

Inclusion of Entrepreneurship Education Into Secondary School Curriculum in Nigeria: an Antidote to Joblessness and Way Forward

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ABSTRACT

The study aimed at investigating the inclusion of entrepreneurship education into secondary school curriculum in Nigeria as an antidote to joblessness for the purpose of this study, two research questions were drawn to guide the study. The descriptive survey research design was employed. The population for the study was secondary school teachers in Port Harcourt Metropolis. 220 teachers and entrepreneur were selected by simple random sampling. A self-structured instrument titled "inclusion of entrepreneurship education into secondary school curriculum as an antidote to joblessness" was used to collect data for the study. It was validated by three experts and its reliability coefficient ascertained using Cronbach Alpha reliability estimate. Mean and Standard deviation were used to answer the research questions. **Evidence suggests that entrepreneurial education strengthens the acquisition of vital skills for lucrative self-employment opportunities in Nigeria**, and that lack of perseverance, absence of self-confidence, lack of mental ability, lack of respect and inability of the student to communicate well are some of the challenges hinders entrepreneurship education. The study recommends that the establishment of counselling and human development centres in secondary schools will also help in strengthening entrepreneurship education.

INTRODUCTION

In an era marked by rapid technological advancements and shifting global economic landscapes, Nigeria faces a pressing challenge: the alarming rise of youth unemployment, with over 13.9 million young Nigerians unemployed (National Bureau of Statistics, 2023), the need for sustainable solutions has never been more urgent. Traditional education systems, largely designed to produce job seekers rather than job creators, have proven inadequate in addressing this crisis. Against this backdrop, the integration of entrepreneurship education into secondary school curricula emerges as a transformative strategy – not merely as an academic addition but as a vital antidote to joblessness and a pathway to economic resilience.

The concept of entrepreneurship education transcends basic business training; it cultivates critical thinking, innovation, and self-reliance, equipping students with the skills to identify opportunities, leverage local resources, and create value (Igbo, 2001; European Commission, 2016). Nations like Finland and Singapore have demonstrated how early exposure to entrepreneurial training reduces unemployment dependency by fostering a culture of self-employment and adaptability (World Bank, 2021). Yet, in Nigeria, where over 60% of the population is under 25, such education remains peripheral, often limited to elective subjects in few schools (FME, 2022).

This paper argues that systematic inclusion of entrepreneurship education in secondary schools can disrupt the cycle of unemployment by aligning classroom learning with real-world economic demands. By bridging theory and practice, this study contributes to the discourse on educational reform and youth empowerment, offering evidence-based recommendations to policymakers, educators, and stakeholders. As the Fourth Industrial Revolution redefines labor markets, Nigeria's future hinges on its ability to nurture a generation of innovators – not just job seekers, but job creators.

Statement of the Problem

Nigeria is endowed with vast human and material resources, yet poverty remains widespread, primarily due to high unemployment, particularly among youths. A major factor contributing to this is the lack of necessary skills and competencies among graduates, which hinders their ability to be self-employed. Many youths also lack the patience and willingness to learn, and instead seek quick and easy solutions. This study examines the role of entrepreneurship education in equipping individuals with the skills required for self-employment and identifies the challenges that hinder the effective delivery of such education in Nigerian schools, aiming to tackle unemployment and promote economic growth.

Objectives of the study

1. To determine whether entrepreneurship education in Secondary School curriculum helps students develop essential skills for profitable self-employment in Nigeria.
2. To examine the obstacles that limit the effectiveness of entrepreneurship education in society.

3. To determine the strategies for Improving Entrepreneurship Education in Nigeria

Research questions

1. How does entrepreneurship education in Secondary School curriculum enhance acquisition of the necessary skills for gainful self-employment in Nigeria?
2. What are the challenges that hinder sound entrepreneurship education in our Nigeria?
3. What are the Strategies for Improving Entrepreneurship Education in Nigeria?

LITERATURE REVIEW

Theoretical Framework

Psychological theory of entrepreneurship (David McClelland, 1961)

This study is grounded in the psychological theory of entrepreneurship, specifically David McClelland's (1961) work on "Achieving Society." McClelland proposed that achievement motivation (n-ach) is a key driver of entrepreneurial activities and a strong motivator for individuals to engage in entrepreneurship (Odjegba, 2015). Through laboratory experiments, McClelland examined how achievement influences people's motivation and observed that most people lack strong achievement-based motivation, though those who possess it consistently set and pursue goals. The theory is based on several key assumptions, such as the belief that achievement is more significant than financial or material rewards, and that personal satisfaction from accomplishing a task outweighs praise or recognition. Financial rewards are seen as a measure of success, but not the ultimate goal. Security and status are not primary motivators, and feedback is essential for measuring success, rather than for gaining praise. Achievement-motivated individuals continuously seek improvement and efficiency in their actions, favoring jobs that allow for goal-setting and personal growth. McClelland argued that these individuals are often the ones who drive results and organize resources and people to achieve their goals (Ozioko, 2016). This study examines how entrepreneurship education can serve as a solution to unemployment in Nigeria, with a focus on the role of counselors in fostering entrepreneurship skills. The study advocates for a balanced approach across the cognitive, affective, and psychomotor domains to reduce unemployment, enabling achievement-motivated individuals to improve their practices and create job opportunities that will help the unemployed become self-sufficient.

Review of related literature

Onyebuchi et al. (2016) explored entrepreneurship education as a solution to unemployment in Nigeria. A descriptive survey research method was used, with 120 entrepreneurs and 80 scholars selected through stratified random sampling in Enugu State. Data was collected via a 10-item questionnaire measuring the impact of entrepreneurship education on unemployment. The study found that global awareness of entrepreneurship education helps acquire

essential skills for self-employment and recommended that entrepreneurship development programs be introduced at all levels of Nigeria's education system to address the country's unemployment challenges.

Onuorah and Okwudili (2017) examined entrepreneurship education as a solution to unemployment challenges in Nigeria, from a therapist's perspective. The study used a descriptive survey design with 123 selected entrepreneurs in Enugu Metropolis, employing a self-structured instrument called the Entrepreneurship Scale to collect data. The instrument was validated by experts, and reliability was confirmed with a Cronbach Alpha coefficient of .83, .67, and .71 for the three clusters. Findings indicated that entrepreneurial study produce required skills for sole proprietorship but noted challenges such as lack of perseverance, self-confidence, and communication skills.

Miana (2013) studied the contribution of sole proprietorship education in job creation for Nigerian youth. The research emphasized that a nation's progress depends on the resourcefulness of its people, which is influenced by the quality of education. For national development and improved per capita income, the government must prioritize functional education that fosters job creation and self-reliance. The paper concluded that entrepreneurship education plays a vital role in job creation and suggested addressing the challenges in this field to reduce unemployment and foster development in Nigeria.

Okeke and Edikpa (2014) investigated the prospects, challenges, and strategies of entrepreneurship education (EEd) in Nigeria. The study identified EEd as crucial for economic growth, as it equips individuals with skills to identify opportunities, take risks, and succeed. The research used a simple random sampling technique to select 620 students and entrepreneurs, and found challenges such as inadequate qualified teachers, funding issues, poor infrastructure, and security. Strategies proposed included offering credit facilities, providing financial support to entrepreneurs, and improving teacher training and infrastructure to enhance the effectiveness of entrepreneurship education.

Conceptual Review

Entrepreneurship Education

Entrepreneurship education plays a critical role in achieving national goals related to economic growth and development. While it is not essential for an individual to have formal entrepreneurship training to succeed, such education greatly increases the likelihood of success as an entrepreneur. Entrepreneurship education is a comprehensive process that fosters innovation, creativity, risk-taking, initiative, and other traits vital for entrepreneurial success (Anho, 2011). It equips individuals with the skills and mindset needed to create and manage businesses, particularly small enterprises, with a focus on profitability, social responsibility, and legal requirements (Osuala, 2014).

Entrepreneurship, according to Zochi (2014), is the process of identifying business opportunities, planning and managing resources, and assuming risks to achieve profits. This process involves taking the initiative, organizing economic activities, and accepting the associated risks for profit generation. Entrepreneurship education, therefore, equips individuals with the knowledge

and skills necessary to identify and exploit opportunities within their environment. It empowers individuals to make the most of available resources to achieve economic success.

In Nigeria, entrepreneurship education has been integrated into the educational system at all levels to address unemployment, poverty, and youth restiveness, while encouraging graduates to not only become self-employed but also create jobs for others. Entrepreneurship serves as a driver of innovation and economic growth, particularly in a globalized, knowledge-based economy. As a fundamental driver of change, education facilitates economic independence, promotes financial growth, mitigates impoverishment, and it equips individuals with skills essential for entrepreneurial success.

Entrepreneurship education encourages individuals to persistently seek opportunities for wealth creation by developing products and services that meet customer needs using available resources. This focused training equips learners with critical competencies, innovative concepts, and organizational skills necessary for entrepreneurial success. Consequently, entrepreneurial education represents a vital approach to addressing Nigeria's joblessness challenges, as it enhances the acquisition of skills necessary for gainful self-employment and economic development (Ezema, 2015).

Objectives of Entrepreneurship Education

The objectives of entrepreneurship education aim at the development and survival of both individuals and society, serving as a tool for social, economic, and political progress when properly planned, funded, and implemented. Osuala (2010) outlines the following objectives: to provide youth with meaningful education that fosters self-reliance and independence, to equip graduates with the skills necessary to establish careers in small and medium-sized businesses, and to address society's manpower needs. Additionally, it aims to teach risk management to help graduates navigate uncertainty, stimulate economic growth in rural areas, stimulate inventive problem-solving and creative discovery of commercial possibilities and offer small businesses access to qualified graduates for management roles.

These objectives highlight the importance of entrepreneurship education in producing graduates who can create jobs and alleviate poverty in Nigeria. When graduates become self-reliant and establish small/medium-scale enterprises, they contribute significantly to job creation, a key goal of the Millennium Development Goals. Job creation helps reduce poverty and improve living standards by providing regular, paid employment and creating opportunities through the establishment of businesses in Nigeria.

Types of Entrepreneurs

Social Entrepreneur

A social entrepreneur is motivated by a desire to improve social, environmental, educational, and economic conditions, focusing on global issues like poverty and educational deprivation rather than profit. Key traits of effective social entrepreneurs include ambition, innovation, and a drive to create change (Eikington, 2011). Their goal is to develop solutions that can be replicated to

create social value, offering better services to benefit the community. Social entrepreneurs make significant contributions to society, adopting business models to address complex social problems (Zahra, 2019).

Serial Entrepreneur

A serial entrepreneur constantly develops creative notions and commercial undertakings, often being portrayed in news coverage as someone with a high risk-taking, innovative, and achievement-oriented mindset. These individuals tend to attain consistent business accomplishments and overcome failures more readily (Wall Street Journal, 2011).

Passion-Driven Entrepreneur

This entrepreneur prioritizes passion over gain, combining personal interests and talents with earning potential. Unlike entrepreneurs who aim to make their business profitable for shareholders, lifestyle entrepreneurs create businesses to support sustainable living in fields they are passionate about, offering greater personal freedom and flexibility (Wadhwa, 2010).

The Concept of Joblessness

Joblessness refers to unemployment, which became a significant issue in Nigeria after the 1980s due to political instability and inconsistent socio-economic policies (Agweda & Abumere, 2018). The collapse of the Nigerian economy in the mid-80s led to increased youth and graduate unemployment. Nwagwu (2017) argued that the failure of tertiary education to instill a self-reliant mindset has led to the underutilization of human and natural resources.

Unemployment in Nigeria

Unemployment in Nigeria is a critical issue, leading to insecurity, banditry, and crime. The breakdown of systems in the country has resulted in a lack of sectors capable of absorbing the workforce, contributing to high poverty levels (Nwangwu, 2016). Corruption, nepotism, and favoritism in job placements have further exacerbated the unemployment crisis, denying qualified individuals' opportunities (Nwangwu, 2016).

Entrepreneurship Education and Job creation

Education and Job Creation in Nigeria

Quality entrepreneurship education plays a crucial role in the socio-economic, political, and industrial development of a nation. It facilitates job creation by encouraging the establishment of businesses, particularly small enterprises, which can accommodate the growing youth unemployment in Nigeria. Graduates of entrepreneurship education acquire the necessary skills to manage small business centers, ultimately providing self-employment opportunities (Aiyeduso in Olorunmolu, 2018). Entrepreneurs create jobs not just for themselves but also for others, leading to increase per capita income and improved living standards. Entrepreneurs identify community needs and develop products or services to meet them effectively. As Emeruwa (2015) noted,

entrepreneurs mobilize resources—human, material, and financial—to exploit opportunities, producing goods and services vital for societal well-being.

Entrepreneurship also stimulates economic development in rural areas. By establishing small and medium-sized enterprises (SMEs) in rural areas, entrepreneurs help reduce rural-to-urban migration, providing jobs and services similar to those found in urban centers. In addition to offering goods, entrepreneurs often contribute infrastructure, enhancing rural development. Entrepreneurs are driven by the dual goals of contributing to community welfare and generating profit, thereby elevating the dignity of labor. Through entrepreneurship education, graduates learn to utilize local resources, creating small businesses that make use of raw materials often overlooked by larger firms. Owualah in Olorunmolu (2008) highlighted that small businesses are better at maximizing local resources than larger firms, which, in turn, help create jobs and contribute to increased production.

Entrepreneurship education not only produces a skilled workforce but also fosters a pool of potential entrepreneurs ready to start and manage businesses. This form of education can significantly contribute to job creation and economic development. By empowering individuals with the necessary skills, entrepreneurship education can be a powerful tool in achieving the Millennium Development Goals (MDGs), specifically reducing poverty by encouraging self-reliance among individuals.

Entrepreneurship Education as a Solution to Joblessness

Entrepreneurship education is a significant solution to the problem of unemployment in Nigeria. Carl Rogers (1961) emphasized the importance of creativity and productivity for personal growth, which can be nurtured through entrepreneurial skills. Integrating entrepreneurial education into tertiary education curricula would encourage job creation, transforming graduates into employers rather than job seekers (Anho, 2013). The compulsory inclusion of job creation skills in higher education will enable tertiary institutions to produce entrepreneurs who will, in turn, train others to be self-reliant and reduce dependence on government employment.

Entrepreneurship education prepares individuals for occupational fields, equipping them with the skills necessary to participate actively in the workforce. As part of lifelong learning, it fosters responsible citizenship and aids poverty alleviation. It provides practical skills for careers in trades, occupations, and vocations, ensuring that graduates are capable of contributing meaningfully to society. Entrepreneurship education also promotes employment opportunities, making it a vital tool in the achievement of MDGs. Gibb (2012) highlighted that entrepreneurship education enables individuals to lead fulfilling lives, supporting national development while addressing unemployment.

Through entrepreneurship education, individuals gain skills essential for team-building, which are valuable for both small and large-scale businesses. The knowledge acquired helps create diverse career opportunities, ranging from agriculture to technology. As identified by Akiri (2011) and Anho (2013), entrepreneurship education facilitates careers in various fields such as crop

production, animal husbandry, fashion design, waste management, information technology, and more. These sectors, driven by entrepreneurial initiatives, can substantially reduce unemployment in Nigeria and foster economic growth.

Challenges of Entrepreneurship Education in Nigeria

Quality Entrepreneurship Education and its Challenges in Nigeria

Quality entrepreneurship education plays a critical role in equipping individuals with the necessary intellectual skills, work habits, and attitudes essential for job creation, contributing significantly to the growth of Nigeria's economy. However, the success of this education largely depends on the extent to which its programs are effectively implemented. Unfortunately, various challenges have hindered the achievement of its objectives, limiting the benefits expected from the program. As a result, this has obstructed Nigeria's progress towards achieving the Millennium Development Goals (MDGs). Notable challenges identified by scholars such as Osuala (2010) include:

- Poor funding from both government and non-governmental organizations.
- Ineffective planning and supervision, including a lack of evaluation and information sharing regarding the program's progress.
- Insufficient teaching materials, equipment, and infrastructural facilities. The impact of globalization and advances in information and communication technology (ICT) have further affected curriculum development, teaching methodologies, and resource availability.
- Inadequate qualified teachers and instructors, alongside a shortage of supporting staff at all educational levels.
- Low motivation for teaching and non-teaching staff, which in turn negatively affects staff efficiency, creativity, retention, and initiative.
- Overemphasis on theoretical knowledge instead of practical experience, primarily due to the absence of dedicated entrepreneurship education centers.
- High levels of corruption and a poor maintenance culture within the system.
- A challenging business environment, including issues such as limited access to credit/loans, infrastructural decay, widespread poverty, inflation, technological setbacks, political instability, and insecurity, all of which severely hinder economic and business activities.

METHODOLOGY

This study employed a survey research design to gather relevant data. The population consisted of secondary school teachers in Port Harcourt Metropolis, estimated to be 4,056 in total. The investigation applied probability sampling methods to select 220 teachers, while a self-structured questionnaire was administered to gather information about the state of entrepreneurship education in the area. Of the 220 questionnaires distributed, 200 were returned, yielding a response rate of 91%. The responses were analyzed using a 4-point Likert scale: strongly agree (SA) = 4, agree (A) = 3, disagree (D) = 2, and strongly disagree (SD) = 1. To analyze the statistics, researchers utilized mean and standard deviation calculations, determining the cutoff point by averaging the nominal values ($4 + 3 + 2 + 1 = 10$, $10/4 = 2.50$). Statements with mean scores of

2.50 or above were considered agreed, while those below 2.50 were regarded as disagreed.

RESEARCH RESULT

DATA ANALYSIS AND PRESENTATION

This section analyzes the field-collected data, organized according to the study's research questions. The findings are presented below

Table 1: Distributions Of Respondents By Their Sex

SEX	NO	PERCENT%
MALE	115	57.5
MALE	85	42.5
TOTAL	200	100

SOURCE: AUTHOR 2022

Analysis of research question

Research question 1: How does entrepreneurship education in Secondary School curriculum enhance the learning of necessary expertise for viable self-reliance in Nigeria?

Table 1: Mean Rating of how Entrepreneurship Education in Secondary School curriculum Enhances the learning of necessary expertise for viable self-reliance in Nigeria

S/N	ITEMS	SA	A	D	SD	STD	X	REMARK
1	Entrepreneurship education provides the fundamental skill sets necessary to meet Nigeria's employment needs.	90	85	5	20	1.07	3.25	Accepted
2	Entrepreneurship education does not adequately develop the fundamental skills required to meet Nigeria's employment needs	70	100	20	10	1.09	3.15	Accepted
3	Entrepreneurship Education fosters	76	65	30	29	0.74	2.94	Accepted

	inventive mindsets that enable students to discover entrepreneurial opportunities.								
4	Entrepreneurship education lacks effective mechanisms for learners to actualize their entrepreneurial abilities.	60	90	10	40	0.92	2.90	Accepted	
5	Entrepreneurship training programmes stimulate homegrown enterprise development while optimizing the utilization of native resources.	100	50	15	35	0.96	3.08	Accepted	

The first research question aimed to explore how entrepreneurship education facilitates the development of essential skills for profitable self-employment in Nigeria. Item 1 recorded the highest mean value of 3.25, which indicated that business education gives the crucial training skills needed to address the Nigeria’s workforce requirements. In conclusion, all respondents demonstrated a strong understanding of how entrepreneurship education contributes to acquiring the required knowledge for successful sole proprietorship in Nigeria.

RESEARCH QUESTION 2: What are the challenges that hinder sound entrepreneurship education in Nigeria?

Table 2: Mean Rating of the Challenges that Hinder Sound Entrepreneurship Education in our Society

S/N	ITEMS	SA	A	D	SD	STD	X	REMARK
6	Lack of perseverance on the part of the student is one of the inhibitors to	100	50	15	35	0.96	3.11	Accepted

	entrepreneurship education								
7	Absence of self-confidence on the part of the student is one of the problems of entrepreneurship education	60	90	10	40	0.92	2.90	Accepted	
8	Lack of mental ability on the part of the students hinders entrepreneurship education	100	50	15	35	0.96	3.08	Accepted	
9	Lack of respect by the student is one of the problems of entrepreneurship education.	75	85	20	20	1.07	3.04	Accepted	
10	Lack of respect by the student is among the barriers of business education	70	80	30	20	1.09	3.01	Accepted	

Research question 2 aimed to gather respondents' opinions on the barriers of effective entrepreneurship education in Nigeria. According to the table, all items were accepted. Item 6, which highlighted that a lack of perseverance among students is a major barrier to entrepreneurship education, recorded the highest mean value of 3.11. In conclusion, the respondents demonstrated a clear understanding of the challenges that hinder effective entrepreneurship education in Nigeria.

Research question 3: What are the Strategies for Improving Entrepreneurship Education in Nigeria?

Table 3: Mean Rating of Strategies for Improving Entrepreneurship Education in Nigeria

S/N	ITEMS	SA	A	D	SD	STD	X	REMARK
11	Adoption of practical/field training scheme	76	65	30	29	0.74	2.94	Accepted

12	Training and retraining of teachers of entrepreneurship education periodically	70	100	20	10	1.09	3.15	Accepted
13	Teachers should also update their knowledge through research, seminars, Workshop sand conferences to improve skills/competences.	75	85	20	20	1.07	3.04	Accepted
14	Provision of relevant teaching materials and adequate infrastructural facilities like textbooks, good road network, pipe borne water, electricity and other technology to boost production	60	90	10	40	0.92	2.90	Accepted
15	Provision of interest free loans to youths to start up their own businesses	100	50	15	35	0.96	3.08	Accepted

Research question 3 aimed to explore strategies for improving entrepreneurship education in Nigeria. Item 12, which emphasized the importance of periodic training and retraining of entrepreneurship education teachers, had the highest mean value of 3.15. The findings indicate that all respondents were well-informed about the strategies for enhancing entrepreneurship education in Nigeria.

DISCUSSION OF THE FINDINGS

The study highlights that entrepreneurship education plays a crucial role in equipping individuals with essential skills for self-employment in Nigeria. It achieves this by offering training that addresses the country's manpower needs, cultivate inventive mindsets and breakthrough ideas for uncovering business ventures and enabling individuals to utilize their full potential. Additionally, **it supports the emergence of domestic entrepreneurship and improves the effective deployment of community-based resources.** These findings align with

Taiwo (2014), who noted that entrepreneurship development leads to job creation, thereby improving both individuals' lives and the economy. He observed that employment opportunities in an economy are largely tied to entrepreneurship training and development.

The study also identifies several challenges that hinder effective entrepreneurship education in Nigeria, such as lack of perseverance, self-confidence, mental ability, respect, and poor communication skills among students. These issues are in line with Baba (2013), who found that the absence of technological skills and an entrepreneurial mindset limits economic development and job creation. Furthermore, the study supports Okoye, Iloanya, and Udunze (2014), who found that government policies and corruption have hampered the transformative potential of entrepreneurship education.

The unemployment situation in Nigeria, coupled with the challenges in entrepreneurship education, necessitates increased awareness among citizens. Many individuals, especially school leavers, rely too heavily on the government, which hinders their ability to become self-sufficient. It is crucial to encourage Nigerians to pursue entrepreneurial skills that align with their passions and bring long-term satisfaction. Since human behavior and circumstances vary, it is essential for counselors to utilize modern theories—such as trait and factor theory, decision theory, situational theory, personality theory, and developmental theory—to assist individuals facing entrepreneurship education challenges.

Moreover, recent shifts in the global system indicate that certain academic courses are no longer relevant, with some becoming obsolete and disconnected from the economy. The urgent need for curriculum revision to align with current economic demands is evident. When education is directly linked to industry needs, the issue of unemployment due to insufficient training becomes less of a concern (Schaefer & Lamm, 1999). As a result, entrepreneurship education will help acquire the skills necessary for self-employment and reduce unemployment in Nigeria.

According to Igbo (2001), contemporary education policies prioritize fostering independence and entrepreneurial pursuits. The increasing worldwide recognition of entrepreneurship education is expected to further enhance the development of skills necessary for self-employment. Given that the government cannot employ the large number of graduates in Nigeria, this paper suggests encouraging graduates, through initiatives like the National Directorate for Employment, to become self-employed and eventually create jobs for others.

CONCLUSION

The importance of entrepreneurship education, particularly in developing nations like Nigeria, is undeniable. Its contribution to economic growth, employment generation, and poverty reduction, especially in light of the global economic crisis, is crucial. Based on the analysis and relevant literature, the following conclusions can be drawn:

- Entrepreneurship education plays a significant role in equipping individuals with the skills necessary for self-employment in Nigeria. It achieves this by providing training that meets the country's workforce needs, fostering creativity and innovation in identifying business opportunities, enabling individuals to harness their potential, promoting the development of indigenous entrepreneurs, and increasing the utilization of indigenous materials.

- Several challenges hinder effective entrepreneurship education in Nigeria, including lack of perseverance, self-confidence, mental ability, respect, and poor communication skills among students.

RECOMMENDATIONS

The evidence gathered suggests these practical recommendations:

1. Secondary schools should take the initiative to integrate entrepreneurship education into their curriculum by establishing entrepreneurship development centers. Providing proper training in entrepreneurship will help graduates move away from reliance on government jobs and explore opportunities to become employers themselves.
2. Schools should establish counseling and human development centers to strengthen entrepreneurship education.
3. Providing students with effective career counseling will reduce their over-reliance on government jobs. In a time when the number of vacancies in both public and private sectors is limited, it is essential to promote entrepreneurship education. Students should be encouraged from an early stage to view self-employment as a viable option, as government positions are already saturated.

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