

MANAGING ENTREPRENEURSHIP EDUCATION FOR THE PROMOTION OF SELF-SUFFICIENCY

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ABSTRACT

This paper examined entrepreneurship education for promotion of self-sufficiency in Nigeria. Entrepreneurship is seen as a process which involves the effort of an individual in identifying viable business opportunities. There are business opportunities in every sector of Nigeria economy that graduating students can identify and delve into if they receive adequate entrepreneur education. The paper is of the opinion that the standard of living of the people may benefit the students from entrepreneurship education. Entrepreneurship education creates wealth for the people by making them self-reliant, thereby creating employment to alleviate the sufferings of the people. The paper also examined issues surrounding the implementation of entrepreneurship education for national development. The paper noticed that optimum national development can only be visible with the effective implementation of entrepreneurship education at all levels of education. The paper went further to review the factors to consider in the implementation of entrepreneurship education, which includes personnel, infrastructure and facilities. The paper also noted that implementation of entrepreneurship education will not be effective if there are no adequate staff to handle the instructional delivery processes, hence; their role to transmit this knowledge and skills cannot be over emphasized. Also revealed by the paper are the challenges encountered in the implementation of entrepreneurship education programmes and university administrators should ensure that there are stipulated approaches to the successful implementation of entrepreneurship education in universities.

Keywords: Entrepreneurship Education, Implementation, Challenges, Factors, Reasons, Self-Sufficiency



INTRODUCTION

Entrepreneurship, as one of the antidotes for national and social developments, is a major driving force of the economy of every modern society. It cannot be ruled out in any development plan of any nation. Largely because of the role it plays in the creation, building and transformation of ideas into innovation, the need for entrepreneurship in every community (including Nigeria) cannot be over-emphasized. Most of the developed countries in the world today got to such enviable level through investment in entrepreneurship. China which is ranked among the world's richest countries today was at the same level with Nigeria but entrepreneurship education has propelled the Chinese economy to that height. For Nigeria to come out of this unemployment menace, self-sufficiency of her citizens must be guaranteed; hence it must take entrepreneurship education seriously. No wonder, the Federal government of Nigeria through the National University Commission (NUC) has mandated universities to teach entrepreneurship as a core course in universities to all undergraduate students. This is aimed at inculcating the spirit of entrepreneurship in students as this will make them to be self-employed and also employers of labour as well as become functional in the society.

Entrepreneurship education for the promotion of self-sufficiency remains the gateway to sustainable wealth creation in Nigeria (Ogundele et al., 2012). Thus, entrepreneurship must be taken seriously. Entrepreneurship is the process of seeing opportunities and the ability to harness such opportunities to create profitable venture. Otokiti (2006) submitted that entrepreneurship is an economic process of creating incremental wealth by individuals who assume the major risks in terms of equity, time or, career commitment or providing value for the same product or service. Entrepreneurship is described as the process of value creation through the identification and exploitation of opportunities e.g. through developing new products, seeking new markets or both (Bhat and Bay, 2000). The imperative of Entrepreneurial Education in Nigeria for self-reliance and national development can never be over-emphasized. With the recent introduction of Entrepreneurship Education in secondary schools and tertiary institutions, self-sufficiency of young graduates will be established; the expectation is that students would be motivated to become creative and innovative; that Entrepreneurial Education would encourage and improve students ability to work with others in a team; acquire joint-venture initiatives;; introduce students to small business concepts and opportunities, and encourage them to start business ventures and play an important role in job creation among others for the overall development of the society.

Conceptual Clarification

Entrepreneurship

The term entrepreneurship is derived from a French word “enterprendre” which means to undertake, to pursue opportunities to fulfill needs and wants through innovation (Ndedi 2009). Entrepreneurs see opportunities which they identify and make moves towards utilizing such



opportunities and in the process, needs of individuals or group of individuals in the society will be fulfilled. Amadi (nd) sees an entrepreneur as an innovative person who creates an ongoing business in the absence of none. There are places that lack certain form businesses where students who have been nurtured in entrepreneurship spirit can start up something. For instance, before the year 2000, there were no handsets anywhere in Nigeria, what you can find were landlines. An entrepreneur was able to identify that opportunity in the telecommunication sector and brought in the networks and phones we are enjoying now. Today, you can call someone in London from Nigeria at a go. An entrepreneur sits down and think, he looks around him to see what the people need that is not there and tries to start up such a business in other to fulfill the needs of the people and at the same time enriching himself.

In the words of Ogundele et al., (2012) an entrepreneur is one who always seeks response to and exploits change as an opportunity. In line with the foregoing, an entrepreneur is a person or group of persons who have the ability to recognize a business opportunities, critically examine such opportunities and put together the necessary resources as well as actions to bring such businesses to reality.

Entrepreneurship is seen as a process which involves the effort of an individual (or individuals) in identifying viable business opportunities” (Hill and McGowan, 1999). There are business opportunities in every sector of the Nigeria economy that graduating students can identify and delve into.

Dike and Effanga (2020) submitted that entrepreneurship is a process of change where innovation is the most vital function of the entrepreneur. It is the basic requirement for economic development in a free enterprise or mixed economy where innovation is the basis of development. Innovation in a system can increase the marginal productivity of the factors of production. The above definitions and discussions point to the fact that entrepreneurship involves innovation, development, recognition, seizing opportunities and converting opportunities to marketable ideas, value while bearing the risk of competition Similarly, Aina and salako (2008) describes entrepreneurship as the willingness and ability of an individual to search for business opportunities they can invest in with the optimal use of scarce resources to exploit the opportunity profitably. Willingness is subjecting your mind to doing something voluntarily i.e. without compulsion. Ability on the other hand, is the state of been able to do something. One has to be willing and able to look keenly for business opportunities that will be profitable with a little or affordable start-up capital. This means that there are business opportunities everywhere that need to be identified, when identified, investigations are carried out and money is put into it which will yield returns. The ability of an individual to find a business that is not in existence in a particular location and delves into it knowing that the people will need it and in return will make profit is entrepreneurship. It has also been defined as the process of creating or adding value to an organization through the resources of such organization (Chinedu and John-Av Kamelu, 2016).



Entrepreneurship Education

Entrepreneurship Education has been defined as the education that assists students in developing positive attitudes, innovations and skills that will help them to depend on themselves rather than on the government (Oduwaiye, 2009). Attitudes are the feelings, emotions and or mood of a person at a particular time. After graduation, how do the students feel and how are their moods? Do they feel like starting up their businesses or do they feel like waiting on the government to offer them jobs? Innovation is introducing something new. Graduating students who have undergone entrepreneurship education should be able to be creative, think of new ideas that will benefit them. An in depth knowledge of EE will help Nigeria students to be gainfully employed as entrepreneurs that will also become employers of labour. Agu (2006) described it as an education that will bring changes in the thinking and attitude of the recipient which will make him acquire the skills and knowledge that will help him start and manage a business enterprise.

More so, the entrepreneur's personal goals, traits and academic orientation will have a significant impact on national development. Many entrepreneurs operate their daily business contributing in one way or the other to society need. (Hatten 2006) However, it has been argued that countries with few natural resources appear to grow economically much more rapidly than resource rich countries that rely on natural resources for economic development and growth often encourages complacency and lack of drive. Resource rich economy discourages entrepreneurship, free trade and an open free society (Ernst, 2005). The question of whether a nation is resource rich or not depends on knowledge and this strongly depends on the kind of academic knowledge of the citizenry as argued by Otokiti (2006) Nigeria is under developed, in spite of vast resources, because it lacks the mother of all resources, "Knowledge". This is true to an extent, only if the student is willing to receive the knowledge and those to transfer that knowledge are able to teach it as it ought to be taught. When a student graduates and upon graduation has been equipped with entrepreneurial skills, the orientation of such student changes and that makes him/her think of delving into one business or the other to contribute positively to him/her as well as the society at large.

Tamuno and Ogiji as cited in Akpan and Etor (2013) sees entrepreneurship education as the type of education that has the ability to impact on the growth and development of an enterprise through technical and vocational training. It does not only impart on the development of an enterprise but also on the growth of the national economy. When students are equipped with entrepreneurial skills and they put them into practice, they will make money for themselves and increase the Gross Domestic Product (GDP) of the country. Okiti (2009) says it is a gateway to job opportunities and creating jobs that will continuously boost self-reliance and self-employment among university graduates. Yes, knowledge of entrepreneurship will push graduates to seek for opportunities to invest in thereby making them self-employed and creating jobs for the society.



Entrepreneurship Education and Standard of Living in Nigerian Governance for Self-Sufficiency

The quality of instruction in any educational system can only be well-oriented if the system recognizes respect for the worth and dignity of the individual. The National Policy on Education (2014) stated that “the skills to be acquired by anyone must be quite integrating, embraced and should be able to withstand the test of time”. Njoku (2003) outlined the skills that make life livable to be “cognitive skills, psychomotor skills and affective skills”. Unfortunately, the Nigerian society is rife with societal ills, some of which are seen in the educational system. Case of rape, sexual harassment, cult activities, forgery, examination malpractices are some of the viciousness that are in the system replacing the virtue of the educational process. The result is that poverty pervades the land which lowers the standard of the people. Awotua-Efebo (1999), as cited in Anyanwu, (2020) noticed that “we graduate people who have little or no skills to live a functional life..., students graduate without touching the equipment which they have been trained to operate”. This, indeed, has helped to increase the incidence of poverty in the land. Anyanwu (2020) submitted that there is hope, and that hope is found in a new education innovation into the Nigerian educational system called “entrepreneurship education. He believed that entrepreneurship Education, if effectually implemented will inculcate into the lives of the people; the skills needed to recognize business opportunities; training to enter paid or unpaid employment; Impact, through training the necessary skills to individual who shall be self-reliant economically, technical knowledge and vocational skills necessary for agricultural, commercial and economic development; expose students and other clientele to career awareness by exploring usable options in the world of work; an understanding of the increasing complexity of technology; product and production management; Success and failure factors, among others. It therefore mean that entrepreneurial education will individuals to create wealth and become self-reliant as well as will go a long way towards alleviating poverty hence its role. It also serves as an insurance against poverty and unemployment (Orisa, 2013).

Implementation of Entrepreneurship Education for Self-Sufficiency

Implementation is been defined by Ogbonnaya (2010) as the process of carrying out objectives as planned. In the words of Akudolu (2009), implementation of any policy or objectives can only take place if all instrumental activities are being carried out in a strategically planned entrepreneurial environment. In other words, workshops and adequate facilities should be in place for the successful implementation of entrepreneurship education. This is also to say that the implementation of entrepreneurship education cannot be successful without effective planning, adequate finance, availability of instructional materials and availability of trained and competent lecturers.

Entrepreneurship education no doubt is the solution to reducing unemployment and creating self-sufficiency in Nigeria and even beyond. Since the introduction of entrepreneurship education into universities over a decade and a half ago, there have been no visible changes. Graduate



unemployment is still on the rise. Graduates still roam about the streets seeking for white collar jobs.

The unemployment rate in Nigeria is on the increase because the graduates are not equipped with entrepreneurial skills for self-sufficiency that will get them ready for the task ahead after graduation and so they keep hoping that the federal government of Nigeria will provide jobs for them. From the foregoing, one begins to wonder if entrepreneurship education is being implemented in the universities in the Nigeria. A successful implementation of entrepreneurship education will make one to be self-sufficiency by possessing the adequate skills, motivations and attitudes. A successful implementation of entrepreneurship education will go a long way to reducing unemployment in the country.

Approaches in the Implementation of Entrepreneurship Education for Self-Sufficiency

Greene (2017) highlights 4 approaches to teaching entrepreneurship education which includes: Starting a business, serious games and simulations, Design-based learning and Reflective practice.

1. Starting a business: Greene's focus on this approach is to channel entrepreneurship education into a realistic one where students are asked to start-up their own businesses as soon as they start offering entrepreneurship education as a course. This approach is a venture approach. To venture is to put one's 'self' in the position of undertaking or daring to do or say something without being afraid of the consequences. This approach if used by the universities, will encourage students to start their own businesses, to be creative and also build team work because, as students encounter challenges in starting up businesses, they will brainstorm together to overcome such challenges.

2. Serious Games and Simulations: In this approach, Greene sees games as an important tool in teaching entrepreneurship education. Greene anchors this approach on two assumptions. One, the element of "game" which implies having rules and a sense of game play. This assumption speculates that students have sense of playing games and would want to learn the rules involved so they can play well. The second assumption is the expectation of fun. Students spend time in playing games because of the fun they get from it. Gaming will expose students to the real world situation as they learn play and participate in gaming activities. We have typical examples of what is talked about by Greene in most of the smart phones we use today. Some of the games include; puzzles, football, racing, scrabble etc. These types of games help the player to learn what are involved in them and can also carry them out in real life situation when they come across them. Games have also been developed to help build the entrepreneurship spirit in the students. Games should be developed to help students understand what entrepreneurship is, what is available in it and how it can be helpful in the teaching of entrepreneurship education. Lecturers of entrepreneurship education can adopt some of these games in their teaching of entrepreneurship education.

3. Design-Based Learning: This approach mentioned by Greene talks about teaching entrepreneurship through a design lens that will help students identify and act on unique venture



opportunities using a tool kit of observation, fieldwork, and helps them to understand the importance of creating value among others. This method sees identification of opportunities as the number one thing in entrepreneurship education. Entrepreneurs observe their environment to seek for business opportunities, and the process of see one is the identification of opportunity in this approach. Lecturers teaching entrepreneurship can adopt the design-based approach to train students who will think and act like entrepreneurs, discover new opportunities and make such opportunities.

4. Reflective Practice: The term reflective practice was coined by Donald Schon (1983). He argues that the knowledge acquired from coursework does not fit into the practice in real situations. Yet, he found out that professionals who graduated from applied discipline were still effective regardless of their teaching method. He discovered that these professionals were effective because they developed and got engaged in ‘practice experiences’.

Reflection is an important process by which knowledge is developed from experience says (Greene 2017). Reflection is taking the mind back to things or activities that have occupied it either by considering those actions or meditating on such actions. In reflecting, an insight is gained through considering events or experiences that have happened and trying to explain them. Students learn more of what they see and do than what they hear. If in the teaching of entrepreneurship education, real practices are carried out, students will learn better and become successful entrepreneurs as every of their future action would be a reflection of what they did in the past in the school which they will improve on.

Factors to Consider in the Implementation of Entrepreneurship Education for Self-Sufficiency

Personnel for the Implementation of Entrepreneurship Education

Personnel have been defined by free dictionary as the people employed in an organization or business for a service or undertaking. The school is an organization and teacher or lecturers are been employed to teach and impart knowledge to the students. Whether there are adequate and trained lecturers to handle entrepreneurship education at the universities and the universities in Delta state in particular has remained a cause for concern.

The implementation of entrepreneurship education will not be effective if there are no adequate lecturers to handle it because their role to transmit this knowledge and skills cannot be over emphasized. The National University Commission (NUC, 2011) approved the staff-student ratio in entrepreneurship education courses to be 1:30 that is, each lecturer should teach 30 students at a time. This is not the case in the universities in Delta state in particular. This is because most of the departments have more than 100 students and the number of lecturer to teach these students are inadequate.

Enoch (2015) observes that currently, none of the teacher training colleges is carrying out intensive training programme on entrepreneurship education for the ‘would be’ teacher. This may account



for why, the universities do not have adequate number of teachers for entrepreneurship education courses. Entrepreneurship education lecturers ought to be knowledgeable in their subject matter. Akudolu (2011) in support of the above statement opines that continuous training of teachers gives birth to quality teachers. This training of teachers through Workshop, seminars and so on, will help to build the right people for entrepreneurship education as the universities need professionals who have practical experiences in entrepreneurship.

Infrastructure and Facilities for the Implementation of Entrepreneurship Education for Self-Sufficiency

For effective learning to take place in the school system, certain infrastructures and facilities must be put in place. These include classrooms, laboratories or workshops which have the needed facilities in them. Some of the facilities also include chairs and tables, white boards/markers, projectors, public address system, fan and or air conditioners, instructional materials etc. All these things are meant for the comfort of the students and for meaningful learning to take place through effective teaching. This is supported by Enoch, (2015) when she says that without the adequate provision of physical and material resources, meaningful learning cannot take place.

Entrepreneurship education is being taught in most or all of the universities today with grossly inadequate facilities or no facilities at all. This is why Osarenrun-Osaghe (2012) points out that the reason Nigeria graduates undergo retraining before they fit into the work place is that the gap between the facilities in the school workshop and facilities in the actual work place is very wide. Entrepreneurship education is about acquiring skills and skills cannot be acquired by mere theoretical teaching. A lot of practical has to take place so that the student can get a firsthand experience that will boost their skills. This cannot be done if the facilities are not there. Odusanya (2012) in his study concluded that skill-based courses were more taught theoretically with little or no practical carried out. This is so because there are no facilities for such practical exercise and where they exist, they are rather inadequate to go round the students. For entrepreneurship education to be effective, infrastructure and facilities must be on ground adequately. In their contribution, Owoeye and Yara (2011) points out that the availability of facilities to meet the relative needs of a school system will not only give students access to reference materials mentioned by teacher but also help students to learn at their own peace.

In other words, an effective entrepreneurship education is one which is practically oriented. Practical exercise cannot be handled if the required facilities are not available and in the right quantity. In this light, the government and other stakeholders should endeavor to provide adequate infrastructure such as classrooms, workshops etc. and equip them with the necessary facilities. This in turn will boast the students' knowledge in entrepreneurial skills and make them self-reliant and productive upon graduation.



Challenges Encountered in the Implementation of Entrepreneurship Education Self-Sufficiency

Since the introduction of entrepreneurship education into the universities, its implementation has not been that effective due to some challenges confronting it. These challenges have been mentioned by Nwekeaku (2013) as follows;

- Lack of adequate and skilled personnel: Teachers handling entrepreneurship education were picked from the various departments in the university and have no training whatsoever to effectively teach entrepreneurship education. Those teaching the course are also few in numbers.
- Hasty preparation: The preparation to introduce EE into university curriculum was too hasty. Though the plan is laudable, appropriate research or reliability test was not carried out before its introduction into universities nationwide.
- Poor state of infrastructure: Most of the universities in Nigeria have problem with infrastructure which include electricity, roads, telecommunication networks, water, classrooms etc. This according to Nwekeaku (2013) will only worsen the situation of the entrepreneurship education.
- Faulty foundation: As the saying goes, a house built on a shaky foundation can collapse at any time. No foundation has been made for entrepreneurship education in the primary and secondary level before its introduction into the universities.
- Inadequate funding: Since the introduction of entrepreneurship education in the universities, no special funds have been made to the universities. For entrepreneurship education to be effectively implemented, funds must be provided to acquire new classrooms, workshops, books, computers and other materials.
- Lack of commitment: Lack of commitment on the part of students is also seen to be a challenge. Students are yet to understand the objectives of Entrepreneurship Education and so they have not taken the course seriously. Lecturers on their part have no commitment in teaching the course as in most cases those teaching it are not qualified and so they see as a burden.
- Lack of supervision: In McGregor theory X, an average human being does not like to work and so if he has a way of avoiding it he will. Based on this theory, it is important for universities to be checked by NUC and lecturers also to be checked by the university but this is not likely to be happening as there is still laxity in the implementation of EE.
- Poor knowledge of subject area: Since there has been no formal institution for trained entrepreneurs, lecturers teaching the course are being picked from different field of study resulting to lack of firsthand knowledge of the subject matter on the parts of lecturers
- Non- involvement of experienced and successful entrepreneurs: Looking at the nature of the course, one would have expected that experienced hands will handle the course but that might not be the case as most of the teachers of entrepreneurship education are might not



be entrepreneurs. The university will be failing in achieving the objective of EE if the fail to involve already made entrepreneurs.

Reasons Entrepreneurs Fail In Business in Nigerian

According to Griffin (2002), he said, unfortunately, 63 percent of all new businesses will not celebrate a sixth anniversary. Otih (2000) supported this idea when he said that not all businesses will continue as a going concern year after year. Some fall by the wayside while others continue their existence. He also added citing a research conducted that while all types of businesses are subject to failure; the mortality rate is highest among new businesses. For which 380 failures, those businesses with less than 3 years had 202 failure rate, those within 3 - 5 years had 93 failure rate, those within 6 — 9 years had 58 failure rate while those over ten years had 27 failure rate.

Therefore Griffin (2002) gave four general factors that contribute to new business failure, which include:

1. Managerial incompetence or inexperience — some would be entrepreneurs assume that they can succeed through commonsense, over estimate their own managerial acumen or think that hard work alone will lead to success. But if managers do not know how to make basic business decisions or do not understand the basic concepts and principles of management, they are unlikely to be successful in the long run.
2. Neglect -This can also contribute to failure. Some entrepreneurs try either to launch their ventures in their spare time or to devote only a limited amount of time to a new business. But starting a new business requires an overwhelming time commitment. Entrepreneurs who in are not willing to put in the lime and effort that a business requires are unlikely to survive.
3. Weak control systems -This can lead to serious problems. Effective control systems are needed to keep a business on track and to help alert entrepreneurs to potential trouble. If control systems do not signal impending problems, managers may be in serious trouble before more visible difficulties alert them.
4. Insufficient capital -This can contribute to new business failure. Some entrepreneurs are overly optimistic about how soon they will start earning profits. In most cases, however, it takes months or years before a business is likely to start turning a profit. Amazon.com, for example, has still not earned a profit, most experts' say that a new business should have enough capital to operate at least six months without earning a profit; some recommend enough to last a year.



Conclusion

There is no doubt, that knowledge acquisition, which is the product of education is the most potent instrument for developing and empowering individuals, not only in achieving their potentials, but in particular, to master their social and material environments as well as strive to survive in the knowledge, information and market driven world. Education is therefore, central to one's ability to respond to the opportunities that development presents. This is because, it forms the bed rock of any meaningful development - be it economic, political and social among others. It is also because, the aim of schooling is that of fostering socio-economic integration in the society. And so, the educated person should be able to perform economic, social and political functions required of him or her. The curriculum of the Nigerian education system of the colonial era failed to equip school leavers with the skills needed to leave useful lives and to contribute to the development of the society. There are indeed, vast numbers of school leavers who are idle because they cannot find meaningful vocations. The reason is because, they have no training to embark on life-coping endeavours and this has consequently increased the incidence of poverty and consequent poor standard of living. Entrepreneurship education can be of immense assistance towards alleviating poverty and engineering developmental strides as it is the foundation for developing the flexible skills needed to participate in knowledge intensive economic activities both within and outside.

Suggestions

Based on the findings of this study, the following suggestions were made:

1. Federal and state Government should create effective policies to back up the implementation of entrepreneurial education programmes so as to improve the status in our educational institutions.
2. University administrators should ensure that there are stipulated approaches to the successful implementation of entrepreneurial education in universities. They should also ensure strict adherence to the stipulated approaches.
3. Educational stakeholders should ensure that all human and non-human resources needed to improve the level of implementation of entrepreneurial education are adequately provided.
4. Only competent and qualified entrepreneurial personnel should be employed by educational managers for effective implementation of entrepreneurial programmes.
5. Educational stakeholders should ensure adequate provision and maintenance of entrepreneurial infrastructure for effective implementation in educational institutions.

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