AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.9 (2), May-September, 2023 https://ajemates.org

AN EMPIRICAL INQUIRY INTO THE ROLE AND STRATEGIES OF ENTREPRENEURSHIP EDUCATION FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

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ABSTRACT

This study examined the role and strategies of entrepreneurship education in promoting sustainable development in Nigeria. An ex post facto descriptive survey research design was employed, while three research questions and one null hypothesis were formulated and served as guide to the study. Of the Two Thousand, Two Hundred and Thirty-Nine (2,239) respondents in the study, thirty-seven (37) were lecturers at the Federal College of Education, Umunze (FCEU) and Nwafor Orizu College of Education, Nsugbe (NOCEN) who taught entrepreneurship, and Two Thousand, Two Hundred and Two (2,202) were students enrolled in the Entrepreneurship Education programs at FCEU and NOCEN. A sample of Five Hundred (500) respondents was chosen using purposive sampling, yielding Four Hundred and Sixty-Three (463) students and Thirty-Seven (37) lecturers. The primary instrument for data collection was a questionnaire that the researcher developed. The questionnaires were distributed and retrieved with the assistance of four qualified research assistants. Two (2) research experts certified copies of the questionnaire for face and content validity. Cronbach's Alpha was used to test the reliability of the data collection instrument; the results showed a coefficient alpha value of 0.78, which was considered satisfactory. Chi-square (X2) and the arithmetic mean (X) were used in the data analysis. The results show that Nigeria's progress toward attaining sustainable development goals and entrepreneurship education is significantly and positively correlated. It also revealed that entrepreneurship education provided Nigerian youths with the necessary skills for managing risks and building businesses, which are crucial for maintaining economic activity. The researcher concluded that despite the challenges Nigeria faces in pursuing sustainable development, entrepreneurship education offered substantial hope and potential. A key recommendation of the study is that government-funded financial projects should be monitored and evaluated by economic reform implementers to ensure they are executed as planned.

Keywords: *Entrepreneurship Education, Sustainable Development, Role and Strategies*.

Introduction

Unemployment is escalating every year in the country. Egole (2023) reported that the projected unemployment rate for 2023 is 40.6%, translating to approximately 90 million of the population being unemployed, which is an increase from the 37.7% unemployment rate in 2022. Additionally, it was predicted that unemployment would remain a problem due to slow economic

growth and the economy's inability to absorb the 5 million new entrants into the Nigerian job market every year (Adegboyega & Izuaka, 2023). Egole (2023) also expressed concern that the average unemployment rate in Nigeria in 2024 could reach as high as 43%, while the inflation rate could rise from 20.3% in 2023 to 22.3% in 2024. This becomes a national headache since the unemployment rate at this level can lead to several detrimental multiplier effects that can render the society uninhabitable. The National Bureau of Statistics supported this by estimating that the jobless rate was 23.9% in 2018 and would increase to 33.3% in 2022. Such is the nasty condition of Nigerian society currently. This may be because the majority of the youth are between the ages of 0 and 40, even though young people in every nation are more active and productive than elderly people in every culture (Ubabudu & Muraina, 2016).

However, with this ugly incidence on the rise, entrepreneurship remains a viable option to create jobs, reduce unemployment and poverty, as well as empower the youths to develop their businesses, pursue their dreams, and contribute to overall productive capacity and national economic growth and development (Lemo, 2018). It is worth noting that the history and development of entrepreneurship in Nigeria is not new. Notwithstanding that unemployment seems to be increasing in recent times, the Nigerian government has since started venturing into entrepreneurship in the early 1960s to mitigate the situation. To ensure that the people are actively engaged in profitable ventures, entrepreneurship development in Nigeria has taken on several labels and identities. Among the programs already in place in Nigeria for the development of skills and entrepreneurship are the Entrepreneurship Development Center (EDC), Center of Management Development (CMD), National Directorate of Employment (NDE), Nigerian Bank for Commerce and Industry (NBCI), Nigerian University Commission (NUC), National Youth Service Corps (NYSC), National Economic Empowerment and Development Strategy (NEEDS), National Open Apprenticeship Scheme (NOAS), the Small and Medium Enterprise Development Association of Nigeria (SMEDAN), the Small and Medium Enterprises Equity Investment Scheme (SMEEIS), and the former Nigeria Industrial Development Bank (NIDB).

Worthy of clarification is that SMEDAN was established by the Small and Medium Industries Development Act, 2003, to promote the development of the Micro, Small & Medium Enterprises (MSMEs) sector of the Nigerian economy and their access to resources required for their growth, training, and development. SMEEIS is the banking industry's contribution to the Federal Government's efforts towards stimulating economic growth, developing local technology, and generating employment through adequate entrepreneurial development policies. Besides some State and Local Governments' entrepreneurial and skill acquisition efforts, the Subsidy Reinvestment and Empowerment Programme (SURE-P), the Young Entrepreneur, the Youth Enterprise with Innovation in Nigeria (You WIN), and the Graduate Internship Scheme (GIS) programmes of the Federal Government in

2012 are designed to promote entrepreneurship skills and reduce unemployment in Nigeria. Other entrepreneurial development agencies include government-sponsored Entrepreneurial Development Programmes (EDP), various shades of non-governmental organizations (NGOs), and Nigerian Employers' Consultative Association (NECA) initiatives.

Sadly, despite the aforementioned efforts by governments and non-government organizations, the majority of people are not gainfully employed in significant economic activities. Furthermore, to the best of the researcher's knowledge, there are no scholarly research works on the role and strategies of entrepreneurship at the two tertiary institutions that specialize in teacher education and in Anambra State, which the researcher used as a case study. This illustrates that there are research gaps that must be filled to support the economy and nascent democratic ideals while simultaneously attaining self-sufficiency, rather than producing graduates who are seen as global citizens but still require assistance from the government and society. It's also necessary to fulfil the 230 Agenda for Sustainable Development, which seeks to promote the entire cluster of 17 Sustainable Development Goals (SDGs) and 169 targets.

Especially concerning the idea that tertiary institutions should shift their focus from simply issuing credentials to actively providing students with authentic, real-world entrepreneurial training that prepares them for the opportunities and challenges of the digital age. This is the main motivation behind this empirical study on the role and strategies of entrepreneurship education for Nigeria's sustainable development. The study emphasizes the need for educational activities to equip youth with essential 21st-century skills that foster entrepreneurial attitudes and mindsets demanded by industries. In light of this, the entrepreneurial education programs provided to students at two Nigerian tertiary institutions in Anambra State that specialize in teacher education, which are the Federal College of Education, Umunze (FCEU), and Nwafor Orizu College of Education, Nsugbe (NOCEN), were examined to determine how well their programs promote sustainable development.

Statement of the Problem

In Nigeria, an average citizen has limited capital to venture into personal business. It is also obvious that unfair governance and poor infrastructure being experienced in Nigeria remain a discouraging factor that hampers people's interest in personal business ventures. Nigeria, like most developing countries of the world, is faced with a myriad of problems and harsh realities, which include poverty, unemployment, conflicts, and diseases. There exists a serious mismatch between the available trained manpower and the actual skilled manpower needed by most establishments in Nigeria. These problems are traceable to the disequilibrium between labour market requirements and the lack of essential employable skills by the graduates. In Support of this, Ubogu (2020) states that Nigeria's tertiary institutions' education curriculum has long faced criticism for being insensitive to society's changing experiences and modern way of life. Given the current situation and the drastic changes in the

educational landscape, it will not be good for the government to struggle with education. Furthermore, it is believed that one of the primary factors impeding entrepreneurship in the country is a lack of capital. Furthermore, there are perceived problems with theoretical, bookish, and "white-collar job"-oriented education that is irrelevant. Compounding the problem in Nigeria, is the macro-economic environment, which is unhealthy, unsupportive, and unstable for a virile entrepreneurship development. There is an understandable rise in fear of failure by people who intend to take the risk of venturing into entrepreneurial activities. This is based on the unstable and unconducive political environment, which drives away investors who are planning to venture into entrepreneurial activities. Major issues that plague entrepreneurship in Nigerian society include poor road networks, epileptic power supplies, poor loan/credit facilities, insufficient or irrelevant skills on the part of the would-be entrepreneur, insecurity, political instability, ethnic prejudice and bias, mistrust, and business doubts. It is against this backdrop that this research paper examines the role and strategies of entrepreneurship education in Nigeria for sustainable development.

Research Questions

The following research questions guided the study:

1. What are the roles of entrepreneurship education in Nigeria's quest for sustainable development?
2. What are the factors that affect entrepreneurship education in Nigeria's quest for sustainable development?
3. What are the strategies to make entrepreneurship education work as Nigeria pursues sustainable development goals?

Hypothesis

This hypothesis guided the study and was tested at a 0.05 level of significance:

1. There is no significant relationship between entrepreneurship education and Nigeria's pursuit of sustainable development goals.

Sustainable Development

The concept of sustainable development could be traced and linked to Carol Witz in 1713 when he edited the first book on forest sciences and judiciously applied the concept in illustrating the need for preservation and sustainability of timber and lumbering for future generations (Ubabudu & Muraina, 2016). Applying it to the current context, implies that students should be offered entrepreneurship education sustainably in their discipline, so that they can be self-sufficient, develop lifelong learning skills, become employers of labour, captains of industry, and achieve all 17 Sustainable Development Goals (SDGs). This is particularly true of goals number 1 and 4, which focus on the eradication of poverty and promoting education, as well as to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

According to McCowan (2023), Sustainability has emerged as a seemingly universal concept that unites the institutions' various players and activities, and acts as a public defence of its survival. This is a strategically planned development that remains relevant, important, and impactful for today's generation and the oncoming one. The 1960s period of rote learning pedagogy delivery methods, like paper and pencil, "do as I say", idle chat, chalk, and talk, and regurgitation syndrome, are no longer viable for educational institutions in Nigeria. Viljoen (2023) affirms that learning by rote is no longer enough; students are currently being expected to be equipped to apply and use the information they can access effectively and efficiently. A multifaceted approach, incorporating various effective pedagogical methods, is needed (Viljoen, 2023). This is based on the fact that the potential contributions of tertiary education to achieving a sustainable society are extensive; the professional training, personal and civic development, breakthroughs in knowledge, and technological innovation can have a profound impact (McCowan, 2023).

Tertiary institutions will establish relevant, comprehensive assessments and feedback mechanisms that are transformative for sustainable development. This is based on the observation that entrepreneurial education provided to students needs to be reflective of a new period of deep transformation of entrepreneurship renewal for sustainability, rather than an abstract approach, or to create a reality crisis for the students or graduates. As a result, tertiary institutions of higher learning that provide post-secondary education to students as a citadel of learning should embrace and adapt to changes by utilising their full potential to reflect in their entrepreneurial teaching and learning. McCowan (2022) describes the situation, and it is appropriate for him to state that professional personnel must ensure the institution is sustainable, academics must conduct research and publish findings on the topic, and students must be taught about sustainable development. Once more, he claimed that the typical perception of an educational institution is that it acts as a means of generating benefits for others, much like a factory making new things, a blacksmith reshaping iron, or a hospital treating illnesses. It is therefore logical, practical, and desirable to place the responsibility for effective entrepreneurial education and attaining sustainable development at the door of educational tertiary institutions since they can originate, construct, and reconceptualise it.

Arogundade (2011) states that sustainable development requires balancing environmental, societal, and economic considerations in the pursuit of development and an improved quality of life for today and tomorrow. He further posited that sustainability includes intergenerational equity, gender equity, just and peaceful societies, social tolerance, environmental preservation and restoration, poverty alleviation, and natural resource conservation. In effect, sustainable development entails improvements in the totality of the factors that make life worth living today and in the future. Arogundade further identified the major essential tools for achieving sustainable development to include the following:

- Improvement in the quality of basic education;
- Reorientation of existing education programmes to address sustainable development;
- Developing public awareness and understanding; and
- Providing training for all sectors of private and civil society.

This kind of development benefits both current and future generations maximally without jeopardising the environment where people reside. Nigeria cannot afford to have stupid, mediocre, and illiterate among its citizens, as a society with such will not progress. This exemplifies further the rationale for academic entrepreneurial teaching to be revamped for sustainability. This suggests that in order to achieve sustainability in the 21st century, students must be drilled in both the pedagogy of the subject matter and these emerging technologies in order not to be left behind, as they are likely to encounter them in any workplace. This will undoubtedly increase their marketability, employability, and sustainability in the global market economy.

Entrepreneurship Education

Entrepreneurship is a form of education widely recognized by every society as a job provider for the jobless and those individuals who drop out of educational institutions in Nigeria (Umunadi, 2014). It is used as a strategy to solve social problems of unemployment, poverty, and unbalanced technological development. Entrepreneurship is the process of creating something new (of value) by devoting the necessary time and effort, assuming the accompanying financial, psychological, and personal satisfaction and independence (Hisrich & Peter, 2022). The above definitions depict that entrepreneurship education is simply a job solution apparatus that each society uses to teach its citizens the right attitude towards independent endeavours. At this juncture, it is important to emphasise the objectives for which entrepreneurship education is often instituted in our society. In an attempt to achieve the foregoing, Ibeabuchi (2022) and Ubabudu (2022) cited Paul, who posits that entrepreneurship education is structured to achieve the following:

1. To offer functional education to the youth that will enable them to be self-employed and self-reliant.
2. Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
3. To serve as a catalyst for economic growth and development.
4. Offer tertiary institution graduates adequate training in risk management, to make certain bearings feasible.
5. To reduce the high rate of poverty.
6. Create employment generation.
7. Reduction in rural-urban migration.
8. Provide the young graduates with enough training and support that will enable them to establish a career in small and medium-sized businesses.
9. To inculcate the spirit of perseverance in the youths and adults, which will enable them to persist in any business venture they embark on.

10. Create a smooth transition from a traditional to a modern industrial economy.

The above views of Paul demonstrate the importance of entrepreneurship education in Nigeria and elsewhere. A society that craves for better employment opportunities for its citizens should be motivated by the above objectives provided by Paul. This is particularly relevant given that education is one of the four crucial variables (birth, education, health, and environment) that determine, renew, and shape human potentials, values, capacity, skills, mental knowledge, as well as the world at large (Ubabudu & Muraina, 2016). Additionally, entrepreneurship plays a vital role in the growth and development of a country's economy as this is the key contributor to innovativeness, product improvement, and reduction of unemployment (Kabuoh, Akintunde, Ubabudu & Ibe-Moses, 2017).

Research Method

This study examined the role and strategies of entrepreneurship education in promoting sustainable development in Nigeria. A descriptive survey research design of an ex post facto type was employed, while three research questions and one null hypothesis guided the study. Of the 2,239 respondents in the study, 37 were lecturers at the Federal College of Education, Umunze (FCEU) and Nwafor Orizu College of Education, Nsugbe (NOCEN) who taught entrepreneurship, and 2,202 were students enrolled in the Directorate of General Studies Education (GSE) at FCEU and NOCEN. A sample of 500 respondents was chosen using purposive sampling, yielding 463 students and 37 lecturers. Demography of the Sample composition is shown in the table below:

Table 1: **Sample Composition**

Category	Lecturers	Students	Total by Category
Sample Size	37	463	**500**
Male	15	125	**140**
Female	22	338	**360**
NOCEN	20	263	**283**
FCEU	17	200	**217**

*NOCEN is Nwafor Orizu College of Education, Nsugbe
*FCEU is the Federal College of Education (Technical), Umunze

The main instrument for data collection was a questionnaire that the researcher developed and named "Entrepreneurship Education in Nigeria and Quest for Sustainable Development Goals (EENQSDG)."Two (2) research experts, one expert from the Department of Science Education (Measurement and Evaluation), Nnamdi Azikiwe University, Awka, and the other expert from the Department of Science Education (Measurement and Evaluation) at Chukwuemeka Odumegwu Ojukwu University, Uli, certified copies of the "EENQSDG" for face and content validity. Their revisions aided in the creation of the questionnaire's final draft. Cronbach's Alpha

was used to test the reliability of the data collection instrument; the results showed a coefficient alpha value of 0.78, which was considered satisfactory. The questionnaires were distributed and retrieved by the researcher with the assistance of four qualified research assistants. Two weeks were scheduled for both the administration and retrieval of the questionnaires. Lecturers were given 3 days to study and respond to the questionnaires, unlike the students, who were encouraged to settle down and respond to the questionnaires individually at the point of administration, and they complied. The answered questionnaires were completed and fully retrieved. Chi-square (X2) and the arithmetic mean (X) were used in the data analysis. Chi-square (x^2) guided the researcher in making decisions on the acceptance or rejection of the null hypothesis. When deciding on rejecting or accepting the hypothesis, the calculated value of Chi-square (x^2) was compared with the critical/theoretical value of Chi-square (x^2) at a determined degree of freedom. The chosen level of significance is 0.05. However, if the $x^2 - \chi^2$ calculated value exceeds the $x^2 - \chi^2$-critical value, the null hypothesis is rejected. Otherwise, a null hypothesis is accepted.

But, X^2-cal = $\sum \frac{(O-E)^2}{E}$

Where: X^2-cal = Chi-square calculated
$\sum$ = Sigma or summation
O = Observed frequency of a cell
E = Expected frequency of a cell

Also, E = fR * fC / N

Where E = Expected frequency of a cell
fR = Total row frequency
fC = Total column frequency
N = Total frequency
* = Multiplication
/ = Division

Meanwhile, DF = (R-1) (C-1)

Where, DF = Degree of freedom
R = the number of rows
C = the number of columns

Arithmetic mean ($\overline{X}$), on the other hand, was considered appropriate and used for the analysis of the research questions.

But, arithmetic mean ($\overline{X}$) = $\frac{\sum fx}{\sum f}$

Decision Rule:
Strongly Agreed (SA) = 4
Agree (A) = 3
Disagreed (D) = 2
Strongly Disagreed (SD) = 1

Thus, $\frac{4 + 3 + 2 + 1}{4} = \frac{10}{4} = 2.5$

Hence, theoretical mean ($\overline{X}$) or critical value = 2.5

Decision: accepts a research item if its calculated Mean (X) is greater than or equal to the theoretical mean (2.5), otherwise reject.

Presentation of Results

Major findings of this study were presented in tables and interpreted in accordance with both research questions and the hypothesis.

Research Question One: What are the roles of entrepreneurship education in Nigeria's quest for sustainable development?

Table 2: Mean ratings of responses of the respondents on the roles of entrepreneurship education in Nigeria's quest for sustainable development

S/N	Questionnaire items	SA	A	D	SD	∑f	∑fx	X	Dec
1	It offers adequate training to Nigerian youths in business development and risk management as needed to sustain economic ventures	300	80	66	54	500	1,626	3.3	C
2	It instils and cultivates the spirit of perseverance in the entrepreneurs, which will enable them to persist in any business venture they embark on.	250	100	100	50	500	1,550	3.1	C
3	It creates innovative mindsets among Nigerian entrepreneurs as required to embrace future science and technological changes in economic ventures.	200	200	50	50	500	1,550	3.1	C
4	It inculcates the spirit of self-reliance, diligence, and hard-work among Nigerian entrepreneurs as required for societal wealth creation.	300	100	80	20	500	1,680	3.4	C
5	Entrepreneurship education empowers people for capacity building as needed for capital formation and accumulation in the Nigerian economy.	250	100	50	50	500	1,550	3.1	C

*SA=strongly agreed, A=agreed, D=disagreed, SD=strongly disagreed, ∑=summation, f=frequency, x=individual raw score, Dec=decision, X=arithmetic mean**,** C=considered, NC=not considered

Table 2 above revealed that every research questionnaire item proposed was considered as playing an important role as far as entrepreneurship education in Nigeria's quest for sustainable development is concerned. The affirmation from the foregoing is based on the results obtained from the analysis, in which the various mean ratings (3.3, 3.1, 3.1, 3.4, and 3.1) were above the theoretical 2.5.

Research Question Two: What are the factors that affect entrepreneurship education in Nigeria's quest for sustainable development?

Table 3: Mean ratings of responses of the respondents on factors that affect entrepreneurship education in Nigeria's Quest for sustainable development

S/N	Questionnaire items	SA	A	D	SD	∑f	∑fx	X	Dec
6	Over-reliance on government mentality among the employed and unemployed Nigerian population.	97	49	27	27	500	1,570	3.1	C
7	Poor structure and careless implementation of entrepreneurship-oriented courses/subjects in our schools	101	68	16	15	500	1,550	3.1	C
8	Failure of government and non-governmental entrepreneurship programmes due to corruption, mismanagement, and 'na government get am' mentality.	93	87	8	12	500	1,680	3.4	C
9	Poor road network, epileptic power supply, poor load/credit facilities, inadequate/irrelevant skills on the part of the would-be entrepreneur, insecurity, political instability, ethnic prejudice and biases, distrust, and business doubts	93	70	20	17	500	1,580	3.2	C
10	Non-functional regulatory mechanisms for effective oversight of enterprise development initiatives, especially those in the MSME space.	128	50	17	5	500	1,660	3.3	C

*SA=strongly agreed, A=agreed, D=disagreed, SD=strongly disagreed, ∑=summation, f=frequency, x=individual raw score, Dec=decision, X=arithmetic mean**,** C=considered, NC=not considered

Table 3 above revealed that the research questionnaire items proposed were considered as factors that pose major challenges to entrepreneurship education in Nigeria's quest for sustainable development. The conclusion drawn from the foregoing is based on the results obtained from the analysis, which revealed that the various mean ratings (3.1, 3.1, 3.4, 3.2, and 3.3) were greater than the theoretical 2.5.

Research Question Three: What are the strategies to make entrepreneurship education work as Nigeria pursues sustainable development goals?

Table 4: Mean ratings of responses of the respondents on strategies to make entrepreneurship education work as Nigeria pursues sustainable development goals

S/N	Questionnaire items	SA	A	D	SD	∑f	∑fx	X	Dec
11	Government and non-governmental agencies should partner to discover the nature of the mismatch between available entrepreneurship know-how and the expected entrepreneurship skills.	55	140	3	2	500	1,780	3.6	C
12	Government and non-governmental agencies should partner to plan and source the required number of resource personnel who could train the Nigerian population in urban and rural areas.	100	70	15	15	500	1,685	3.4	C
13	Government and non-governmental agencies should partner to develop functional entrepreneurship courses, subjects, schools, and centers with well-equipped and committed human and material resources.	52	126	18	4	500	1,460	2.9	C
14	Government and non-governmental agencies should partner to provide functional social and economic infrastructures in Nigeria.	70	94	17	19	500	1,450	2.9	C
15	Government and non-governmental agencies should partner to develop a functional security apparatus to boost confidence in economic ventures.	91	89	10	10	500	1,500	3.0	C

*SA=strongly agreed, A=agreed, D=disagreed, SD=strongly disagreed, ∑=summation, f=frequency, x=individual raw score, Dec=decision, X=arithmetic mean**,** C=considered, NC=not considered

Table 4 above revealed that the entire research questionnaire items proposed were considered as strategies to promote entrepreneurship education as Nigeria's quests for sustainable development goals. The conclusion drawn from the foregoing is based on the results obtained from the analysis, in which the various mean ratings (3.6, 3.4, 2.9, 2.9, and 3.0) were above the theoretical 2.5.

Hypothesis

1. There is no significant relationship between entrepreneurship education and Nigeria's pursuit of sustainable development goals.

Table 5: Responses on the significant relationship between entrepreneurship education and Nigeria's pursuit of sustainable development goals

X^2-cal	X^2-critical	df	Alpha level	Decision
122.04	21.026	12	0.05	Reject Ho1

Results in Table 5 above revealed that X^2-calculated is 122.04 while X^2-critical is 21.26 at DF = 12. This means that X^2-cal is greater than X^2-critical. Thus, the null hypothesis is not accepted. This actually reveals a significant relationship between entrepreneurship education and Nigeria's attempts to achieve sustainable development goals.

Discussion of Findings

Research Question One: Table 2 contains the roles of entrepreneurship education in Nigeria's quest for sustainable development that were analysed. The result revealed that entrepreneurship education offers adequate training to Nigerian youths in business development and risk management as needed to sustain economic ventures. It inculcates the spirit of perseverance in the entrepreneurs, which enables them to succeed in any business venture they embark on. It creates innovative mindsets among Nigerian entrepreneurs as required to embrace future science and technological changes in economic ventures. It inculcates the spirit of self-reliance, diligence, and hard work among Nigerian entrepreneurs as required for societal wealth creation.

Entrepreneurship education empowers people for capacity building as needed for capital formation and accumulation in the Nigerian economy. These findings align with Paul, cited in Ibeabuchi (2022) and Ubabudu (2022), who reported that entrepreneurship education is structured to provide functional education for youths that will enable them to be self-employed and self-reliant. Additionally, it provides the youth graduates with the necessary training, which makes them inventive and innovative in identifying new business opportunities. He further posited that entrepreneurship education offers tertiary institution graduates adequate training in risk management, to make certain bearings feasible. This shows that entrepreneurship education is an invaluable job creation apparatus for ensuring that poverty is alleviated in Nigerian society.

Research Question Two: Table 3 portrays the analysed factors that pose challenges to entrepreneurship education in Nigeria's pursuit of sustainable development. However, the table revealed that entrepreneurship education is affected by over-reliance on government mentality among the employed and unemployed Nigeria population, poor structure and careless implementation of entrepreneurship-oriented courses/subjects in tertiary institutions, failure of government and non-governmental entrepreneurship programmes due to corruption, mismanagement, and 'na government get am' language mentality, poor road network, epileptic powers supply, poor load/credit facilities, inadequate/irrelevant skills on the part of the would-be entrepreneur, insecurity, political instability, ethnic prejudice and biases, distrust and business doubts, and non-functional regulatory mechanisms for effective oversight of enterprise development initiatives, especially those in the MSME space. The finding is in tandem with Ekankumo and Ndiomu (2011), who lamented that Nigeria has a porous security system, a lack of stable power supply, and is confronted with incessant change in government policies, technological incompetence, infrastructural decay, high

tariff/inflation, and economic problems. These challenges hamper entrepreneurship in a growing economy like Nigeria.

Research Question Three: Table 4 showed the analyzed strategies for making entrepreneurship education effective in Nigeria. The findings reveals the following strategies for functional entrepreneurship education in Nigeria's pursuit of sustainable development: government and non-governmental agencies should partner to identify the gap between available entrepreneurship knowledge and the skills needed; collaborate to plan and gather the necessary resources and personnel to train Nigeria's population in both urban and rural areas; work together to develop practical entrepreneurship courses, subjects, schools, and centers with well-equipped and dedicated human and material resources; cooperate to establish functional social and economic infrastructure in Nigeria; and partner to develop effective security systems to boost confidence in economic ventures. Similarly, Ayodele (2006) found that the challenges faced by entrepreneurship education in Nigeria can be addressed through pooling local public and private funds to create small-capital ventures, developing an apprenticeship scheme to equip new graduates with work skills and experience, creating entrepreneurship internship programs that connect students with successful local entrepreneurs with established training programs, and establishing enterprise colleges to foster specific entrepreneurial skill sets, serving as skill acquisition centers for youth. Ayodele's recommendations align with the findings of the researcher.

Hypothesis: Table 5 portrays the outcome of the analysis on whether there exists a significant relationship between entrepreneurship education and Nigeria's attempts to achieve sustainable development goals. However, the tested hypothesis revealed that a relationship exists between entrepreneurship education and Nigeria's attempts to achieve sustainable development goals. This relationship is a positive one in the sense that the calculated Chi-square (X^2) did not result in a negative sign. Therefore, it is expected that if entrepreneurship education is well executed and sustained, Nigeria will continue to experience advancement in the elements of sustainable development.

Conclusion

Considering all the research findings, it is clear that entrepreneurial education holds promise and opportunity, notwithstanding the difficulties Nigeria faces in pursuing sustainable development. The Nigerian government and nongovernmental organizations must collaborate in an efficient manner in order to educate and develop students in the pedagogy of entrepreneurship, which will translate and make them self-reliant and employable.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The government, through the various tertiary institutions examining bodies, including the Ministry of Education, should partner with nongovernmental agencies to offer sufficient and practically oriented entrepreneurship education to students at the various

higher institutions of learning, particularly the Colleges of Education. Students who are given the right exposure to the practical aspects of entrepreneurship will be better prepared to launch their own businesses and potentially employ people, among others. Achieving this also demands that the government develop the capacity of lecturers and facilitators of the programme through robust and pragmatic training.

2. Government is hereby reminded that entrepreneurship education is capital-intensive and fund-driven because all supporting social and business infrastructure needs to be provided to drive self-employment and job creation. Electricity, a good road network, ease of navigation, dependable security architecture, a functional and accessible financial system, and reliable technology should be provided to support entrepreneurial education and transition into the real practice of self-employment and job creation. With such a supportive business infrastructure, Nigerian youths would rise up to venture into the journey of self-reliance in different business endeavours.
3. The Curriculum planners, tertiary institutions, and stakeholders should collaborate to re-evaluate entrepreneurship education and related programmes for sustainable disciplines for students and the country's socio-economic development. This will make it possible to identify any gaps in one's entrepreneurial knowledge, abilities, and practices, and develop strategies to close them in accordance with market dynamics, developments, and trends. This strategy will enable all stakeholders to make profitable, appreciable, and sustainable impacts on entrepreneurship education and training.
4. Entrepreneurship and sustainable development are discovered to be correlated. This underlines the fact that the Nigerian society would have succeeded in its goal of reducing the unemployment crisis if more youths were gainfully self-employed as a result of their entrepreneurial training and education. Given the obvious benefits of entrepreneurship, all tiers of government, civil society organizations, and well-meaning businesses both domestically and abroad should collaborate to offer pertinent and useful entrepreneurship education and programs.

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