

Entrepreneurship Education: A Tool for Reducing Unemployment to Promote Sustainable Development in Nigeria

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Abstract

The target of this investigation is focused on entrepreneurship teaching as a tool for dropping joblessness and promoting sustainable development in Nigeria. It is specifically to examine the extent entrepreneurship education programs are being integrated into the curricula, ascertain if entrepreneurship significantly serves as tool through which joblessness can drop in Nigeria, investigate how entrepreneurship education enhances employability of graduates, explore factors that affects implementation and outcomes of entrepreneurship education programs, and identify best practices and strategies for enhancing entrepreneurship education in Nigeria. Human Capital Entrepreneurship Theory by Becker (1975) was used for the study. Survey descriptive design was adopted, with Taro Yamane sampling method; we got four-hundred (400) participants. Self-structured questionnaire was issued to the respondent of which same four-hundred (400) responses were retrieved and validated for the study. The study made use of descriptive analysis and inferential statistics where data from field survey was analyzed using simple percentage, mean and standard deviation presented in frequencies and tables. Findings of the study concluded that entrepreneurship education is a powerful tool for addressing the persistent challenge of unemployment in Nigeria. This investigation reveals the crucial function of entrepreneurship education in equipping individuals, particularly the youth, with the important skills, knowledge, and mindset to become self-reliant and create job opportunities, rather than relying on the limited employment options available in the formal sector. The findings reveal that a well-structured entrepreneurship curriculum can foster creativity, innovation, and problem-solving abilities, all of which are essential for thriving in today's competitive economic environment. Therefore, the study recommends that Nigerian tertiary institutions should incorporate more practical entrepreneurship courses in their curricula. These courses should focus on hands-on experience in business creation, management, and innovation to equip students with the skills necessary to start and sustain successful businesses after graduation. Thus, the Nigerian government should provide increased financial support for entrepreneurship education initiatives. This includes offering grants, scholarships, and funding to institutions that implement entrepreneurship programs, as well as setting up incubation centres where students can receive mentorship and resources to turn their ideas into businesses.

Keywords: Entrepreneurship, Education, Tool, Reducing, Unemployment, Sustainable, Development.

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INTRODUCTION

On a global scale, the degree of ingenuity exhibited by a nation's populace is closely linked to the quality of education provided. Only when every member of the society is actively involved in the economy and per capita income rises can such advancements or development take place. This is only feasible if educational policies are designed to promote self-reliance and a functional education that can result in the development of jobs. According to Adesina (2020), education is an essential instrument for changing society, and schools serve as institutions for achieving this purpose. In their view, Mandy and Seun (2023) are of the opinion that the weapon with which the society can

overcome socioeconomic crisis, create wealth that will result into generating employment, reduce or eliminate poverty is through having proper education backed by entrepreneurship knowledge. Unemployment, according to Gbosi (2020), can be that state when people look for job opportunities are unable to secure it. This suggests that not everyone looking for job opportunity should be added in the official list of the unemployed in order not to overestimate, not just anybody should be included in the labour force's jobless population. While the World Bank (2019) explained unemployment to be the percentage of people unemployed in the society at particular time Ezema (2022) states that unemployment is a world-wide issue wherein a country's qualified workforce is disengaged from serving the nation.

The definition of unemployed has evolved throughout time to better align with International Labour Organization (ILO) guidelines. The rate of unemployment in Nigeria is alarming, especially as the country is unable to absorb its work force into gainfully employable positions. In the case of a country like Nigeria, unemployment has proved a difficult statistic to interpret. Nigeria's unemployment rate stood at 33.3 percent in Q4 of 2020. However, the National Bureau of Statistics (NBS) recently reported unemployment rates of 5.3 percent (Q4 2022) and 4.1 percent (Q1 2023), based on the new Nigeria Labour Force Survey (NLFS). In Nigeria's previous Unemployment Reports, the headline unemployment rate-like the 33.3 percent in Q4 2020-included not only those who were not employed (and were searching and available) but also those working 1-19 hours per week. Thus, this headline number mixed unemployment and some proxy of time-based underemployment-although alongside this, NBS always reported unemployment according to the "international" definition as well. A report from the National Bureau of Statistics (2023) stated that unemployment rate increased from 17.6 million (18.8%) in Q3'17 to 20.9 million (23.1%) in Q3'18. They further stated that unemployment rate in Nigeria has been on the increase since the economic crisis in 2023. As highlighted by Aluwong (2024), looking at the above statistics on unemployment it clearly indicates that Nigeria is sitting on a time bomb which signals a very serious problem in the country that needs to be addressed.

Prior to this time in order to reduce the rate of unemployment among Nigerian graduates roaming about on the street with certificates without having a meaningful source of livelihood, the concept of entrepreneurial education (training) was introduced into tertiary education in Nigeria. The Federal Government through the National Education Research and Development Council (NERDC) developed a new curriculum for senior secondary schools in 2010, Entrepreneurship and trade related subject were introduced with the aim of providing functional education to students so that they should be equipped with the necessary skills and desired knowledge that will make them to become self-reliant. According to Ediagbonya (2023), entrepreneurship production involves the willingness of persons to persistently pursue the opportunity to create wealth.

Given the fact that Nigeria is rich with natural minerals, the country has continued to grapple with high rate of unemployment with its teeming population. According to National Bureau of Statistics (2020), Nigeria's unemployment rate got to 33.3% within the fourth quarter of 2020, youth unemployment pitched at 42.5%. This is an indication that the situation needs to be remedied immediately. The educational system that focuses only on theoretical knowledge alone will

continue to fail the society (Akanwa, 2019). Hence, entrepreneurship education has been acknowledged to mitigate unemployment and foster self-employment, creating job opportunities for the teeming population.

According to Okolie *et al.*, (2021), entrepreneurship education not only impacts essential business management skills but also cultivates a mindset geared towards innovation and risk taking. This educational approach can significantly enhance the employability of graduates by preparing them to identify and exploit business opportunities, thereby generating employment for themselves and others. However, the integration of entrepreneurship education into Nigeria's academic curriculum remains inadequate, with limited institutional support and resources dedicated to its effective implementation. As highlighted by Nwagwu (2019), entrepreneurship education empowers individuals from disadvantaged backgrounds by providing them with the skills and confidence needed to create their own economic opportunities. This empowerment can break the cycle of poverty and reduce dependence on limited formal employment opportunities. Consequently, a robust entrepreneurship education framework can stand as a channel for inclusive financial growth and improvement, ensuring that more Nigerians have access to sustainable livelihoods and contributing to national economic resilience (Nwagwu, 2019).

While numerous investigations have examined the potential of entrepreneurship teaching to address joblessness, we still have a lot to learn about the practical implementation and long-term impact within the Nigerian context. Previous research has largely focused on the theoretical benefits of entrepreneurship education, often neglecting the specific challenges and barriers faced by educational institutions in integrating these programmes into their curricula (Akanwa, 2019). Additionally, it is evident of the paucity of practical data on the outcomes of entrepreneurship teaching initiatives, particularly in terms of actual job creation and economic empowerment among graduates. While some research highlights the potential for entrepreneurship teaching to foster self-employment and innovation, there is limited evidence on the success rates of graduates who have undergone such training. Against this backdrop, the study investigates the part of entrepreneurship teaching in dropping joblessness in Nigeria.

This study aims to examine the role of entrepreneurship teaching in reducing unemployment to promote sustainable development in Nigeria. Specifically, the objectives are to investigate the depth to which entrepreneurship teaching programmes has been integrated into educational curricula; ascertain if entrepreneurship education significantly serves as a tool through which unemployment can drop in Nigeria; investigate how entrepreneurship education enhances the

employability of graduates; explore factors that affect implementation and outcomes of entrepreneurship education programmes, and identify best practices and strategies for enhancing entrepreneurship education in Nigeria.

Ultimately, society at large will benefit from the broad socio-economic impacts of reduced unemployment and increased entrepreneurial activity. By addressing unemployment through effective entrepreneurship education, the study contributes to poverty reduction, improved standards of living, and inclusive economic growth. These societal benefits can lead to more stable and prosperous communities, creating a positive ripple effect that enhances the overall well-being and development of the nation.

CONCEPTUAL REVIEW

Concept of Unemployment

There are diverse opinions on what unemployment is, especially when scholars view it from its various times. On the other hand, when put in perspective scholars seem to agree on one common phrase "people who are willing and capable of working but cannot get "acceptable" paying job." Joblessness has been defined by Oxford Advanced Learner's Dictionary, fifth edition to be those without paid employment who are willing to work. International Labour Organization (ILO) have opined that unemployed persons are the number of economically energetic persons jobless but looking for employment, they are among others, people who left their jobs voluntarily due to one reason or the other. Chigbu (2016) backed up the previous claim by defining joblessness as a condition in which people who are competent desiring to work, and actively looking for work but are unable to find one, leaving them idle. Unemployment, according to Ajufo (2023), is a phrase that refers to those who are employable and looking for work but are unable to find one.

Specifically, considering a certain group like Youth, who occupy a prominent place in any society; they are the most impulsive yet the most susceptible part of the population in terms of financial viability as well as on emotional bases too. Fapohunda (2024) viewed unemployment as a collection of people ranging from various backgrounds, eager to work but without jobs. The state of joblessness occurs when the people seeking employment are more than the opportunities available. Because there is a lack of employment opportunities, the work force may engage in other temporary labours just to earn a living. In particular, the precise number of youth without jobs is difficult to come by. Hence, Oyebade (2023) asserted that Nigeria's youth joblessness can be divided into two stages: older youth that lost their jobs because of retrenchment, etc., and the younger group that have not been employed at all

Concept of Entrepreneurship

Entrepreneurship as a concept is deep, as scholars and researchers variously have attempted giving it meaning in different in perspectives covering areas like psychology, sociology, economics and management. Economist views entrepreneurship in the context of combining resources, labour, materials, and other assets such that their value is greater together than individually. Management perspective sees entrepreneurship as bringing in change, innovation and order in society. The Psychologist views entrepreneurs as people driven by their quest to attain a goal so that they can be free from other people's control. However, there seem not to be a unified way that various discipline view entrepreneurship_Wennekers & Thunik (2019) reveal entrepreneurship as means by which incremental wealth is made possible by individuals with like-minds to run firms or business outfit committing their time and providing value to [product and services. In Nigeria, entrepreneurs are innovators who recognizes opportunities, converting those chances to ideals and placing value s that will generate money to build up the economy. (Fernandes, 2018).

United State Department of Agriculture (USD) (2019) saw entrepreneurship as a way in which one wants to become an owner of a business enterprise, taking risk, and initiating moves to maximize profits. (Dictionary.com 2018) entrepreneurs are managers who nurture and ensure that steady growth of their business enterprise. Entrepreneurship therefore is that process whereby individuals of business like-mind team up for exploitation of the opportunity resented nin society. According to 19th century French economists Jean-Baptiste Say, entrepreneurship was explained as moving economic resources from an area of lower results to areas where there will be greater productivity. It is the drive of entrepreneurs to create something new regardless of the size of its firm. Gaddefors, Johan & Anderson (2017) states that there are four criteria to enabling one to practice being an entrepreneurs: firstly, their opportunity to combine the resources as to make profit; secondly, entrepreneurship demands that individuals who are able and have the ability to recognize business opportunities; thirdly, taking risk is of necessity as an entrepreneur and lastly, entrepreneurs must have the ability to organize both the people and resources for more profit.

Similarly, Ronstadt (2021) described entrepreneurship, as that self-motivated system of education that leads to incremental wealth by individuals who take risk considering value, time and are committed in their business. Hisrich (2018) opined that entrepreneurship as an avenue through which something new can be created attaching value to it and allocating time so that monetary benefits and personal fulfillment can be achieved.

Concept of Entrepreneurship Education

Nwosu & Ohia (2019) view entrepreneurship education as that type of education that equip people to have the mindset to undertake venturing into new spheres of life applying the skills and knowledge acquired in school. In the same vein, Alberti, Sciascia & Poli (2021) are of the opinion that entrepreneurship education is planned in a way that it prepares entrepreneurs with skills and mental alertness to develop and run their business ventures well. Additionally, Suleiman (2010) opined entrepreneurship education as seeking to prepare especially the youth to be in readiness and as individuals undertaking the risk to manage their business ventures with results. Ifegbo (2020) viewed entrepreneurship education as a training which emphasizes on acquisition and developing the right knowledge and skills to enable entrepreneurs to maximize resources within their environment. For Gbemisola & Adeola (2015), entrepreneurship education is structured in a way that systematically develops the right skills and knowledge for individual entrepreneurs to perform optimally within given opportunities to improve the economy of their country. Hence, entrepreneurship education is seen as that educational system that inculcates in the learners the attitude, skills, creativity, innovation and resolve to establish and run business ventures/. Contemporary school curriculum contains entrepreneurship education as a compulsory subject for the secondary and tertiary institutions.

Concept of unemployment in Nigeria

Unemployment is a global trend having social, economic, political, and psychological ramifications. It is particularly widespread in emerging economies. According to the ILO (2017) study, global unemployment is constantly rising, and the number of unemployed people reached an all-time high. In the view of Manpower Board and the Federal Bureau of Statistics, Nigeria has 80 million-physically powerful young population, representing 60 percent of the country's population in general (Awogbenle and Iwuamadi, 2019). In addition, 64 million of there are jobless, with another 1.6 million working part-time. Data on young unemployment from 1990 to 2000 revealed that secondary school graduates make up the largest category of jobless people. Furthermore, in the city, young people of 20 to 24 years account for 40% of the jobless rate, while those aged 15 to 19 accounts for 31%. Furthermore, two-thirds of the jobless in cities are between the ages of 15 and 24.

In addition, educated jobless people were mostly young people amid little dependents. The authors did agree, however, that there is no constant pattern in Nigeria's unemployment statistics. In certain cases, a gain in one or two years is followed by a fall in the following years. Going by National Bureau of Statistics (2019, 2010), joblessness rates for Nigeria between 2000 and 2019 show that the number of jobless persons

constituted 13.1% in 2000; 13.6% in 2001; 12.6% in 2002; 14.8% in 2003; 13.4% in 2004; 11.9% in 2015; 13.7% in 2006; 14.6% in 2007; 14.9% in 2008 and 19.4% in 2019. In regards the age group, the report shows that as at March 2019 in Nigeria, for persons between 15 and 24 years, 41.6% were unemployed; persons between 25 and 44 years, 17% were unemployed. Additionally, the people with only primary education 14.8% are jobless; those with secondary education 23.8% jobless, while people with tertiary education 21.3% without job. The people that did not attend school were 21.0% without job, while those below primary were 22.3% without job respectively.

Entrepreneurship Education and Sustainable Development

Sustainable development has appeared as a global agenda which will take care of persistent challenges affecting the economic, social, and ecological issues in society. The notion was made popular by the Brundtland Report, which focuses on development that have to meet with the present needs without losing focus or compromising the capacity of future generations to meet their needs (World Commission on Environment and Development [WCED], 1987). Hence, entrepreneurship has been recognized as tool, powerful to drive innovation, economic growth, and of course social transformation. Sustainable development involves achieving economic growth while ensuring social equity and environmental protection for future generations (United Nations, 2015). Entrepreneurship education supports sustainable development by fostering innovation, efficient resource use, and inclusive economic participation.

The Nigerian government has made several efforts to promote entrepreneurship education, including making its introduction compulsory as entrepreneurship courses in higher institutions with the creation of agencies such as the Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) and the National Directorate of Employment (NDE). These institutions provide training, mentorship, and financial support to aspiring entrepreneurs (SMEDAN, 2022). Despite these initiatives, the effectiveness of entrepreneurship education depends largely on policy consistency, adequate funding, and proper implementation. Entrepreneurship education (EE), particularly has been acknowledged widely to have taken centre stage in shaping the people's mindsets, skills, and values to creating lasting solutions in encouraging sustainability. Entrepreneurship education is that educational system structured with activities targeted at developing entrepreneurial knowledge, skills, attitudes, and behaviours (Fayolle & Gailly, 2015). Traditionally, entrepreneurship education is about creating venture, how profit will be maximized which will ultimately bring economic growth. However, in this contemporary era, the approach changes to recognizing opportunity,

problem-solving, and importance of creation covering the economic, social, and ecological dimensions (Neck & Greene, 2011).

The United Nations' Sustainable Development Goals (SDGs) has additionally produced 17 global target in operationalizing sustainable development which will be addressing key issues like poverty, education, climate change, innovation, and partnerships (United Nations, 2015). Indeed, to achieve the aforementioned requires dogged and intentional innovative and entrepreneurial decisions, to place entrepreneurship education as that driver to sustainable development. Individual's mindsets are shaped toward carrying out responsible innovation that results in long-term value creation by entrepreneurship education (Becker, 1993). With sustainability ideals impacted into entrepreneurship education, learners become better equipped to create ventures that balance the economic, social, and environmental well being. According to Shepherd & Patzelt, (2011), entrepreneurs that are educated often time develop those eco-friendly businesses, technologies, business models, and social enterprises that bring about sustainable development.

Empirical Review

In a study conducted by Brain (2019), on the effects of youth unemployment on security in Kenya from 2010-2018 were examined. The study employed methods to gather data, including questionnaires distributed to a leaders, interviews with key informants, and focused group discussions involving youth leaders, police officers, Kwale County government officials, national government administration officers, and representatives from the religious sector. The collected data was validated using a quantitative analysis approach? The study concluded that youth joblessness has become a matter of security concern, with a significant number of leaders labeling jobless youths as a potential menace to criminal activities. This finding shed light on the complex relationship between unemployment and crime, highlighting the urgent need for useful strategies to tackle this concern.

Adeniyi & Agbebi (2021) investigates the effect of entrepreneurship on socioeconomic development of young young school leavers in Cameroon. The research used the survey descriptive design with the aid of convenience sampling method; the researcher selected 215 participants - young graduates in Bamenda Cameroon. Self-structured questionnaire was distributed to the respondent, 207 returned, out of which 200 was validated. In this study, descriptive analysis and inferential statistics used while data from field survey was analyzed using simple percentage, presented in frequencies and tables. Findings among others show that the connection linking entrepreneurship and socioeconomic development is well-established, as demonstrated by the mean responses in indicating

acceptance. Entrepreneurship generates new businesses and creates jobs, reducing unemployment rates, drives innovation and productivity through new products, services, and technologies, fosters economic diversification beyond traditional industries, and provides economic opportunities for marginalized groups, including youth and women. Furthermore, successful entrepreneurial ventures contribute to improved quality of life by increasing household incomes and fostering community development. This underscores the critical part that entrepreneurship plays in driving socioeconomic progress and improving living standards. The strong positive correlation ($r = .821$, $p < .000$) between entrepreneurship and socioeconomic development of young graduates in Cameroon further substantiates the significant impact of entrepreneurial activities on the overall economic well-being of individuals and communities. The study among other recommendations is of the opinion that government needs to strengthen the policies that will progress entrepreneurship framework environment. Therefore, policymakers must be ready to answers on how to create and/or improve conducive entrepreneurial activities to ensure that entrepreneurial skills are allocated to activities for social product.

On the other hand, Tobi & Uwem (2020) examined student's perception of the role of entrepreneurship education in joblessness reduction in Nigeria using selected secondary schools in Ibaji Local Government Area in Kogi State. Survey research design was used with the aid of convenience sampling method, 120 respondents including students and teachers in selected secondary school in Ibaji Local Government Area in Kogi State were selected for the study. With well-structured questionnaire, the respondents answered and returned them for validation. Data analysis was in frequencies and tables using simple percentage. Findings revealed that students were positive on their assessment on the influence of entrepreneurship education on students' self-reliant impact on job creation. Entrepreneurship education was viewed as a way through which students are empowered to have skills, knowledge and the right attitude to make them become self-reliant and employer of labour. However, most of the respondents noted that inadequate funding, poor attitude to learning; lack of qualified instructors; lack of equipped workshops/laboratories, etc, as factors militating against teaching and learning of entrepreneurship education in schools. The study therefore recommends that for better achievement in entrepreneurship education; Government may have to provide adequate infrastructural facilities ranging from good workshops, studios/ galleries for practical and exhibition; adequate and experienced qualified teachers should be recruited by school management boards to teach entrepreneurship subjects in our secondary schools.

Dickson & Daniel (2020) investigated on the impact and role entrepreneurship education play on economic growth in Nigeria through selected SMEs in Gashua, Yobe State. In specific terms, it investigated dominance of entrepreneurship activities on Nigerian economic growth, sought to discover the contributions of entrepreneurs in Nigeria, development and make inquiries on the factors that pressure entrepreneurs for economic development in Nigeria. Descriptive survey design was employed. 259 respondents were validated. Findings shows significant relationships exist between entrepreneurship and economic growth in Nigeria, using Pearson correlation test. Also, the findings revealed that when entrepreneurial activities are low it has negative impact on economic growth in Nigeria. Hence, the study therefore recommends government to maintain its stand on the policy drive to ensure entrepreneurship framework succeeds. Policymakers to be able to give answers to how improvement can be recorded by creating conditions conducive to entrepreneurial conducts so that entrepreneurial knowledge are part of social product. SME sectors should be prioritized by the government through practical steps to bring it up more productively. It is therefore expected of SMEDAN to readily assist upcoming entrepreneurs gain access to very necessary information in line with businesses opportunities, raw materials, new technologies, etc, to help bring down operating cost to survive efficiency and competition.

Manassch & Effiong (2023) investigated the agents working against the successful teaching-learning of industrial education in junior secondary schools in Benin Local Government, Edo State. In particular, the study examined the role of fund in teaching and learning of technical education and also, factors that are upsetting the imparting and learning of technical education. Furthermore, that insufficient infrastructural facility is disturbing the teaching and learning of technical education. Finally, there is a solution to the factors affecting teaching and learning of technical education to junior secondary school students. A study was conducted in Benin Local Government Area, Edo State, which employed descriptive e survey research design. 77 respondents were validated from which it was revealed that the role of proper funding promotes teaching and learning of technical education. Finally, inadequate infrastructural facilities is affecting the teaching and learning of technical education. The study recommends that infrastructure facility will have to improve in order to make technical education attractive to teachers and students alike. Again, those who teach technical education will have to go for training and retraining to be able to meet up with the high standard required to make great impact in teaching technical education. Fonkeng (2021) explored the role of government policies on youth entrepreneurship within Cameroon. The study analyzed data from 400 young entrepreneurs who had benefitted from government programmes aimed at promoting

entrepreneurship, such as business incubators, training workshops, and financial grants. The findings revealed that these government interventions significantly hosted the entrepreneurial activities of young people leading in the formation of new businesses and employment opportunities. The research showed that participants who received government support reported higher business survival rates and growth compared to those who did not; highlighting on the importance of government policies to create a supportive environment where the youth entrepreneurship can thrive and recommended the expansion of such programmes to reach a larger number of aspiring entrepreneurs.

Theoretical Framework

Human Capital Entrepreneurship Theory

Human capital entrepreneurship theory was hypothesized by Becker (1975) and deduced its basis primarily on two factors which are; education and experience. The theory presumes that understanding acquired from education and experience, is measured a resource that is diversely dispensed across persons, which informs the basis for perceptive the disparities in classification and misuse of opportunities (Shane & Vankataraman, 2020). Davidson & Honig (2018) acknowledged that human capital factors as has encouraging force on the appearance of emerging entrepreneurs. This indicates that Human capital theory of entrepreneurship creates a basis for the place of education concerning entrepreneurial progress that makes it particularly important to the perspective of entrepreneurship education (Chandler & Hanks, 1998). Specifically, in the milieu of this study Shane and Vankataraman (2020) argued that human capital factors are salient to idea invention, prospect acknowledgment and business planning. For Anderson & Miller (2003) this implies that the mechanisms of an entrepreneurship programme have a important part to play in improving the development of abilities connected with successful entrepreneurial outcomes of an entrepreneurship program. Human Capital Theory, as developed by Becker (1975), accentuates the significance of investing in persons through education and training to improve their output and financially viable prospective. In the perspective of entrepreneurship education, this theory can be useful to explain how developing entrepreneurial skills equips persons with the necessary understanding and abilities to build and manage businesses, thereby reducing unemployment in Nigeria. By providing education that focuses on fostering creativity, business acumen, and innovative thinking, entrepreneurship education enables individuals to become self-reliant, reducing their dependence on formal employment and helping to alleviate the pressure on the labor market (Becker, 1975). Moreover, Becker's (1975) theory highlights that investments in education yield both private and societal benefits, as educated individuals tend to be more productive and innovative.

In Nigeria, where unemployment rates are high, particularly among youths, entrepreneurship education serves as a critical means for financially viable development by empowering persons to generate employment opportunities for themselves and others. Through this lens, entrepreneurship education can be seen as a means of enhancing human capital, as it equips those with the practical skills and entrepreneurial attitude needed to flourish in a vibrant economy, ultimately contributing to national economic growth. Furthermore, entrepreneurship education in Nigeria not only addresses unemployment but also encourages economic diversification. According to Becker (1975), human capital investments lead to higher income and improved quality of life. By fostering a culture of entrepreneurship, Nigeria can reduce its reliance on traditional employment sectors and stimulate growth in emerging industries. This approach aligns with Human Capital Theory's proposition that skills acquisition and awareness development are fundamental to increasing productivity and reducing societal challenges such as unemployment (Becker, 1975).

METHODOLOGY

The descriptive research design was employed in this investigation. The design was used since it involves observing and describing the behaviour of the people devoid of influencing it in any way, which is useful for the current study on entrepreneurship education as a tool for reducing being without a job in Nigeria. The target population was Lagos residents who

are university students, graduates, educators, policymakers, and business owners. Based on data captured on City population (2024), it is estimated that the population of Lagos State stood at 16,536,000. Thus, the population of the study is 16,536,000. The sample size of 400 was resolved through the Yamane (1967) formula. Stratified sampling technique was used to determine the number of respondent's based on their categories while convenience sampling technique was used to select students, graduates, educators, policymakers, and the business community respondents' based on their availability and compliance to participate in the study. This was done to avoid bias in the distribution of the questionnaires to the respondents.

The validity and reliability of the questionnaire was ascertained through content and test-retest methods. Out of the 400 copies of the questionnaire distributed to the respondents, only 367 copies were completed and returned. Data collected was analyzed using frequency tables and mean score. The four-point rating scale was given values as follows: SA = Strongly Agree 4; A = Agree 3; D = Disagree 2; and SD = Strongly Disagree 1. The decision to accept or reject an item statement in the mean and standard deviation tables was based on the weighted mean. Any mean score equal or above the weighted mean was accepted, while any mean score below the weighted mean was rejected.

RESULTS

Table 1: Mean responses on the extent at which entrepreneurship education programmes are being integrated into the curricula

S/N	Item Statement	SA 4	A3	D2	S.D1	X	S.D	Decision
1	Entrepreneurship programs are relevant to the economic and societal needs of the students.	161	147	53	39	3.1	7.2	Accepted
2	The curriculum provides adequate time for teaching entrepreneurship related topics.	156	160	36	39	3.0	7.1	Accepted
3	Students are encouraged to participate in practical entrepreneurship activities.	173	145	41	28	3.1	7.2	Accepted
4	School management supports the integration of entrepreneurship education into regular teaching	167	158	47	28	3.2	7.3	Accepted
5	Entrepreneurship programs are relevant to the economics and societal needs of the students.	170	152	38	40	3.1	7.2	Accepted

Source: Field Survey, 2026

The responses derived as described in table 1 on the extent at which entrepreneurship education programs are being integrated into the curricula, the table shows that all the items(item1-item5): stating; entrepreneurship programs are pertinent to the economic and societal needs of the students, the curriculum provides adequate time for teaching entrepreneurship-related topics, students are encouraged to participate in practical entrepreneurship activities, school management supports

the combination of entrepreneurship education into regular teaching schedules, and entrepreneurship programs are appropriate to the economic and societal desires of the students.; all with mean score of 3.1, 3.0, 3.1, 3.2,and 3,1,were accepted. This indicates that there is high extent at which entrepreneurship education programs are being integrated into the curricula. This is proven as the respective items (item1-item5) had mean scores of 2.50, and above.

Table 2: Mean responses on whether entrepreneurship education significantly serves as a tool for reducing unemployment in Nigeria

S/N	Item Statement	SA 4	A 3	D 2	SD 1	X	S.D	Decision
1	The introduction of entrepreneurship courses in schools has contributed to reducing the unemployment rate in Nigeria.	164	147	55	34	3.1	7.2	Accepted
2	Entrepreneurship education equips individuals with skills that enable self-employment encouraging innovation.	179	236	42	43	3.2	7.2	Accepted
3	Entrepreneurship education helps reduce dependency on formal employment by encouraging innovation.	194	121	37	48	3.2	7.2	Accepted
4	Individual with entrepreneurship education are more likely to start their own business after graduation.	148	181	52	26	3.2	7.2	Accepted
5	Entrepreneurship education provides students with knowledge of business opportunities and markets trends.	155	169	61	15	3.2	7.2	Accepted

Source: Field Survey, 2026

From the derived responses as described in table 2 on whether entrepreneurship education significantly serve as a means for decreasing joblessness in Nigeria, the table shows that all the items(item1-item5): stating; the introduction of entrepreneurship courses in schools has contributed to reducing the unemployment rate in Nigeria, entrepreneurship education equips individuals with skills that enable self-employment and job creation, entrepreneurship education helps reduce dependency on formal employment by encouraging innovation,

individuals with entrepreneurship education are more likely to start their own businesses after graduation, and entrepreneurship education provides students with knowledge of business opportunities and market trends; all with mean score of 3.1, 3.2, 3.2, 3.2, and 3.2, were accepted. This indicates that entrepreneurship education significantly serve as a tool for curtailing joblessness in Nigeria. This is verified as the respective items (item1-item5) had mean scores of 2.50, and above.

Table 3: Mean responses on how entrepreneurship education enhances the employability of graduates

S/N	Item Statement	SA 4	A 3	D 2	SD 1	X	S.D	Decision
1	Entrepreneurship education improves graduates' ability to identify business opportunities.	167	158	53	22	3.2	7.3	Accepted
2	Graduates with entrepreneurship education are more adaptable in various work environments.	173	136	63	48	3.2	7.3	Accepted
3	Entrepreneurship education enhances graduates' problem solving and critical thinking skills.	192	128	38	42	3.2	7.3	Accepted
4	Entrepreneurship education helps graduates develop creative and innovate solutions in the workplace.	184	147	35	34	3.2	7.3	Accepted
5	Entrepreneurship education increases the likelihood of graduates being self-employed or starting their own businesses.	153	162	61	24	3.1	7.2	Accepted

Source: Field Survey, 2026

From the responses consequent as described in table 3 on how entrepreneurship education enhance the employability of graduates, the table shows that all the items(item1-item5): stating; hardship due to unemployment when combined with media exposure that glamorizes or normalizes kidnapping can make youths consider kidnapping as a significant option, media exposure that depicts kidnapping as a lucrative or desirable activity can reinforce the criminal aspirations of unemployed youths, continuous exposure to media portrayals of kidnapping can lead to desensitization and a distorted perception for unemployed youths, and can

make the act of kidnapping seem less morally objectionable, media platforms can be used by criminal networks to target and recruit unemployed youths by advertising the perceived benefits of involvement in kidnapping, and unemployment, coupled with media exposure that highlights the rewards of criminal activity, can amplify the perception of kidnapping as an attractive opportunity; all with mean score of 3.2, 3.2, 3.2, 3.2, and 3.1 were accepted. This indicates that entrepreneurship education enhances the employability of graduates. This is confirmed as the respective items (item1-item5) had mean scores of 2.50, and above.

Table 4: Mean responses on the factors that affect implementation and outcomes of entrepreneurship education programs

S/N	Item Statement	SA 4	A 3	D 2	SD 1	X	S.D	Decision
1	Availability of adequate funding influences the effective implementation of entrepreneurship programs	177	148	43	32	3.2	7.3	Accepted
2	Lack of qualified instructors affects the delivery of entrepreneurship education.	151	166	58	25	3.1	7.2	Accepted
3	Access to modern educational resources (e.g., technology, learning tools) affects the quality of the program.	182	138	44	36	3.2	7.3	Accepted
4	Government policies and support play a significant role in the success of entrepreneurship education.	174	147	61	18	3.2	7.3	Accepted
5	Lack of awareness and promotion of entrepreneurship education programs limits student participation.	163	152	54	31	3.1	7.2	Accepted

Source: Field Survey, 2026

From the above responses as described in table 4 on the factors that affects execution and outcomes of entrepreneurship education programs, the table shows that all the items(item1-item5): stating; availability of adequate funding influences the effective implementation of entrepreneurship programs, lack of qualified instructors affects the delivery of entrepreneurship education, access to modern educational resources (c.g, technology, learning tools) affects the quality of the program, government policies

and support play a significant function in the success of entrepreneurship education, along with lack of awareness and promotion of entrepreneurship education programs limits student participation,; all with mean score of 3.2, 3.1, 3.2, 3.2, and 3.1, were accepted. This indicates that there are factors that affect implementation and outcomes of entrepreneurship education programs. This is verified as the respective items (item1-item5) had mean scores of 2.50, and above.

Table 5: Mean responses on the strategies that can be implemented to address the influence of unemployment and media on kidnapping

S/N	Item Statement	SA 4	A 3	D 2	SD 1	X	S.D	Decision
1	Increasing government funding for entrepreneurship education will improve its quality and impact.	165	149	54	32	3.1	7.2	Accepted
2	Enhancing teacher training and capacity building for entrepreneurship instructors is crucial.	183	166	33	18	3.3	7.4	Accepted
3	Updating entrepreneurship curricula to align with current industry trends is necessary.	177	149	40	34	3.1	7.2	Accepted
4	Providing students with access to entrepreneurial funding opportunities (e.g., grants, loans) will encourage participation.	169	144	63	24	3.2	7.2	Accepted
5	Encouraging collaborating with international entrepreneurship programs can enhance the learning experience.	180	146	44	30	3.1	7.2	Accepted

Source: Field Survey, 2026

From the resultant responses as described in table 5 on the strategies for enhancing entrepreneurship education in Nigeria, the table shows that all the items (item 1 – item 5): stating; increasing government funding for entrepreneurship education will improve its quality and impact, enhancing teacher training and capacity building for entrepreneurship instructors is crucial, updating entrepreneurship curricula to align with current industry trends is necessary, providing students with access to entrepreneurial funding opportunities (e.g., grants, loans) will encourage participation, and encouraging collaboration with international entrepreneurship programs can enhance the learning experience.; all with mean score of 3.1, 3.3, 3.1,3.2, and 3.1 were accepted. This indicates that there are strategies for enhancing entrepreneurship education in Nigeria.

This is established as the respective items (item 1- item 5) had mean scores of 2.50, and above.

DISCUSSION OF FINDINGS

Having conducted a descriptive analysis in the previous section, this part presents an abstract discussion of the result made above sequel to the descriptive analysis on table 1 the study reveals that the assimilation of entrepreneurship education into the program is evident in many Nigerian secondary schools as highlighted by the studies of Tob & Uwen (2020) and Adeniyi & Agbebi (2021). They emphasized the importance of practical entrepreneurship activities and the need for curriculum support to help students meet the economic and societal demands of the country. Similarly, the findings show that students in Abaraka, Delta State, are encouraged to engage in

entrepreneurship activities, supported by school management, which aligns with the conclusions from these studies. The implementation of entrepreneurship programs fosters economic development and prepares students to contribute meaningfully to their communities.

Similarly, in table 2 the study indicated that entrepreneurship education has proven to be a significant tool for reducing unemployment in Nigeria, as is well-documented in both the empirical studies and current findings. Tobi & Uwem (2020) underscored the role of entrepreneurship education in empowering students with skills that make them self-reliant and capable of creating jobs. The present study concurs, confirming that entrepreneurship education equips graduates with the necessary skills to reduce unemployment in Nigeria by enhancing their employability and promoting self-employment. Such education serves as a critical tool for addressing Nigeria's unemployment challenges by fostering entrepreneurial mindsets among secondary school students.

Furthermore, the data existing in table 3 show that graduate's employability along with entrepreneurial potential are significantly improved through entrepreneurship education, as the current finding echo the conclusions of Adeniyi & Agbebi (2021) and Dickson & Daniel (2020). These studies demonstrated how entrepreneurship education enhances graduates' problem-solving and critical thinking skills while promoting creativity in the workplace. Graduates who take part in entrepreneurial programs are more likely to be self-employed or capable of identifying business opportunities. The findings affirm that entrepreneurship education plays an essential role in preparing students for successful careers and economic participation.

In addition, table 4 deduced that factors such as inadequate funding, lack of qualified instructors, and inadequate access to modern possessions affect the thriving accomplishment of entrepreneurship teaching. Manasseh & Effiong (2023) noted that financial constraints and inadequate infrastructure limit the teaching of technical education, a finding echoed in the current research regarding entrepreneurship education. Additionally, studies such as Brain (2019) highlight the significance of government policies and sustain, which, when lacking, impede the success of entrepreneurship programs. Thus, these factors remain consistent challenges that must be addressed for effective entrepreneurship education implementation.

Finally, Table 5 reveals that to enhance entrepreneurship education, the study suggests increasing government funding, improving teacher training, updating curricula, and providing students with access to funding opportunities. These recommendations align with those made by Diokson & Daniel (2020) and

Fonkeng (2021), who advocated for policy improvements, capacity building, and government support to strengthen entrepreneurship education. Additionally, strategies such as collaboration with international entrepreneurship programmes can further enrich the local curriculum and provide students with global perspectives. These measures are critical for ensuring the long-term success of entrepreneurship teaching in Nigeria.

CONCLUSION

Teaching of entrepreneurship in our tertiary institutions has emerged as a powerful tool for tackling the persistent challenge of unemployment in Nigeria. The study accentuates the crucial part of entrepreneurship education in equipping individuals, particularly the youth, with the essential skills, knowledge, and mindset to become self-reliant and create job opportunities, rather than relying on the limited employment options available in the formal sector. The findings reveal that a well-structured entrepreneurship curriculum can foster creativity, innovation, and problem-solving abilities, all of which are essential for thriving in today's competitive economic environment.

The research highlights that entrepreneurship education not only empowers individuals with commerce and administration skills but also nurtures a sense of responsibility along with resilience. These traits are vital in navigating the often uncertain and challenging business landscape. By promoting a culture of entrepreneurship, Nigeria can cultivate a generation of job creators, which in turn contributes to economic growth, reduces unemployment, and alleviates poverty. Furthermore, entrepreneurship education helps bridge the gap between academic training and practical business application, making graduates more adaptable to the dynamic demands of the labour market.

Hence, entrepreneurship education stands as a viable solution to Nigeria's unemployment crisis. Policymakers, educational institutions, and stakeholders must collaborate toward strengthening entrepreneurship programs and integrate them into all levels of the education system. Doing so will ensure that the younger generation is equipped with the tools necessary to harness opportunities, drive innovation, and contribute significantly to the nation's economic improvement. By fostering a robust entrepreneurial ecosystem, Nigeria can reduce unemployment and move towards a more sustainable and inclusive economy.

RECOMMENDATIONS

Having perilously examined the whole use of the investigation and its result, the following recommendations are suggested:

- i. Nigerian tertiary institutions should incorporate more practical entrepreneurship courses in their

- curricula. These courses should focus on hands-on experience in business creation, management, and innovation to provide students with the skills essential to start as well as sustain successful businesses after graduation. This is one to job creation, promotion of development that will be sustainable in the society.
- ii. The Nigerian government should provide increased financial support for entrepreneurship education initiatives. This includes offering grants, scholarships, and funding to institutions that implement entrepreneurship programmes, as well as setting up incubation centers where students can receive mentorship and funds to turn their dreams into businesses.
 - iii. Educational institutions should collaborate with successful entrepreneurs and industry experts to develop entrepreneurship education programmes. By involving experienced business leaders, students will have access to real-world knowledge, networking opportunities, and exposure to the challenges and opportunities of running a business.
 - iv. Nigerian government should introduce entrepreneurship education at earlier stages in the Nigerian education system, starting from secondary schools. This will help cultivate an entrepreneurial mindset among students from a young age, allowing them to widen creativity, critical opinion and crisis-solving skills that are vital for business success.
 - v. educational stakeholders should develop a strong monitoring and assessment structure to appraise the efficiency of entrepreneurship education programmes in reducing unemployment. Regular assessments will ensure that the programmes are yielding tangible results, leading to improvements in curriculum design and student outcomes in entrepreneurship.

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