

*Asia Pacific Journal of Educators and Education, Vol. 29, 155–175, 2014*

## **ENTREPRENEURSHIP EDUCATION IN NIGERIAN UNIVERSITIES: A TOOL FOR NATIONAL TRANSFORMATION**

**Adekunle Solomon Olorundare<sup>1</sup> and David Jimoh Kayode<sup>2\*</sup>**

<sup>1</sup>Faculty of Education,

<sup>2</sup> Department of Educational Management,  
University of Ilorin, Nigeria

\*Corresponding author: [davetol@yahoo.com](mailto:davetol@yahoo.com)

**Abstract.** Nigeria is faced with myriad of problems among which are graduate unemployment, poverty, crime, and other social vices, which are as a result of economic meltdown or unsustainable development in the country, which needs urgent attention. In order to overcome this menace, this position paper examines the nature and concept of entrepreneurship education and its application for graduates of Nigerian universities. The specific impact of entrepreneurship education on the society for national transformation among which are the provision of employment opportunities, increase in Gross Domestic Product (GDP), improved standard of living as well as under-dependency on white collar job by the universities' graduates are discussed. The paper comes up with a model of how public and private partnership can be enhanced through entrepreneurship education in Nigerian universities towards national transformation. The challenges of entrepreneurship education which include inadequate trainers or little knowledge of entrepreneurship by the universities' lecturers, inadequate fund for the program by the universities administrators as well as challenges in the area of curriculum development and implementation were also pointed out and recommendations were made on how such challenges can be overcome towards the practical realisation of entrepreneurship education in our higher institutions.

**Keywords:** Entrepreneur, entrepreneurship, entrepreneurial education, transformation agenda, Nigerian universities

### **INTRODUCTION**

Due to 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 and virile domestic economy that will be moderately resistant from the economic and financial strangling that may try to reoccur in the future. 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).

Nigeria has a history of post-colonial agrarian economy and is now heavily dependent on the oil and gas economy (Ahiauzu, 2010). Efforts are now being made to diversify the economy by investing for example in agriculture and also encouraging the manufacturing sector. However, entrepreneurship-led development strategies are now being emphasised as these have proven successful in several Less Developed Countries (LCDs).

The Nigerian economy which used to thrive on agricultural exports such as cocoa, groundnut, hides and skin, is now solely dependent on the price of oil in the international market. It is a common knowledge that any fall in the price of oil will result to a fall in the domestic Nigerian economy. It was therefore no surprise that the Federal Government of Nigeria, through the National Universities Commission (NUC), introduced Entrepreneurship Education (EE), which is aimed at equipping tertiary students with entrepreneurial skills, attitudes and competencies in order to be job creators and not just job hunters. This is to improve the economic, technological and industrial development of the nation, as well as to reduce poverty to its minimum.

Entrepreneurship is no doubt a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Characteristics of entrepreneurship policies include the willingness to take calculated risks in terms of time, equity, or career; ability to formulate effective venture teams; involvement of creative skills to marshal needed resources; and fundamental skills of building solid business plan. Recognising opportunity where others see chaos, contradiction, and confusion is also an important priority for entrepreneurship driven policies (Kuratko & Hodgetts, 2004). These are expected in the long run to help create business and thus enhance economic development. Other characteristics such as seeking opportunities, taking risks beyond security, and having the tenacity to push an innate idea through to reality generally permeate entrepreneurs (Kuratko, 2005).

A major defect in the Nigerian educational system, inclusive of the universities, is its theoretical inclination. For one instance, most Nigerian universities produce graduate who are at best only suited for white collar jobs and have little or no basic skills of any other vocational relevance. Naturally, such a situation will lead to high unemployment rate especially among university graduates (Ejere & Tende, 2012).

The contribution of an entrepreneur to any nations' economy can simply be observed in a situation where he acts as an employer, innovator as well as risk-bearer that are extensively recognised by the society. Thus, a major policy aim in fostering entrepreneurship education is therefore the general support and training

of entrepreneurs. There has been a long argument whether an entrepreneur can be trained in the classroom and by extension, the school but the general opinion now is that entrepreneurs can be trained at least to some extent in the classroom (Solomon & Fernald, 1991).

In view of the positive social and economic effects of entrepreneurship, many Nigerian universities are now advancing entrepreneurial thinking and behaviour to develop students' awareness of the relevance of entrepreneurship training. Oviawe (2010) had reiterated the massive unemployment of Nigerian universities graduates in the country and had traced the problem to the disequilibrium between labour market requirements and lack of essential employable skills by the graduates. Findings from a three-week large scale, rapid national survey in 2004 jointly sponsored by NUC and the Education Trust Fund (ETF) to determine the needs of the labour market which Nigerian university graduates are failing to meet are shocking. Of the 100 individuals and 20 organizations visited, 44% rated Nigerian science graduates as average in competence, 56% rated them as average in innovation, 50% rated them average in rational judgment, 63% as average in leadership skills, while 44% as average in creativity. However, 60% of the respondents rated the graduate as very poor in the needed skills such as literacy, oral communication, information technology, entrepreneurial, analytical, problem-solving, and decision-making. Such findings explain why there has been very obvious increase in unemployment rate (Oviawe, 2010).

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.

## **THE CONCEPT AND NATURE OF ENTREPRENEURSHIP EDUCATION**

Shane (2003) described entrepreneurship as the act of being an entrepreneur. According to Shane, the word 'entrepreneur' can be taken to mean an individual who undertakes innovations, finance and business acumen in an effort to transform innovations into economic goods and the result of one effort in entrepreneurship may be the creation of a new organisation or revitalising an existing organisation in response to a perceived opportunity. According to him, Bill Gates could not have for an example made his fortune if Steve Jobs did not see the opportunity to build and sell personal computers; neither could Steve Jobs have built a personal computer if Gordon Moore had not invented the

microprocessor. Thus, acts of entrepreneurship create specific environment within which innovations build on themselves, leading to continually increasing productivity (Holcombe, 1998).

In the past ten years, entrepreneurship has been extended to cover such areas as socio-cultural, political, and educational forms of entrepreneurial activity. Consequently, when large companies venture into entrepreneurial activities, it is described as “intrapreneurship” or “corporate spin-off”. In school context, entrepreneurship education can be divided into three aims that are: learn to understand entrepreneurship, learn to become entrepreneurial and learn to become an entrepreneur (Hytti, 2002). In modern day vocabulary, any individual industry or business leader with innovative and creative business abilities is described as an entrepreneur or someone who engages in entrepreneurship (Okala, 2008). The entrepreneur is the one who ventures into the business of organising and managing, while entrepreneurship is the service rendered by the entrepreneur (Akanwa & Agu, 2005). By and large, the entrepreneur is the ‘person’ who perceives a business opportunity and takes advantage of the scarce resources to meet with unlimited opportunities profitably.

The entrepreneur bears non-insurable risks and directs human and material resources to achieve economic, social, and financial goals of the enterprise. Several authors have described Entrepreneurs as Adam Smith and Robert Cantillon in the late 17th and 18th centuries respectively, observed that the entrepreneur is an actor in macroeconomics but the study of entrepreneurship was ignored theoretically until 19th and 20th centuries, and empirically until a profound resurgence in business and economy in the last 50 years. The understanding of entrepreneurship was not clear until the 20th century. This giant leap is credited to the works of economist Joseph Schumpeter in the 1930s and other Austrian economist such as Carl Menger, Ludwig Von Mises and Friedrich Von Hayek. Most credit definitely goes to Schumpeter who described the entrepreneur as a person who is willing and able to convert new ideas or invention into a successful innovation (Schumpeter, 1942). Unlike most authors who described the entrepreneur as someone who bears risk, Schumpeter disagrees. He said it is the capitalist that bears the risk. The early scholars in the field claim that entrepreneur reflects a kind of person willing to put his or her career and financial security on the line and take risks in the name of an idea. Such individuals spend much time as well as capital (wealth created in other to create further wealth) on an uncertain venture. According to Knight (1921), uncertainty can be classified into three dimensions viz-a-viz risk which are measurable statistically; ambiguity (hard to measure statistically) and true uncertainty which is impossible to estimate or predict statistically.

Statistically, the act of entrepreneurship is difficult to predict since it involves a high measure of risk and uncertainty. Hence, there is need for an entrepreneur to be equipped and willing to face the future with their limited resources, and be determined to run the venture successfully.

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 & Kayode, 2012). According to Akanwa and Agu (2005), anyone who creates a business, establishes it and nurses it towards growth and profitability, or takes over an existing business because the founder is dead or has sold it, or who inherited it and continues to build and innovate it, or who runs a franchise, qualifies as an entrepreneur. From this definition, an individual can become an entrepreneur through: self-establishment; taking over already existing business; inherited business venture and franchisement. Any individual can become an entrepreneur through any of these means. Furthermore, any person who has the zeal and ability to discover and evaluate opportunities, generate resources and takes steps towards taking advantage of such opportunities can become an entrepreneur. The role of entrepreneurship towards the economic and social development of a nation include: identification of business opportunities; selection of opportunities; decision on form of enterprise; allocation and distribution of resources; coordination of other factors of production such as land, labour, and capital; planning and controlling organisational programmes and activities; mobilisation and utilisation of locally produced raw materials; risk bearing; creating of employment opportunities; marketing activities for customer satisfaction; Promote balanced regional development, reduces concentration on economic power; and innovation to meet with needs of local market (Danko, 2005; Kumar, 2011; Ogundele, Kayode, Oduleke, & Alade, 2013).

Entrepreneurship education is made of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. As such, it goes beyond business creation (Enu, 2012). It is about increasing student's ability to participate and respond to societal changes.

Entrepreneurship education according to Emeraton (2008) deals with those attitudes and skills that are necessary for the individual to respond to its environment in the process of conserving, starting and managing a business enterprise. He observed that certain basic attitudes and skills are essential for an individual to respond positively to his environment and explore its potentials. This implies that entrepreneurship education prepares the individual to be properly equipped to acquire saleable skills which could be used to manage his

own business or that of other persons (Oduwaiye, 2009). Entrepreneurship education – or enterprise education as it is sometimes called is that education which assists students to develop positive attitudes, innovation and skills for self-reliance rather than depending on the government for employment. Such an experience will in return produce graduates with self-confidence and capacities for independent thought to discover new information leading to economic development.

Entrepreneurship education is the type of education designed to change the orientation and attitude of the recipients and the process will equip them with the skills and knowledge to enable them start and manage a business. It aims at developing the requisite entrepreneurial skills, attitudes, competencies, and disposition that will predispose the individual to be a driving force in managing a business (Agu, 2006). On the other hand, entrepreneurship education can be said to focus on developing understanding and capacity for pursuit of entrepreneurial behaviours, skills and attitudes in widely different contexts. This type of education is open to all and not exclusively the domain of the some self-acclaimed business gurus. This is more so true in the sense that these behaviours can be practiced, developed and learned therefore it is important to expose all students to entrepreneurship education (Akpomi, 2009).

Aig-Imoukhuede (1988) identified ten of the attitudes and skills that would-be entrepreneurs have developed, as well as the corresponding objective of entrepreneurship education. These skills and attitudes include:

1. Positive attitudes, high aptitude for rational critical thinking and timely decision making.
2. Clear vision, generation of progressive ideals, drive and passion for success.
3. Ability to convert vision in concrete reality.
4. Creativity, innovativeness, courageousness and self-confidence.
5. Ability to assume reasonable risk.
6. Mercurial ingenuity, resourcefulness, patience and/or opportunities insight.
7. Confidence and good judgement, which involves taking decisions and making choices.
8. Prudence, which means due care in the management of resources especially financial.

9. Willingness to learn and develop a disposition to pick-up, store knowledge and use it.
10. Hard work an indispensable ingredient of success in business and other sectors.

### **MODE OF ENTREPRENEURSHIP TRAINING**

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.

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 popularise and practicalise entrepreneurship training of our teeming youths and 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 our young graduates to become entrepreneurs.

### **CHALLENGES OF ENTREPRENEURSHIP EDUCATION IN NIGERIAN UNIVERSITIES**

Within the framework of the National Policy on Education (Federal Republic of Nigeria, 2004), the primary goals of university education in Nigeria are to:

- a. Contribute to national development through high level relevant manpower training;
- b. Develop the intellectual proper values for the survival of the individual and society;
- c. Develop the intellectual capability of individuals to understand and appreciate their local and external environments;
- d. Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
- e. Promote and encourage scholarship and community service;
- f. Forge and cement national unity; and
- g. Promote national and international understanding and interaction.

Items a, b, and d of the preceding goals are specific to development of entrepreneurship skills among undergraduates. The efforts of the National Universities Commission (NUC) and Industrial Training Fund (ITF) in this



regard are a formidable driving force for entrepreneurship education. University education is under extreme pressure to explicitly prove to society that it can make effective and efficient usage of their resources and that their activities bear relevance to the employment market, aspects only really achievable through modern management acting in accordance with the prevailing environment (Hintea, Ringsmith, & Mora, 2006). This is the area universities have to demonstrate entrepreneurship capabilities in their programmes so that their graduates would largely become job creators and not job seekers.

Unfortunately, several challenges currently face Nigerian universities in their bid to properly entrench entrepreneurship education as important curriculum issue across all disciplines. According to Amoor (2008), these challenges include:

1. Lack of lecturers with practical entrepreneurial training and consciousness. Although lecturers' awareness of entrepreneurship education has grown in the last five years and attitudes towards the new curriculum has become more positive, majority of lecturers still do not know enough the aims, contents and work method of entrepreneurship education. Consequently, they may be unable to effectively impart the desired knowledge and entrepreneurial skills to their students.
2. The task of drawing up course content to be included in the curriculum of entrepreneurship-related education programme in Nigerian universities will require a very long educational process (Blenker, Dreisler, Færgemann, & Kjeldsen, 2008).
3. Entrepreneurship education is capital intensive and both lecturers and students need money to practice the theory of initiating, establishing and running enterprises. This undoubtedly constitutes constraints which subsequently frustrate the integration of the entrepreneurship in academic programmes in Nigerian universities.

Brown (2012) highlighted nine basic factors that hinder entrepreneurship education in our universities in Nigeria. These are poor knowledge based economy and low spirit of competition; poor enterprising culture; lack of entrepreneurship teachers, materials and equipment; unavailability of relevant funds; non-inclusion of entrepreneurship program in the general school curricula; poor societal attitude to technical and vocational education development; inadequate facilities and equipment for teaching and learning in practical-related courses; insensitivity of government to enterprise creation and expansion strategy; and poor planning and execution of processes of action. However, one can state categorically that several of these factors are gradually being tackled by the Federal Government of Nigeria under its relevant agencies.

## **ENTREPRENEURSHIP EDUCATION IN THE TRANSFORMATION AGENDA OF THE FEDERAL GOVERNMENT**

Nigeria's development efforts have over the years been characterised by lack of continuity, consistency and commitment (3Cs) to agreed policies, programmes and projects as well as an absence of a long-term perspective. The culminating effect has been growth and development of the Nigerian Economy without a concomitant improvement in the overall welfare of Nigerian citizens and, what one can refer to as motion without movement. Such a situation has led to massive unemployment, poverty and even insecurity of lives and properties.

The Nigerian government recently responded to this need in a programme termed "Transformation Agenda" (Sofoluwe, Akinsolu & Kayode, 2013, p. 215). The agenda covers a four year period of 2011 – 2015 and is based on a set of priority policies and programmes which when implemented could transform the Nigerian Economy to meet the future needs of the citizenry. Specifically, the agenda covers issues such as macroeconomic framework and economic direction, governance, sector priority policies as well as programmes and projects of the following key thematic areas: (i) Real sector, (ii) Infrastructure, (iii) Human Capital, (iv) Enablers (which include private investment, finance mobilization, external economic relations and diplomacy, etc.) and (v) Monitoring and Evaluation (Federal Republic of Nigeria, 2011).

There is ample evidence to suggest that the Nigerian economy is experiencing growth without employment. This is more so now that the rate of growth of the labour force exceeds the employment opportunities that are being created. The unemployed population as at present is as usual dominated by youths who are mostly school leavers of secondary schools and graduates of tertiary institutions. For instance, composite employment data shows that by January 2010, the rate of unemployment had surged from 11.9% in 2006 to 14.6% in 2007 and 21.1% by January 2010 (National Bureau of Statistics, 2011). Deliberate measures are currently being put in place to reinvigorate various sectors of the economy and thus enhance employment opportunities for the large number of youths which include:

- i. Implementation of youth employment safety schemes, development of industrial clusters.
- ii. Reviewing university curricula so as to align with industry job requirements and promotion of apprenticeship/work experience programmes or joint ventures.
- iii. Enforcement of mandatory sub-contracting and partnering with locals by foreign construction companies.

- iv. Implementation of mandatory skills transfer to Nigerians by foreign construction companies.

These are all specific actions being undertaken in ensuring the culture of entrepreneurship education in our system. In order to implement entrepreneurship education, the government through the NUC inaugurates a committee towards developing entrepreneurship education curriculum which is shown in Table 1.

**Table 1.** Entrepreneurship education in the transformation agenda in Nigeria

S/No	Module	Student's Expectation
1	Business creation and growth	<ul style="list-style-type: none"> <li>• explain the concept of business planning process</li> <li>• Understand contents and reasons for a business plan</li> <li>• List some factors that motivate people to begin new businesses</li> <li>• Search for and identify business opportunities</li> <li>• Understand the required legal formalities for a business start up</li> <li>• Prepare a feasibility analysis report</li> <li>• State the relationship between a feasibility analysis and a business plan</li> <li>• List formal and informal sources of capital for new ventures</li> <li>• Know how to and be interested in starting a small business of their own</li> </ul>
2	Issues of business growth	<ul style="list-style-type: none"> <li>• Understood the concept of business growth</li> <li>• Explored the strategies for growth (franchising, buy in and buy out)</li> <li>• Examined merger and acquisitions</li> <li>• Discussed the challenges of growth</li> <li>• Learnt critical success factors for growing venture</li> </ul>
3	Sources of funds	<ul style="list-style-type: none"> <li>• Discussed the sources of funds for new and entrepreneurial ventures</li> <li>• Understood the importance of formal and informal sources of funds for new ventures</li> <li>• Explored the concept, method, and types of finances provided by venture capital</li> <li>• Discussed the various government initiatives in funding new ventures and small and medium enterprises in Nigeria</li> </ul>

*(Continue on next page)*

**Table 1.** (Continued)

S/No	Module	Student's Expectation
4	Entrepreneurial marketing	<ul style="list-style-type: none"> <li>• Understood the concept of small marketing and how it aids the development and growth of small businesses</li> <li>• Learnt the major differences between small business marketing and marketing for large organizations</li> <li>• Understood the pillars upon which marketing rests (marketing mix) and how they are deployed in new ventures</li> <li>• Learnt the importance of developing a unique selling proposition and how it helps to endear customers to the products and services of new firms</li> <li>• Understood the concept of International marketing and its dynamics</li> </ul>
5	New opportunities for expansion (e-business)	<ul style="list-style-type: none"> <li>• Describe E-Commerce, E-business and related technologies</li> <li>• Define e-Commerce and describe how it differs from e-Business</li> <li>• Describe the major types of e-Commerce/e-Business</li> <li>• Discuss in a practical way the application of these techniques in real business</li> <li>• Determine the requirement (hardware and software) for a small e-Commerce web site,</li> <li>• Identify unique features and business significance of e-Commerce technology</li> <li>• Examine the challenges and prospect of e-Commerce in Nigeria</li> </ul>
6	Ethics and social responsibility	<ul style="list-style-type: none"> <li>• Understood the concepts of business ethics and social responsibility</li> <li>• Learnt the ethical principles for entrepreneurs</li> <li>• Understood the importance of ethics in business</li> <li>• Discussed the application of the above concepts to the operations and success of ventures</li> <li>• Discussed social responsibility among business organizations in Nigeria</li> </ul>

*Source:* Draft copy of general entrepreneurship courses in universities edited by Sagagi, Anyanwu, Aliu & Abimbola (2012).

Human Capital Development is strategic to the socio-economic development of any nation and such includes education, health, labour and employment and women affairs. Investing in human capital development is critical since such actions would help to ensure that there are adequate productive skills for national growth and development. It is even in the implementation plan of the National Action Plan on Employment Creation (NAPEC) to create 5 million new jobs

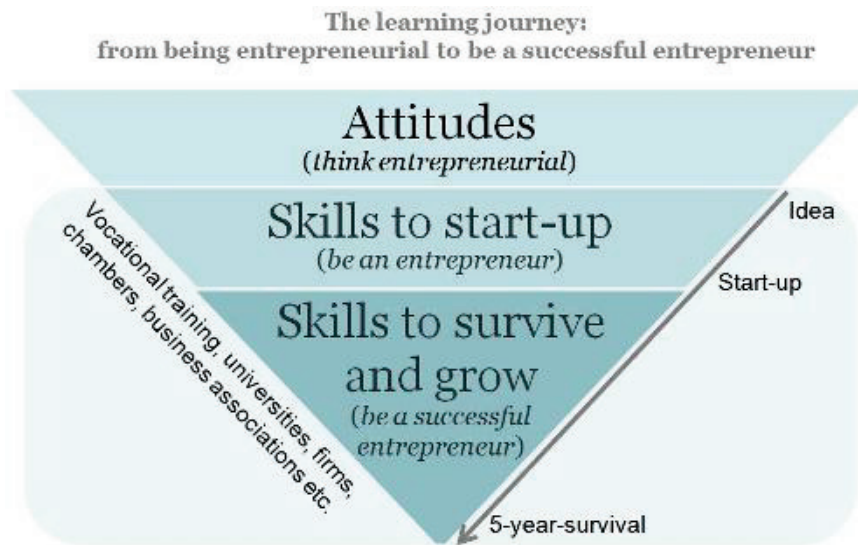
annually within the next three years (Federal Republic of Nigeria, 2011). One way to achieve this is the establishment of several Skills Acquisition Centres across the country.

## **ENTREPRENEURSHIP EDUCATION AS A TOOL FOR NATIONAL TRANSFORMATION**

There is no doubt that several nations in the world are currently experiencing economic meltdown, hiccups or crisis. Nigeria has not been spared of this global malaise even though the country's situation is not as precarious as others especially in Europe and in the America; there is still an increasing rate of unemployment and poverty. The directives of the Nigerian government through the NUC to integrate entrepreneurship courses into the curriculum of Nigerian universities is a right call and at the right time since entrepreneurship education will provide additional skills, resources, and methodologies to graduates to further transform their ideas into visible and viable businesses after graduating from the university. If this is rightly done, the graduates would not need to queue up in the labour market for paid employment but rather create jobs for themselves and others. This will go a long way to reduce poverty in the society and unemployment in the labour market (Amoor, 2008). It is a well-known fact that, Entrepreneurship constitutes a vital engine for economic, social, practical and all round development of any country. It has been identified by many; both globally and nationally; as a tool for a sustainable, virile and stable economy. No wonder successive governments in Nigeria have attempted to strengthen relevant agencies in order to achieve this position. The present government has put in more and better effort through its transformation agenda.

Entrepreneurship Education is made up of all kinds of experiences that give students the ability and vision of accessing and transforming opportunities of different kinds. It goes beyond business creation. It is about increasing students' ability to anticipate and respond to societal changes. Besides, it is the type of education that seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. It thus empowers students to develop and use their innate creative skills to take initiatives, responsibility and risks.

According to Guerrero and Urbano (2012), an environment where knowledge-based entrepreneurship transpire as a driving force towards job creation, economic growth as well as competitiveness is referred to as an entrepreneurial society. Therefore, entrepreneurial universities play a vital role as both a disseminating institution and a knowledge-producer.



**Figure 1.** Towards a successful entrepreneur

Source: Adopted from OECD (2009)

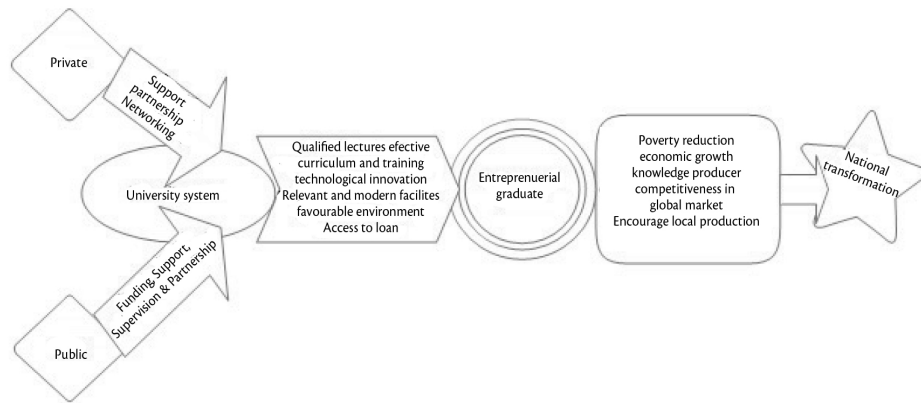
Therefore, the following are the expected roles to be played by entrepreneurship education towards national transformation when properly and actively implemented:

- i. Training and learning centres: Entrepreneurship education will serve as learning and training centres for the translation of dreams and ideas into successful ventures. As shown in table 1, it will help the students to discover and think entrepreneurial. This will help them to discover their potentials and work towards achieving it and by so doing; it will reduce over reliance on white collar job.
- ii. Facilitates the identification, creation and utilisation of non-existent saving: with the training received by the students, it will expose those to how they can identify, create and utilise capital. The course will expose them to how they can write a good feasibility study and win a grant for starting up a business. According to Erwart (2012), entrepreneurship education builds skills such as managerial, human, technical, conceptual skills in the individuals by teaching and allowing them to start businesses with little or no money for themselves.

- iii. Self-fulfillment for the entrepreneur: entrepreneurship education brings about self-fulfillment to the recipient when he has really discovered the strength, weakness, opportunities and treats in a business.
- iv. Create a balance in rural-urban migration: if entrepreneurship education is implemented in the university system in Nigeria, a lot of student who travel to urban area for search for job will be reduced and the rural area will also develop and more jobs will be created as well. This tends to alleviate and eradicate poverty as well as improving the general security (Danko, 2005).
- v. Creates employment. Research has shown that 70% of the entire work force is employed by entrepreneurial ventures and hence, rate of unemployment is greatly reduced (UN, 2010).
- vi. Mobilises resources that ordinarily would have remained idle in the hands of people and employ them productively and by doing so, capital formulation is encouraged.
- vii. Links up the various sectors of the economy and constitute the market for agricultural extractive and industrial output as well as providing source of material and labour input for big industries.

Entrepreneurship activity generates wealth, and thereby increases the extent of the market and thus brings about positive social changes in the citizenry. There is also specialisation as entrepreneurs see and create niches through innovation. More of entrepreneurship will undoubtedly create jobs, infrastructures necessary for business development (e.g. roads, transport, communication, power supply, education and health services).

When and if properly managed in Nigerian universities, entrepreneurship will contribute to the nation's economic growth and development. According to Amoor (2008), it will help to discover talented, competitive, creative and very skilful individuals that will be the nation's innovative assets; prepare individual student to be responsible and entrepreneurially conscious to contribute significantly to economic growth and development; and build a connecting link that creates productive and very thoughtful citizens that can contribute to local, regional and national competitiveness. It will also encourage the university graduates to establish small scale businesses and sustain them. Such small businesses form the cornerstone of future economic growth, job creation and wealth generation.



**Figure 2.** Entrepreneurship education for national transformation (a model developed by the authors)

## RECOMMENDATIONS

For entrepreneurship education in Nigerian Universities to be an instrument for National transformation, the following recommendations are suggested:

1. Training, on a regular basis of all lecturers and instructors on entrepreneurship education: lecturers should be recruited, trained and re-trained in the area of entrepreneurship education. They should be sponsored to attend local and international conferences to acquire more knowledge so that they can effectively transfer entrepreneurial skills into the students.
2. Provisions of access to adequate resources (including capital) to graduating students to enable them start their own business.
3. The various university managements should contact some Non-Governmental Organisations or banks to give soft loans/grants to entrepreneurship educators to establish and run their own businesses. This will enable them to acquire practical experience from their own initiatives for onward transmission to the students.
4. As we are in technological era, students should be thoroughly taught how to troubleshoot, service, maintain computer and other related office equipment. They should also be provided with adequate information about starting a new business and about business trends in order to minimise future risks and maximise success rates. This will help them to



establish consultancy firms to sell and service the computers and other office related equipment, and also run business centres.

5. Centre for entrepreneurship education should mandatorily be established in every Nigerian university and should constantly organize workshops for the students as well as invite successful businessmen and women to give talk on how to initiate, source for funds, start and run a business successfully.
6. Undergraduate students should be mandated to go for internship with a successful entrepreneur for at least a period of two months. This will also help them to practically acquire entrepreneurial skills that will enable them initiate, establish and run their businesses after graduation. The internship training may not necessarily be a full two months but 8–10 hours in a week.
7. Provision of appropriate instruction materials and local infrastructure and support services to ensure relevance to the Nigerian situation.

## **CONCLUSION**

During the last three decades entrepreneurship has globally strengthened its position in higher education and research (Kyro & Ristimaki, 2008). Gibb (2005) had argued that a lot of changes have contributed effectively to making a world of much greater uncertainty and complexity, one demanding entrepreneurial and enterprising behaviour at all levels be it global, societal, organisational and individual. The urgent need to embrace entrepreneurship is also recognised by politicians, academics and educators in the European Union and beyond.

The future of the Nigerian economy depends on a new generation of entrepreneurs that would have to come up with ideas and resolve to make them a reality as well as having the vision to create wealth and jobs. For this to be achieved there is the need for a cultural change in Nigeria. Entrepreneurship education is needed in Nigeria economy to create jobs, reduce unemployment, crime, government's expenditure, poverty, social unrest, create wealth and raise the standard of living in the country.

However, in order to make Nigeria the leading entrepreneurial nation in Africa; there is need to back our entrepreneurs by investing in enterprise education and by celebrating the role that entrepreneurs play in creating a dynamic and growing economy.

## REFERENCES

- Agu, C. N. (2006). Pedagogy of entrepreneurship in a contemporary society. *The Enterprise International Research Journal for Development*, 8(1), 18–32.
- Ahiauza, A. (2010). Entrepreneurship and economic development in Nigeria: The way forward. *Books Africa* (vol. 1, pp. 278–296). Retrieved from <http://www.worldsustainable.org/index.php/books/africa/volume-1/519-augustine>
- Aig-Imoukhuede, I. I. (1988). *A word about entrepreneurship: A guide to self-employment*. Lagos, Nigeria: Academy Press Ltd.
- Akanwa, B., & Agu, C. N. (2005). *Entrepreneurship: Theory and practice in Nigeria*. Owerri, Nigeria: Resources Development Centre.
- Akpomi, M. E. (2009). Achieving millennium development goals (MDGs) through teaching entrepreneurship education in Nigeria higher education institutions (HEIs). *European Journal of Social Science*, 8(1), 154–157.
- Aliu, S. (2008). *Recent trends in entrepreneurship education in Nigeria: Prospects and challenges*. Retrieved from <http://www.isbe.org.uk/> Dr.SolaAliu08
- Amoor, S. S. (2008). Integrating entrepreneurship education into business education curriculum in Nigerian universities. *Zaria Journal of Liberal Arts*, 2(2). Retrieved from [http://ww1.abu.edu.ng/publications/2011-08-24-094933\\_4831.docx](http://ww1.abu.edu.ng/publications/2011-08-24-094933_4831.docx)
- Banabo, E., & Ndiomu, K. (2011). Entrepreneurship and entrepreneurial education (EE): Strategy for sustainable development. *Asian Journal of Business Management* 3(3), 196–202. Retrieved from <http://www.maxwellsci.com/print/ajbm/v3-196-202.pdf>
- Blenker, P., Dreisler, P., Færgemann, H. M., & Kjeldsen, J. (2008). A framework for developing entrepreneurship education in a university context. *International Journal of Entrepreneurship and Small Business*, 5(1), 45–63.
- Brown, P. B. (2012). Why everyone will have to become an Entrepreneur (Crowd Sourced Version). Retrieved from <http://www.forbes.com/sites/actiontrumps/everything/2012/11/03/why-everyone-will-have-to-become-an-entrepreneur-crowd-sourced-version/>
- Danko, S. (2005). Crossing educational boundaries: Reframing entrepreneurship as a social change agent. Retrieved from <http://www.creativity.ir/images/stories/PDF/ReframingEntrepreneurship.pdf>
- Ejere, E. S. I., & Tende, S. B. A. (2012). Entrepreneurship and new venture creation. In E. Chuta (Ed.). *Small enterprises and entrepreneurship development* (pp.). Dakar: Amalion Publishing.

- Emeraton, U. G. (2008). *Re-thinking higher education management for poverty reduction among the youth in Africa*. Paper presented at the 3rd Regional Conference of Higher Education for Youth Empowerment, Opportunities, Capabilities and Second Chance. Organized by Higher Education Research and Policy Network (NERPNET) at IITA, Ibadan, Oyo State. August 18–21.
- Enu, D. B. (2012). Enhancing the entrepreneurship education in Nigeria. *American Journal of Social Issues and Humanities*, 2(4), 232–239. Retrieved from <http://www.ajsih.org/index.php/ajsih/article/view/54/54>
- Erwart, E. A. (2012). *Higher education and youth empowerment for socioeconomic development in Nigeria*. Paper presented at the 10th anniversary conference of HERPNET, held at University of Ibadan.
- Federal Republic of Nigeria (2004). *National policy on education*. Lagos: NERDC.
- Federal Republic of Nigeria (2011). *The transformation agenda 2011–2012*. Retrieved from <http://www.npc.gov.ng/vault/Transformation.pdf>
- Gibb, A. (2005). The future of entrepreneurship education: Determining the basis for coherent policy and practice. In P. Kyrö & C. Carrier (eds.). *The Dynamics of Learning Entrepreneurship in a Cross-cultural University Context* (pp. 44–68). Entrepreneurship Education Series 2/2005. Hameenlinna, Finland: University of Tampere, Research Centre for Vocational and Professional Education.
- Guerrero, M., & Urbano, D. (2012). The development of an entrepreneurial university. *The Journal of Technology Transfer*, 37(1), 43–74.
- Hintea, C., Ringsmith, D., & Mora, C. (2006). The reform of the higher education public administration programmes in the context of public administration reform in Romania. *Transylvanian Review of Administrative Series*. 16E, 40–46.
- Holcombe, R. G. (1998). Entrepreneurship and economic growth. *The Quarterly Journal of Austrian Economics*, 1(2), 45–62. Retrieved from [http://misses.org/journals/qjae/Q12\\_3.pdf](http://misses.org/journals/qjae/Q12_3.pdf)
- Hytti, U. (2002). *State-of-art of enterprise education in Europe: Results from the Entredu project*. Written jointly with Kuopusjärvi, P., Vento-Vierikko, I., Schneeberger, A., Stampfl, C., O’Gorman, C., Hulaas, H., Cotton, J. & Hermann, K. A publication published in the Entredu – project, Leonardo da Vinci – programme of the European Commission. Turku, Finland: Small Business Institute, Business Research and Development Centre, Turku School of Economics and Business Administration and ENTREDU.
- Knight, F. (1921). *Risk, uncertainty and profit*. Kalamazoo, MI: Springfield Publication.

- Kumar, C. (2011). What is the role of an entrepreneur in economic development? Retrieved from <http://www.preservearticles.com/201101143326/role-of-an-entrepreneur-in-economic-development.html>
- Kuratko, D. F. (2005). Entrepreneurship education: Emerging trends and challenges for the 21st century. Retrieved from <http://labsel.pesarosviluppo.it/Modules/ContentManagement/Uploaded/CMItemAttachments/entrepreneurship%20education%20%20emerging%20trends.pdf>
- Kuratko, D. F., & Hodgetts, R. M. (2004). *Entrepreneurship: Theory, process, practice*. Mason, OH: South-Western Publishers.
- Kyro, P., & Ristimäki, K. (2008). Expanding arenas and dynamics of entrepreneurship education. [http://lta.hse.fi/2008/3/lta\\_2008\\_03\\_foreword.pdf](http://lta.hse.fi/2008/3/lta_2008_03_foreword.pdf)
- National Bureau of Statistics. (2011). *Social statistics in Nigeria*. Abuja: The NBS Publication.
- Oduwaiye, R. O. (2009). Entrepreneurship education in Nigerian universities: Implementation and way forward. *Advances in Management*, 8(1), 60–67.
- Organisation for Economic Co-operation and Development (OECD) (2009). *Towards a successful entrepreneur*. <http://www.oecd.org/cfe/leed/skillsforentrepreneurshipcallforparticipation2009.htm>
- Ogundele, M. O., Kayode, D. J., Oduleke, F. L., & Alade, O. S. (2013). The influence of private sector involvement on entrepreneurial education of secondary schools in Kwara state, Nigeria. *Malaysian Online Journal of Educational Management (MOJEM)*, 1(1). [http://mojom.um.edu.my/filebank/published\\_article/4913/Volume%201%281%29-1a.pdf](http://mojom.um.edu.my/filebank/published_article/4913/Volume%201%281%29-1a.pdf)
- Ogundele, M. O., Sofoluwe, A. O., & Kayode, D. J. (2012). Integrating entrepreneurship skills acquisition in to the National Youths Service Corps (NYSC) Programme in Nigeria. *Journal of Entrepreneurship and Management*, 1(3), 24–28.
- Okala, O. F. (2008). Unemployment experience in Nigeria: The impact of vocational skills training. *Journal of Pedagogy of Education and Development*, 10(1–2), 18–25.
- Okello-Obura, C., & Matovu, J. (2011). *SMEs and business information provision strategies: Analytical perspective. Library philosophy and practice*. <http://webpages.uidaho.edu/~mbolin/okello-obura-matova.htm>
- Oviawe, J. I. (2010). Repositioning Nigerian youths for economic empowerment through entrepreneurship education. *European Journal of Educational Studies*, 2(2), 113–118. [http://ozelacademy.com/EJES\\_v2n2\\_7.pdf](http://ozelacademy.com/EJES_v2n2_7.pdf)

- Sagagi, M. S., Anyanwu, S., Aliu, S., & Abimbola, O. (2012) (Ed.). *Draft training manual for entrepreneurship courses in universities*. Abuja: National University Commission.
- Schumpeter, J. (1942). *Capitalism, socialism and democracy*. New York: Harper and Row.
- Shane, D. (2003). A general theory of entrepreneurship: The individual opportunity in nexus. *New Horizons in Entrepreneurship Series*. USA: Edward Elgar Publishing.
- Sofoluwe, A. O., Akinsolu, A. T., & Kayode, D. J. (2013). Managing university education for national transformation in Nigeria. In A. O. Ayeni, U. G. Emetaron, A. O. Okwori, J. A. Undie, & J. E. Okon (Eds.). *Managing education for national transformation* (pp. 210–224). Nigeria: Nigerian Association for Educational Administration and Planning (NAEAP).
- Solomon, G. T., & Fernald, L. W., Jr. (1991). Trends in small business management and entrepreneurship education in the United States. *Entrepreneurship Theory and Practice*, 15, 25–39.
- United Nations (UN) (2010). Entrepreneurship education, innovation and capacity building in developing countries. United Nations Conference on Trade and Development. [http://unctad.org/en/Docs/ciimem1d9\\_en.pdf](http://unctad.org/en/Docs/ciimem1d9_en.pdf)

