

## Entrepreneurship Education and Sustainable National Development: An Appraisal

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### Abstract

*Entrepreneurship education is an important element of economic growth and sustainable national development. According to Federal Republic of Nigeria (2004) as stated on National Policy on Education, Entrepreneurship Education should equip students with the necessary skills, knowledge, attitudes and competencies that will enable them develop economically and become self-reliance, thereby contributing to the nation's economic development. This paper therefore focuses on the appraisal of entrepreneurship education and sustainable national development. Employment creation, self-reliance opportunity, crime reduction rate, are used as parameters to measure the quality of entrepreneurship education for achieving sustainable national development. A survey research design pattern is adopted. The study is conducted among graduating (NDII & HNDII) students of The Oke Ogun Polytechnic Saki, Oyo State. Data are collected through structured questionnaire distributed among the targeted audience. Three (3) hypotheses are formulated and tested using chi-square distribution test of hypothesis and the collected data set is analyzed accordingly using R-Studio Statistical Software. Investigation reveals that the entrepreneurship education received by students are not substantial and adequate enough to enhance employment creation and hence sustainable national development cannot be achieved. The paper however recommends that government at all levels should provide enabling environment for the development of quality entrepreneurship education needed for employment creation, self-reliance and sustainable national development in Nigeria.*

**Keywords:** Entrepreneurship Education, Employment creation, Self-Reliance, Sustainable National Development, Educational Manager

## 1.0 Introduction

The need for entrepreneurship education started emerging in the mid-1980s. This is because before this period, unemployment and poverty were not national concern as it is currently. However, political instability and inconsistencies in the socioeconomic policies of successive governments led to the emergence of high level unemployment in Nigeria. In the mid-80s, the Nigeria's economy collapsed while youth and graduate unemployment hit the roof. It has been observed that tertiary education has not properly included philosophy of self-reliance such as creating new cultural and productive environment that will promote dignity in work and self-discipline, encouraging people to take part actively and freely in discussions and decisions affecting their general welfare, promoting new sets of attitudes and culture for the attainment of future goals.

Entrepreneurship education is designed to aids students from all socioeconomic backgrounds to think outside the box and understudy unconventional talents and skills. It creates opportunities, ensures social justice, instills confidence and stimulates the economy.

Entrepreneurship education stands out to be an antidote to empowerment and sustainable national development. Entrepreneurship education enhances the acquisition of necessary skills for gainful and self-employment. As a specialized training given to students to acquire skills, ideas and managerial abilities and capabilities for self-employment stands as a panacea to unemployment saga in Nigeria (Ezema, 2005:20).

Entrepreneurship in Nigeria is necessary for the country to become a developed nation. Nigeria has human resources who should be capable of retrieving, processing and utilizing her natural resources for the general well-being of her citizens and sustainable development of her economy, given that they have appropriate skills. For these needed skills to be acquired, emphases should be directed towards entrepreneurship education which serves as a strategy for transforming the Nigeria economy into one of the twenty largest economics in the world. In similar vein, UNESCO (2008) viewed educational entrepreneurship as all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds.

Analyzing the problem of education in Nigeria, Agi and Yellowe (2013) argued that the problem is not about curriculum or investment in education neither is it non-availability of manpower for

the sector, but that many have tended to look in the direction of management of education which include lack of policy analysis to make students to fit into society, yet not relying on the government of the day but the managerial ingenuity of educational managers and administrators to make education a building block of prosperity, self-reliance, employment creation, crime reduction, socio-economic empowerment, and national security which will equally serves as a means for achieving sustainable national development through improved access to quality, functional entrepreneurship education at all levels.

Business education in Nigeria should emphasize entrepreneurship consciousness for it to be relevant in achieving the right type of value and attitudes for the survival of the individual and sustainable economic development in Nigeria society. Having been successfully equipped with entrepreneurial skills through persistent education, one is strongly empowered and ready to contribute positively to economic growth and sustainable national development of the country by being self-employed.

### **1.1 Statement of the Problem**

The problem of entrepreneurship education is not about curriculum or investment in education neither is it non-availability of manpower for the sector, but that many have tended to look in the direction of management of education which include lack of policy analysis to make students to fit into society, yet not relying on the government of the day but the managerial ingenuity of educational managers and administrators to make education a building block of employment creation, self-reliance, crime reduction, socio-economic empowerment, prosperity, national security, as a means for achieving sustainable national development through improved access to quality, functional entrepreneurship education at all levels.

This study therefore appraised the need for employment creation, self-reliance opportunity for graduates and crime reduction rate among graduates, as a means for achieving sustainable national development through quality entrepreneurship education.

## 1.2 Objectives of the study

This paper focused on the appraisal of entrepreneurship education and sustainable national development. Employment creation, self-reliance opportunity, crime reduction rate, were used as parameters to measure quality entrepreneurship education for achieving sustainable national development. Specifically, the study tries:

1. To find out if employment creation will enhance sustainable national development.
2. To find out whether self-reliance opportunity for graduates will aid sustainable national development.
3. To find out if reduction in crime rate among graduates will enhance on sustainable national development.

## 1.3 Research Questions

1. Is there any relationship between employment creation and sustainable national development?
2. Can self-reliance opportunity for graduates' aid sustainable national development?
3. Is there any relationship between reduction in crime rate among graduates and sustainable national development?

## 1.4 Research Hypotheses:

**H<sub>01</sub>:** There is no significance relationship between employment creation and sustainable National Development.

**H<sub>02</sub>:** There is no significance relationship between self-reliance opportunity and sustainable National Development.

**H<sub>03</sub>:** There is no significance relationship between crime reduction rate among graduates and sustainable National Development.

## **2.0 Review of Related Literature**

Entrepreneurship is the willingness and ability of an individual to seek for investment opportunities, to establish and to run an enterprise successfully. UNDP (2010) stresses that entrepreneurship involves the process of using private initiative to transform a business concept into a new venture or to grow and diversify an existing venture or enterprise with high growth potential. Entrepreneurship according to Baba (2013) is the act of starting a company, arranging business deals and taking risks in order to make profit through the education skills acquired. The entrepreneurship spirit is a prerequisite to an entrepreneurial society and culture. This spirit is required for the overall economic growth of any nation especially developing ones like Nigeria. Tijani-Alawiye (2004) also defines entrepreneurship as the process of increasing the supply of entrepreneurs or adding to the stock of existing small, medium and big enterprises available to a country by creating and promoting many capable entrepreneurs, who can successfully run innovative enterprises, nurture them to growth and sustain them, with a view to achieving broad socio-economic developmental goals. Among these goals is sustaining employment, self-reliance, prosperity, crime reduction and national security.

### **2.1 What is entrepreneurship Education?**

Cope, (2003) emphasized the need to institute an educational frame-work in Nigeria within which small and medium scale enterprise development can occur. This according to him can be achieved through entrepreneurship education. Entrepreneurship education therefore, involves teaching and learning of the needed skills and knowledge that equip one to become self-reliant through being an effective and successful initiator, manager, innovator, and risk-bearer of business undertaking. In entrepreneurship education, people already in businesses are retrained to enhance their management, record keeping ability and the profitability of their businesses while unemployed university graduates and secondary schools' leavers are taught skills in the schools and are trained

to take their fate in their hands and to become entrepreneurs even right in the schools, (CEDR, 2008).

Thus, Akpomi (2010) says that entrepreneurship education develops human abilities and changes their values and attitudes in order to accelerate the process of development. She went further to say that this type of education helps individuals to innovate and foresee the future needs arising from new ways of thinking.

## 2.2 Understanding Entrepreneurship

The link between economic growth and entrepreneurship has been highlighted by many studies and facts and this connection can easily be demonstrated also by common sense, economic observation or just by simple intuition: entrepreneurship is based on activities that convert ideas into economic opportunities. As a source of change and innovation, entrepreneurship boosts economic competitiveness and increases productivity. The increasingly globalized world economy challenges organizations to increase competitiveness, productivity, flexibility and knowledge, factors that are closely associated with entrepreneurship. The assumption that supporting entrepreneurship is closely related with fostering a country's competitiveness appears today more valid than ever, given the technological change and the intensified global competition brought about by globalization and economic liberalization.

## 2.3 Need for Entrepreneurship Education:

Recently, entrepreneurship education and training began to engage the attention of researchers, government institutions and agencies as intervention strategies for tackling many of the constraints identified in our developmental efforts. Entrepreneurship education and training entail the philosophy of **self-reliance** which includes creating a new cultural and productive environment, promoting new set of attributes and culture for the attainment of future challenges (Arogundade, 2011).

Akhuemonkhan et al (2013) examined the entrepreneurship education and employment stimulation in Nigeria. They discovered that entrepreneurship development could be an effective tool for poverty reduction, stimulating employment as well as fast-tracking the realization of

universal primary education and promoting gender equality. Despite the prospect of entrepreneurship education, it is faced by challenges such as paucity of funds, ineffective teaching methods, paucity of text-books, and lack of experienced lecturers and a host of other factors.

## **2.4 The Role of Education:**

Education is the most effective means available to society to challenge the future. Progress depends increasingly more on the capacities to research, innovate and adapt of the new generations. Without education, youth participation in the cultural and socio-economic life is impossible. Education will obviously not solve all the problems that humanity faces today, but it is essential in the effort to connect the members of the society, generate new relationships and respect to environmental needs. School instruction, or formal education is not everything. Education also values the role of family and community and includes non-formal and informal sides. The immense community of educators is not being efficiently used to develop the entrepreneurial mind - set for the younger generation, as they are a crucial human resource whose contribution can be useful in all local communities. Entrepreneurship education has become popular for many reasons. Learning about developing business plans and creating a company allows students to better understand and integrate finance, economics, accounting, marketing and other business disciplines, offering them an integrative and enriching educational experience. Entrepreneurship education encourages the founding of new businesses by students and alumni and equips them with critical decision-making skills that enhance the success of graduates in the job market.

## **2.5 Sustainable Development**

In the view of Arogundade (2011), sustainable development requires balancing environmental, societal and economic considerations in the pursuit of development and an improved quality of life. Sustainability includes intergenerational equity, gender equity, just and peaceful societies, social tolerance, environmental preservation and restoration, poverty alleviation and natural resource conservation. He stated that the major essential tool for achieving sustainable development include the following areas:

- i. Improve the quality of basic education;

- ii. Re-orient existing education programs to address sustainable development;
- iii. Develop public awareness and understanding; and
- iv. Providing training for all sectors of private and civil society.

Arogundade further asserted that education for sustainable development is the focus or projection of education that seeks to equip people towards creating a sustainable future. Stakeholders such as government, businesses, educational institutions, media, and organizations play important roles in achieving sustainable development. Each of these sectors has a different vision of sustainable development. Some are interested in environmental preservation and protection; some have economic development interests while others may be more interested in social development. According to UNESCO (2000) the way each nation, cultural group and individual views sustainable development will depend on its own values.

## **2.5 Entrepreneurship Development in Nigeria**

In Nigeria, entrepreneurship education should be perceived as a catalyst to increase the rate of economic growth create job opportunities, reduce importation of manufactured goods and decrease the trade deficits that currently result from imports (Osiagwu, 2002). The nation must recognize the importance of its indigenous entrepreneurs and their contributions to its economy in order to attain its full potential in economic and social development (Ariyo, 2008). In a similar vein, Matanmi and Awodun (2005) maintain that Nigeria must give adequate attention to the growth of entrepreneurship in order to move out of the disturbing high level of unemployment and ravaging level of poverty. There is need for our country to urgently promote and develop entrepreneurship education that will aid the dispersal and diversification of economic activities and boost even development in it. Entrepreneurship education and training of youths in entrepreneurial skills remains one of the most promising strategies for rescuing the nations appalling unemployment rate, crime rate, and national security to sustain the economic development by appropriately enforcing the teaching of business studies in tertiary institutions. Though entrepreneurship education acts as a catalyst in engendering entrepreneurial activities, yet it serves as engine room for sustainable national development of any nation. Many countries in the world particularly the developing nations have not given the necessary impetus to entrepreneurship education.



## **2.6 Techniques of Acquiring Entrepreneurship Education**

### **2.6.1 Teaching Methods**

Fayolle (2009) and Lonappan and Devaraj (2011) classify the teaching methods into following categories: case study, group discussion, individual presentation, individual written report, group project, formal lectures, guest speakers, action learning, seminar, web-based learning and video recorded. Teaching methods are effective in terms of sending the relevant information to a broader population in a relative short time period.

### **2.6.2 Industrial Training Exercise**

Skills does not depend solely upon a person's fundamental innate capacities but must be developed through training practice and experience. If the objective of entrepreneurship education is to equip individuals with entrepreneurial skills, which are applicable directly to work, then the best technique is industrial training exercise which would provide education and training that enable individuals to involve directly in the entrepreneurial process.

### **2.6.3 Experimental/Practical Technique**

One of the objectives of entrepreneurship educations is to prepare individuals to act as entrepreneurs, one of the most efforts are ways/technique is to facilitate experiments by trying entrepreneurship out in a controlled environment, for instance through business simulation or role playing (Ahmad, Baharun and Rahman, 2004).

### **2.6.4 Excursion Technique**

Excursion technique will facilitate first-hand information on a particular field of study. This will enable young entrepreneurs' opportunity to acquaint themselves with the various skills needed in accomplishment of their dream and aspirations as future entrepreneurs.

### **2.6.5 Co-operation or Group Learning Technique**

This is a process of organizing young entrepreneurs into small groups so that they can work together to maximize their own and each other's learning. Team work is a contemporary form of collaboration. This technique will prompt a sense of mutual responsibility among the entrepreneurs boost their self-esteem, improved social skills and offers greater comprehension of the subject matters.

## **2.7 Challenges Facing Entrepreneurship Education in Nigeria**

Entrepreneurship Education has been receiving increasing recognition as a source of job creation, empowerment for the unemployed and sustainable economic dynamism in a rapidly globalizing world. But despite this, there are several factors that hinder entrepreneurship education in Nigeria they include:

1. Poor knowledge based economy and low spirit of competition
2. Poor enterprising culture
3. Lack of entrepreneurship teachers, materials and equipment
4. Unavailability of fund
5. Non-inclusion of entrepreneurship Programme in the school curricula
6. Poor societal attitude to Technical and Vocational Education development.
7. Inadequate facilities and equipment for teaching and learning.
8. Insensitivity of government to enterprise creation and expansion strategy.
9. Poor plan and execution of processes of action.
10. Isolated or pockets of ineffective programs and management in competencies (Oviawe and Ekhovbiye, 2008).
11. Erratic Power Supply
12. Insecurity

## **2.8 Efforts of Nigerian Government at Promoting Entrepreneurship**

Realizing the significance of entrepreneurship in wealth creation, employment opportunities, self-reliance, crime reduction, and as a catalyst in sustainable economic development, successive governments in Nigeria at various levels and times have come up with one entrepreneurial Programme or the others aimed at encouraging entrepreneurial activities and/or providing, funds for their support. Such programs/efforts include the following:

1. Indigenization Decree (1971)
2. Nigeria Enterprises Promotion Decree (1972)
3. Export Promotion Decree (1977)
4. National Office for Technological Acquisition and Promotion (NOTAP) (1992)
5. Small and Medium Enterprises Development Agency of Nigeria (SMEDAN)
6. National Directorate of Employment (NDE) (1987)
7. Nigeria Opportunities Industrialization Centre (NOIC)
8. Federal Institute of Industrial Research (FIIRO)
9. Industrial Policy of Nigeria (1988)
10. Engineering and Material Development Institute (EMDI).

### **2.9 Some Specialized Financing Agencies Established by The Government include:**

1. Small Industries Credit Loan Scheme (1966)
2. Nigeria Industrial Development Bank (NIDB) now Bank of Industry (BOI)
3. Nigeria Agriculture and Cooperative Bank (NACB) now Agriculture Bank
4. People's Bank of Nigeria (1990)
5. Community Banks (1990)
6. National Economic Reconstruction Fund (NERFUND) 1989
7. Nigeria Export-Import Bank (NEXIM) (1991)
8. Export Stimulation Loan (ESL)
9. Family Economic Advancement Programme (FEAP) (1996)
10. Agriculture Credit Scheme
11. Nigeria Bank for Commerce and Industry (NBCI)

According to Kolawole et al (2007), other efforts and steps already taken by government include:

1. Liaison with the United Nations Development Programme (UNDP) and
2. United Nations Industrial Development Organization (UNIDO) for assistance to small industries promotion Programme.

### **3.0 Methodology**

### 3.1 Data Collection Method/Techniques of Data Analysis

The study adopted a survey research design. Survey research design was considered appropriate because the study was a primary data research and will enhance easy data gathering from the targeted respondents. The graduating ND II and HND II students of The Oke-Ogun Polytechnic, Saki (TOPS) were considered as the target population of the study. Convenience sampling technique was adopted to select a sample size of one hundred and fifty (150) graduating students. The sampling technique was adopted because it will ease data collection from the targeted respondents. Convenience sampling technique is a sampling technique where sample elements are selected because of their accessibility and proximity. As a result, one hundred fifty (150) structured research questionnaire were distributed among the graduating students. One hundred and forty (140) questionnaire which represent 93.3% were duly completed and returned. This was considered appropriate and adequate for the purpose of the research. The hypotheses formulated were tested using Pearson’s Chi-square distribution test of hypothesis and the collected data set were analyzed accordingly using R-Studio Statistical Software.

### 4.0 Statistical Data Analysis and Discussion of Results

#### 4.1 Hypothesis One:

**H<sub>01</sub>:** There is no significance relationship between employment creation and sustainable National Development.

**H<sub>11</sub>:** There is significance relationship between employment creation and sustainable National Development.

**Table 4.1: Pearson's Chi-squared test on employment creation and sustainable National Development**

Pearson's Chi-squared test with Yates' continuity correction
data: Employment.SND_Data
X-squared = 2.1848, df = 1, p-value = 0.1394

**Source: R-Studio Output 1** employment creation and sustainable National Development

**Decision Rule:**

Reject the null hypothesis ( $H_{01}$ ) if P-value is less than or equal to the level of significant (i.e. Alpha =  $\alpha = 0.05$ ). Otherwise do not reject the null hypothesis ( $H_{01}$ ).

**Conclusion:**

Since the P-value is equal to 0.1394 which is greater than the level of significance (Alpha =  $\alpha = 0.05$ ), then we do not reject the null hypothesis ( $H_{01}$ ) and conclude that there is no significance relationship between employment creation and sustainable National Development at 5% level of significance.

**4.2 Hypothesis Two:**

**H<sub>02</sub>:** There is no significance relationship between self-reliance opportunity and sustainable National Development.

**H<sub>12</sub>:** There is significance relationship between self-reliance opportunity and sustainable National Development.

**Table 4.2: Pearson's Chi-squared test on self-reliance opportunity and sustainable National Development**

Pearson's Chi-squared test with Yates' continuity correction
data: Self_reliance_opp.SND_Data
X-squared = 0.034006, df = 1, p-value = 0.8537

Source: R-Studio Output 2 self-reliance opportunity and sustainable National Development

**Decision Rule:**

Reject the null hypothesis ( $H_{02}$ ) if P-value is less than or equal to the level of significant (i.e. Alpha =  $\alpha = 0.05$ ). Otherwise do not reject the null hypothesis ( $H_{02}$ ).

**Conclusion:**

Since the P-value is equal to 0.8537 which is greater than the level of significance (Alpha =  $\alpha = 0.05$ ), then do not reject the null hypothesis ( $H_{02}$ ) and conclude that there is no significance relationship between self-reliance opportunity and sustainable National Development at 5% level of significance.

onship between self-reliance opportunity and sustainable National Development at 5% level of significance.

### 4.3 Hypothesis Three:

**H<sub>03</sub>:** There is no significance relationship between crime reduction rate among graduates and sustainable National Development.

**H<sub>13</sub>:** There is significance relationship between crime reduction rate among graduates and sustainable National Development.

**Table 4.3: Pearson's Chi-squared test on crime reduction rate among graduates and Sustainable National Development**

Pearson's Chi-squared test with Yates' continuity correction
data: Crime_reduction.SND_Data
X-squared = 2.52, df = 1, p-value = 0.1124

**Source: R-Studio Output 3** crime reduction rate among graduates and Sustainable National Development

#### Decision Rule:

Reject the null hypothesis ( $H_{03}$ ) if P-value is less than or equal to the level of significant (i.e.  $\alpha = 0.05$ ). Otherwise do not reject the null hypothesis ( $H_{03}$ ).

#### Conclusion:

Since the P-value is equal to 0.1124 which is greater than the level of significance ( $\alpha = 0.05$ ) then, we do not reject the null hypothesis ( $H_{03}$ ) and conclude that there is no significance relationship between crime reduction rate among graduates and sustainable National Development at 5% level of significance.

### 5.0 General Conclusion

The Study revealed that entrepreneurship programs has been introduced in many of our institutions either as part of the course of study in Business Administration and Management or as options

under the various technical subjects. Often such programs equate entrepreneurship with new venture creation or/and small business management education “about” entrepreneurship and enterprise rather than educating “for” entrepreneurship. Only rarely, the focus is on developing skills, attributes and behavior of the successful entrepreneur. The work also contends that the introduction of entrepreneurship education and training would facilitate the creation of new businesses and hence reduce the existing high rate of unemployment, grow and sustain the economy and also motivate entrepreneurs towards, self-reliance and prosperity achievement and risk-taking.

In addition, it was observed that Business education in Nigeria should emphasize entrepreneurship consciousness for it to be relevant in achieving the right type of value and attitudes for the survival of the individual and sustainable national development in Nigeria society. Through training in entrepreneurial skills, managerial experience, record-keeping, creative thinking and problem solving in such areas as generating operation statements and balance sheets, entrepreneurs could be equipped to overcome entrepreneurship’s constraints/challenges. In view of this, the nation must recognize the importance of its indigenous entrepreneurs and their contributions to its economy in order to attain its full potential in economic and social development (Ariyo, 2008).

However, successive governments in Nigeria at various levels and times have come up with one entrepreneurial programme or the others aimed at encouraging entrepreneurial activities and/or providing, funds for their support. Therefore, the analysis carried out above revealed that:

1. Research Question One- **R-Studio Output 1** revealed that that there is no significance relationship between employment creation among Graduates (ND II and HND II) of the Oke-Ogun Polytechnic, Saki (TOPS) and sustainable National Development at 5% level of significance (see **Table 4.1**).
2. Research Question Two- **R-Studio Output 2** revealed that that there is no significance relationship between self-reliance opportunity among Graduates (ND II and HND II) of the Oke-Ogun Polytechnic, Saki (TOPS) and sustainable National Development at 5% level of significance (see **Table 4.2**).
3. Research Question Three- **R-Studio Output 3** revealed that that there is no significance relationship between crime reduction rate among graduates and sustainable National Development at 5% level of significance (see **Table 4.3**).

Hence, Employment Creation, Self-reliance Opportunity and Crime Reduction Rate among Graduates (ND II and HND II) of the Oke-Ogun Polytechnic, Saki (TOPS) has no significance relationship with Sustainable National Development.

## 6.0 Recommendations

The following recommendations were made based on the results of this study:

1. Government should establish small business schools where interested students and community members can participate. This will make students to be self-reliant and aid National Sustainability.
2. Government should develop entrepreneur internship programme by matching students with locally successful entrepreneurs with clearly stated education programmes.
3. Government should establish an enterprise college aimed at fostering the specific skills required for entrepreneurship education and sustainable national development. This will serve as skill-acquisition Centre for potential entrepreneurs.
4. Government should create an economic friendly environment. This should center on reduction of taxes on small scale businesses.
5. There should be enough incentives for students of vocational and technical schools. This will motivate them to establish their businesses after school and thereby contributing to the economy positively.
6. There should be school-based enterprises where students identify potential business, plan, create and operate small business by using the school as preparatory ground.
7. Government at all levels should be more serious with entrepreneurship education, provide enabling environment, ensure steady supply of electricity and the security of that entire citizenry as well as increase the funding of tertiary institutions to meet-up with the global best practices so that they can be able to face the millennium challenges of job creation and self-reliance.
8. Entrepreneurs should be exposed to various sources of information and business opportunities available both in Nigeria and overseas.
9. Government agencies, Research and Development (R & D) organizations, non-governmental organizations as well as development partners should develop and organize business awareness programmes and disseminate information on investment opportunities,



expose entrepreneurs to sources of raw materials, new and improved technologies, domestic and foreign consultants and even relevant research findings necessary for business survival, growth and sustainability of the economy.

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