

## ENTREPRENEURSHIP AND ENTREPRENEURSHIP EDUCATION IN NIGERIA: SOME TIPS FOR SUCCESSFUL IMPLEMENTATION

DOUGLAS O. NWAOKUGHA

<sup>1</sup>Department of Educational Foundations, Faculty of Education, University of Port Harcourt, Port Harcourt, Nigeria [douglas.nwaokugha@uniport.edu.ng](mailto:douglas.nwaokugha@uniport.edu.ng)

### Abstract

*A recent global trend to checkmate and address the menace of youth and graduate unemployment has been a paradigm shift, where the emphasis in educational provision is on entrepreneurship and entrepreneurship education. Educational provision prior to this time has been excessively bookish without emphasis on the acquisition of skills for the survival of learners. Using the philosophical methodology, this paper identifies implementation roadmaps that can correspondingly translate this paradigm shift that has become the talk of the time into reality. The paper makes recommendations for successful implementation of entrepreneurship and entrepreneurship education in Nigeria among which are that educational provisions should prioritize motivating learners into becoming entrepreneurs, creative thinkers and developing learners' skills of seeing opportunities where people think there are no opportunities. The paper further recommends that entrepreneurship education should be situated as a general education course, be made context-specific and that the extent in which institutions respond in providing skills to their learners should be the basis upon which they get incentives and recognition from the state.*

**Keywords:** Entrepreneurship, entrepreneurship education, tips, implementation, Nigeria.

### Introduction

In recent times, there is a trend that is gradually and systematically turning itself into a norm and inherent in this trend is the conditioning of the human psyche into one where the individual perceives himself, his future and the society as being totally bleak so much that the seal of pessimism, frustration, hopelessness and helplessness are realistically and fundamentally what the present and the future may illuminate. This unfortunate development does not respect the level of developmental sophistication of any region of the world, implying that this ugly trend cuts across developed, developing and underdeveloped countries of the world. This ugly trend that is becoming a norm globally centres on the fact that university graduates after graduation and people who have acquired different skills frustratingly, hopelessly and aimlessly roam the streets in search of vacancies or job placements that do not exist.

This development seriously needs to be checked through the conscious evolution and quick implementation of egalitarian and social justice policies on one hand and a change of gear in educational provisions where emphasis can be on acquisition of skills through entrepreneurship and entrepreneurship education. Where this unfolding development has become more worrisome is that vacancies or job placements that used to be available in the past, manifest in the present times what can be described as diminishing return and this diminishing return occurs in structured and systematic patterns that are monumental and phenomenal each day so much that the number of graduates and other members of the society who are skilled in one particular trade or hand work but ingloriously roam the streets or are looking for work or job placements now far outnumber the number of any available job spaces that may be available. Part of what may be responsible for this retrogressive and unfortunate development is the type of education that most states of the world

embraced in recent times. However, it is correct to say that the education system globally and the education system particularly in Nigeria is transiting from the point of producing graduates who are solely educated to seek employment in governments establishments and institutions to aspiring and wishing to produce graduates who will have robust knowledge of entrepreneurship and entrepreneurial skills through entrepreneurship education. A unique and distinct feature that characterized graduates of the former regime was a suffocating and biting unemployment occasioned by the inability of the products of the education system to have skills through which they can earn a living while the latter is tilted to making the products of the education system self-reliant and through the self-reliance of the citizens, systematically relieve the states of the burdens of unemployment and its corresponding social vices. The predicament of the multitudes of graduates and other members of the society who are skilled in lucrative skills but paradoxically roam the streets in search of jobs that do not exist have become a focal issue to the point of becoming the centre of discussions in local, national and international deliberations. In virtually all these efforts, a consensus opinion is gathering and accumulating in quick succession and all point in direction that a quick response to addressing this global challenge where university graduates and citizens who are skilled in various skills roam the streets in search of works that do not exist is to look in the direction where university graduates and citizens who are skilled in lucrative skills are introduced to entrepreneurship through entrepreneurship education. True, this consensus opinion of the high and the low in the society has triggered and ignited a revolution where the result is an exponential focus on entrepreneurship and entrepreneurship education in recent times.

This can be a herculean task particularly in societies where people have unfortunately assumed that earning a living must be through the signing of a monthly voucher in corporate establishments where one must be an employee of the state in a bureaucratic civil service set up or institution. As change is inevitable, the present realities on ground can be exploited in the form of the present graduate unemployment serving as a wakeup call that can challenge both the state and her citizens that time has come for citizens in particular and mankind generally to turn the challenges of graduate unemployment that is presently ravaging mankind into opportunities. This can be in the form of the reinvention of mankind's past ways of living, after all the total reliance on the state for mankind's means of survival may not be in the best interest of the state. Charting a new direction is doable and the business of this paper is to provide some tips for successful implementation of entrepreneurship and entrepreneurship education in Nigeria.

Basically, the philosophical research methodology is adopted and following Nwaokugha and Danladi (2016), a scholarly work aligns with this methodology when it uses speculation, analysis and prescription. According to Oduor (2010:97), to speculate is to wonder, conjuncture, guise or to hypothesize. Speculation as a philosophical research method is an attempt to establish logical clarity, logical coherence and logical orderliness in a proposition that is the subject matter or focus of a philosophical reflection or endeavour. What this translates into is that in a speculation the reasonableness, reasonability and the truth of a proposition can be strongly established and situated in the logical order and sequential arrangement of the ideas in a proposition especially when one event logically leads to the other or when a conclusion logically derives from its premise. Language and logic are two fundamental and core variables that are used in constructing ideas in a speculation. Two main areas where scholars and researchers employ speculation are in highly metaphysical

subject matters where there are no established definite answers to issues or problems under investigation and in the field of axiology.

Analysis as a method of philosophical research invokes a meaning that revolves around critical examination of the meaning of concepts, words, terms and propositions. The main focus of analysis is on the resolution of conflicts, ambiguities, contradictions and absurdities that arise in man's daily transactions with his fellow man and institutions of the state. The above conditions that stimulate conflicts are ever present in man's day to day affairs and it is the responsibility of analysis and analysts to do justice to them by reflecting and illuminating on the possible meanings that may apply, taking into consideration the context in which such concepts, terms, words and prepositions appeared. Consequentially, analysis is concerned with the promotion of precision in the use of words, concepts, terms and propositions and the guiding philosophy is the enhancement and facilitation of understanding of the concepts, words, terms and propositions for effective human communications, relationships and harmonious living. We need to state it very clearly that the focus of analysis or the preoccupation of analysis on conflict resolution is targeted at maintaining and promoting peace and harmonious living and this is a major reason why analysis is at the heart of contemporary academic and philosophical endeavours. Like in speculation, language and logic are also keys in analysis.

Prescription or the normative approach simply means establishing criteria or standard for judging values or making prescriptive value judgments. In fact Oduor (2010:97) says it when he writes that "to prescribe is to recommend or set down as rule or guide". The above is in agreement with the position of Nwaokugha (2021:102) who writes that:

This (prescription) is achieved in a research in the form of a researcher making autonomous value judgments on how an issue that has been the focus or subject matter of a philosophical discussion can be resolved so that all the wrongs noticed in the course of the discussion can be harmoniously addressed. In a way, suggestions and recommendations in researches and other forms of writing fall within the frame of reference of prescription.

It is true every good scholarly work must incorporate prescription, however, scholars who show interest in axiology especially in its sub-units of political philosophy, ethics, social philosophy and aesthetics cannot vibrantly, efficiently and effectively practice without resorting to or embracing prescription. Recent trends in scholarship favour the use of the philosophical research methodology and many reasons account or are responsible for this. The philosophical research methodology builds researchers' confidence to tackle diversified academic and general issues and correspondingly this leads to breakthroughs and breaking of new frontiers of knowledge across disciplines and the breaking of new frontiers of knowledge logically leads to enriching the knowledge industry. The philosophical research methodology boosts and sharpens learners' and researchers' investigative skills and curiosity to achieve more in research and scholarship. The philosophical research methodology is not restrictive and does not in any way impoverish scholars, researchers and disciplines; it rather lays foundations for triggering epical, phenomenal and astronomical breakthroughs in the knowledge industry that consequently results in improving the quality of life of man and the sustainable development of his institutions. A tradition that is synonymous with the

philosophical research methodology is to give a detailed clarification and description of key concepts or subject matter under investigation and consequently we do justice to this.

### The Concept of Entrepreneurship

Entrepreneurship is a multidisciplinary, inter-disciplinary and cross-disciplinary concept or subject matter and characteristically admits a multidisciplinary, interdisciplinary and cross-disciplinary research paradigm. Many disciplines ranging from economics, history, sociology, psychology, ecology, education, development studies, political science, policy studies, management sciences, business Studies and numerous disciplines that preoccupy themselves with strategies for the emancipation and empowerment of a people have one thing or the other to talk about entrepreneurship and a corresponding development that emerges out of the manifestation of entrepreneurship as a focus of attention or a subject matter of discussion in many disciplines is a phenomenon where specialists in the disciplines that discuss entrepreneurship focus their discussions of the concept in idiosyncratic ways that are peculiar to the discipline in question and this makes the concept of entrepreneurship to be very complicated and correspondingly making its meaning so elastic so much that there is no consensus opinion or idea among scholars on its meaning. No wonder Steenekamp, van der Merwe & Athayde (2011:4) write that there is no universally accepted definition of entrepreneurship.

Deriving from the above, there is a plethora of definitions of the concept of entrepreneurship. From *A report from the Kauffman Panel on Entrepreneurship Curriculum in Higher Education*, entrepreneurship is the transformation of an innovation into a sustainable enterprise that generates value. The above report further maintains that entrepreneurship is a process of fundamental transformation, from innovative ideas to enterprise and from enterprise to value. Kyro (2015) posits that entrepreneurship is transformative in addition to revolving around capacity building to solve local, national and global problems as well as renewal of institutional and organizational needs. Ofurum (2021:28), provides a two legged or double prong definition of entrepreneurship when he writes that;

- a) Entrepreneurship means executing a novel solution to an identified societal problem.
- b) Entrepreneurship involves identifying an opportunity and establishing a business around that opportunity to solve the societal problem with the hope of making a profit.

Whereas, some scholars concern themselves with providing definitions of entrepreneurship, some scholars simply focus on providing a frame of reference in which ideas about entrepreneurship can revolve. One scholar in this category is Gibb (2005). According to him, there is almost a universal agreement that the way in which individuals and organizations create and implement new ideas and ways of doing things, and the way in which they respond proactively to the environment and provoke change involving various degrees of complexity and uncertainty, are central to the concept of entrepreneurship. There are revelations which the above expositions on entrepreneurship exposes and they are so glaring that any amateur in analysis can observe the point of their contact without much scrutiny. Each scholar who provides a definition of entrepreneurship provides it based on the discipline or area of focus of the institution he is operating from. However, in these scholarly attempts, there is a common denominator that appears as a reoccurring decimal and that is that entrepreneurship is about developing capacities for turning identified opportunities into economic assets or economic values for the empowerment and improvement of the quality of lives of the

individual and the sustainable development of his state. It needs to be emphasized that an aura that surrounds entrepreneurship revolves around the ability of the entrepreneur to discover, explore and exploit opportunities for the benefit of the individual on one hand and the benefit of the state on the other.

In other words, the basic idea which entrepreneurship invokes is the ability of citizens in a state or society to initiate fresh or new ideas as a response to identified opportunity or opportunities that have potentials to empower members of the state and through this way address some social and economic challenges of the state. At the heart and centre of entrepreneurship initiative is the individual's creative spirit and in combination with the individual's creative spirit is the force and curiosity to explore new possibilities (opportunities). This behaviour in all ramifications serves as a springboard as well as a source of motivation that can trigger in the individual the urge and desire to own a business outfit and through this way exercise or demonstrate the entrepreneurial spirit. Sustainable practice of this can translate into creating opportunity for employment and its corresponding empowerment of the people. The opportunity for employment that leads to the empowerment of the people equally serves as a platform for capital accumulation and economic security.

It has to be noted that the participation of the citizens of a state in entrepreneurial activities is the foundation and hub of the industrial development of that state. In fact, any society where its citizens engineers a revolution that makes entrepreneurship a norm has systematically and consciously laid a formidable foundation for the sustainable development of that state or society. In short, the foundations for the industrial growth of any society owe their roots to the development of a sustained entrepreneurial culture among the citizens of any given state and this is where any state that is conscious and desirous of industrial revolution creates the necessary environments that are supportive of entrepreneurship. Anyone with the least sense of analysis can observe that where a state is committed to providing the right environments for the flourishing of entrepreneurship, such commitment by the state provides reciprocal relationships in the forms of empowerments of the people through the people's ability to identify and explore new opportunities by themselves and any sustainable pursuit of this behaviour by citizens promises reducing poverty and unemployment on one hand and triggers economic development of the state on the other. This is where scholars who hold and maintain that entrepreneurship is at the centre of development discourse and correspondingly advocate that its promotion and sustenance should be focal, topical, epical and centre of policy formulation and implementation can be said to be one hundred percent correct.

Discussions that are focused on entrepreneurship hold the individual and the state responsible for any success or failure of the entrepreneurship initiative or enterprise. This is so because it is the vision, knowledge, imagination, persistence, perception, pragmatism and self-actualizing spirit of the individual that translates into actions for making entrepreneurship a reality. The truth of this position hinges on the thesis that where the individual succeeds in translating his perceptions, and imaginations into economic values or assets, entrepreneurship thrives but where the reverse is the case, the enthusiasm and the spirit of entrepreneurship fails. On the other hand, the state owes it as a fundamental responsibility to ensure the promotion of environments that are conducive for supporting and promoting the spirit of entrepreneurship in its citizens. This is very instructive because entrepreneurship, no matter under what guise cannot flourish or thrive in any state where the actions, attitudes and behaviours of members of the state, the legal, social, legislative, cultural

and administrative apparatuses of the state undermine entrepreneurship. What this reveals is that states that refuse to provide social goods like electricity, good road network, the right type of education, effective telecommunication services, security or rely on evolving too many draconian policies in the forms of tax and use of task force or touts to intimidate and harass investors may be unconsciously instituting those practices that are detrimental to the growth and flourishing of entrepreneurship.

Discussions that are focused on entrepreneurship always bring in the entrepreneur and it is right to say that the two concepts have some relationships or share certain things in common. It is acknowledged that the two concepts derive their etymological roots from the French word *entreprendre* (Unesco, 2020:11), meaning to undertake. It is also acknowledged that the two concepts always occur together in the same context so much that the meaning, productivity and practical usefulness of one is dependent on the resilient, innovativeness, critical and creative ingenuity of the other.

He upon whose resilience and creative ingenuity entrepreneurship flourishes is the entrepreneur and paradoxically “different schools of thought have different definitions and explanations of who the entrepreneur is” (Ofurum, 2021:6). However, all such scholars who produce the different definitions and explanations of entrepreneur are in agreement on the qualities that an entrepreneur must possess before he qualifies as an entrepreneur. An entrepreneur must have strong drive for achievement, be innovative, creative, visionary, revolutionary, and foresighted. In other words, entrepreneurs who excel in entrepreneurship are associated with good leadership qualities, abilities to communicate effectively and persuasively, abilities for good human relations are inclined to doing things differently and are not afraid of any competition. Whoever look at all these qualities, can be sure that either singularly or in combination, they have potentials to ignite developments where the entrepreneur can add value to the quality of life of citizens through the introduction of new products, new markets and new method of production.

Not minding the close relationship that exists between entrepreneurship and entrepreneur, scholars and institutions still provide epistemological space that gives them independent and autonomous meaning. According to UNESCO (2020:11), entrepreneur is usually associated with someone who sets up his own business whereas European Commission (2006:4) writes that entrepreneurship supports individuals operating in their everyday lives and in the work place to be aware of the context of their work and be able to seize opportunities.

For the actions and activities of any individual to square properly in the frame of reference in which entrepreneur and entrepreneurship belongs, such individual must be asset and economically value minded and correspond same with such charisma as a vision and ability to wish, hope, dream, strategize, re-strategize and look towards a direction with optimism. This forward looking optimism triggers in the individual the vision to see and exploit opportunities in such efforts and naturally lead to the development of values that improve and add quality to the lives of individuals and the sustainable development of the society. Acting in line with the above prescriptions points to the direction that to be an entrepreneur and initiate entrepreneurial efforts requires one who is favourably disposed to the concepts to develop the ability to source for resources or in short be resourceful, generate ideas, translate such ideas into actions and correspondingly learn to be bold or become fearless in the face of risks. Anyone with the least sense of analytic scrutiny can observe that

there are basic expectations which the above exposes especially about entrepreneur and entrepreneurship and such expositions fix and locate entrepreneur and entrepreneurship as a set of beliefs and assumptions where anyone who shows interests in the concepts must have the mindset to initiate something new out of any existing situations and the new thing must be presented or operated in a systematically and well thought out format so that the members of the society can see some values associated with the new development. This is in addition to systematic behavioural dispositions that can ignite steady improvements in the quality of lives of humanity.

### **The Concept of Entrepreneurship Education**

Too many happenings which in themselves are undesirable and correspondingly deplete the quality of lives of citizens through their manifestation and multiplication of misery, sorrow and social vices are prevalent globally in today's society. In many developed, developing and underdeveloped societies, investments in the university education of youths have not translated to positive results as youths after graduation from the university roam the streets in search of jobs that do not exist. The sermon for greater access to university education by citizens has not translated into improvements in the quality of lives of the youths, rather, the more education youths receive, the more frustrated, disenchanted, hopeless and helpless they become. What attests to the predicament of the youth is the exponential unemployment they face across societies and to say the truth in its basic forms, changes in the economy, labour market, politics and technological innovations etc completely disempower the chances of youths from getting any form of empowerment for their survival simply because youths lack the vision, mindset and capacities to see opportunities and the dynamics for the exploration of such opportunities.

These challenges have come to stay and the society must continue to provide education as education over the years and up till tomorrow will continue to be looked upon for directions that can lead to the overcoming of the ever-present challenges that confront man. However, the truth remains that the education that is most needed now for overcoming the present challenges of youth unemployment and its associated social vices is entrepreneurship education. Like entrepreneurship, what we call entrepreneurship education subjects itself to a multiplicity of meanings and interpretations. One can notice this in the definition of entrepreneurship education as provided by UNESCO (2020:13). According to this institution, the term entrepreneurship education can refer to learning to become entrepreneurial (cultivating a mindset), learning to become an entrepreneur to create a venture (acquiring skills and knowledge) and becoming an entrepreneur by founding a venture (entrepreneurship as practice). Any critical scrutiny of the above definition can locate and situate entrepreneurship education as revolving around entrepreneurial learning of literacy where the learner develops behavioural and attitudinal dispositions that can boost his confidence and self-esteem especially in directions where the learner translates his self-esteem and self-confidence into opportunities for exploring his talent and sense of creativity. As a behavioural disposition, entrepreneurship education inculcates in learners optimism and a forward looking outlook that develops in learners a curiosity to robustly expand their perspectives and vision on education and the corresponding opportunities that come with education.

The above remark or observation is instructive as it can lay foundations for achieving the objectives of entrepreneurial education which Seikkula-Leino, Ruskovaara, Pihkala, Rudriguez and Delfino (2019:130) write:

Is to educate students to take more responsibility for themselves and their learning, to try to achieve their goals, to be creative, to discover existing opportunities and to cope in a complicated society. Moreover, another aim is for them to take an active role in the labour market and consider entrepreneurship as a natural career choice.

In what may be called a context specific situation, Kyro (2015:14) identifies the objectives of entrepreneurship education in these words:

In Europe, the necessity for entrepreneurial practices has recently been argued from two complementary standpoints. First, it has been regarded as valuable for employment, revitalizing and renewing local, regional and national economics as well as reviewing practices within organizations. Secondly, the European Union has linked it to democracy and active citizenship.

It has to be stated that the international community in sustainable development goals 4 and 8 recognized the need for education that can lead to employment, self-reliance and self sufficiency of the state when it unambiguously emphasized “skills for employment, decent jobs and entrepreneurship” as well as the urgency to promote “full and productive employment and decent work for all” citizens across the globe irrespective of sex, religious affiliation, nationality, level of education etc. Any rational thinker can without holding brief for the international community come to a conclusion that what the international community has in mind in recognizing the above is to encourage the initiation of policies that in addition to being human development oriented can incorporate within its frame of reference educational provision and behavioural dispositions that are supportive of creative and productive endeavours that are initiated and engineered by the citizens through their personal efforts. This line of action by the international community can be its own vision of youths meaningful engagement and entrepreneurship and consequently checkmate unemployment and other anti-social behaviours that have potentials to constitute threats to national security across states on one hand and systematically and consciously evolve roadmaps or strategies for realistically developing in the youths and by extension the society transferable and desirable skills whose exploration can redirect and reposition youths in readiness for the challenges of the future.

Any direction any state tailors its own objectives of entrepreneurship education is allowed because the objective of entrepreneurship education in any state is a reflection of the policies of that state and correspondingly can vary between states and what is responsible for this is that any direction any state channels its own objectives of entrepreneurship education must capture and reflect those values, aspirations and ideals that state recognizes are capable of addressing challenges or adding value to the quality of life of individuals and the sustainable development of their state. This points in the direction that every state is independent and autonomous in determining the objectives of its entrepreneurship education.

## Tips for Successful Implementation of Entrepreneurship and Entrepreneurship Education in Nigeria

No doubt, Nigeria is one country of the world where entrepreneurship and entrepreneurship education practices should be a norm without much difficulty and this claim is absolutely correct considering the fact that Nigeria has sufficient fertile land, is generously and abundantly blessed with different minerals and human resources, has favourable climate and weather conditions that are conducive and supportive of different entrepreneurship ventures, has numerous rivers, streams and oceans with their associated aquatic creatures and resources that on their own are rich resources and correspondingly sources of wealth that are awaiting exploration and exploitation. Paradoxically, the abundance of all these have not translated into opportunities that Nigerians can see and quickly explore and exploit, rather it is people outside the shores of Nigeria that see the great potentials that can trigger entrepreneurial and entrepreneurship education revolutions in Nigeria and consequently regret the lack of foresight among Nigerians not to see the numerous opportunities that exist in Nigeria.

The truth about the contradiction and paradox of inhabiting or living in a territory where there is plenty, a land that is generously blessed and unfortunately the citizens live in misery, suffocating and biting poverty can be linked to lack of the right mindset, lack of the right value system, obnoxious and retrogressive cultural practices that frown at the autonomy, empowerment and emancipation of the citizen and above all institutional failure, bad governance and poor leadership that have become norms in Nigeria. All these singularly and in combination have made useless and nonsense sound policies, which succeed in other countries to epically, abysmally, astronomically and phenomenally fail in Nigeria. That failure of well formulated policies and programmes is fast and continuously becoming a norm, a trademark and emblem upon which Nigeria is known for, is a major reason for providing basic tips that can guide practice, policy formulation and policy implementation on entrepreneurship and entrepreneurship education in Nigeria so that pronouncement, declaration and proclamation on them do not go the way of other laudable and lofty proclamations or initiatives before them in Nigeria.

The first tip in Nigeria's move for successful implementation of entrepreneurship and entrepreneurship education initiatives can be to place and provide entrepreneurship and entrepreneurship education under general education in educational institutions in Nigeria. A closer examination of states where the practices of entrepreneurship and entrepreneurship education has been successful across the globe reveals that it is a meeting point of many field of study and this is why scholars who maintain that it is multidisciplinary, interdisciplinary and cross-disciplinary can be said to be one hundred percent correct. Part of why entrepreneurship and entrepreneurship education should be treated as a multidisciplinary, interdisciplinary and cross-disciplinary subject matter is that it is fundamental for every learner to be entrepreneurial hence it should be situated and located within general education where its focus is basically to assist products of the education system to acquire the basic threshold that can serve as a springboard for their participation in higher and more specialized areas of human endeavor that can be supportive in a more defined and robust learning whose sustenance can sustain the rest of the life and educational pursuit of a learner. Because it is multidisciplinary, interdisciplinary and cross disciplinary, a commensurate disposition to entrepreneurship and entrepreneurship education is one that locates it as a broad based field of study that correspondingly has peculiar and idiosyncratic features base on individual subject areas and what

these individual features point hand to is that the recent global attention on entrepreneurship and entrepreneurship education is a serious pointer that it is a postmodernist lens for evaluating, re-evaluating, examining and reexamining how different philosophical, socio-political, administrative, economic, cultural, moral and axiological variables operating in any given society can combine to determine and shape human behaviour on one hand, which can as well serve as a turning point for change in desirable directions on the other.

It is no longer news that educational provisions in recent past in Nigeria has failed to provide Nigerians with skills for survival and this deficit has necessitated a move for an educational change and reform in every discipline that target what Korzhov and Pasko (2020:2) call the formation of entrepreneurial skills, approaches and models for solving problems in various fields of life and not just in commercial activities: therefore what should be in vogue and what should be targeted in any state that is desirous of achieving resounding success in entrepreneurship and entrepreneurship education is a structured and systematic routing of the sense of innovation, inventiveness doggedness, ability to see and explore/exploit opportunities, creativity, creative thinking that is associated with entrepreneurship and entrepreneurship education in teaching and learning that can manifest these qualities in every discipline of the education system. In a way, the phenomenal and epical growth of interests in entrepreneurship and entrepreneurship education should be sustained through a general education where curriculum and pedagogy can be routed in individual disciplines and individual learners are sensitized to see entrepreneurial opportunities in any course they read and through this way make a living out of it.

One must point out that the curiosity for motivation, creativity, critical thinking, long term value, quality improvement in the quality of life of the individual and his society and organizational changes are all possible repercussions that can come with entrepreneurship and entrepreneurship education and all have potentials to trigger in individuals the desire for progress, development and higher sense of achievement. In short, individuals who are immersed in the ideals of entrepreneurship and entrepreneurship education have higher tendencies of asserting and expressing themselves as members of a free society and on a serious note, this has potential multiplier effects of skyrocketing a revolution that can lay strong and formidable foundations for the growth of the economy of a state.

As a practice or idea that travels on the same road with postmodernism especially the strong inclination to the idea of multiple realities (Aldawod and Day, 2017:2), the Nigerian state can record resounding success in her drive to make entrepreneurship and entrepreneurship education a norm should she adopt a paradigm shift that repudiates and jettisons single approach to entrepreneurship and entrepreneurship education for Nigerians. Carl J. Schramm, Kauffman Foundation President and CEO struck the nail on the head or made an instructive remark when he says “that the diversity of institutional types and educational missions of American Colleges and Universities make a single approach to entrepreneurship both unrealistic and inauthentic”. What this means is that entrepreneurship and entrepreneurship education cannot and should not be presented in a one size fits all straight jacket structure for everybody in a vast country like Nigeria. This stand is premised on the simple fact that no two environments can have the same environmental resources and no two schools can have equal depth as it concerns entrepreneurship and entrepreneurship educational practices rather individual schools that claim to be entrepreneurship and entrepreneurship education oriented can create a niche for themselves concerning their areas of priorities. This means, there must

be a sense of autonomy when it comes to entrepreneurship and entrepreneurship education and for each educational institution to enjoy this autonomy, educational institutions in a state must not have a uniform entrepreneurship and entrepreneurship educational curriculum and practice. The drive must be one where the environment of each educational institution dictates the entrepreneurship and entrepreneurship education priorities of an institution – in effect, one size fits all curriculum on entrepreneurship and entrepreneurship education cannot be adequate for Nigeria.

The relevance of this assertion for Nigeria is that educational institutions in Nigeria must adopt multiple instructional paradigms if Nigeria's quest for entrepreneurship and entrepreneurship education is to be successful. This is simple because Nigeria is so vast in virtually everything and making sense in terms of making Nigerians explore and exploit their rich environment can best be attained when educational institutions provide education that can create the right awareness through sensitizing Nigerians into looking inwards with the intention of exploring the different environment they find themselves. Emphatically, any entrepreneurship educational provision that is straight-jacketed so much that the same curriculum applies for northern, southern, western and eastern regions must fail in Nigeria.

Taking cognizance of the above, it is necessary to assert that at the instructional levels, efforts should be made to make the curriculum of entrepreneurship and entrepreneurship education context specific. The idea of context specificity of entrepreneurship and entrepreneurship education in Nigeria is hinged on a pragmatic frame of mind which upholds that a worthwhile entrepreneurship and entrepreneurship educational provision must be practical and whatever results out of this should have market value, in addition to being beneficial to the individual and the society. This, by extension means that the learners' visions must be sharpened so that they see opportunities for survival in the various environments they find themselves. Sensitizing and conscientizing learners to have a critical look at their environment is for the sole purpose of exploring it for their empowerment and when rightly viewed, this is a right step in the right direction for any society that is desirous of entrepreneurially empowering her citizens because nature in this generosity bequeaths every environment with market value resources whose exploration and exploitation can put food on the table of the people who inhabit that environment in addition to radically and revolutionally, transforming the economy of the state. This revelation means that stakeholders and policy makers in the Nigerian state who are interested in introducing innovations in education through entrepreneurship and entrepreneurship education should realistically profile the various environments in Nigeria with the aim of identifying the potentials and resources that abound in the environments and correspond same with curricular and pedagogical strategies on how to tap and explore such resources in the environment for individual and collective benefit of all Nigerians.

Following what had been said above, a development where some territories in Nigeria remain uncultivated, unexplored and unexploited but turn out to be safe havens for miscreants, terrorists, kidnappers and bandits and their nefarious activities instead of site for mechanized agriculture and other meaningful activities that can give jobs to teeming Nigerians and correspondingly improve the Nigerian economy can be a challenge and a direction that policy makers can entrepreneurially, explore. If Nigerians lack the vision, we can extend invitations to outsiders or multinational corporations to invest and explore such sites and locations. It can be said very boldly that this contradiction is a receptive reminder that the entrepreneurial space in Nigeria is awaiting positive exploration and exploitation. This is a serious challenge to all right thinking individuals and

institutions in the Nigerian state. Such spaces that have turned out to be terror sites can become focal flashpoint for serious entrepreneurial activities as they can be leased out to serious minded individuals or Multinational Corporation for the common and general welfare of all Nigerians.

Any entrepreneurship and entrepreneurship educational provision that is worthwhile must thrive to give learners the practical knowledge and technical knowhow on skills that can enable them to see, create, manage, assess and establish new business formations for their survival. The practicality of entrepreneurship and entrepreneurship education must be systematically structured in a manner that it challenges learners to independently initiate ideas for the emergence of new products, make moves for the establishment of business plans, find new resources, develop innovative ideas and put measures in place for the marketing of such innovations. What is implicated here is that a well-structured move for the promotion of entrepreneurship and entrepreneurship education must focus on strategies for satisfying people who patronize innovations and products that emerge as a result of the entrepreneurial activities or engagement of a people. Such initiatives that focus on the above can help to sensitize and create awareness on environmental forces that have potentials to hinder or promote success in our collective efforts to make entrepreneurship and entrepreneurship education a norm in Nigeria.

Any state that is desirous of promoting entrepreneurship and entrepreneurship education can challenge her educational institutions to develop entrepreneurship and entrepreneurship education friendly programmes, and peg the extent in which educational institutions in the state respond to this demand as a necessary and fundamental condition for providing financial and other logistic incentives to educational institutions in the state, meaning that the more viable and visible an institution becomes in the entrepreneurship and entrepreneurship education space, the more incentives and more favour it gets from the state. To ensure that this line of thinking sees the light of the day or is translated into reality, educational institutions can intensify interdisciplinary, multidisciplinary and cross-disciplinary partnership and collaboration with other institutions that will ensure any initiative they embark upon finally hits the market with a target to positively improve the quality of lives of citizens in the state.

Sustaining this practice has cumulative advantages namely, it can help academic departments, institutes, research centres, and faculties to develop common methods of resolving or handling institutional, human resources, originality and creativity oriented innovations especially in teaching and learning in educational institutions on one hand and it can be a springboard for generating and stimulating ideas that can challenge educational institutions to reposition and rethink themselves into finding common platform through partnership and collaborative efforts for purposes of addressing economic, political, social, environmental, moral, empowerment and emancipation issues of the society. By making the above areas focal attention and flashpoints through entrepreneurship and entrepreneurship education, it can be established that education especially in Nigeria can receptively reposition itself for responding to core responsibilities it owes the state in particular and humanity in general. The implication of this is that educational institutions can be seen as playing real critical and fundamental roles expected of them especially those roles that are “path to personal actualization and driver of social development (Korshov and Pasko, 2020:2). It can also be noted and noted very well that the prevalence of culture where through partnership and collaborative effort, entrepreneurship values become norm can have higher potentials in promoting and enhancing innovation in research including in the promotion of a teaching learning climate and environment

that is conducive and supportive of higher achievement by teachers and students. Above all, the sense of autonomy and creativity which entrepreneurship and entrepreneurship education triggers in citizen can, following the positions of Korzhov and Pasko (2020:1) contribute to the formation of more resilient and competitive local communities as well as “a more inclusive just, equal and happy society”.

In fact, to have a successful entrepreneurship and entrepreneurship education regime in Nigeria requires a strong partnership and cooperation between educational institutions and the industry. This relationship can be made to be inclusive and comprehensive so much that every industry that exists must show proof of its affiliation with educational institutions for purpose of promoting entrepreneurship and entrepreneurship education and this must have legal and legislative backing of the state. To ensure resounding success in this partnership and cooperation, the Nigerian state needs to be definitive in its attempt to partner, cooperate and collaborate with Nigerians and other interested parties and any move in this direction must be sincere so much that the state, Multinational Corporations and civil society organizations can have well defined roles to play and these roles can be diversified as to meet up the need of the different target group in Nigeria. It has to be noted that in order to get the best for any state that is desirous of the best entrepreneurship and entrepreneurship education culture and practices, efforts can be intensified to fix and train or educate citizen across all strata of skills so as to avoid over production and under production of persons in some key sectors of the economy or profession. Again, Nigeria can model her entrepreneurship and entrepreneurship education drives to what obtains in those countries that are flashpoints and global models when it comes to entrepreneurship and entrepreneurship education by studying all the measures such countries took before their present breakthroughs and enviable entrepreneurial positions.

No doubt, the focus in recent times on entrepreneurship and entrepreneurship education points in the direction of education reforms and change and cooperation if the wishes and aspirations of any state that is desirous of these reforms and changes is to be successful, it must start with educating teachers on what should be their new roles and responsibilities in an entrepreneurship and entrepreneurship education regime. It has to be stated and stated very unambiguously that not much can be achieved if teachers are cognitively and philosophically shallow about the changes and reforms in education issues. In fact, many laudable innovations in education have epically and phenomenally failed due to the inability of the states that initiated such innovations to give due attention to teacher and teacher education issues. This is where one can be in agreement with Leikkula-Leino, Rukovaara, Ikovalko, Mattila and Rytkola (2009) when they write that a successful route for implementing entrepreneurship and entrepreneurship education should be based on the idea of teachers' learning and their reflection. This is instructive because it is only when teachers as key operators and key stakeholders in the education industry are provided with the right frame of mind, right knowledge and the right pedagogical skills about entrepreneurship and entrepreneurship education that they can impact meaningfully on the society through creating the right awareness that can translate into functional and functioning pragmatic reality.

## Conclusion

Scholars generally and scholars in the education industry are always on top of their game when it comes to generating ideas for solving the ever-present problems of man and his society. In recent times, there has been a paradigm shift in the form of solving problems of youths and graduate

unemployment globally, an ugly development that is promoted by the inability of the education industry to provide its products with skills for their survival. Resoundingly, entrepreneurship and entrepreneurship education has been identified as a direction and destination that can provide youths and graduates with skills for their empowerment, emancipation and survival. If this is done and done very honestly and sincerely, it has potentials to solve many social, political, economic and moral problems that have turned many states into nightmares, terror ground, theatres of war and sites of obscure and obscene behaviours of unimaginable magnitude. Like it is said over the years, idle minds are the devils' workshops. Among other things this paper has provided simple but effective tips that can trigger creative thinking and successful implementation of entrepreneurship and entrepreneurship education. It is hoped states can respond by providing the right environment and the right political will that can translate the tips into reality.

## References

- A Report from the Kauffman Panel on Entrepreneurship Curriculum in Higher Education (nd)  
*Entrepreneurship in American higher education*. [www.kauffman.org](http://www.kauffman.org)
- Aldawod, A. & Day, J. (2017). A critical reflection upon the postmodernist philosophical positions and issues relevant to entrepreneurship research. In BAM 2017, 5 – 7 September 2017, University of Warwick, UK.
- European Commission (2006). Entrepreneurship education in Europe. Fostering entrepreneurial mindsets through education and learning COM (2006) 33 final.  
<http://www.eesc.europa.eu/?=portal.en.socopinions.18027>
- Gibb, A. (2005). The future of entrepreneurship education – determining the basis for coherent policy and practice. In P. Kyro and C. Carrier (eds). *The dynamics of learning entrepreneurship in a cross – cultural university context*. Entrepreneurship education series 2/2005, Hameenlinna; University of Tampere, Research Centre for Vocational and Professional Education.
- Korzhov, H & Pasko, Y (2020). Entrepreneurship education as a factor of society's modernization. In *SHS Web of Conferences* 75,02002 PP/10
- Kyro, P. (2015). The conceptual contribution of education to research on entrepreneurship education. In *Entrepreneurship & Regional Development*. 27(9/10), pp 599-618.
- Nwaokugha, D. O. & Danladi S.A (2016). Language and communication: Effective tools for educational supervision and inspection in Nigeria. In *Mediterranean Journal of Social Sciences* 7(3) May, 420 – 428.
- Nwaokugha, D. O. (2021). Prospects of university autonomy in Nigeria. In *International Journal of Research and Review* 8 (1), January pp. 99-111
- Oduor, R.M.J. (2010). Research Methodology in philosophy within an interdisciplinary and commercialized African context, Guarding against undue influence from the social sciences. In *Thought and Practice. A Journal of the Philosophical Association of Kenya* (PAK); New series 2 (1), June pp. 78 – 118
- Ofurum, C.O. (2021). Myths and misconceptions about entrepreneurship: Putting the records straight. University of Port Harcourt Inaugural Lecture Series No. 175 October 7.
- Seikkula – Leino, J, Ruskovaara, E, Pihkala, T Rodriguez and Delfino, J (2019). Developing commitment to entrepreneurship education in the UK, Finland and Spain. In A. Fayolle, D. Kariv, Lezion and H. Matley (eds) *The role and impact of entrepreneurship education method, teachers and innovative programme*. London, Edvard Elgar.



- Seikkula – Leino, J., Ruskovaara, E., Ikavalko, M, Mattila, J. and Rytkola (2019). Teachers as learners promoting entrepreneurship education paper submitted to the 20th Biannual NFF conference, “Business as usual”, Turku/Abo, Finland, August 19-21, 2009.
- Steenekamp, Van der Merwe, S.P and Athayde, R. (2011). An investigation into youth entrepreneurship in selected south African Secondary Schools: An exploratory study. In *South American Business Review* 5 (3), pp. 46 – 75
- UNESCO (2020). Entrepreneurial learning for TVET institutions; a practical guide; France, United Nations Educational, Scientific and Cultural Organization.