

Entrepreneurship Education: Influence, Challenges and Approaches for Enhancement in Nigeria – An Emperical Review

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Abstract- Entrepreneurship education is largely observed as the engine of economic growth and development, a programme which is targeted to unfold students' vocational potentials and equip learners with requisite skills needed for self-reliance and sufficiency. This paper seeks to unknot the influence, the challenge of Entrepreneurship education in Nigeria and approaches for enhancement. Three research questions guided the study. Results exposed that Entrepreneurship education influence, include (amongst others): Provision of knowledge to identify and take profitable opportunities; knowledge to find genuine growth; to decide which business sector to pursue; knowledge to think more independently; ability to earn as entrepreneur; knowledge to pursue change in free enterprises pursuit; creates access to helpful platforms, knowledge to enjoy more excitements in life, strategies to first to the market, knowledge for community development. The hurdles include (amongst others): low lecturers' capacity; Government policy summersault; lack of vocational equipment; inadequate facilities; poor funding; inadequate training hours or periods; lack of continuity after the school years; half-baked entrepreneurship facilitators lack of financial aids from government to actualize the dream, lack of necessary infrastructures; lack of government political wills. etc. The approaches are: recruiting qualified teachers with appropriate knowledge; raising funds for financing Entrepreneurship education in schools and for youths' establishment of business; dealing with poor power supply and security; providing adequate learning materials; facility/technology; provision of credit facility by banks; interest-free loans/funds by governments, financial institutions/NGOs; training/re-training of teachers; provision of adequate facilities; University

Talent Identification Program, Expeditionary Learning Schools Outward Bound, Knowledge Is Power Program and Provision of Supportive School Environment.

Indexed Terms- Entrepreneurship Education, Self-Reliance and Reliance, Vocational Potentials

I. INTRODUCTION

One of the major concerns of most societies in the modern time is how to stem the ever-rising tide of unemployment and achieve appreciable success in wealth creation and poverty reduction and foster socio-economic development (Alabi, Alanana & Bahal, 2014). Stakeholders in education have constantly lamented the regrettable trend in which our tertiary institutions annually turn out graduates who rove our streets daily in hunt of non-existing jobs. The high level of unemployment in Nigeria today has raised a lot of questions. The annoying angle of this trend is that it is not limited to only the illiterates, it is equally well pronounced among the graduates of the universities, polytechnics and colleges of education (Titus & Ifeoma, 2018). This makes one to wonder about the quality of education in Nigeria. Nigeria is a developing nation with several features such as low literacy rate, high rate of poverty, high rate of unemployment, low GDP, among others. A nation such as Nigeria, should always look for a way out. Nigerian government in an attempt to reduce some of the above mentioned problems especially unemployment, introduced entrepreneurship education in tertiary institutions through its educational supervisory agencies like National University Commission (NUC), among others. Some of the challenges Nigeria faces today can only be met if it has innovative, well educated, and entrepreneurial

citizens who, whatever their walks of life, have the spirit and inquisitiveness to think in new ways, and the courage to meet and adapt to the challenges facing them (*Francisca, & Edith, 2014*) Moreover, a dynamic economy, which is innovative and able to groom young people who will launch and successfully develop their own commercial or social ventures, or who will become innovators in the wider organizations in which they work, is definitely what Nigeria needs at this point in time to survive her challenges. Entrepreneurship education is essential not only to shape the mindsets of young people but also to provide the skills and knowledge that are essential to developing an entrepreneurship culture.

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings (Wikipedia, 2022). Entrepreneurship education by its scope, nature and characteristics is a rebranding education culture meant to guarantee a comprehensive educational system re-engineering arising from the obvious deficiencies of the existing education system (Enu, 2012). It is aimed at equipping the students with academic knowledge, requisite skills of creativity, innovative and risk taking, ability to turn ideas into action and capacities needed in the world of work, as well as the ability to plan and manage projects in order to achieve objectives. It develops in the learners the mindsets, generic attributes and skills that are the foundations of entrepreneurship. Fostering entrepreneurship attributes and skills in schools at the early age raises awareness of career opportunities, as well as of ways young people can contribute to the development and prosperity of their communities (Karen, 2009). An education of such quality helps young people realize their full human potential and take their place in society as productive, responsible and democratic citizens. Thus, this paper is aimed at looking at various challenges and strategies for improvement as being identified by some of the past studies on the topic.

II. STATEMENT OF THE PROBLEM

Suleiman (2010) 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 is a relatively new academic discipline. The study of it has been as important as it is today when the world is faced with big hindrances that prolong well further than the global economy. The education system before now was directed at the production of graduates for government employment without taking cognizance of the labour market. The biting problem of unemployment and poverty spurred the Nigerian government into developing a policy framework for youth entrepreneurship education. It has also been spurred by the realization of the extent to which the phenomenon serves as a key factor in economic development.

Nevertheless, despite the great prospects of Entrepreneurship Education, the programme is being mired by so many encumbrances. Considering the benefits of Entrepreneurship Education, these impediments must be addressed as a matter of urgency if the nation actually wants to wriggle out of the problems of unemployment for the youths and the illuming poverty that besiege her citizens. This work is prepared to review the influences (or contributions) of entrepreneurship education, the challenge facing and strategies as being empirically identified by previous studies so as to sum the total challenges and approaches for improvement at a glance.

III. RESEARCH QUESTIONS

The following research questions were formulated to guide the study:

- 1) What are the influences or contributions of Entrepreneurship Education?
- 2) What are the challenges of Entrepreneurship Education in Nigeria?
- 3) What approaches could be adopted to improve entrepreneurship Education?

IV. CONCEPTUAL CLARIFICATION

- What is Entrepreneurship

Entrepreneurship is the term used broadly in connection with innovative and creative modern industrial business leaders (Emeruwa, 2005). It is often defined in respect to the functions of an

entrepreneur as the man who perceives business opportunities and takes advantage of the scarce resources to use them profitably (Akinbode, 2009). This is regarded solely as the foundation on which the market economy of a country is built on, and it is known also as a highly risky business that involves the use of trust gained and the goal is always profit, no matter what is being dealt with, an entrepreneur that does not see the goal of profit not done anything yet with his or her hands.

Entrepreneurship simply means when an individual who is business minded, seeks to provide or design or bring into existence an uncommon or a common but very unique product into the market economy in order to sell and make a profit off it. Entrepreneurship also has to do with the deliberate launching of a small scale business with the interest to grow it up and make it a larger scale business that would one day run the economy of the market (Alabi, Alanana, & Bahal, 2014).

Entrepreneurship is a willing act that involves the capabilities to manage and construct a business plan that will not only yield a profit but be beneficial to a targeted capacity of people who are to use the product.

However, entrepreneurship is not without its shortcomings and since the business is on a hundred percent risk basis, most entrepreneurs fall out by the wayside because they are unable to cope with risks and failures in the market economy. Entrepreneurship is all about taking risks and someone who cannot take daring risks cannot be termed as an entrepreneur.

V. ENTREPRENEURSHIP EDUCATION

Suleiman (2010) 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. 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.

Entrepreneurship education is the type of education given to a person which helps him to acquire the cognitive knowledge, psychomotor and affective skills to explore and exploit an opportunity into a viable venture, establish and manage the venture successfully. In the same vein, Nwangwu (2006) defines entrepreneurship education as the type of education that equips the learner with the knowledge and skills to desire, seek, recognize and utilize available opportunity to do something new to create wealth for self and others and consequently contribute effectively to the society. Objectives of entrepreneurial education as stated in the NUC benchmark are as follows:

1. To nurture entrepreneurship knowledge among students with the hope of creating greater economic and social value to the society.
2. To provide students with the required skills to develop viable enterprises those are capable of competing in the global environment.
3. To provide students with training skills that will make them meet the manpower needs of the society, among others. From all indications, it has shown that entrepreneurship education was incorporated into the tertiary education curriculum to empower students to be job creators and not job seekers but this seems not to be the situation currently. The situation would be attested to when students on graduation begin to assume the role of entrepreneurs. Entrepreneurs are people who constantly discover new markets or ideas and exploit these markets or ideas to make profit. They are people that search for change, respond to change and exploit change by converting it into a profitable opportunity. According to Egboh (2009) an entrepreneur is a risk taker, an innovator who in spite of any odd uses focus, devotion and commitment to achieve his goal.

Owoseni (2009) 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. Okojie (2009) 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. Kirzner (1979) supported by Brown (2003) adds to the argument by defining an entrepreneur as someone who is alert to opportunities for profit. Carson (2003) brought together the most essential elements in these theories and thus defined an entrepreneur as someone who specializes in taking judgmental decisions about the coordination of scarce resources.

Osuala (2010) 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. From the foregoing, it is evident that entrepreneurship education could turn around the economic fortune of Nigerians by providing jobs and reduce the unemployment rate in Nigeria and reduce the poverty level. It could also help an individual to identify investment opportunities and help them to harness untapped natural resources in Nigeria in order to produce the goods and services needed in the country. These will no doubt reduce or alleviate poverty and help to increase per capital income in the country.

Arvanites, Glasgo and Stumptf (2009) share the above views when they state that innovative educational methods are needed to develop the entrepreneurial spirit and talents that are necessary to function effectively in an environment of strong market forces and divergent people. They added that for entrepreneurship education to be most useful, it must address and develop in students, the skills necessary as an entrepreneur. Basically, to them, entrepreneurship education is oriented towards four methods or practical results. These methods include:

- Regular entrepreneurship: which is most popular and suitable for opening of a new organization or starting a new business;
- Corporate entrepreneurship: which is suitable for promoting innovation or introducing new products or services or markets in existing firms;
- Social entrepreneurship or social venturing: which involves creating charitable organizations that are expected to be self -financing in addition to doing their usual activities; and Public sector entrepreneurship, designs to improve innovation and customer service delivery.

VI. CONTRIBUTIONS OF ENTREPRENEURSHIP EDUCATION

Entrepreneurial skills and attitudes provide advantages to the society even beyond their application to business activity” Akpomi (2009) acknowledged. She added that “personal qualities that are pertinent to entrepreneurship such as originality and a spirit of initiative can be useful to everyone in their roles and in their daily survival”. Emeruwa (2005) orated that by teaching entrepreneurship education, we are using the framework of education to initiate focused learning activities that will create a class of graduates with the right experiences and insights to discover and create entrepreneurial opportunities and also gain the expertise to successfully start and manage their own businesses to take advantage of existing opportunities. Entrepreneurship education in the midst of graduates will lay solid foundation for the emergence of a generation of innovators willing to apply necessary capital into the production process for new products, open and expand new markets, explore new sources of materials and ensure the organization of new industries. Through this process, there would be an emergence of small unit of businesses that would burgeon into bigger industrial or business concerns with the application of the right managerial skills. The economies of Asian countries that are now competing favourably with the economies of America, Germany, United Kingdom etc, attained their present levels of development through the entrepreneurial activities of individuals and groups with their governments providing the appropriate framework and policies for the thriving of entrepreneurial ventures.

By building entrepreneurship culture into Nigerian educational system and instilling entrepreneurship spirit in our graduates, Nigeria would have laid a strong foundation for reducing general unemployment and associated social problems and ensuring a private-sector driven economy, increasing productivity and enlarging the market-base of the economy. Entrepreneurship education will produce graduates who will provide jobs, create wealth, enlarge and fast-track the economy to attain the status of one of the twenty most developed economies of the world by the year 2020.

Entrepreneurship Education plays a vital role in the social, political and economic development of any nation. This is possible when jobs are created for the citizenry by establishing a lot of businesses that will accommodate the unemployed youth in the country. A qualified graduate of entrepreneurship education is expected to have acquired enough skills relevant to the management of small business centre. - Creation of self-employment. An entrepreneur provides job for himself by establishing small business centre. This, according to Olorunmolu (2008) helps to reduce the problem of unemployment and other social vices in Nigeria. The entrepreneur does not only provide jobs/employment for him/herself alone, but provides for others too. This in turn helps the individual to increase per capital income and improve the standard of living.

The entrepreneur determines or identifies the specific wants of the people and the type of goods and services that will fulfil those wants most comfortably. Emeruwa (2005) avowed that the entrepreneur does not only identify but mobilizes and organizes the resources to tap the opportunities by assisting men, materials, money and machines to explore the opportunity. - production of goods and services that is important to the well-being, comfort and happiness of individuals in the society at large.

The entrepreneurs are usually motivated in their activities not only by the need for material contributions to the welfare of the communities but also the desire to make profit (Akinbode 2009). This strengthens the decorum of personnel. Through entrepreneurship education, utilization of local resources are made possible. The graduates of this

specialized education set up their small/medium scale business, which will enable them to utilize the local resources available in their vicinity. The uses of local raw materials are discarded by products of large firms as primary input in their production processes. Olorunmolu (2008) emphasized that in terms of their economic advantages small firms can be said to be greater in local resources capitalize on than their large counterparts. The provision of raw materials for the big firms help them to augment their production for this reason, provide work for more personnel in that way creating jobs for unemployed youth in the country.

Through quality entrepreneurship education, Nigeria could produce a lot of entrepreneurs who could establish and manage businesses on their own. Based on the above merits, it is no doubt that entrepreneurship education could be used as major weapon in reducing the worrisome, untamed and ever rising problem of unemployment and poverty in Nigeria.

Louise (2018) efforts also paid off by discovering the following benefits of entrepreneurship education: provision of knowledge to identify and take profitable opportunities; knowledge to find genuine growth; to decide which business sector to pursue; knowledge to think more independently; ability to earn as entrepreneur; knowledge to pursue change in free enterprises pursuit; creates access to helpful platforms, knowledge to enjoy more excitements in life, strategies to first to the market, knowledge for community development.

VII. CHALLENGES TO ENTREPRENEURSHIP EDUCATION

Bulk of the tertiary institutions offer entrepreneurship education with different teaching methods and strategies. There is no consensus on which teaching method(s) is/are to be generally adopted considering the environment. So, different methods and strategies are used in different schools which entails that some might be effective while some might not be very effective. It is worthy to emphasize that ineffective teaching method(s) could cause poor students' performance (Eze, Ezenwafor & Obidile, 2016) even, in entrepreneurship education. Among

other factors which could inhibit the desired performance of student in entrepreneurship education include: identified poor funding; inadequate equipment; Inadequate provision of entrepreneurship education teachers; too much reliance on foreign goods; and laissez -faire attitude of the students towards the entrepreneurship education (Titus & Jacinta 2018)

It is quite glaring that most schools have not been able to provide adequate facilities and equipment to cope with the increasing enrolments of students in schools (Ewubare, 2010; Banaba & Ndiomu, 2011). Unachukwu (2009) also articulated that the cost of equipment is quite high and cannot be offered by most Nigerians especially the young graduates (school leavers). This creates difficulty in development of EEd in Nigeria. Also, the writer noted that due to inadequacy of facilities like good roads electricity access to information, water supply, among others, there is increased problem confronting the development of EEd.

Moreover, there is the challenge of absence of relevant textbooks. Since entrepreneurship education is a new inclusion into the school curriculum, there is also the problem of lack of textbooks. This has really challenged the teaching of this course in schools (Ewubare, 2010). Hence, Idibie (2004) also articulated that teaching and learning without textbooks would mean a lot of memorization as well as make the words of the teacher final authority. This does not pave way for competency in entrepreneurship. Other unpleasant challenges confronting the success of EE in Nigeria .include: economic pressure from parents, lack of well developed curricula, lack of enthusiasm for entrepreneurship from students, lack of program design for EEd, lack of government interest in promoting small businesses (Ariyo, 2005 & Unachukwu,2007). Ikeme (2012) & Ogueri (2013) articulated that recruiting qualified teachers, funding EEd, dealing with poor power supply, among others are some of the challenges posing difficulties for the success of EEd.

Obviously, these challenges if left untracked stand as threats to the success of EEd in Nigerian institutions. However, there are certain strategies that could be employed in order to address the challenges

VIII. APPROACHES FOR IMPROVING ENTREPRENEURSHIP EDUCATION

Approaches that could be adopted to boost entrepreneurship are proposed as follows:

Adopting effective teaching methods: Effective teaching methods should be used in the teaching of entrepreneurship education. Most often hands-on learning (experiential) should be employed. Also, adequate practice should be ensured to enhance mastery of skills.

Titus & Jacinta (2018) suggested the following strategies: Instituting Entrepreneurship Trust Fund, Annual lecture and exhibition of entrepreneurship products, Instituting entrepreneurship agencies, Providing conducive environment for entrepreneurial activities to thrive, and that adequate market for entrepreneurship products should be established

More so, in Paul (2005), youths should be introduced to entrepreneurial activities at their early stage to enable them grow alongside with it. Also, government should incorporate practical/field training scheme in the existing mandatory entrepreneurship curriculum of tertiary institutions and that the course should be introduced as one of the compulsory subjects in all the secondary schools in the country (Paul, 2005).Government should establish good study centres with well qualified personnel to educate and train the prospective entrepreneurs in the country (Akpan, Effiong & Ele, 2012). Entrepreneurship lecturers, teachers/trainers should periodically be retrained and encouraged in the area of research to update their skills in order to be relevant in today's era of dynamic and globalised environment (Paul, 2005 & Ewubare, 2010)

Credit facilities (a take-off grant) or interest free loans should be provided for students or entrepreneurs at the end of the program to enable them establish business of their own and as well ensure that beneficiaries use funds for appropriate purpose (Paul, 2005; Banabo & Ndiomu, 2011). Also, funds should be provided by governments, financial institutions, and NGOs as well as judicious disbursement of monies for entrepreneurs be made by government representatives be monitored

to avoid diversion to private use (Banabo & Ndiomu, 2011).

Other strategies that could be adopted according to (Paul (2005); Ewubare (2010); Banabo and Ndiomu (2011) include; intensive monitoring of the by economic reform implementers to ensure that the beneficiaries actually embarked on the project for which the funds were released, provision of requisites adequate infrastructural facilities like good roads network, pipe borne water, electricity to boost production, reduce cost and quicken distribution of goods to markets, intensive mass mobilization and enlightenment programs like seminars, workshops, conferences, among others.

Francisca & Edith (2014), also revealed that exposing entrepreneurs to business opportunities through adequate training and development in workshops/seminars will better equip the trainees and enhance the program. But this involves a lot of money. Paul (2005), Ewubare (2010); and Banabo & Ndiomu(2011), all the study revealed that there should be intensive monitoring of the project by economic reform Implementers to ensure that the beneficiaries of the free-interest loans actually embark on the project for which the funds were released. The role of sponsors (government, NGOs, banks, private individuals) should not only be limited to provisions of funds alone, but also include monitoring and evaluation to ensure actual implementation by beneficiaries. More so, Agboola, (2010) identifies that, University Talent Identification Program (TIP), Expeditionary Learning Schools Outward Bound, Knowledge Is Power Program (KIPP) and Provision of Supportive School Environment are strategies to improve entrepreneurship education in Nigeria.

CONCLUSION

Following the above discussion, the study therefore, concludes that advantages derivable from entrepreneurship education are Provision of knowledge to identify and take profitable opportunities; knowledge to find genuine growth; to decide which business sector to pursue; knowledge to think more independently; ability to earn as entrepreneur; knowledge to pursue change in free enterprises pursuit; creates access to helpful platforms,

knowledge to enjoy more excitements in life, strategies to first to the market, knowledge for community development. There must be a change in our organizational culture which should create a stronger appreciation for entrepreneurial behavior and products so that our youths will willingly opt for entrepreneurial skills, successfully partake in the programme and make their ends meet. We recommend that stakeholders in entrepreneurship programme should join hands to make the programme a worthwhile venture by providing the necessary tools and equipment needed for the programme to achieve its objectives.

More so, the challenges as identified by literatures include (amongst others): low lecturers' capacity; Government policy summersault; lack of vocational equipment; inadequate facilities; poor funding; inadequate training hours or periods; lack of continuity after the school years; half-baked entrepreneurship facilitators lack of financial aids from government to actualize the dream, lack of necessary infrastructures; lack of government political wills. etc.

And the approaches for survival according to Francisca & Edith (2014),, for Entrepreneurship Education are: recruiting qualified teachers with appropriate knowledge; raising funds for financing EEd in schools and for youths' establishment of business; dealing with poor power supply and security; providing adequate learning materials; facility/technology; provision of credit facility by banks; interest-free loans/funds by governments, financial institutions/NGOs; training/re-training of teachers; provision of adequate facilities;.

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