sectors. Think of your own community or perhaps some you've visited. There's always a certain it-factor that sticks with you that attracts new residents and welcomes visitors for years to come. Entrepreneurship can help create these robust, charming, thriving communities by stimulating the local economy and adding to its diversity in offerings.

e. Regional Development

By creating new businesses and job opportunities in areas that have been historically underserved, entrepreneurs can help to revitalize local economies and provide new opportunities for residents. This can help to improve physical infrastructure, doing important work such as fixing roads and buildings and ensuring access to clean water. In addition, these new opportunities can help to reduce poverty, pave the way for access to education and healthcare, and create a more vibrant and diverse community.

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 and Kuratko (2003), are presented below together with the perceived solutions (Inegbenebor 2006):

a. 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.

b.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 them 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 efforts 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.

c.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 (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 socioeconomic peculiarity of Nigeria.

d. 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. 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 (Inegbenebor 2006).

e. 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 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 (M. A. Mainoma 2012). 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.

f. 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.

g. 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.

5. 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,

1. Government and other education stakeholders should make sure that educational programmes 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 mitigate the effects of unemployment in Nigeria.

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Author Contribution

AROYEHUN, Hafsat Odunola: Conceptualization, Methodology, Writing – review & editing
HUSSEIN, A. B. Sani: Conceptualization, Methodology, Writing – review & editing

Conflicts of Interest

All authors declared no conflict of interest.

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