

Role Of Entrepreneurial Education In The Reduction Of Unemployment Among Nigerian Graduates

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Abstract: *This study examines the role of entrepreneurial education in the reduction of unemployment among Nigerian graduates. Youth unemployment is an ill wind in any society where it exists; graduate Unemployment rate is rising day by day with its negative consequences on social, economic and technological development of Nigeria. This study was carried out by using the method of descriptive research design, which allows the collection of raw data from primary and secondary sources. In this study certain area such as the role of entrepreneur education in poverty alleviation, basis of entrepreneurship education for poverty reduction, factors militating against entrepreneurship education in reducing youth unemployment and the meaning of entrepreneurship education. This study discovered that entrepreneurship education provide students needed knowledge, competencies, attitude, skills and understanding to be employed as a worker in industries, civil service and also as a proprietor of organization. The study recommended among others that entrepreneurial education in tertiary institutions should be practically oriented rather than theory as this will exposed the students to various lucrative skills, access to credits/loans should be granted without collateral in order to make the training realizable and achievable.*

Keywords: *Poverty Reduction, Entrepreneurship Education, Job Opportunity*

INTRODUCTION

The large percentage of Nigerian graduates without jobs and those who are turned away from academic institutions is one of the country's most urgent and complex issues. After graduating from a postsecondary school, people no longer have to wait long, if at all, before finding their first job; instead, they now commonly experience misemployment and prolonged periods of unemployment. Since the turn of the millennium, employment challenges have emerged as the most severe problems facing many global economies. Due to the continued downturn and hazy economic outlook, a gloomy image of the world economy has evolved. These consequences, which increase unemployment, are especially severe in emerging and impoverished countries. Today, many Nigerian alumnae and those who are unable to enrol in higher institutions are jobless; it is evident that the country's graduate unemployment rate is gradually growing. These conditions are quite significant since more young people are leaving our postsecondary institutions and looking for jobs at the same time than before. Nigeria has one of the highest rates of young unemployment in the world (60–65%), according to the Federal Ministry of Labour and Productivity Report (2008). These are mostly young adults who have graduated from colleges, polytechnics, or other institutions of higher education. Approximately 1.6 million individuals, mostly young adults, graduate each year, according to the best estimates. The Federal Ministry of Labour and Productivity Report (2008) states that every year, an additional 3.8 million young people who have not received any formal education, who have finished elementary or secondary school, or who have left tertiary institutions, flood the already oversaturated labour market.

Many young people who are jobless have turned to being small-time dealers and smugglers. Underutilizing the labour force, or those who are competent and eager to work when opportunities arise, is what causes unemployment. The unemployment rate contributes to poverty in addition to other social vices such as armed robbery, burglary and theft or breaking and entering, political thuggery, kidnapping, and prostitution, all of which have left Nigeria today. A thorough investigation should be conducted into the Niger Delta region, which has baffled the government and the rest of Nigeria. According to Olubukola (2013), unemployment is a global phenomenon that happens when a nation's employable population loses interest in contributing to the nation. According to the World Bank, the percentage of the labour force that is jobless yet willing to look for employment defines what it means to be unemployed. In order to reduce the number of graduates in Nigeria who are unemployed and wander the streets with a degree but no substantial source of income, the concept of entrepreneurial education (training) has been included into higher education. The purpose of entrepreneurial education was to provide students with the knowledge and abilities necessary to start, operate, and eventually succeed in their own businesses. Pioneering education, according to Maina (2013), is a part of the entire educational system that includes gaining the abilities, expertise, and executive competences required for career advancement. According to Gibson (2001), entrepreneurial education is the process of using one's own initiative to turn a business concept into a new company or to extend and

diversify an already established firm or venture with a lot of promise. Entrepreneurial education is a lifetime process that begins in elementary school and continues through all educational levels, including adult education. Education for entrepreneurs is viewed as a technique for training people to become entrepreneurs, according to Antoncic and Hisrich (2003). Entrepreneurial education, according to Emaikwu (2011), stresses the growth of comprehension and ability for pursuing entrepreneurial skills and traits. It encourages the total growth of the body, mind, and soul. Entrepreneurial education includes the identification of possibilities, the use of resources, and the creation of a successful company that offers products and services. According to Moreland (2006), including entrepreneurship education in the curriculum will help tertiary students become aware of and grasp the socioeconomic and environmental circumstances required for sustained national growth. Additionally, it will lead to the development of jobs, which will help to lower graduate unemployment after graduation. It would guarantee a consistent increase in the number of employment possibilities open to Nigerian graduates.

STATEMENT OF THE PROBLEM

Nigeria's unemployment problem is challenging to resolve due of its diversity. Unemployment, underemployment, and frequent mobility between rural and urban regions currently characterise the Nigerian labour market, despite the fact that it is a 21st-century worldwide issue that is becoming worse in Nigeria with each passing year. This problem started to arise since there are so many graduates from polytechnics, universities, and colleges who don't have enough places to go. This has led to an upsurge in social vices including robbery, abduction, prostitution, human trafficking, child abuse, and unfair work practises in Nigeria, especially among young people without jobs.

In summary, Nigeria's employment patterns showed that if comprehensive measures to tackle unemployment and underemployment were not implemented, the situation may get worse. This study is crucial for examining how entrepreneurship is developing and for seeking for an urgent social intervention for all government policies and plans to provide full employment as a significant step toward assuring economic stability.

OBJECTIVES OF THE STUDY

1. To learn about entrepreneurial education as a means of reducing Nigeria's unemployment problem.
2. To also investigate the extent to which various entrepreneurial education programs have contributed to the decline in Nigeria's unemployment rate.
3. To determine the extent to which youth in various communities can be encouraged to start businesses through basic entrepreneurship education.

SIGNIFICANT OF THE STUDY

The report will exhort businesspeople to actively seek out new innovations for the production of labour and goods. The study aids government officials in understanding that for young people without jobs, entrepreneurship may serve as a springboard and a training ground. The study will help the government comprehend the value of entrepreneurship and execute strategies that will create jobs for young people. Educate tertiary institutions on the value of having practical means for learning entrepreneurship skills.

REVIEW OF RELATED LITERATURE

ENTREPRENEURSHIP EDUCATION

According to Oduma (2012), entrepreneurship education is instruction that attempts to improve young people's abilities, knowledge, and character traits so they can recognise, seize, and effectively direct personal, social, and professional possibilities, including working for them. The purpose of entrepreneurship education, according to Ashmore, who was mentioned in Oduma (2012), is to equip people—especially young people—to be responsible, entrepreneurial thinkers who would support economic development and communal sustainability. Not only should you impart business knowledge, but you should also promote imaginative thinking, a strong feeling of self-worth, and accountability. The entrepreneurship curriculum teaches students how to launch a firm. The process of creating money by combining a unique mix of financial resources to take advantage of a business opportunity is called entrepreneurship; it is a force that mobilises extra resources to address unmet demands.

The information, talents, qualities, interests, and drive that entrepreneurs require are provided to those who acquire entrepreneurship education. It enables the recipients to become prosperous businesspeople and supports the growth of their unique skills, abilities, knowledge, and competences. The many meanings of entrepreneurship education are thoroughly examined, and it becomes clear that it promotes national development and encourages self-employment. Entrepreneurship education focuses on building awareness and the capacity to pursue entrepreneurial skills and traits, according to Emaikwu (2011), who expressed it concisely. It encourages the total growth of the body, spirit, and intellect. Entrepreneurial education includes the identification of possibilities, the use of resources, and the creation of a successful company that offers products and services.

Gibson (2001) defined entrepreneurial education as the act of using private initiative to turn a business concept into a new company, develop and diversify an existing firm, or establish a business with high potential. Entrepreneurial education is a lifetime process that begins in elementary school and continues through all stages of education, including adult education. It is thought of as a tool that makes it possible for someone to start their own business.

THE ROLE OF ENTREPRENEURSHIP EDUCATION IN POVERTY ALLEVIATION

A job in entrepreneur education requires knowledge in technical, commercial, and vocational education. This is done to ensure that the recipient is capable of significantly contributing to the development of business knowledge, understanding, and attitudes on a national level. This enables the beneficiaries to see problems and seek suitable solutions to those problems in order to have a good influence on themselves as well as society at large (Ojo, 2005).

Education in entrepreneurship may result in productive work and a reduction in poverty. World Report (1995) made it clear that education is an important tool for promoting economic growth and reducing poverty. Education for entrepreneurs has made a big difference in a person's ability to run a business, be it in engineering, medical, architectural, legal, or any other field. Okenwa (1999) defines entrepreneurship as the willingness and ability of an individual to search for employment opportunity, establish, and successfully manage a business. Entrepreneurship education enables the beneficial to create employment and entrepreneurial skills. The organization and management of human and material resources for the achievement of the enterprise's goals, as well as the pooling of various resources for the production and distribution of goods and services, are additional responsibilities.

Education in entrepreneurship ensures that resources, such as capital, skills, and other assets, are effectively mobilized to their full potential. and put into good use. In addition, it creates backward and forward linkages, which help the country's economic development. It helps connect different parts of the economy. It is the market for agricultural, industrial, and extractive products. Additionally, it aids in the diversification of economic activities and the saving of foreign currency for their parent nation.

BASIS OF ENTREPRENEURSHIP EDUCATION FOR POVERTY REDUCTION

The implications of pursuing an education in entrepreneurship before and after graduation are listed below:

1. It increases wealth creation, which may result in an increase in GDP
2. Items will be sold at a lower price and delivered to the underprivileged at a lower cost.
3. Graduates will be able to interact and learn from this, which will improve teaching and learning.
4. The graduates will become experts in the production of bleach, perfumes, detergent, barbering, tailoring, business centers, and other products thanks to their knowledge of entrepreneurship education.
5. The graduate can use the knowledge gained from entrepreneurship to effectively interact in the job market.
6. The graduates will be better able to communicate with, record, and store information thanks to this.
7. The graduates of entrepreneurship education will be able to open secondary schools, nursery/primary schools, additional moral lessons, etc. , which will be beneficial to society and allow them to generate income that will contribute to sustainable development.

VARIOUS TYPES OF JOB OPPORTUNITY AVAILABLE FOR ENTREPRENEURSHIP EDUCATION GRADUATES

In Nigeria, it is currently difficult to obtain any wage employment, which is why there is a current desire for a self-employment alternative. Graduates of entrepreneurial education programs can pursue careers in the following industries for the benefit of society and their own personal growth.

- a. The Recording Service: Printing and laminating, sales and installation, computer typesetting, duplication, and photocopying are all examples of this.
- b. The operator of business centers: Entrepreneurship graduates might set up business centers for word processing and data processing. In addition to using fax machines to print and send documents electronically over long telephone wires, laminating and binding services are provided.
- c. Representative for Distribution and Marketing: Graduates in entrepreneurship can act as sales representatives for local, national, or international businesses by marketing and distributing their products.
- d. Establishing Schools: At the point when business venture abilities have been granted into the young, this adolescent can go into the work market to lay out tuition based schools (Nursery, Essential and Optional), tanning focus where he/she become owner/proprietress
- e. Media transmission administrations: Graduates in entrepreneurship can work in telecommunications, selling recharge cards, SIM packs, operating telephone booths, selling and installing table phones, producing and selling handsets, and fixing handsets.
- f. Entrepreneurship can also engage in employment agencies, business curriculum development, rental services, the admission and collection of research questionnaires for postgraduates and undergraduates of tertiary institutions, the organization of seminars/short courses, auditing, the production of basic commodities, processing, or manufacturing, among other business activities (Kumuyi, 2010;2009 Etonyeaku; Obiora (2005)

FACTORS MILITATING AGAINST ENTREPRENEURSHIP EDUCATION IN REDUCING YOUTH UNEMPLOYMENT

According to Okafor (2005), unemployment is a phenomenon that occurs when members of a nation's labor force are unable to fulfill their goals of participating in a gainful occupation because the supply of labor is significantly greater than the demand for it. Education in entrepreneurship is not entirely the answer to youth unemployment. This is due to the fact that one can acquire knowledge and skills, but when there is no initial capital to start a business, they become unemployed, especially in Nigeria, where poverty, disease, and ignorance are the norm.

Unemployment will continue to be the norm if the federal, state, and local governments do not create an economic environment that encourages business owners to succeed. Governments should foster the growth of businesses. Economic policies should encourage young people with entrepreneurial skills to start their own businesses.

The school curriculum on entrepreneurship is meaningless if students lack an interest in business. Because of their certificates, some young people are not interested in small and medium-sized businesses or certain crafts. They are interested in white collar jobs that are either not available or not sufficient for job seekers. As a result, unemployment will continue to rise annually unless positive social attitudes toward entrepreneurs change.

In the 1930s, individuals like Eyo Ita, who went abroad to study in the United States, embraced entrepreneurship education. They returned with the message and even established schools in Calabar, such as the Hope Waddell Training Institute and the West African Training Institute (WAPI), to teach young people about entrepreneurship education, but parents and society were against it. Instead of carpentry, tailoring, bricklaying, etc., they wanted their children and grandchildren to become lawyers, engineers, medical doctors, and other high-sounding professions. As a result, the hopes and dreams of these early elites were dashed. It should also be noted that, despite governments' efforts to promote entrepreneurial education over the years, youth and parents' attitudes have prevented the goal of reducing unemployment.

The inadequate supply of secondary school entrepreneurship education teachers is another significant factor. The business education idea that started in primary school is nurtured and grown in junior secondary schools. Sadly, there aren't enough teachers to fill this role. The number of business education teachers offered by educational institutions is extremely low. Due to a ban on employment, even the few that are produced are not employed in many states. A vicious cycle is created by this circumstance. In Tenebe (2014), Moju noted that there was a general shortage of NCE teachers in a number of subjects, including business education.

THEORETICAL FRAMEWORK

THE ECONOMIC SURVIVAL THEORY

According to this theory, individuals who are the victims of political disaster, discrimination, or marginalization are more likely to engage in entrepreneurship. As a result, it is possible for people who have been laid off by an organization to become entrepreneurs. They did this out of sheer will to survive, not out of choice. Mbaegbu (2008) argued that these individuals now channel their creative energies toward entrepreneurship after losing their means of subsistence, typically following an initial period of despair, a phenomenon that is referred to as the transition from poverty to wealth by Gilder (1981). The theory of social change developed by Hagen in 1962 is based on the various social contexts that make the opportunity that entrepreneurship capitalizes on possible. According to Kilby (1971), entrepreneurship is the result of adaptation, which adds to Hagen's sociological theory. A graduate must be able to adapt to his or her environment in order to easily identify business opportunities in order to become an entrepreneur. Innovation was referred to as a theory of entrepreneurship by Schumpeter (1934). According to this theory, innovation is a major driver of entrepreneurship. He argued in support of his theory that innovation is the driving force behind every growth-oriented business, without which the theory of entrepreneurship would not exist. Graduate entrepreneurs, according to Schumpeter's theory of entrepreneurship, must be creative and innovative at the same time.

EMPIRICAL REVIEW

Akanwa and Akpanabia (2012) investigated the necessity of encouraging entrepreneurship to increase employment in Nigeria. The majority of the work is based on secondary data from authors and scholars in the field. They came to the conclusion that Nigeria's government and its agencies should actively promote an entrepreneurial culture and skill in order to combat and eventually reduce the country's high unemployment rate and accelerate economic growth.

Okoye, Iloanya, and Udunze (2014) investigated the extent to which entrepreneurship has reduced youth unemployment in Nigeria. The "transformation question" has been impacted by government initiatives and policies, according to the study. This is as a result of an increase in ineffective and corrupt administration. They conclude that Nigeria's entrepreneurs have a long way to go before they can effectively drive economic change, but that entrepreneurship is an engine for job creation, innovation, and diversity. They say that the government should really understand how important entrepreneurship is to economic growth and make it possible for young people to find good jobs to help the economy grow.

METHODOLOGY

This study used a descriptive survey design with first-hand information from both primary and secondary sources. In order to obtain direct responses from respondents regarding the subject at hand, questionnaires were meticulously prepared and distributed. The researcher will benefit from using this approach to generate raw data. The open-ended and closed-ended questions on the questionnaires were distributed to respondents within Delta State's water board. This approach was taken on to guarantee that respondents fill the surveys secretly with dependable data and well brings them back.

POPULATION OF STUDY

This study's population consisted of two hundred and fifteen (215) staff members from the Delta State water board, including 150 junior staff members and sixty-five (65) management staff members, all of whom were selected equally from the water board. As a result, Taro Yamane was used to determine the sample size for this study, which is One hundred and forty (140).

DATA ANALYSIS

Descriptive Statistics

	Mean	Std. Deviation	N
Downsizing	17.500	1.9174	140
Different Entrepreneurship Education	17.250	1.7918	140
Basic Entrepreneurship Education	16.807	1.9706	140
Unemployment Problem	17.000	2.0742	140

Source:Field survey, 2022

The table above shows means and standard deviation of descriptive statistics which indicated that downsizing (Mean 17.500; Std. Deviation 1.9174),different entrepreneurship education (Mean 17.250; Std. Deviation 1.7918),basic entrepreneurship education (Mean 16.807; Std. Deviation 1.9706) and unemployment problem (Mean 16.807; Std. Deviation 1.9706)

Correlations

		Downsizing	Different Entrepreneurship Education	Basic Entrepreneurship Education	Unemployment Problem
Downsizing	Pearson Correlation	1	.315**	.418**	.317**
	Sig. (2-tailed)		.000	.000	.000
	N	140	140	140	140
Different Entrepreneurship Education	Pearson Correlation	.315**	1	.323**	.066
	Sig. (2-tailed)	.000		.000	.440
	N	140	140	140	140
Basic Entrepreneurship Education	Pearson Correlation	.418**	.323**	1	.521**
	Sig. (2-tailed)	.000	.000		.000
	N	140	140	140	140
Unemployment Problem	Pearson Correlation	.317**	.066	.521**	1
	Sig. (2-tailed)	.000	.440	.000	
	N	140	140	140	140

** . Correlation is significant at the 0. 01 level (2-tailed).

Source:Field survey, 2022

The correlation matrix analysis as shown in the above table reported that Downsizing exhibited positive correlation with Unemployment Problem($r = .317^{**}$, $P < .01$). Different Entrepreneurship Education ($r = .066$, $P < .01$) Unemployment Problem. Basic Entrepreneurship Education was positively significantly correlated with Unemployment Problem($r = .317^{**}$, $P < .01$).

Multiple Regression Analysis

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
(Constant)	8.104	1.812		4.472	.000	
1	Downsizing	.164	.087	.151	1.876	.003
	Different Entrepreneurship Education	.168	.090	.145	1.873	.003
	Basic Entrepreneurship Education	.531	.085	.505	6.236	.000

a. Dependent Variable: Unemployment Problem

Source:Field survey, 2022

The result from the regression analysis from the above showed that downsizing to change exhibit a positive correlation with unemployment problem ($\beta = 0.151$, $P < 0.05$). It also revealed that Different Entrepreneurship Education to change exhibit an optimistic correlation with unemployment problem ($\beta = 0.145$, $P < 0.05$). It revealed that Basic Entrepreneurship Education to change exhibit an optimistic correlation with unemployment problem ($\beta = 0.505$, $P < 0.05$).

SUMMARY OF FINDINGS

Because the government has implemented a number of empowerment programs, including the provision of funds, credit facilities, training, and tax holidays, among other things, it was discovered that there is a significant relationship between entrepreneurship training and unemployment reduction in Nigeria.

According to the findings, entrepreneurs intend to start new businesses, but obstacles like poor roads, poor electricity, insufficient management capacity, corruption, and a poor network stifle their efforts to reduce unemployment in Nigeria.

Through education in entrepreneurship, entrepreneurship will ensure the creation of self-employment jobs, the stimulation of rural, economic, and industrial development, job opportunities for rural residents, and indigenous development.

Conclusion

Since graduates in Nigeria cannot contribute to the economy, unemployment has hurt the country's economy. In the past, Nigeria's economic stagnation has resulted in a decline in white-collar employment. The inclusion of entrepreneurial courses in all fields will significantly contribute to the resolution of the high unemployment and underemployment issues. Entrepreneurial education has been shown to accelerate employment opportunities by exposing and encouraging graduates to start-up businesses and enhancing their business potential. Entrepreneurial education is an efficient method for developing the indigenous private sector and lowering graduate unemployment in Nigeria.

Recommendations

1. The institution that provides entrepreneurship education ought to have adequate funding, and it also needs to be equipped with cutting-edge information technology so that the beneficiary can acquire sufficient practical skills.
2. In Nigeria, education in entrepreneurship should be incorporated into all educational levels to provide students with the skills necessary for the job market.
3. It will expose students to a variety of lucrative skills, entrepreneurial education at tertiary institutions should be oriented toward practical rather than theoretical study.
4. To make the training feasible and attainable, access to credits and loans should be granted without the requirement of collateral.
5. With the help of the Tertiary Education Trust Fund, every tertiary institution ought to establish a model entrepreneurship incubated center as a training ground for students.
6. The National Universities Commission (NUC) ought to direct all Nigerian universities to establish an entrepreneurship development center and make two courses on entrepreneurship obligatory for all undergraduate students, regardless of their field of study. The Polytechnic Institutes and Colleges of Education ought to be treated in the same manner.

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