

Planning Entrepreneurship Education for the Employability of Nigerian Youths

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Abstract

Education is a vital tool for national development. One of its aim is to raise self-reliant citizens who can contribute meaningfully to society. Due to the increase in the number of unemployed graduates, this assertion can be said to be farfetched. Unemployment is a major problem in our society, with the youths most hit by it. There is the need for the type of education that equips its products with relevant skills, knowledge, attitude and motivation to be able to face and address the raging problem of unemployment. This makes entrepreneurship education a needed tool to tackle the problem of unemployment. This paper looked at planning entrepreneurship education for the employability of Nigeria youths. A well planned entrepreneurship education from early days in the school system, integration of entrepreneurship education into the overall poverty strategy as well as coordinated policy support, and a periodic review of entrepreneurship education curriculum were some of the suggestions mentioned in this paper.

Keywords: Planning, Entrepreneurship Education, Employability, Nigerian youths.

Introduction

Education is a vital tool for national development. It equips individuals with relevant skills, knowledge and expertise in order to contribute meaningfully to society. It unlocks the economic potential of the people; empowers and equips individuals in society to participate in, and benefit from their national economy, facilitates economic development and provides the basis for transformation (Maina, 2013). One of the aims of education is to raise self-reliant citizens who will contribute meaningfully to society. However, this has been farfetched due to the increase in the number of unemployed graduates. According to Sen. Chris Ngige, the Minister of Labour and Employment, the high unemployment rate of 23.1 per cent and underemployment of 16.6 per cent declared by the National Bureau Statistics (NBS) of 2019 report was alarming. He was reported to have said that while declaring open a two-day workshop on “Breaking the Resilience of High Unemployment Rate in the Country”, He said that the incessant increase of unemployment in the country was alarming. As if this situation is not scary enough, it is projected that the unemployment rate for this country will reach 33.5 per cent by 2020, with consequences that are better imagined if the trend is not urgently reversed (Usman, 2019). This is a source of worry for educational planners.

Nigeria is a blessed nation with diverse business and investment opportunities due to the abundant, vibrant and dynamic human and natural resources it possesses. The unemployed in a nation reflect a significant stock of unused economic resources that

reduces output and the potential for economic growth. Unemployment among the youth is one of the fundamental challenges threatening the economic development of Nigeria. The youths are the greatest assets capable of stimulating economic, political and social growth when properly developed and it is imperative that they be gainfully engaged. The underdevelopment of this crop of people poses a problem to the development and wellbeing of any nation. Unemployment is one of the major problems in the Nigerian society with the youths being the most hit by it. Unemployment has resulted in a number of social vices, militancy and insecurity. Higher institutions of learning turn out many graduates year by year with no available gainful employment because paid employment or white collar jobs are seriously in short supply. Olasunkanmi (2019) opined that many youths were unemployed today because they believe they must work in offices and so they searched endlessly for white collar jobs. According to Edukugho (2012) in Hephzibah-Awulor (2017), the level of unemployment challenge which has become a huge one can be illustrated clearly when out of 13,000 applications received by Dangote Group of companies for Graduate Executive truck drivers in 2012, there were six (6) PhDs, Masters and over 8460 Bachelor Degree holders. It made some people wonder if education was an investment in frustration.

There is, therefore, the need for the type of education that equips its product with needed skills, knowledge, attitude and motivation to be able to face and address the raging problem of unemployment. There is a dire need for a form of education which fosters self-reliance and also impacts positively on the creative and innovative abilities of the individuals. This makes entrepreneurship education a needed tool to tackle the problem of unemployment. Entrepreneurship education is a functional education which can make youths self-reliant, and equip them with skills and creative abilities which can make them job creators. It enhances self-employment and promotes national economy and survival. A lot of effort was made to introduce entrepreneurship education into the Nigeria educational system as evidenced in the Entrepreneurship Studies which is a compulsory course at the undergraduate level in Nigerian universities. However, it is of utmost importance that entrepreneurship education be properly planned and implemented to curb the problem of unemployment and bring about development. Hence, this paper was discussed under the following sub-headings:

1. Theoretical framework
2. Concept of Planning
3. Concept of Entrepreneurship
4. Concept of Entrepreneurship Education
5. Causes and Effect of Unemployment
6. Planning Entrepreneurship Education
7. Planning Entrepreneurship Education for the Employability of the Nigerian Youth
8. Conclusion and Suggestions

THEORETICAL FRAMEWORK

This paper was hinged on the transformative learning theory.

The Transformative Learning Theory. This theory says that the process of perspective transformation has three dimensions: Psychological (changes in understanding of the self), convictional (revision of belief systems) and behavioural (changes in lifestyle). This which was theory, originally developed by Jack Mezirow, (1978) is described as

being constructivist, an orientation which holds that the way learners interpret and reinterpret their sense experience is central to making meaning and hence, learning (Mezirow, 1991). It involves being receptive of new ideas. This theory has two basic kinds of learning; instrumental and communicative learning. Instrumental learning involves learning through task- oriented problem solving and a determination of cause and effect relationship. Communicative learning involves how people communicate their feeling, needs and desires to others. This enables learners to become critical and responsible thinkers. When learners think and reflect on their predetermined ideas and assumptions, they become critical open to new ideas and are more willing to change. Critical reflection is key in transformational learning. Entrepreneurship education can be seen as a transformational learning process geared towards changing the mindset of Nigerian graduate from being job seekers to becoming job creators and employers of labour, as a result of being equipped with solution and problem solving skills. Entrepreneurship education is meant to bring about positive learning experience in the life of learners. Critical reasoning, on the part of the learners' preconceived assumption, will bring about effectiveness of the learning process for transformation. A vital part of transformative learning theory is for people to change their mindset by critically reflecting on their beliefs and assumptions; deliberately making and implementing plans that result in new ways of defining their worlds. There is the need for a critical reflection on the impact of entrepreneurship to bring about improved results of entrepreneurship education and this will involve adequate planning. Planning entrepreneurship education should be done as a transformative tool to change the mindset of students from being job seekers to becoming employers of labour.

Concept of Planning

Planning is one of the basic managerial functions which bridges the gap between the present and the future. It is a systematic process which involves setting goals and managing resources to achieve such goals. According to Nwankwo (2014), planning is a management function usually construed to concentrate on high level decisions about the objectives, activities, means (resources) and expected outcomes (deliverables) of education. A Planning process, technically, would concentrate on the application of approaches, methodologies, strategies and techniques to produce a plan that shows an optimal relationship among objectives, the activities, means and expected outcomes of the enterprise based on predetermined policy goals. Planning involves all activities in mapping out courses of action to be taken in the future as well as mental imaging enhanced by the possession of adequate knowledge in the presence of reliable and accurate data taking into conscious consideration the macro – ecological dictates of education enterprise (Nwandiani, 2011). Planning is a necessary tool in every endeavour because resources are limited compared to the relative demand for them. It is working out in a broad outline the things that need to be done and the methods for doing them to accomplish the purpose of the enterprise (Ijeoma, 2011).

A plan is the product of a planning process. It is a scheme which specifies the future resources and actions that an organization needs in order to achieve its goal in an efficient and orderly way. Planning is a process of making decisions on what to do and how to do it successfully which involves projecting or forecasting future circumstances and requirements for achieving predetermined goals and objectives (Adebayo et al, 2017). It is an arduous exercise to predict the future because of extraneous influences beyond human sway, irrespective of the best laid out plan (Osagie, 2017). It is also a formidable process which requires deliberate acts of

determination, purpose, knowledge and intelligent estimates. Plans should be dynamic such that they can be changed and adopted as circumstances dictate. Planning also helps to give direction to organizational actions

Concept of Entrepreneurship

Entrepreneurship is the heart of modern business, a force behind innovative businesses that characterize modern economy. Entrepreneurship is the process of bringing together creative and innovative ideas and coping them with management and organization skills in order to combine people, money and resources to meet an identified need and thereby, create wealth (Muogbo & John-Akamelu (2018). Entrepreneurship involves innovation, development, recognition, seizing opportunities and converting them to marketable ideas and values while bearing the risk of competition (Amiri & Marimaei, 2012). Entrepreneurship is an action based activity.

Muogbo and John-Akamelu (2018) defined entrepreneurship as the process of bringing together creative and innovative ideas and coping them with management and organization skills in order to combine people, money and resources to meet an identified need and thereby, create wealth. It is creative and innovative responses to the environment and such responses could take place in any area of human endeavour such as science industry, technical and vocational education, social work and services of all types of formation of small scale business units within the economy (Wushishi & Igwe, 2013).

Certain key words come to bear in the definition of entrepreneurship such as innovation, creativity and risk-taking. Entrepreneurship has to do with identifying opportunities, and allocating available resources to create value. The concept of entrepreneurship cannot be fully explained without the mention of entrepreneurs – individuals who give entrepreneurship sense and vision. An entrepreneur is an innovator who recognizes and seizes opportunities, converts those opportunities into workable ideas, adds to implement those ideas and realizes the rewards from these efforts (Mokaya et al, 2012). Maina (2013) described entrepreneurs as central figures in economic development whose contributions ran through labour actions, movement of capital goods and conversion of raw materials into finished products, and ultimately, effectual distribution of the products to final consumers. He also described entrepreneurs as those who searched and discovered economic opportunities, marshalled the financial and other resources necessary for the development of the opportunities, evaluated alternatives available in the environment and allocated resources to the most profitable ones, and as took the ultimate responsibility for the management and/or successful execution of opportunities. The entrepreneur is the key player in the private sector of the economy and can be depicted as a role model in the community, a provider of employment opportunities for others, a stabilizing factor in society, and a primary contributor to the development of natural and human resources within a nation. He observes his environment and perceives opportunities, hence, he must possess a creative and an innovative mind.

Concept of Entrepreneurship Education

Entrepreneurship education, as part of the total educational system, is the type of education that involves the acquisition of skills, ideas and management abilities necessary for job creation (Maina, 2013). It can be conceptualized as a specialized and all-round training programme designed by education authorities to change the worldview of students from job seekers to wealth creators by developing their latent

talents and potential (Akhuemonkhan et al, 2013). As Emaikwu (2011) succinctly put it entrepreneurial education focused on developing understanding and capacity for the pursuit of entrepreneurial skills and attributes enhancing all-round development of the body, mind and spirit. It is the pragmatic and meaningful interaction between learners and instructors for the purpose of developing the ability of the learners to identify, evaluate and generate ideas and solve business problems in a unique way (Towobola & Raimi, 2011).

Entrepreneurship education, as conceptualized by the World Bank (2010) is the building of knowledge and skills either about or for the purpose of entrepreneurship, generally as part of a recognized education programme at the primary, secondary and tertiary levels in educational institutions. Mauchi et al, (2011) described it as the process of providing individuals with the ability to recognize commercial opportunities and the knowledge, skills and attitudes to act on them.

Entrepreneurship education equips students with necessary knowledge, skills and motivation needed to become successful in entrepreneurship and contribute meaningfully to society. Entrepreneurship education brings about human capital development. According to Obunadike and Ughamadu (2014), entrepreneurship education is essential not only to shape the mindset of young people but also to provide the skills and knowledge that are central to developing a recognized education programme at the primary, secondary and tertiary levels in educational institutions. Mauchi et al, (2011) described it as the process of providing individuals with the ability to recognize commercial opportunities and the knowledge, skills and attitudes to act on them.

Entrepreneurship education focuses on the creation of entrepreneurial culture. It also helps potential entrepreneurs to identify and pursue opportunities while helping young people become creative and self-confident in whatever they undertake (Gautam. and Singh, 2015). Entrepreneurship education helps to prepare youths for the world of work where they will be required to think critically, take risk and learn from the outcome. It also encourages accountability and helps to build a strong sense of self-worth. It helps to harness the business potential of graduates, irrespective of their discipline.

Causes and Effect of Unemployment

In Africa and Nigeria in particular, graduate unemployment is a very major challenge in the labour market. According to Balogun (2016), almost half of the 10million graduates churned out of the over 668 universities in Africa yearly do not get jobs. This invariably implies that graduate unemployment is one of the most critical developmental problems facing the African continent causing a negative impact on the economic and developmental growth of such countries. Unemployment is one of the key indicators of an economy and can be attributed to different causes. Onuoha (2011) in Akhuemonkhan et al, (2013) stated that the Nigerian education, especially the university system, produced graduates who did not meet the need of the labour market hence, there was an obvious disconnect and mismatch between the expectations of the industry and the products of the nation's higher institutions and the structural imbalance which rendered many graduates of Nigerian higher institutions unemployable and hopeless. The Chartered Institute of Personnel Management of Nigeria (CIPMN, 2016) identified some factors which predisposed tertiary institution graduates to unemployment in the country such as lack of national employment policy, sub-optimal quality of graduates, educational system not tailored to and aligned with industry need and inappropriate educational curricula, poor

political governance, poor setting of policy direction, inconsistent government policies and harsh business environment. In the same vein, Oppong (2015) also identified over supply of university graduates, misalignment of the educational system output, inadequate practical training and inelastic labour absorptive capacity in both the private and public sectors as causal factors of graduate unemployability.

Longe (2017) asserted that most university curricula in many developing nations, especially Nigeria bore little or no practical relevance to the needs of their national economy. Madoui (2015) noted the disconnection between the university education system and the world of work as the striking cause of graduate unemployment in Algeria. Oluwajodu et al, (2015) in Longe(2017) found that the gap between the available skills possessed by applicants and the labour market needs in addition to graduate turn- out intensity resulted to a high rate of graduate unemployment in South Africa . Okoi et al, (2013) attributed graduate unemployment to the fact that employee education and the skills acquired were inadequate to meet the demand of modern day jobs.

According to Uddin and Uddin (2013) and Oduwole (2015) the average Nigerian graduate is not employable because he does not possess the skills needed by the employers of formal employment as employers do not need such people to spend their money on they need people who will help their organizations grow and make more profit. The primary goal of every enterprise is to make profit and this can be attributed to the Nigeria's education system with its liberal bias which over supplies the labour market with graduates who do not possess the skills required by employers. Hephzibah-Awulor (2013) asserted that the educational system in Nigeria was still structured to prepare graduates for employment in an oversaturated labour market in which organizations or establishments in both public and private sectors of the national economy cut jobs while the concept of self-employment remained a novelty. According to Maina (2013). The Nigeria educational system turns out graduates from about 150 universities, 50 Polytechnics and monotechnics who have not been trained to be self-reliant, but to depend solely on white collar jobs for sustenance, resulting in the acquisition of several book knowledge without requisite skills to make them self-dependent. Many graduates in Nigeria do not possess entrepreneurial skills to facilitate self-employment (Oladele et al, 2011).

Longe (2016) opined that unemployment undermines the self-esteem of the affected persons and them from social ties and relationship. In Nigeria and other developing nations, the unemployed graduates are characterized by shame, boredom and hardship. The accelerated level of non-conforming behaviours among the unemployed graduates has culminated into unpleasant social vices which have suffocated the entire Nigerian environment. It reduces economic welfare, reduces output and erodes human capital (Oluwajodu et al, 2015 in Longe 2017). Uddin and Uddin (2013) identified some effects of unemployment as inequality of income, a decline in the quality of life and Boko Haram and job insecurity.

There is ample evidence to suggest that the Nigerian economy experiences growth without development. This is more so now that the rate of the growth of the labour force exceeds the employment opportunities that are being created. The unemployed population is as at present dominated by youths who are mostly secondary school leavers and graduates of tertiary institutions The youth unemployment rate in Nigeria decreased to 36.50 percent in the third quarter of 2018 from 38 percent in the second quarter of 2018. It averaged 23.63 percent from 2014 until 2018, reaching an all-time high of 38 percent in the second quarter of 2018 and a record low of 11.70 percent in the fourth quarter of 2018.

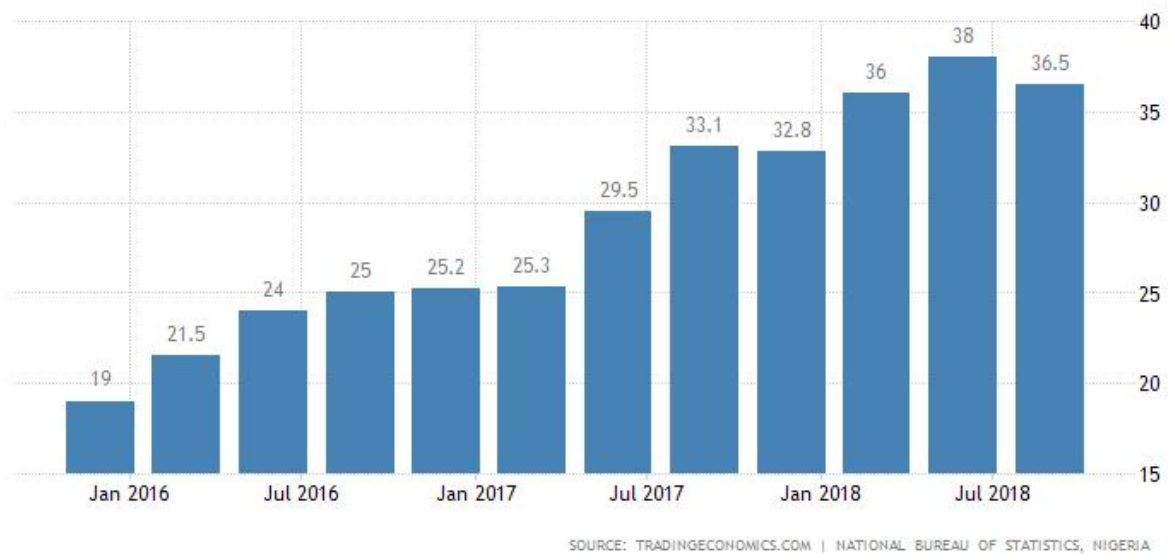


Fig 2: Youth Unemployment Rate in Nigeria

Source: Tradingeconomics.com/National Bureau of Statistics, Nigeria

The trend study of youth unemployment rate in twenty years from 1998 - 2018 by the world bank showed a high increase in unemployment rate for the period under study. It rose from 9.07 in 1998 to 19.96 in 2018 and it was highest in 2016 at 20.67.

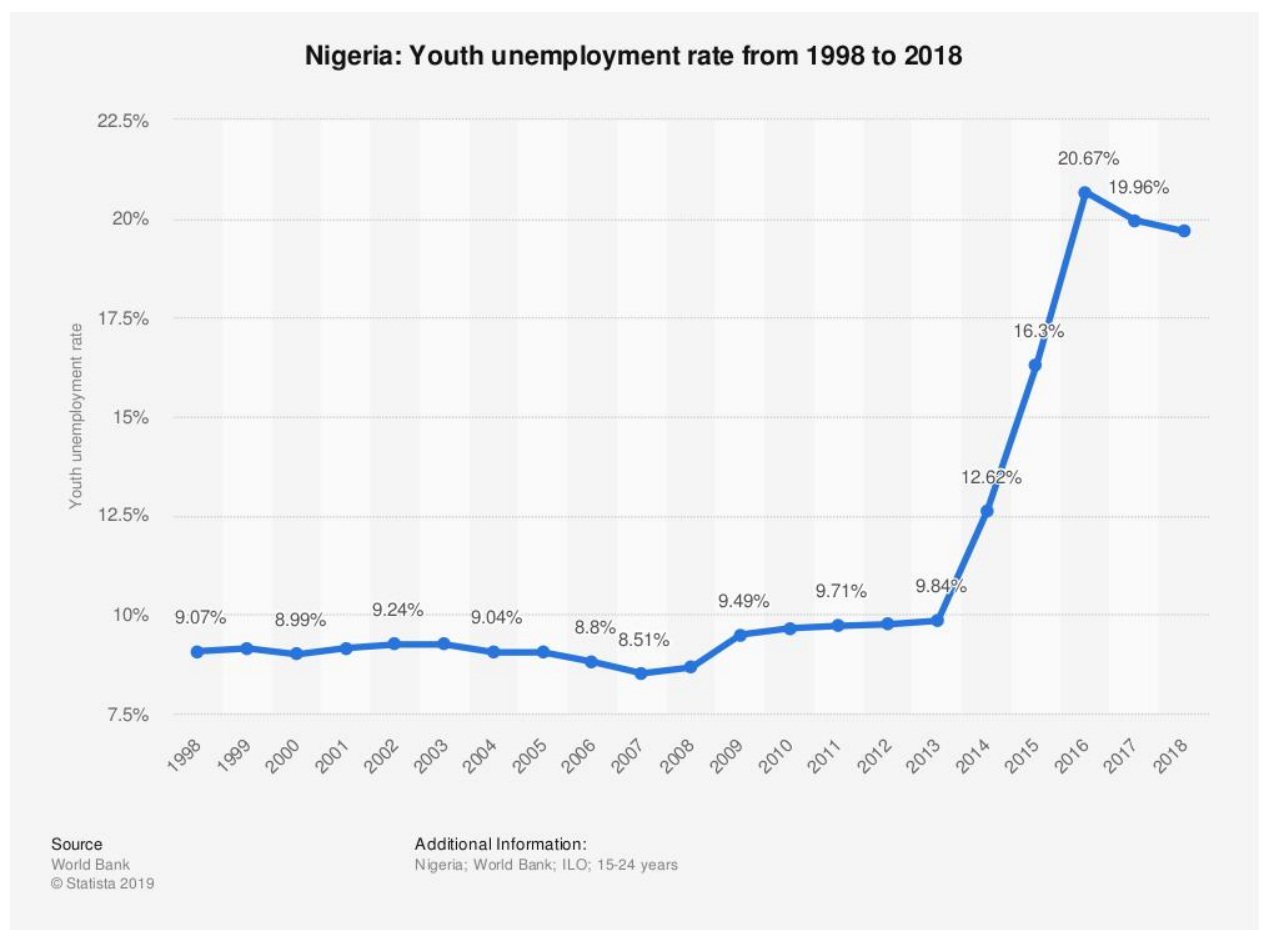


Fig 3: Youth Unemployment rate in Nigeria from 1998-2018
Source: World Bank Statistics 2019

Planning Entrepreneurship Education

Planning entrepreneurship education is a lifelong learning process, starting as early as elementary school and continuing through all levels of education, including adult education. It should therefore be reflected in a country's national economic and social development plans or strategies (UNCTAD, 2010). The Global Entrepreneurship Monitor Data (Acs and Szerb, 2007) opined that it was important for middle income countries to start promoting entrepreneurial skills and mindset early in an individual's life. Introducing entrepreneurship education early in children education will expose them to productive and useful activities that will result in development as well as economic growth while at the same time equipping them with the potential they need to adapt to changing societal needs due to globalization. Onstek (2003) in Okata (2014) stated the importance of entrepreneurship education at all levels and argued that if it did not turn students into entrepreneurs, it would prepare them for employment and active citizenship. While introducing entrepreneurship education at an early age entrepreneurial spirit and abilities in students must be identified and nurtured to help them see themselves as entrepreneurs in the making and develop the willingness to learn skills and explore them (Okata, 2014). In advanced economies, young people in secondary schools provide services for others through learnt trade and also make money to see themselves through the university (Ojiako, 2014).

In developing countries, it is important to integrate entrepreneurship education into the overall poverty reduction strategy. Malaysia has for many years included the development of entrepreneurship skills in its economic plans. Mozambique has begun to address entrepreneurship education as a poverty alleviation strategy through technical cooperation projects involving the United Nations and donors. Key areas of entrepreneurship education can be specified as embedding entrepreneurship into education and training, curriculum development, teacher development and engagement with the private sector (UNCTAD, 2010). According to UNCTAD (2010), one of the key success factors for entrepreneurship education is the effective development of the entrepreneurial ecosystem in which multiple stakeholders play a role in facilitating entrepreneurship. It is a system of mutually beneficial and self-sustaining relationships involving institutions, people and processes that work together with the goal of creating entrepreneurial venture. These include business (large and small firms as well as entrepreneurs), policymakers (at international, national, regional and local levels) and formal (primary, secondary and higher education) and informal educational institutions being involved in a series of symbiotic actions which include awareness and outreach, the development of human capital and critical talent, public-private partnerships, multiple sources of innovation, intellectual property and funding. Government role is vital in creating the proper regulatory framework and incentives to the involvement of the various stakeholders - private sector, education institutions, individuals and intermediaries within an entrepreneurial ecosystem.

Training students who graduate only to become job seekers is an underutilization of the country's human resources hence the need for coordinated policy support to deepen entrepreneurship education in tertiary institutions. Like China and U.S., the Nigerian government must also provide financial support for entrepreneurs and selected sectors that would drive big and fast job growth. The established

entrepreneurship education system in the U.S. is underpinned by strong institutions and processes, including business incubators, accelerators, and protections for patents and trademarks where each institution or process exists to play a role to advance entrepreneurship and innovation (Olajide, 2019). Innovation is an important ingredient of the entrepreneurship system and it involves creatively coming up with new ideas and solutions to tackle various social needs or problems. Vera Songwe, the Executive Secretary of the United Nations Economic Commission for Africa (ECA) said that innovation was the key to Africa's job crisis and the bulging youth population. It is also what gives businesses a competitive advantage hence, it is important that new and would-be entrepreneurs are taught how to think creatively innovatively. Therefore, integrating innovation and creativity entrepreneurship education curricula can go a long way in attracting more students, reducing graduate joblessness and boosting overall socio-economic development (Olajide, 2019).

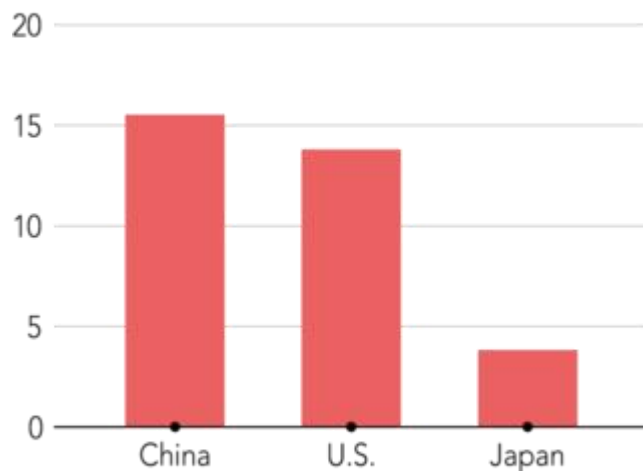
Planning Entrepreneurship Education for Employability of Nigeria Youths

In January, 2019, the National Bureau of Statistics released the Labour Statistics Report where it said that the country's unemployment rate had risen from 18.8 per cent in the third quarter of 2018 to 23.1 percent in the fourth quarter. The report stated that the number of persons in the labour force increased from 85.1 million in the third quarter of 2018 to 90.5 million in the fourth quarter of 2018. It also stated that the total number of people classified as unemployed increased from 17.6 million in the fourth quarter of 2017 to 20.9 million in the third quarter of 2018. Out of the 20.9 million persons classified as unemployed in the third quarter of 2018, the bureau said 11.1 million did under 20 hours a week to be officially classified as employed while 9.7 million who did absolutely nothing. The NBS Report showed that of the 9.7 million unemployed that did absolutely nothing, 8.77 million, representing 90.1 per cent of them, were reported to be unemployed because they were first-time job seekers who had never worked before. On the other hand, the Report revealed that 9.9 per cent of the 9.7 million who were unemployed and did nothing at all reported that they were unemployed because they were previously employed but had lost their jobs at some point in the past. It said out of the 9.7 million that were unemployed and did nothing at all, 35 per cent or 3.4 million had been unemployed and did nothing at all for less than a year; 17.2 per cent or 1.6 million for a year, 15.7 per cent or 1.5 million had been unemployed and had done nothing for two years, and the remaining 32.1 per cent or 3.1 million unemployed persons had been unemployed and did nothing for three years and above. Experts are of the view that the growing unemployment figure is a confirmation that growth in the economy is still weak and not inclusive. They argued that the chief driver of the economy, which is the oil sector, was not employment-elastic, adding that there was the need to stimulate growth in sectors with strong linkages to job creation such as manufacturing, construction, Information and Communication Technology and agriculture (Onupa, 2019).

Entrepreneurial activities have a strong impact on the economic stability and strength of a nation through innovation and job creation. A 2014 World Bank Report identified entrepreneurship education and training as a catalyst for innovation and job creation initiatives among university graduates, especially in Sub-Saharan Africa (SSA) where graduate unemployment rates are high (Olajide, 2019). Entrepreneurship education according to Onojetah (2013), can be considered as a gateway to entrepreneurial development which countries in the developed economies and the emerging nations of Asia have used to attain the level of economic and national development that they have achieved today. The current rise of entrepreneurship education in China adapts to the requirements of the construction of an innovation-oriented country and the

development of high-quality education itself. The significant influence of entrepreneurial activities on promoting the development of economics, the progress of science and technology, the creation of jobs, and the improvement of employment structures has been widely recognized. The data showed that in the entrepreneurship rankings of more than 60 countries and regions involved in a global entrepreneurship survey, China jumped from eleventh in 2002 to second in 2012 (Weiming, & Chunyan, 2015). According to Kaufman Foundation survey, 92 percent of Americans say entrepreneurs are critically important to job creation. A total of 75 percent believe that the United States cannot have sustained economic recovery without another burst of entrepreneurial activity (Kaufmann, 2009). Small businesses are the creators of most new jobs in the United States and they employ more than half of all private sector employees. Small businesses are held in high regard in this area (Barringer & Ireland, 2013). In Countries such as USA and China, while traditional and conventional courses such as medicine, accounting, finance, marketing, and so on are useful, there is dire need for the supply of other skills and aptitudes for the new economy such as innovation, complex critical thinking, networking, negotiating, team work, social and emotional intelligence, and creativity. These are valuable and must be learned by any entrepreneur that wants to be successful.

Entrepreneurship in world's three largest economies (in percent)



Figures show percentage of people about to start or have started business

Source: Global Entrepreneurship Monitor 2013

Fig 3: Entrepreneurship in world's three largest economies
Source: Global Entrepreneurship Monitor, 2013

Entrepreneurship education also contributes in a number of ways to the development of a nation such as a reduction in unemployment, effective utilization of local resources, facilitation of technology transfer, restructuring and transformation of economies, promotion of science and technology, capital formation and promotion of entrepreneurship culture. Promoting an entrepreneurship culture particularly entails teaching a set of cognitive and non-cognitive skills, including those that will enable students to identify opportunities, take risks, and also have the ability to persevere through failure (Olajide, 2019). According to Elechi (2015), many experienced people,

political leaders, economists and educators believe that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local, national and global scale. Entrepreneurship and self-employment among youth, and the creation of small and medium enterprises is suggested as one of the major sources of employment opportunities for young people. However entrepreneurship dampens unemployment, and unemployment spurs entrepreneurship (Plehn-Dujowich, 2012). On the one hand, higher rates of entrepreneurial activities may reduce unemployment rates through self-employment and the consequent creation of new jobs.

Quality entrepreneurship education plays an important role in the social, political and economic development of any nation as it has been observed in developed nations. It has been stated severally by researchers that for developing nations including Nigeria, to grow and catch up with other developing nations, there is the urgent need for a viable entrepreneurship model that would help tackle hydra-headed poverty, unemployment, illiteracy, chronic diseases, maternal mortality, infant mortality, crimes, conflict and terrorism/insurgency while at the same time promoting growth of SMEs, wealth creation, enhancing value reorientation, preserving the ecosystem from abuse and in the final analysis achieving sustainable economic development (National Economic Empowerment and Development Strategy, 2004, DFID, 2009 in Akhuemokhan, Raimi and Sofoluwe, 2013).

Entrepreneurship is a formidable source of employment and wealth for Nigerians who desire to create wealth for themselves by starting a business of their own and nurturing it to maturity. A business empire can be created by starting small and working hard enough to maintain and make it grow through various stages. Most big companies and conglomerates in Nigeria today started small many years ago and Their founders were committed in their pursuit and persevered until the businesses grew into world class brands. Nigeria is a beautiful place blessed with raw materials and the required factors of production such as vast land and available and numerous labour force to do business that any entrepreneurial minded person can succeed in with willingness and perseverance. To grow the Nigerian economy to a level that it would begin to compete with world class economies such as those of the US, Britain, China, Japan and other economically developed nations, entrepreneurship and job creation must be given top priority by all stakeholders. The Global Entrepreneurship Monitor 2013 Annual Report which showed top 10 countries with the highest percentage of adults between ages 18 – 64 who either started a business or had run it for less than 3.5 years in total early stage entrepreneurship (TEA) revealed that Zambia and Nigeria ranked high with 39.9%.



Fig 4 Total Early Stage Entrepreneurial Activity in Top 10 Countries

Source: Global Entrepreneurship Monitor 2013 Global Report

Entrepreneurship education when effectively and efficiently taught has the capacity to promote self-employment among learners and promote sustainable growth and development as observed in developed nations such as Japan and America which have employed entrepreneurial education as an instrument for improving their human capital as opposed to the emphasis on book knowledge and certification. Entrepreneurship education is better imparted through industrial tours and professional talks from successful business owners and real execution of business projects while in schools (Akhuemokhan et al, 2013). According to Olajide (2019) training students who graduate only to become job seekers is an underutilization of the country's human resources hence, there needs to be a coordinated policy support to deepen entrepreneurship education in tertiary institutions

Conclusion

Unemployment rate among the youths particularly graduates from higher institutions of learning, is a serious source of concern for the government and citizens of Nigeria. The educational system can be said not to have yielded the expected result in the area of acquisition of practical skills by graduates. This has been attributed to theory oriented learning and the curricula of universities and other higher institutions of learning which place more emphasis on training for white collar jobs. Graduates produced do not meet the need of the labour market due to the gap between the available skills possessed by applicants and labour market need. It imperative for the Nigerian educational system to be refocused to bring about development in the spirit of entrepreneurship in the country. The compulsory status of entrepreneurship education in Nigerian higher institutions is well conceived. Entrepreneurship development can serve as a strong tool for solving socio-economic problems such as unemployment and poverty. The future of Nigerian economy depends on innovative

and creative entrepreneurs who will seek opportunities to proffer solutions to problems while creating wealth and jobs. However, the problem remains the attitude of Nigeria to entrepreneurship and our general perception of innovation in the education system. Entrepreneurship education will yield its expected impact if it is properly planned, handled and given the needed attention by all the stake holders involved.

Suggestions

It was suggested that:

1. Planning entrepreneurship education is a lifelong learning process hence it should be implemented at the Basic Education level and continue through all levels of education
Entrepreneurship education programmes should be properly planned to align with real world challenges taking into cognizance current trends and needed skills by the labour market.
2. Establishment of centres for entrepreneurship education in every university with a regular organization of seminars and practical trainings under seasoned entrepreneurs. Entrepreneurship curriculum should be enriched; learning should involve industrial tours, field trips, mentorship programmes, exposure of students to local/international trade fairs, pragmatic seminars and government funded exchange programmes to industrialized third world nations where the culture of entrepreneurship is well established. Periodic review of the Entrepreneurship Education curricula should also be done.
3. Entrepreneurship education can be integrated into the overall poverty reduction strategy in the country.
4. Nigerian youths should be advised to be engaged in part time employment, this is seen in foreign countries where their youths are engaged in part time work. The concept that once you are an undergraduate, you are already a big man and a job is waiting for you is now a fallacy.

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