



Entrepreneurship Education and Learning for Full Employment

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Abstract. This paper has so far examined entrepreneurship education and learning for full employment with reference to improved government strategies and pragmatic approaches to teaching. Entrepreneurship education as an integral part of innovation and technology enables individuals to champion their cause, arrest the environment for the betterment of standard of living and enhancement of quality of life. Despite the efforts Government is putting behind entrepreneurship education in Nigeria in a bid to reduce unemployment and sustain economic growth, contentment still eludes us. It has been argued that when one is frustrated, one should change approach. It was on this basis that government was asked to provide conducive macroeconomic policy environment, robust entrepreneurship education, protection of intellectual property right, sound financial system, and strong institution. The paper further suggested that Malcolm Knowles's Andragogy Principles should be adopted during the course of teaching and designing entrepreneurship Instructions. How entrepreneurship education and learning could deliver us from unemployment was equally enumerated.

Key words: Entrepreneurship education, learning, andragogy principles, full employment, Nigerian economy

1. Introduction

As Tiamiyu (2019) eloquently put, “if you are poorer than your parent, then you need to have yourself blamed”, because, in this contemporary world of technology, people that are considered poor now enjoy economies of scales of technology which past generations did not have access to. Technology, alone, enables individuals to champion their cause and to arrest the environment for the betterment of standard of living and enhancement of quality of life. Entrepreneurship education is an integral part of innovation and technology. Perhaps, this may explain the reasons why leading scholars like Schumpeter, 1934; Harper, 1991; Morris & Lewis, 1991; Hamilton, 2000; Clausen, 2006; Praag and Versloot, 2007 (as cited in Idam (2014)) see entrepreneurship as an effective means not only to combating unemployment, poverty and under-development in the developing nations, but also as a strategy for rapid economic development in both developed and developing nations.

Given the current political, economic, and social influence of the global economic meltdown, many countries of the world have resolve to focus on their domestic economy so as to foster a sustainable economy that would be moderately resistant from the economic and financial strangling that may try to reoccur in the future, through the introduction of entrepreneurship education in the curricula of all tertiary institutions' of learning. The recent global

economic meltdown has brought to the limelight, as well as the reality, that the world is a global market (Banabo&Ndiomu, 2011). The emphasis now is on assumption that for a country to achieve all round growth that would be sustainable, permanent, and ever-lasting, then that growth must take place from within. Therefore, the key to the success of establishing a culture of entrepreneurship in Nigeria is education and training that depends on all stakeholders, the state, educators and learners. Njoroge and Gathungu (2013) also advanced that apart from the education impact and influence, the society is the place where most (holistic) profound impact can be brought about in the development of the youth. Entrepreneurship-led development strategies are now being emphasised as these have proven successful in several Less Developed Countries (LCDs).

It is worthy of note that despite Government initiative and interventions on entrepreneurial activities and education in Nigeria, on the one hand, entrepreneurs are still faced with overwhelming problems of inadequate finance, poor infrastructure, lack of access to the right technology and education, poor information dissemination, lack of intellectual property right protection, access to market, and lack of support from the relevant government agencies. On the other hand, no significant success has been recorded to reduce unemployment. Bankole (2007) opined that some of the factors above are responsible for the poor state of entrepreneurial growth in Nigeria.

Moreover, examining the trends of unemployment in Nigeria over time, it is worthy of note that Unemployment Rate in Nigeria increased to 23.10 percent in the third quarter of 2018 from 22.70 percent in the second quarter of 2018. Unemployment Rate in Nigeria averaged 12.31 percent from 2006 until 2018, reaching an all-time high of 23.10 percent in the third quarter of 2018 and a record low of 5.10 percent in the fourth quarter of 2010. While Youth Unemployment Rate in Nigeria decreased to 36.50 percent in the third quarter of 2018 from 38 percent in the second quarter of 2018. Youth Unemployment Rate in Nigeria averaged 23.63

percent from 2014 until 2018, reaching an all-time high of 38 percent in the second quarter of 2018 and a record low of 11.70 percent in the fourth quarter of 2014 (NBS, 2018). Human development index (HDI) in Nigeria was reported at 0.467 in 2011, which was below world weighted average of 0.7, according to the World Bank collection of development indicators, compiled from officially recognized sources. World Poverty Clock (2018) also confirms that Over 86.9 million Nigerians now living in extreme poverty represents nearly 50% of its estimated 180 million populations. However, the Special Advisor to the President on Social Protection recently says that about 67 percent of Nigerian population live below poverty line (Vanguard, 2018). High unemployment rates and abysmally low human development indices recorded so far in Nigeria make it imperative to present this opinion paper with particular reference to advocating for improved government strategies and pragmatic approaches to teaching entrepreneurship for the purpose of generating full employment.

Moreover, with the statistic above, one can see that despite the efforts government is throwing behind entrepreneurship education in Nigeria in a bid to reduce unemployment and sustain economic growth, contentment still eludes the society. This brings to the fore the need to re-examine entrepreneurship education and learning for full employment in the light of changing some of our approaches. The point is, as an adage says, when you are frustrated in a system, the best thing is to change your approach. It could be that the current methods and techniques employed in teaching entrepreneurship education are flawed or government strategies towards entrepreneurial activities are inadequate; which is what this paper aims at addressing. Therefore, this paper adds to the literature by examining entrepreneurship education and learning for full employment with reference to improved government strategies and pragmatic methods of teaching that have abilities to enhance or arouse entrepreneurship spirits, intention and interest of Nigerian populace. To this end, the paper is structured as follows: discussion of concept of entrepreneurship education; the techniques and

methods of teaching entrepreneurship education; what the government could do to overcome the challenges of entrepreneurship education in Nigeria; and finally Entrepreneurship education for full employment.

2. The Concept of Entrepreneurship Education

Entrepreneurship has been defined in various ways by different authors. Some defined as it process of starting new business, creating new opportunities, introducing changes and innovations while others defined it as ability to see and evaluate business opportunities, to gather the necessary resources, to take advantage of them, to initiate appropriate action, to ensure success and to bear risk to achieve the goals. Entrepreneurship creates opportunities for better use of existing resources, adapts changes in the market's offer to changes in demand, and determines the directions of market. As noted by Ogunnubi (2018), Entrepreneurship is critical for the economy as entrepreneurship is an engine of economic progress, job creation as well as social adjustment. Throughout the world, entrepreneurship fosters economic growth and generates new jobs. In a similar view by Drucker (1983) in Sammani (2017), entrepreneurship is the engine of development and economic emancipation.

In the words of Wennekers and Thurik (1999), several roles that have been associated with the entrepreneurs in the literature were enumerated, which can be summarized as: person who starts a new business; person who takes the risk, innovator; supplier of financial capital; owner of the enterprise; decision-maker; industry leader; manager– or organizer, coordinator, contractor, allocator of economic resources among alternative uses; employer of factors of production; and, even arbitrageur.

Also, following what Ogunnubi (2018) posits, it is no longer disputed that entrepreneurs have a positive impact on the economy. They create employment, contribute to economic growth, and produce and commercialize innovations. In doing so, they influence the growth of cities and regions. Over the past few decades, national and sub national governments worldwide have

increasingly focused on engaging more people in market activities with an assumption that markets play a critical role in attaining sustained increases in living standards. Entrepreneurship involves innovation; bringing something new to a market that does not exist before. Even if the market already exists, there is no guarantee that the new product will survive the introduction stage of the product life cycle, taking into consideration the teething competition. Some scholars are of the view that entrepreneurship is a service rendered by anyone who starts a new business (Ogundele, Sofoluwe and Kayode, 2012).

Moreover, the next strand of argument is the way in which the spirits of entrepreneurship is acquired. Are people made or born entrepreneurial? Though, our focus is on how entrepreneurs are made through education. Entrepreneurship is a discipline and thus can be learned, as is being done in increasing quantity and quality across the globe (e.g., Drucker 1985; Henry, Hill, and Leitch 2005; Kuratko 2005). Because entrepreneurship and innovation have been recognized as critical drivers of sustainable economic development and competitive advantage (Birch 1987; Sine and Lee 2009), there has been increasingly a call to produce and deliver high-quality entrepreneurship education (e.g., Katz 2003; Matlay 2008; Solomon, Duffy, and Tarabishy 2002). It has also been argued that all individuals should be exposed to some entrepreneurship training and development (Gibb 2002) because entrepreneurship graduates are three times more likely to start their own business, three times more likely to be self-employed, have annual incomes of 27% higher, own 62% more assets, and are more satisfied with their jobs (Charney and Libecap 2000). So, it is likely that entrepreneurship is acquired but its extent might be largely determined by the degree of readiness of individual learners.

Global-Entrepreneurship-Monitors (GEM, 2010) define entrepreneurship education as a process of “building knowledge and skills either “about” or “for the purpose of” entrepreneurship generally, as part of recognized education programs at primary, secondary or tertiary-level educational institutions.” Entrepreneurship

education deals with the process of undertaking a business initiative as an application of knowledge acquired competently for the purpose of self-reliance, self-sustenance and the overall individual and society's development. In a nutshell, entrepreneurship education eradicates poverty, reduce unemployment and enhance self-determination, capacity building/motivational skills and greater business opportunities for citizens of the State (Sammani, 2017) According to the European Union Commission (2010) as cited in Ekankumo and Kemebaradikumo (2011) in Afolabi, Kareem, Okubanjo, Ogunbajo, and Aninkan (2017), entrepreneurship education seeks to provide students (especially those in tertiary schools) with the knowledge, skills and motivation to encourage entrepreneurial studies in a variety of settings. The commission emphasizes that different aspects of entrepreneurship education are offered at all levels of schooling. In a similar vein, the Consortium for Entrepreneurship Education (2004) maintained that it is a lifelong learning process starting from elementary level to other levels of education and spanning to adult education.

That is why in 2006, the Federal Government directed Nigerian Higher Education Institutions (HEIs) to include Entrepreneurship Education (EEd) as a compulsory course for all students with effect from the 2007/2008 academic session (Aliu, 2008) which led to the inclusion of EEd in the curriculum of all universities and other higher education in Nigeria. Most of the universities in Nigeria now have a centre for entrepreneurship education in their respective institutions. In summary, entrepreneurship education solves societal problems by eradicating poverty, reducing unemployment and enhancing self-determination, capacity building/motivational skills, and greater business opportunities. However, the extent to which its spirits is acquired depends on the readiness of individual learners.

3. Full Employment

Classical economists and Keynes view full employment in different ways. According to the Classical, full employment is a situation where there is no involuntary unemployment. But

according to Keynes, full employment indicates that level of employment where increase in aggregate demand does not lead to increase in level of output and employment. Neoclassical economists (school of thought) see "full" employment as a rate somewhat less than 100% employment. Others, such as the late James Tobin, disagree and consider full employment as 0% unemployment. However, this was not Tobin's perspective in his later work (as cited in Jhingan, 2014)

In another dimension, full employment refers to a situation in which every able bodied person who is willing to work at the prevailing wage rate find jobs. Alternatively, it is a situation where some level of unemployment is allowed for, says 5%. It is expected in an economy that, despite full employment, a particular level of unemployment should exist. This has to do with natural rate of unemployment (a rate of unemployment that can occur in a growing and healthy economy). In other words, full employment is seen as any rate of unemployment below a defined number. If, for example, a country sets full employment at a 5% unemployment rate, any level of unemployment below 5% is considered acceptable. This is possible because some people might be unwilling to do any productive work though they may be fit physically and mentally. Also, some people remain temporarily without jobs over short period when they try to change employment from one job to another (called frictional unemployment) or when new machines are introduced or when a plant may break down (called structural unemployment). Thus, with assumption of natural rate of unemployment noted, it is strongly believed that entrepreneurship education is a veritable tool for the able bodied in the economy to be fully engaged and employed. In other words, full employment can be achieved and maintained if government pays attention to entrepreneurship education which has been considered to be the engine of development.

4. Mode of Entrepreneurship

Entrepreneurship education was introduced into Nigeria educational system to provide the

necessary skills, competence, understanding, and prepare the Nigerian graduate for self-reliant, thereby contributing in nation building. According to Okello-Obura and Matovu (2011), the growth of any enterprise among other things; depends on the entrepreneurial spirit, the qualifications of its owner, quality provision of information, knowledge, skills as well as advice on the various aspects of the business.

In a similar view, Ekankumo and Kemebaradikumo (2011) in Afolabi et al (2017) stressed that entrepreneurship education seeks to provide students (especially those in tertiary schools) with the knowledge, skills and motivation to encourage entrepreneurial studies in a variety of setting. From these assertions, it is obvious that a well implemented entrepreneurship education will climax in economic empowerment and development. The above views show that entrepreneurship education in scope, nature and characteristics is a rebranding education culture meant to guarantee a comprehensive educational system re-engineering obvious deficiencies of the existing education system. It aims at equipping the students with requisite skills and capacities needed for the global workforce.

However, programmes to prepare for entrepreneurship training to support small business have become subjects of further education and training. Therefore, such further education needs to focus on filling the literacy gaps of drop-outs or even the unschooled. The students are thus equipped with necessary skills to become a successful entrepreneur. The efforts of the Federal Government towards entrepreneurship can be seen in the establishment of the following skills-specific enterprises (Federal Republic of Nigeria, 2004):

- National Directorate of Employment (NDE).
- Industrial Attachment or Student Industrial Working Experience Scheme (SIWES).
- Vocational and technical training.
- Agricultural training.
- Information and Communication Technology Training (ICT training).

The National Directorate of Employment (NDE) for instance was Nigeria's response to the need

for entrepreneurship training of school youths towards solving the problem of unemployment. This nation-wide directorate set up by the federal government led to the establishment of the national director of employment which was set up to work out and implement strategies aimed at solving the problems of mass unemployment in Nigeria. On the other hand, the Industrial Attachment or Student Industrial Working Experience Scheme (SIWES) was established to boost the practical and entrepreneurship skills of undergraduate students of science-related discipline.

Vocational and Technical Training as entrenched in the Nigeria National Policy on Education (Federal Republic of Nigeria, 2004), refers to those aspects of the educational process involving (in addition to general education), the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic and social life. These also have entrepreneurship focus.

With respect to Agricultural Training, the primary focus is the cultivation of land, raising and rearing of animals for the purpose of production of food for man, feed for animals and raw materials for industries. It also involves cropping, livestock, forestry, fishing processing and marketing of agricultural products. There is no doubt that the preceding programmes provide students with entrepreneurship training.

ICT Training is currently one of the Nigerian government's drives to enhance entrepreneurship training of teeming youths especially graduates of higher institutions. ICT deals with the use of electronic computers and computer software to convert, store, protect, process, transmit, and secure redundant information. Today, ICT has ballooned to encompass many aspects of computing and technology. It has opened opportunities for young graduates to become entrepreneurs.

Though government is doing well in term of sustaining entrepreneurship education, it could still do better. Government needs to do more in

the areas of technology transfer. Also, for the modes to function effectively, its progress has to be consistently monitored and supervised.

5. Approaches to Teaching Entrepreneurship Education

Oborah (2006) in Sammani (2017) outlined the objectives of Entrepreneurship education as:

- To provide meaningful education for the youths, which could make them self-reliant and subsequently encourage them to derive profit and be self-dependent;
- To provide small and medium sized companies with the opportunities to receive qualified graduates who will receive training and tutoring in the skills relevant to the management of the small businesses;
- To provide graduates with the training and support necessary to help them establish a career in small and medium size businesses;
- To equip them with enough training in risk management, instigate creativity and innovations in identifying new business opportunities.

The performance of entrepreneurship education programme is dependent on the achievement of the above stated objectives. This brings to the fore the need for entrepreneurship educators to understand the special nature of entrepreneurship education programmes and the need to be trained in entrepreneurial ways to become more sensitive towards the needs, challenges and characteristics of the entrepreneurship learners.

Garavan and O’Cinneide (1994) as cited in Chigbuson (2011) in Sammani (2017) gave the following as the goals of Entrepreneurship education:

- To foster entrepreneurial mindsets, inculcate perseverance, skills and behaviours among the recipients, empower students with the competencies and skills necessary to prepare them to respond to their life needs

- To increase the awareness and understanding of the process involved in initiating and managing a new venture as well as to enhance the public’s perception of learners of small business ownership as serious career option.

Entrepreneurial education further sets out to create smooth transition from traditional to a modern industrial economy and reduces rural-urban migration.

In this regards, entrepreneurship learners would require an active and insightful learning and experiential learning methods. Therefore, in designing Entrepreneurship learning, given the above goals and objectives, it is imperative to adopt and apply Malcolm Knowles’s Andragogy Principles during the course of teaching and designing entrepreneurship Instructions. It is modified as follows:

- Learners should be seen as voluntary participants: This approach aids in focusing students’ attention on the materials to be learnt and thus generating genuine interest in the learning involved.
- Learners are expected to be at the centre of learning process: Learners should be allowed to play active roles in the course of learning. This affords the Students to use their prior knowledge and new experiences to create knowledge. The teacher only facilitates this process, and creates and structures the conditions for learning.
- Materials to be learnt must be situationally relevant: You should be conversant with the need and yearning of the students. Whatever materials you are to teach must be relevant to the need and aspiration of the students and societies at large. The students also need to know why they need to learn something
- Instructors are expected to adopt a role of facilitator or resource rather than lecturer or grader. The facilitator should come from among renowned entrepreneurs.

- Instruction should be task-oriented instead of memorization: learning activities should be in the context of common tasks to be performed. Instruction should also take into account the wide range of different backgrounds of learners; learning materials and activities should allow for different levels/types of previous experience or entry knowledge.
- Learning environment must be flexible: Entrepreneurship spirits is easily acquired if the learning takes place in a very flexible environment. Strategies such as case studies, role playing, problem solving, simulations, and self-evaluation are most useful. Team building skills, communication and negotiation skills, project management and insightful learning are also considered to be very essential.

6. Government Entrepreneurship Policies

Many challenges have been highlighted in the literatures but, however, our concern here is how we overcome those challenges in the light of government policies. Entrepreneurship is critical to the development of societies. Entrepreneurs however, cannot work in isolation; they need the right environment to thrive. The judicial system, the educational system, the financial system and general government policies should be such that encourage and promote entrepreneurship. Basic infrastructures such as power, water, and transport systems are necessary to boost entrepreneurship (Ofili, 2014). The authors of this paper consider the following as very paramount to overcoming entrepreneurship challenges:

6.1 Macroeconomic Policy Environment

Macroeconomic policy refers to the instruments by which a government tries to regulate or modify the economic affairs of the country in keeping with certain objectives. In other words, it seeks ways in which aggregate performance might be improved. Macroeconomic policy's Objectives are full employment, price stability,

economic growth, and balance of payment equilibrium. These are achieved through certain instruments as monetary and fiscal policy. Macroeconomic policy environment should be organised in such a way that businesses flourish and thrive. A country like Nigeria with higher rate of unemployment should relax its tax rate and regulatory charges. Government should put in place policies to support made-in Nigeria products. Interest rates should be consistently adjusted and checked from time to time such that it favours entrepreneurs. Also, government spending should be biased towards stimulating the productiveness of the small and medium enterprise sector in the Nigerian economy.

6.2 Robust Entrepreneurial Education

For a better entrepreneurship environment to be achieved, our society demands of its members to be highly intelligent and exceptionally productive. This can only be achieved through a robust entrepreneurship education which is innovative in nature. Since our society is changing rapidly, so also we need an education that will be changing according to the changing system. Therefore, the entrepreneurship education we are clamouring for has to be dynamic and innovative. This is an education that requires the services of highly intelligent individuals/facilitators that can lead us to more fulfilling and innovative future. Hence, training of facilitators through seminars, workshops, etc., to update their knowledge and methodologies as well as provision of facilities for effective implementation of the courses should occupy a prominent position in the mind of the government. Curriculum should be tailored at enhancing the entrepreneurship intention of the students. Entrepreneurship internship programme should be developed for the entrepreneurial students.

6.3 Protection of Intellectual Property Right

Having a robust intellectual property rights (IPR) regime is important for the advancement of entrepreneurship in any society. There are mainly two major reasons why the protection of intellectual property right is important. The first is for the encouragement and promotion of

innovation by granting the intellectual property right holders exclusive rights to use and sell their newly developed technologies, goods and services. The second is to ensure that relevant knowledge is continuously made available for public consumption and interest. It is important that the government balances these two main reasons by ensuring that there is neither over protection of IPR as this could limit the social benefits of innovation nor under protection, as this will discourage innovation. Contract enforcement should also be taken seriously as lack of it erases business confidence which is detrimental to entrepreneurial development (Ofili, 2014). Invariably, if intellectual properties (IP) are protected and rewarded, it spurs increased innovations; it encourages the owners of intellectual property rights to do more, to invest their time and resources so as to come up with new knowledge and innovation that would be of immediate benefits to the society. Therefore, to encourage more innovation governments should expedite action on enforcement of IP laws and policies of patents, copyrights, exclusive rights, and licensing as Oyesina (2010) noted that the major problem in Nigeria is the enforcement of its intellectual property laws. Doing this would encourage entrepreneurs to invest their time and resources in Nigeria and it would also attract foreign direct investment.

6.4 Sound Financial System

It has become cumbersome for new entrepreneurs to raise capital and get funding for their new start-ups because the way financial system is structured in Nigeria favours only well established businesses. It is on this note we are calling on Nigeria government to live up to the expectation by making accessible loans available to the graduates of the programmes so as to start up their businesses through alternative funding sources. In this same vein, government is urged to create incentives for banks to provide loans that are more accessible to entrepreneurs.

6.5 Building Strong Institution

Nigeria institution is weak given the spate of corruption and until something cogent is done

we would remain the way we are. Thus, there is a need for us in Nigeria to all work round the clock to see that corruption become a thing of the past. The persistence of corruption erodes the socioeconomic values of a nation thereby endangering entrepreneurial intention to invest in the country. It is on this note public institution and government policies should be reformed.

7. Entrepreneurship Education for Full Employment

With assumption of natural rate of unemployment, it is hoped that, given various approaches enumerated so far, entrepreneurship education will generate full employment in the following ways:

- As noted by Ogunnubi (2018), Entrepreneurship is critical for the economy as entrepreneurship is an engine of economic progress, job creation as well as social adjustment. Entrepreneurs have a positive impact on the economy. They create employment, contribute to economic growth, and produce and commercialize innovations. In doing so, they influence the growth of cities and regions. Also, Drucker (1983) in Sammani (2017) noted that entrepreneurship is the engine of development and economic emancipation.
- Entrepreneurship education will make you an informed individual that has capacity to take informed decisions leading to the employment of resources that have been lying idle for years.
- Entrepreneurship education programme equips students with entrepreneurial skills that will enable them create and develop enterprises in various areas.
- Entrepreneurship results in creation of businesses which have strong tendencies of providing job and employment for many citizens.
- Entrepreneurship encourages creativity. Creativity allows for creation of new idea, technology and innovation, new products and new companies. Meanwhile, creativity increases the

chances of one to be fully employed because you cannot be loaded and not be needed.

- Entrepreneurship education increases productivity. Increased productivity implies economic growth and development which thus translate to full employment.
- Entrepreneurship education fosters economic growth and development. Economic growth connotes increase or expansion of the national income or total volume of goods and services in a country while economic development implies improvement in the standard of living. By implications, it means creation of more job opportunities in societies.

8. Recommendations

- Government should provide conducive macroeconomic policy environment, robust entrepreneurship education, protection of intellectual property right, sound financial system, and strong institution.
- Institutions dealing with entrepreneurship education should encourage and integrate Andragogy principles in teaching and designing entrepreneurship instructions.
- Instructors should assume roles of facilitator or resource rather than lecturer or grader. This facilitator should come from among renowned entrepreneurs.
- Government should create incentives for banks to provide loans that are more accessible to entrepreneurs. Also Universities should partner with Non-government organization on the provision of soft loans and grants to graduating students to enable start their own businesses.
- Government should intensify efforts to solve infrastructural deficits.
- Government should encourage the use of local resources through different promotions and be biased towards stimulating the productiveness of the

small and medium enterprise sector in the Nigerian economy.

9. Conclusion

This paper has so far examined entrepreneurship education and learning for full employment with reference to improved government strategies and pragmatic approaches to teaching. It highlighted the concept of entrepreneurship education, learning and full employment; mode of entrepreneurship education; approaches to teaching entrepreneurship education; government entrepreneurship policies; and entrepreneurship for employment. Despite the efforts Governments is putting behind entrepreneurship education in Nigeria in a bid to reduce unemployment and sustain economic growth, contentment still eludes us. It has been argued that when one is frustrated, one should change approach. It was on this basis that government was asked to provide conducive macroeconomic policy environment, robust entrepreneurship education, protection of intellectual property right, sound financial system, and strong institution. The paper further suggested that Malcolm Knowles's Andragogy Principles should be adopted during the course of teaching and designing entrepreneurship Instructions. How entrepreneurship education and learning could deliver us from unemployment was equally enumerated.

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