

## **Entrepreneurship Education and Graduate Employment Rate in a Developing Economy**

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### **Abstract**

This study examined the relationship between entrepreneurship education and graduate employment rate in Nigeria. Survey design method was adopted and a descriptive statistics based frequency tables were used in the study to provide information on the key variables. In order to actualize the key objective, primary data was collected through a self-administered questionnaire from a number of 222 respondents who were graduates of selected tertiary institutions in Enugu, Oyo and Plateau States Nigeria. SPSS was employed to aid the data analysis. Having analyzed the data, the study found out that there is no significant effect of present entrepreneurship education on graduate employment rate in Nigeria. Guided by this finding, the study recommended that there should be a purposive training 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

**Keywords:** Entrepreneurial Education, Job Creation, Employment Rate, Entrepreneurship Skills

### **INTRODUCTION**

The most difficult problem confronting Nigeria today is not robbery, kidnapping, banditry or internalization of institution. It is unemployment which is the precipitating factor of those maladies. Unemployment is a real problem that has been identified as the most difficult dilemma confronting Nigeria. It is also the mother of poverty. It is paradoxical that Nigeria which has earned well over

USD 400b in Oil and Gas revenue is listed among the poorest nations of the world. The latest development of Human Development Index put the population of Nigerians living below the poverty line at 100 million people. This is understandable because, of the three (4) factors of production (Land, Capital, Human etc) the only dynamic factor is the human. If this dynamic factor is not engaged fully, the economy cannot grow and poverty will persist. In order to ensure that human factor is significantly engaged, the task of nurturing and managing a business venture is very important. Hence, the concept of entrepreneurship (i.e. perceiving profitable market opportunities or needs and gaining commands over resources to meet this) is very important. It must be noted that the creation of Micro, Small and Medium Enterprises (MSMEs) through Entrepreneurship process have been globally recognized as engine of economic growth. The process represent on average, between 80-90% of enterprise creation and 60-70% of domestic employment in the developed and developing economies of the world. It has also been generally accepted that a thriving MSME sector is essential for job creation, social cohesion and innovation, it also generates economic growth, improve worker skills and alleviate poverty by creating opportunities for local population groups to help themselves.

Entrepreneurship has been recognized as an important element in the dynamics of all economies and it is regarded as the driving force in economic growth and job creation. With the on-going plans to diversify the Nigerian economy away from a mono product one, Small business start-ups are being positioned to account for a greater proportion of economic activity in the country. Thus, over the last decade, entrepreneurship education at various levels has been a subject of multidisciplinary research among scholars for the purposes of enriching the academic curriculum and stimulating minds towards entrepreneurial intentions, development and self-sustenance among others. Entrepreneurship Education which has been described as the act of sensitizing, organizing, encouraging, motivating, conducting and educating learners in order to acquire enterprise competencies, work-related skills and aptitudes without compromising academic or intellectual standards (Jegede, Ojo-Ajibare & Aitokhuehi, 2013), has been an important research field among developed academics for a considerable length of time. The prolonged and heightened interest in the field of entrepreneurship is prompted by several factors: some being, as a means of revitalizing stagnated economies; stimulating developing economies and coping with unemployment problems by providing new job opportunities for graduates and the like (Tende & Nimfa, 2015).

With the increasing change in world employment status, resulting in job insecurity, where permanence and longevity is no longer a significant feature in careers (Tende & Nimfa, 2015), tertiary institutions are burdened to play a more important role in developing an entrepreneurial society, through imbibing in their students at graduate and post-graduate level, the understanding of risks and rewards of business start-ups and avoidable causes of failures. In the face of this situation, Amadi (2014) assert that a goal oriented entrepreneurship curriculum would salvage the situation, by properly including the philosophy of self-reliance such as creating a new cultural and productive environment that will promote pride in primitive work and self-discipline, encouraging people to take part actively and freely in discussions and decisions affecting their general welfare, promoting new sets of attitudes and culture for the attainment of future challenges (Arogundade, 2011). In both developed and emerging economies of the world, the need to involve graduate entrepreneurs is seen as being important to the development of sustainable small and medium scale enterprises (SMEs) in any economy, but more importantly job creation for self-sustenance.

In developing economies such as Nigeria, entrepreneurship education in tertiary institutions presently at its infancy is designed to stimulate economic growth, job creation, wealth redistribution and social adjustment among others. However, developing graduates to have the spirit and drive towards entrepreneurial self-reliance would entail preparing them beyond the regular classroom theories and petty vocational skills to practical industry exposure. The increasing rate of unemployment, particularly among the graduate youths has become a major problem and has reached an alarming state in Nigeria. The promotion of graduates' self-employment and job-creation through entrepreneurship education in Nigeria is faced with some critical challenges; despite the various efforts of government in this direction, and a large pool of graduates who have gone through the programmes, Nigeria is yet to witness the envisaged entrepreneurial revolution. A rather large number of those graduates with entrepreneurship training still search for jobs and are mostly jobless or doing odd jobs.

Presently, entrepreneurial education curriculum in Nigeria is designed purely as a course work based on theories, which is not aligned with specific disciplines and societal needs and the realities on ground; thus, entrepreneurial education has not been properly differentiated from conventional or traditional academic courses in terms of content, teaching methods and service delivery systems. In Nigeria, graduates are not always prepared to become self-reliant and employers of labour after school. They are rather instructed on how to climb the corporate ladder instead of how to own the ladder; to learn petty skills instead of how to fit into various value chain in the line of their disciplines, how to excel in recruitment interviews instead of how to interview people for recruitment. As a result, Nigerian universities have continued to turnout graduates who cannot be self-reliant, establish small-scale industries, hence, job creators. It therefore becomes imperative to examine the effect of entrepreneurship education on graduate employment rate in a developing economy like Nigeria.

### LITERATURE REVIEW

#### Conceptual Review

##### Concepts, Principles and Dimensions of Entrepreneurship

Till today, many people still failed to categorically understand the tenet of the concept of entrepreneurship. Of course, almost everybody understands the term "entrepreneur", this is because it is one of the most significant factors of production apart from Land, Labour and Capital. But what really is entrepreneurship? Several schools of thought have given varieties of definitions to the concept of entrepreneurship. The central focus of all the definitions revolves around the same thing, which is, successful creation of innovative and profitable ventures thereby reducing the problem of unemployment or underemployment. In the work of Tijani-Alawe (2004), entrepreneurship is defined as processes of bearing non-insurable risks by perceiving, evaluating and capturing business opportunities, marshalling, allocating and deploying relevant resources to take advantage of them, and initiating appropriate strategic, tactical and operational actions to ensure, assure and sustain success e.g. survival, growth and profits etc. Okereke (2009) sees entrepreneurship as the processes of floating, launching, operating, coordinating, and sustaining an independently growth – oriented venture designed to accomplish missionary objectives. Inergbenebor (1989) sees the concept of entrepreneurship as the willingness and ability of an individual to seek out investment opportunities, and establish an enterprise successfully.

The concept of entrepreneurship is viewed by different authorities through different professionals or interest perspectives. According to Elikwu & Igbokwe (2015), it involves the process of identifying opportunities, risk taking, being creative, innovative and adding value to existing products and services, mobilizing resources for the purpose of establishing or growing an enterprise; or 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 (Olorundare & Kayode, 2014). Some researchers are of the view that entrepreneurship is a service rendered by anyone who starts a new business (Ogundele, Sofoluwe & Kayode, 2012). According to Omolayo (2006) as cited in Arogundade (2011), it is the act of starting a company, arranging business deals and taking risks in order to make a profit through the skills acquired through education; while Akanwa and Agu (2005) asserts that, it is anyone who creates a business, establishes it and nurses it towards growth and profitability, or takes over an existing business and continues to build and innovate it, or who runs a franchise, qualifies as an entrepreneur (Coulter 2006). In concurring to this Agbiaonu (2008) notes that entrepreneurship involves a process aimed at creating wealth for the purpose of growth and development of the environment and in order to achieve this, it must delve into the realm of bringing abstraction into reality. This process must involve some elements of originality, creativity and innovation. All these may not be fully achieved in the undergraduate students without adequate teaching and learning in this direction.

The entrepreneur is the innovator who searches for change, respond to it and exploit it as an opportunity. It means creating something new or doing something different rather doing better what is already being done. The entrepreneur shifts resources from areas of low productivity and yield to areas of higher productivity and yield by creating a new market and a new customer (Drucker, P. (1986). The entrepreneurs practice entrepreneurship. The entrepreneur are the innovating individuals responsible for the emergence, growth and survival of venture enterprises when non-existed before .

To begin to effectively think like a successful entrepreneur involves the incorporation of the following seven key entrepreneurial principles; these are;

- ✚ Having an entrepreneurial will and interest to run an enterprise.
- ✚ Having a personal development curiosity
- ✚ Identifying both material and non-materials resources needed for business ventures development
- ✚ Having a wisdom a Teacher's Guidance acumen
- ✚ Posses a matured heart and mind and in age
- ✚ Having a Gestational Endurance
- ✚ Long-Term Entrepreneurial philosophy

### **Entrepreneurship Development: The Experiences and Lessons from Asian Economies**

In Nigeria, there is no reliable data in determining the contributions of small and medium scale enterprise to the growth of our economy. In India and China, the SMEs are present in almost all the sectors of the economy. The development of SMEs is the key success factor for the miracle economies that emerged in the Asian Countries. According to Salaudeen (2007), in India the SMEs run 27% of the industrial units (10.5million); employ 545% (25 million) of labour force; contributes 45% overall export and 7% of GDP. While in China, they contribute 60% of China's 'industrial

output with over 23 million SMEs; 60% contribution to GDP, employ over 75% of the work force. 60% of total exports and 99% of all registered companies, and creating most new jobs. The reverse is the case in Nigeria. Soludo (2007), for example, analyzed the sectorial contributions to the growth of the country's GDP as agriculture 41.49%, crude oil 57.75%, mining and quarrying 0.27%, manufacturing 4.5%; Building and construction 1.53% wholesale and Trade 13.24%. Services 14.88%. It is obvious from these data that the sectors, where we have reasonable presence of MSMEs, outside agricultural sector, contribute negligible percentages.

In today's contemporary business world, it is no longer a news that it was SMEs that provided the solid based for the rapid growth of the so-called Asian Tigers like Japan, China, India, Taiwan and others. The guiding philosophy of all SMEs in the world which help to ensure their success is embedded in the now well known business slogan which goes thus "start small and think big". In our Nation, Nigeria, the government and other vital sectors seem to have embraced the entrepreneurship creation and SMEs movement in theory or principles and so are playing many lip services only to it. They have not really been able to translate their lip services in seminars, conferences and the news media to practical actions that will help the Nigeria SMEs to not only match but surpass the Asian Tiger SMEs.

### **Unemployment Situation in Nigeria; the Causes and Effects on the Economy**

Unemployment has been one of the most persistent and unmanageable problems facing many industrial countries of the world and not only Nigeria. Unemployment according to Jhingan (2006) is the "involuntary idleness of a person willing to work at the prevailing rate of pay but unable to find it". It implies that only those persons are able to regard as unemployed are those who are prepared to work at the prevailing rate of pay but they do not find work at the prevailing rate of pay but they do not find work. The structure and situation unemployment in Nigeria reveal several trends. In the 60's and 70's the rate of unemployment was 2% and 4.5% respectively. These rates were considered tolerable. Graduate unemployment was unknown. With the introduction of Structural Adjustment Programme by the Babangida Military Administration in the 80's, the magnitude and structure of unemployment changed fundamentally. In 1985, the National Unemployment rate was 8.5% which the government considered alarming. Also over 70% of the unemployed were unskilled primary and secondary school leavers between the ages of 13 and 25. At this time also graduate unemployment which was hitherto unknown reared its ugly head with alarming intrusion. Only about 10% of graduates of tertiary institution especially the professionals were able to get paid employment. Tertiary Education was not tailored to the needs of the economy; entrepreneurship education was not part of the curriculum. Consequently, graduates of our tertiary institutions were tailored made for white collar jobs, but the white collar jobs were not sufficiently available.

Primary and secondary schools curriculum did not inculcate vocational and technical training. Consequently the school leavers lacked skill to engage themselves or to be employed. Also, the tertiary spaces available could not absorb more than 25% of the school leaver thereby spilling unskilled youths into the labour market. It is in the light of the known problems that the Federal government started implementing what they should have done two decades ago. The Government recently mandated all tertiary institutions in Nigeria to incorporate practical entrepreneurship into the curriculum, and that was what gave birth to Vocational and Basic Entrepreneurship (VISEC) centre

as mandated by National Board for Technical Education (NBTE). But in spite all these, the problems of unemployment continue to increase day by day because government have still not fully done what should have been done to totally reduce the menace.

### **Nigerian Government Agencies and their Roles in Developing Entrepreneurial Competence and Reducing Unemployment**

To fully ameliorate the economic problem of unemployment, several agencies, stakeholders as well as the unemployed have several roles to play. Though, government since 1986, has been finding lasting solution to the continued rising unemployment as this have gave a background to the setting-up of National Directorate of Employment (NDE) National Economic Empowerment Scheme (NEEDS), NAPEP etc, but the problems of these agencies include lack of focus and direction, political domination, frequent change of leadership, improper and insufficient funding as well as low level of public orientation by these government employment creation agencies.

It is the right time these agencies re-strategized to enable the citizens, most preferably, the unemployed, know the cardinal reasons why they were established. They must build an entrepreneurial will in the mindset of the graduates as well as the students on the best way to initiate and sustain a profitable venture. The agencies must also make necessary supporting funds available to the intending entrepreneur. This will facilitate business the growth of business ventures as well economic empowerment. Also, the agencies must continue to orientate Nigerians on the need to be job-providers and not job-seekers. The Ministry of Commerce and Industry, Agriculture, Power and Energy, Finance must all provides enabling environment that will facilitate timely development and creation of sustainable business enterprise and ventures. State Government must be able to finance the holders of two-year National Diploma who have acquired necessary skills and acumen in owing and managing a business outfit and venture. At least a sum of hundred thousands could be made available for them to enable them start a meaningful business enterprise.

### **Tertiary Education and Entrepreneurship Education**

Tertiary education according to Okey, Ayang and Ndum, (2013) is viewed as a good investment for national development, based on the expectation that the educational system will produce quality and quantity of human capital required for economic growth using the right mix of inputs (Durosaro, 2000). The goals of Nigerian tertiary education include to: Contribute to national development through high level relevant manpower training; Develop and inculcate proper values for the survival of the individual and society; Develop the intellectual capability of individuals to understand and appreciate their local and external environments; and Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful member of the society (Okey, Ayang & Ndum, 2013).

Based on the above goals, the introduction of entrepreneurship education by the National Universities Commission into Universities curriculum was designed to challenge and equip undergraduates with some entrepreneurial skills which could form a foundation for self-employment after graduation. Thus, entrepreneurship education is made of all experiences that give students the ability and vision of how to access and transform opportunities of different kinds, which goes beyond

mere business creation (Enu, 2012). It is about increasing student's ability to participate and respond to societal changes. Entrepreneurship education which has recently gained wide popularity means different things to different educators. Kourilsky, (1995) defines entrepreneurship education as opportunity, recognition, marshalling of resources in the presence of risk and building a business venture. Bechard and Toulouse, (1998) defines it as a collection of formalized teachings that informs, trains, and educates anyone interested in business creation or small business development.

The concept of Entrepreneurship Education is defined by Emeraton (2008) as that which deals with those attitudes and skills that are necessary for the individual to respond to his environment in the process of conserving, starting and managing a business enterprise. On his own part, Onu (2008) maintained that it is the type of education geared towards producing a self-employed or self-reliant person. Hisrich & Peters (2002) simply captured the term as the dynamic process of creating incremental wealth. They went further to explain that entrepreneurship is the personalized version of actualizing one's desire, ambition, and expression. Okiti (2009) further describes entrepreneurship education as the gateway to job opportunities and job creation which would constantly enhance self-reliance and self-employment among university graduates. From these definitions, one can infer that it is a type of education which will assist students to think creatively in order to acquire knowledge, develop desirable attitude and skills for self-reliant. This in turn will help them to contribute meaningfully to the political and socio-economic development of their society.

Today, most universities in Nigeria have incorporated entrepreneurial studies into their school programme. In Nasarawa State University, it is a full time degree programme and also General Course (ESP) made compulsory for all 2nd year and 3rd year undergraduate students in all departments and faculties of the University.

### **Importance of Entrepreneurship Education**

The "aims of various governments to combat poverty through the establishment and creation of poverty reduction programmes according to the United Nations Educational Scientific and Cultural Organization (UNESCO, 2005) failed, because graduates of the education system lacked practical skills". Thus, fostering a robust entrepreneurial culture and education through a robust and purposefully structured entrepreneurship education programme will maximize graduate capacity, collective economic and social success on development of Agro-Allied businesses and its value chain at a local, national and global scale.

Teaching entrepreneurship education according to Emeruwa (2005) facilitates initiating of specialized learning activities that creates a class of graduates with the right experiences and insights to discover and create entrepreneurial opportunities and also gain the expertise to successfully start and manage their own businesses to take advantage of existing opportunities. Alabi, Alanana and Bahal (2014) assert that, Entrepreneurship education among graduates will lay solid foundation for the emergence of a generation of innovators willing to apply necessary capital into the production process for new products, open and expand new markets, explore new sources of materials and ensure the organization of new industries. Through this process, there would be an emergence of small unit of businesses that would burgeon into bigger industrial or business concerns with the application of the right managerial skills.

Building a sustainable entrepreneurship culture in the Nigerian educational system will in the long run instil entrepreneurial spirit in our undergraduates, which would amount to laying a solid underpinning for reducing high rate of unemployment and associated social vices, enhancing a private-sector driven economy, increasing productivity and enlarging the market-base of the economy (Alabi, Alanana & Bahal, 2014). This sustained entrepreneurship culture will produce jobs and wealth creating graduates, hence plays a vital role in helping individuals increase per capital income and improve the standard of living and economic development of any nation (Olorunmolu, 2008).

Through entrepreneurship education, utilization of local resources and advancement of local technologies are made possible. The graduates of this specialized education set up their small/medium scale business, providing raw materials to the big firms help them to increase their production hence employ more personnel thereby creating jobs for unemployed youth in the country (Olorunmolu, 2008). Through quality entrepreneurship education, Nigeria could produce a lot of entrepreneurs who could establish and manage businesses on their own. Based on the above merits, it is no doubt that entrepreneurship education could be used as major weapon in reducing the worrisome, untamed and ever rising problem of unemployment and poverty in Nigeria.

### **Theoretical Anchor**

#### **Human Capital Entrepreneurship Theory**

The need to improve theory of entrepreneurship was propounded by Inkeles and Smith in 1975 and they identified disposition to accept new ideas and try new method, a time sense that makes a person more interested in the present and future than in the past as attitudes which directly or indirectly affect entrepreneurship development as the fundamental features of theory. This is apt to this current study, since Nigeria is at cross road of trying other means and methods to reduce unemployment, reduction of extreme poverty and checking youth restiveness. This will help Nigerian students in the continual searching of the environment on how to move forward. Going back to traditional setting, each Nigerian community have different ways of teaching entrepreneurship in an informal way (Jacob & Ariya, 2015). For instance, a successful business man picks up a nephew or a young cousin and puts him under internship for some years in his own line of business until he is able to freelance on his own with seed (Mbaegbu, 2008). Also, many young people take farming, fishing, mat netting, tie and dye among others as a profession through apprenticeship.

Underlying the human capital entrepreneurship theory are two factors, education and experience. The knowledge gained from education and experience represents a resource that is heterogeneously distributed across individuals and in effect central to understanding differences in opportunity identification and exploitation (Anderson & Miller, 2003; Shane & Venkataraman, 2000). Empirical studies show that human capital factors are positively related to becoming a nascent entrepreneur (Kim, Aldrich & Keister, 2003) increase opportunity recognition and even entrepreneurial success (Anderson & Miller, 2003, Davidson & Honing, 2003).



## METHODOLOGY

The study adopted survey design, aimed at investigating the conditions and relationships that exist, practices that prevail, beliefs, point of view or attitudes that are held, processes that are going on, influences that are being felt and trends that are developing. It is an organized attempt to analyse, interpret, and report the present status of group or area. The population of this study comprised 1122 graduates of selected tertiary institutions in Enugu, Oyo and Plateau States of Nigeria. The sample size of two hundred and eight (222) was determined from the population using the Taro Yamane (1973) sample estimation technique. The stratified and purposive random sampling methods were used in selecting the sample of respondents being graduates who had taken entrepreneurship courses in their various tertiary institutions accredited by the National Universities Commission (NUC). Questionnaire was used to collect data for the study. The questionnaire was divided into 2 major sections. Section A sought information on the demography of respondents. Section B elicited information relevant for answering the single research questions posed in the study. Copies of the structured questionnaire were administered to the respondents by the researcher

The reliability of the instrument was determined through test-retest method and data obtained were correlated using Pearson Product Moment Correlation Coefficient. A value of 0.89 was obtained which is an indication of sufficient reliability.

### Model Specification

#### Model for Hypothesis:

Where:

$L$  is called the logit.

$P_i$ , the probability of positive response, the merger of strongly agree and agree given as 1, for graduate employment rate

$(1 - P_i)$ , the probabilities of negative response, the merger of strongly disagrees and disagree given as 0, No graduate employment rate

$Y$ = graduate employment rate (GER)

$Ln = \log$

$X_{2i}$ = Entrepreneurship Education

$\beta_1$ = Intercept of the model

$\beta_2$ = Coefficient of Entrepreneurship Education

The use of logistic regression (LR) is to find the best fitting models which describe the association between the outcome variable and a set of explanatory variables. Logistic regression generates the coefficients of a formula to predict a logit transformation of the probability of presence of the characteristic of interest. The choice of logistic regression in this study is in line with previous studies which also used the same tool to measure the association between entrepreneurship education and business start-up among tertiary institutions' graduates. Such studies include Tende and Nimfa, (2015), Owusu-Ansah (2004) and Albert (2014).

## RESULTS AND FINDINGS

Out of the 222 questionnaires distributed, 208 were returned, representing 95% return rate. The data sets extracted from the administered questionnaires were subjected to statistical analysis. The data

was analyzed using Frequency Count; the hypothesis was analyzed using Logistic regression, employed to assess interaction effects and to understand the impact of the variables.

**Test of Hypothesis One**

**H<sub>01</sub>:** There is no significant effect of entrepreneurship education on graduates employment rate in Nigeria

**Estimated Result**

**Table 1: Dependent Variable Encoding**

Original Value	Internal Value
No Graduate Employment Rate	0
Graduate Employment Rate	1

Table 1 shows the value of the binary dependent variable. The responses No Graduate Development for Self-Reliance is labelled 0, Graduate Development for Self-Reliance is assigned 1.

**Table 2: Model Summary**

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	250.652 <sup>a</sup>	.007	.009

Table 2 reveals the Cox and Snell R<sup>2</sup> and Nagelkerke which are used to determine the variation of the dependent variable as a result of the changes in the independent variables. The values indicated that 0.7% of the variation in the Dependent Variable is explained by the logistic model. While The Nagelkerke indicated that there is a 0.9 % change in the dependent variable as a result of change in the independent variable.

**Table 4.8: Variables in the Equation**

	B	S.E.	Wald	Df	Sig.	Exp(B)
Step 1 <sup>a</sup> GER	.357	.328	1.273	1	.262	1.417
Constant	-1.036	.439	5.154	1	.023	.355

The relationship between coefficient of entrepreneurship education and graduate rate indicates that a positive relationship exists. The coefficient shows that 0.357 units of Graduate Employment Rate are enhanced as the education (knowledge) of entrepreneurship is increased. This suggests that entrepreneurship education is more likely to increase the development of graduates’ employment by 1.417 times. However, the P-value of the Wald test which is (0.262) is greater than the level of significance of 0.05. Therefore, there is no significant effect of present entrepreneurship education on graduate employment rate in Nigeria

**CONCLUSION AND RECOMMENDATIONS**

This work has demonstrated the main tenets to becoming full-fledged entrepreneurs. The paper highlighted several ways for combating the multi-dimensional unemployment situation in Nigeria thorough application of entrepreneurship education. There is no doubt that, 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 restructure of the content and scope of education in Nigeria. Entrepreneurship education is needed to diversify the Nigerian economy, make tertiary education more value oriented and meaningful by producing self-reliant graduates to create jobs, reduce unemployment, social unrest, create wealth and raise the standard of living in the country. However, in order to make our graduates leading entrepreneurs in all sectors of the economy, the following recommendations are important:

- i. There should be a purposive training 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
- ii. Entrepreneurial teachings have to go beyond the traditional teachings in the classroom. This implies the need to involve undergraduates in experiential training. This could be through internships in discipline related industries, for at least a period of six months, spread across two academic sessions. This will also help them to practically acquire entrepreneurial skills that will enable them initiate, establish and run their businesses after graduation.

It is of great hope that if most of the recommendations prescribed in this work are used, then we may presumably have a great aspirations that the intensifying unemployment situation that has jeopardized the economic structure of Nigeria would be drastically minimized and this will definitely lead to multiplier effects on poverty reduction, reduction in level of crime rates as well as other social vices which majorly emanate from unemployment conditions

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