



Entrepreneurship Education as a Strategy for boosting Human Capital Development and Employability in Nigeria: Issues, Prospects, Challenges and Solutions

Sofoluwe, A. O.², Shokunbi, M. O.¹, Raimi, L.¹ and Ajewole, T.³

¹Centre for Entrepreneurship Development, Yaba College of Technology, Yaba, Lagos

²Department of Educational Management, University of Ilorin, Kwara State

³Department of Social Science, Yaba College of Technology

Corresponding author: Raimi, L., Centre for Entrepreneurship Development, Yaba College of Technology, Yaba, Lagos

Abstract

Analysts have stressed the need for improved human capital development (HCD) in Nigeria and other developing nations on the ground that, a nation's human capital is vital for future technological breakthrough, international competitiveness and sustainable economic development. This empirical paper investigates the prospect of repositioning entrepreneurship education as a strategy for boosting human capital development and employability in Nigeria. The paper adopts a quantitative research method, specifically the use of a survey method for eliciting responses from a cross-section of academic staff and students from Yaba College of Technology, Lagos. A modest sample size of 150 respondents was drawn from the target population using a convenience sampling technique. The 111 returned questionnaires were analysed electronically and results presented using descriptive and inferential statistics. The key findings indicate that entrepreneurship education is a leeway to job creation, wealth creation, youth empowerment, peaceful society and economic development. The paper concludes that as a matter of urgency the three levels of governments, academic institutions, donor agencies and private sector organisations should encourage entrepreneurship education as part of their social contribution to human capital development in Nigeria.

Keywords: Entrepreneurship Education, Employability, Human Capital Development, Growth

1. Introduction

Development theories have established links between investment in Human Capital Development (HCD), skills, training, economic development, social progress, productivity growth, and technological innovation (Becker, 1994; Babalola, 2003; Simkovic, 2012). There are also several studies that confirmed a positive functional relationship between education and national development, especially when the

indicators of HCD are used as performance metrics (Awopegba, 2001; Oluwatobi and Ogunriola, 2011). According to Oluwatobi and Ogunriola (2011) one of the potent factors that enhances the wealth of nations is that of human capital - the better a nation's human capital, the higher the productive capacity and national wellbeing. For Nigeria to accelerate its socio-economic development there is the deliberate need to focus attention on human capital development through regular interaction of planners, employers and builders of human capital to facilitate the process of meaningful national development (Awopegba, 2001:157).

Adoption of education as an instrument for socio-economic development has always been the policy thrust of Federal Government of Nigeria in most of its national development plans. The above assertion is supported by the National Policy on Education, which asserts that: education will continue to be highly rated in the national development plans, because education is the most important instrument of change, as any fundamental change in the intellectual social outlook of any society has to be preceded by an educational revolution (Federal Government of Nigeria, 1998). Despite the commitment of the Nigerian policy-makers to HCD, the performance metrics of the Human Development Index (HDI) suffer a downward trend, thus leading to poverty, destitution, poor access to education in both the rural and urban areas, high dropout rate and other devastating ills associated with human capital development (Awopegba, 2001:157). The total number of Nigerians estimated to be officially unemployed in 2011 is estimated at 14 million as against 12 million in 2010. Majority of those captured as unemployed are youth within the age brackets of 15-24 years and 25-44 years (National Bureau of Statistics, 2011). Unemployment is rampant in Nigeria like other nations because of mismatch between the need of employers and stock of job-specific human capital produced by educational training institutions (Simkovic, 2012).

To douse the rising wave of mediocrity in a country, there is need for good and quality education to reduce the risk of unemployment, improve productivity, increases wages, increase technological innovation and economic growth (Olaniyan & Okemakinde, 2008; Simkovic, 2012).

Analysts report that Nigeria does not deserve the ugly unemployment pictures painted about its human capital, as a huge portion of the nation's recurrent and capital expenditures are appropriated for HCD, especially for education, skills

development and health in various government establishments. Albeit the impact of HCD spending/investment on the level of real output, national productivity, technological progress and economic growth have been largely negative and highly elusive in the public domain (Oluwatobi & Ogunriola, 2011).

Several factors have been attributed to the seemingly contradictory relationship between spending on HCD and economic growth variables, the key factor identified as responsible for Nigeria's set-back is corruption (DFID, 2000) – a phenomenon of stealing and mismanagement of public funds accumulated from oil revenues, estimated by analysts at US\$700 billion from 1960-2009 (Watts, 2009).

Low human capital development, wherever it occurs, leads to: "Widespread poverty, corruption, inadequate resources, poorly trained labour supplies, wars and other forms of civil strife such as ethnic cleansing, pandemic diseases such as HIV/AIDS and malaria, tribal tensions, and ruinous economic policies have led to problems of such scope and dimension that it is only governments, African and international, that can mobilize the necessary capital to begin to make headway on these enormous issues." (Roy, 2010:49). Table 1 below shows Nigeria's Human Development Index from 2005 to 2011 along with those of other nations.

Year	Nigeria Low HDI	South Africa Medium HDI	Uganda Low HDI	Ghana Low HDI	Sub- Sahara Africa Average	Global Average
2011	0.459 (156 TH)	0.619 123 RD	0.446 (161 ST)	0.541 (135 TH)	0.463	0.682
2010	0.454	0.615	0.442	0.533	0.460	0.679
2009	0.449	0.610	0.438	0.527	0.456	0.676
2008	0.446	0.608	0.430	0.519	0.451	0.674
2007	0.441	0.604	0.420	0.508	0.445	0.670
2006	0.438	0.601	0.410	0.494	0.438	0.664
2005	0.429	0.599	0.401	0.484	0.431	0.660

Source: Report on Human Development Index (HDI). (UNDP, 2011)

The Human Development Index as an indicator was introduced by UNDP in its World Human Development Report as far back as 1990. Consequently, it has become the most popular indicator of economic development. Its range of measurement is between 0 to 1, that is, zero is the lowest, while 1 is the highest ranking on the HDI (UNDP, 2011).

With the frightening human capital development data above in mind, the main objective of this research is to investigate the prospect of repositioning entrepreneurship education as a strategy for boosting HCD and employability in Nigeria.

2. Literature Review

According to Mauchi et al. (2011, p.1307) entrepreneurship education can be defined “as the process of providing individuals with the ability to recognize commercial opportunities and the knowledge, skills and attitudes to act on them.” From this definition, entrepreneurship is one of the ways by which HCD can be enhanced in country. Human capital development from the perspective of this paper is a part of a comprehensive programme designed by individual (micro level HCD), firm (meso level HCD) and government (macro level HCD) for human resources under their jurisdictions for the purpose of achieving cost-effectiveness in the use of resources and productive performance on the job (Marimuthu, Arokiasamy and Ismail, 2009). Specific discussion on both concepts is as explained hereunder.

2.1 Entrepreneurship Education

OECD Entrepreneurship Indicator Programme (2009:6) defines entrepreneurship as “an enterprising human activity in pursuit of the generation of value through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets”. Entrepreneurship education, by its nature, has been found to precipitate employment generation, assist with the growth of the economy and the overall promotion of sustainable economic growth and development in a number of nations (Raimi, L. and Towobola, 2011). A survey from Zambia indicates that 25 percent of the population is self-employed (Chigunta, 2001). Another survey from Ghana revealed that people, who have pass through entrepreneurship schemes (Osei, et

al., 1993). South Africa is not left out as entrepreneurship stimulates high rate of self-employment among the youth of different age brackets (Chigunta, 2001). Developed nations like Japan and America utilise entrepreneurial (facilitative) learning for improving their human capital as opposed to the traditional approach of teach-and-listen approach, which is prevalent in developing nations (Witte & Wolf, 2003; Raimi *et al.*, 2011). The age-long traditional education in vogue in Nigeria breeds graduates job-seeking mindsets as opposed to job-creation; they thus lack entrepreneurial traits like self-motivation, drive and innovation needed by the world of work and employers of labour (Raimi *et al.*, 2011; Simkovic, 2012).

In order to make Nigerian graduates more resourceful and self-reliant, the Federal Ministry of Education introduced entrepreneurship education into the curricula of the universities, polytechnics and colleges of education through their regulatory/supervisory agencies - National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE). It was incorporated into the curricula of tertiary institutions effective from the 2007/2008 academic period (ILO, 2010; Raimi & Gabadeen, 2012). Technical support has also been extended to tertiary institutions in Nigeria to teach entrepreneurship education (ILO, 2010; Raimi and Gabadeen, 2012). At the moment, the Nigerian Universities Commission had created massive awareness at workshops for students and academic community on the virtue entrepreneurship education, while NUC also maintained international collaboration and memorandum of understanding (MoU) with the National Science Foundation of United States of America, the British Council and a host of others agencies for the purpose of promoting entrepreneurship culture (Yahya, 2011).

2.2 Human Capital Development

Early proponents of HCD included Adam Smith, who defined human capital as “the acquired and useful abilities of all the inhabitants or members of the society” (Smith, 1776). This is also the adopted definition by Folloni and Vittadini (2010). Human capital refers to organisation’s intangible assets that manifest “as competencies and commitment of the people within an organisation i.e. their skills, experience, potential and capacity.” (Ceridian UK Ltd., 2007:1).

Becker (1994) posits that human capital is one of the elements that aid production, which has the same status as the physical means of production like the factory plant and production equipment; however, human capital can be improved by investing massively in education, training and healthcare of a nation's human capital. Outputs of manufacturing establishments depend to a large extent on the efficiency of human capital (that is, rate of return on the human capital).

Baker (2006) reasoned that organisations need to employ quality human capital for the purpose of repositioning their organisations for good. He quoted the late Steve Jobs: "It doesn't make sense to hire smart people and then tell them what to do; we hire smart people so they can tell us what to do". However, where human capital is found deficient or deteriorating in productivity, further training of human capital would be necessary, an action that translates to additional investment expected to yield additional output (Becker, 1994). The operational definition of human capital to be adopted subsequently in this paper is all human elements, manpower, employees and all national workforce of a nation (Steve, 2010).

Despite the paucity of human capital in Nigeria, the nation's well-trained professionals leave Nigeria for greener pasture abroad; a phenomenon described as human capital flight. The implication of this phenomenon is that the socio-economic impact of human capital on economic growth in Nigeria is lost. To improvise, the nation relies so much on highly skilled human capital often called expatriates from foreign countries (Ndulu, 2010; Oluwatobi and Ogunriola, 2011).

Challenges facing Entrepreneurship Education in Nigeria

The challenges facing entrepreneurship education as HCD mechanism in Nigeria are multi-faceted.

The first is that entrepreneurship education curriculum is ineffectively implemented hence the difficulty in achieving its goals (Garba, 2004) neither could its curriculum objectives like other specialised education been translated into practical realities at the implementation stage for the benefits of learners (Okebukola, 2004, Onyeachu, 2008) because of insufficient experts in the field of entrepreneurship, absence of relevant text-books on entrepreneurship education/program, ineffective style of

instruction, poor funding and insufficient teaching gadgets for practical-oriented training (Gabadeen & Raimi, 2012).

The second challenge facing entrepreneurship education in meeting its policy goals is traceable to lateness in starting entrepreneurship education in Nigeria. This is premised on the argument that introduction of anything new in human society takes time to develop. Available facts in the literature indicate that United States of America introduced entrepreneurship into the curriculum of higher education in 1947 (Kuratko, 2003). By the 1990s, the literature indicates that the number tertiary institutions that mounted entrepreneurship program increased to 1,050 schools, as against 300 in the 1980s (Solomon, et al., 1994; Kuratko, 2003).

Another key challenge stifling the growth of entrepreneurship education is inadequacy of competent lecturers in the field of entrepreneurship to make the course practically interesting and goal-oriented as opposed to too much focus theoretical instructions (Gabadeen & Raimi, 2012). Ifedili and Ofoegbu (2011) note that professionals in the education sector are having serious nightmare on the theoretical contents of entrepreneurship education being delivered to the undergraduates across Nigerian higher institutions.

There is also serious deficiency in the books, hand-outs and other learning materials made available to undergraduate student offering entrepreneurship education course in the Nigerian tertiary institutions. Ifedili & Ofoegbu (2011) observed that because of absence of standard learning materials/text-books on entrepreneurship education, the students had no option other than to fall back on scanty hand-outs/training manuals made available by course instructors.

Poor funding of entrepreneurship education in particular and the education sector in general has been a serious challenge to entrepreneurship, both at the institutional level and the nation at large. This funding constraint has adversely affected the implementation of entrepreneurship education curricula, a fact attested to by National Universities Commission and counterpart supervisory agencies (Gabadeen & Raimi, 2012).

Another serious challenge facing entrepreneurship education is ineffective style of teaching that stresses theoretical writing of business plan in groups of 10-15 students, a learning/teaching style that has been seriously criticised and flawed in the literature (Ifedili & Ofoegbu, 2011).

Another challenge is that undergraduate students perceive the entrepreneurship education as one of the unnecessary elective or general courses forced on them by their respective school/departmental authorities in order to fulfill graduation requirements (Ifedili & Ofoegbu, 2011; Gabadeen & Raimi, 2012). Based on the wrong mindset painted above, they display very weak participation in all entrepreneurship activities (Ifedili & Ofoegbu, 2011).

Besides, the echoes of unpleasant experiences of self-employed graduates send wrong signals to undergraduates taking a compulsory course in entrepreneurship education in several tertiary institutions (Gabadeen and Raimi, 2012). Some of the negative feedbacks from self-employed individuals to those still in school include: multiple taxes, harsh business regulations, inadequate infrastructural facilities for small businesses, high rate of inflation, labour regulations and stringent laws on starting/running a business (Kisunko, Brunetti & Weder, 1999)

Other unpleasant challenges facing individuals that opted for self-employment after receiving entrepreneurship education/training in Nigeria include: constraint of access to bank credits, lack of government interest in promoting small businesses, incidences of harassment/extortion by government officials, poor state of infrastructural facilities and poor telecommunication system (Mambula, 2002; Ariyo, 2005; Chu et al., 2008).

2.3 Theoretical Foundation

From the conceptual clarifications made above, it is obvious that entrepreneurship education and human capital development can be used interchangeably, as each concept explains the other. There exists between them very thin line of demarcation and distinction. Specific strands of theories and models that provide theoretical foundation for entrepreneurship education and human capital development are as provided hereunder:

2.3.1 Human Capital Theory (HCT)

Theoretical framework that prescribes education, training and skills acquisition as mechanisms for attaining productivity, workers' efficiency and overall socio-economic development is called human capital theory (HCT). The spending on human capital (workforce) is a worthwhile and productive investment similar to investment in nation's physical assets (Olaniyan & Okemakinde, 2008). The human capital model of Robert (1991) advocates education as a tool for improving human capital, stimulating labour productivity and boosting the levels of technology across the globe. Human capital enhancement through quality education is a critical factor that is responsible for the massive economic growth and development in East Africa, Hong Kong, Korea, Singapore, and Taiwan (Olaniyan & Okemakinde, 2008).

Schumpeter (1934) views entrepreneurship training as responsible for creative destruction, that is, education acts as an impetus for creating new ideas, improved techniques, new technologies and new products. In addition, Van Den Berg (2001) establishes a correlation between the level of education and new product development in knowledge-based economies that invested massively in education, technology and related growth elements. Some of the studies that provide empirical backing for the above assertions include:

- (a) Garba (2002) discovers the existence of a strong positive correlation between educational attainment and economic growth and development in his works;
- (b) Odekunle (2001) establishes a positive link between human capital investment, quantum of entrepreneurial activity and level of technological innovation;
- (c) Babalola, (2003) explains that formal education has the potential for stimulating economic growth & development or economic progress (Bronchi, 2003) because of the

inherent potential of the former to increase human capital productivity (Olaniyan & Okemakinde, 2008); and

(d) Ayeni (2003) proves that education as investment on human capital improves the status of beneficiaries, create job security for trainees and attract monetary and non-monetary benefits.

2.3.2 Need for Achievement Theory (NAT)

This is a psychological theory of David McClelland (1965), which shows the functionality of strongly relationship between need for achievement, economic development and entrepreneurial activities (EAs). He opined that the entrepreneurship activity is the potent process by which the need to achievement leads to economic growth. According to McClelland (1956), one would expect a relatively greater amount of entrepreneurial activities in the society if the average level of need achievement is relatively high among the people. Nigerians have zeal and enthusiasm for achievement and are poised to follow ideas to logical success judging by outstanding performances in all spheres of life, but on account of lack of enabling environment, an average Nigerian is disillusioned and developed hatred for the state (Raimi, 2010).

2.3.4 Risk Taking Theory (RTT)

The second theory that provides foundation for entrepreneurship education is the risk-taking theory of Richard Cantillon and John Stuart Mill. The theory sees entrepreneurship as a mental education that stimulates individuals to take moderate or calculated risk for which they stand to enjoy stream of benefits, and also people taking big risk have to contend with a great responsibility (Alam & Hossan, 2003). The traits of creativity, risk-loving, innovation, strategic thinking and constructive engagement against the government by discontented Nigerians could as well be directed to entrepreneurship development (Raimi, 2010). The import of this theory is that entrepreneurship education improves the ability, capability and potentials of the human capital of the nation to undertake risks for which all stand to benefit immensely

2.3.5 The Schumpeter Effect (TSE)

This is a model that provides logical explanation that entrepreneurship and unemployment are negatively or inversely related, that is, increase in entrepreneurship activities in the economy douses and sustainably reduces unemployment situation (i.e. facilitating employability). The process of entrepreneurship leading to gainful employment is termed “Schumpeter effect” (Audretsch, Carre & Thurik, 2002). Garofoli (1994) and Audretsch and Fritsch (1994) provided empirical justification for the theory in two different studies, stating that unemployment is negatively related to new-firm start-ups, that is, as new businesses are established, the level of employability in the society is stimulated and unemployment reduces sustainably in the economy. The implication of the above theory is that when people are provided qualitative entrepreneurship education with hands-on training, they tend to establish their own business later on.

2.3.6 The Refugee Effect (TRE)

This is also a model states that unemployment phenomenon is positively propel greater propensity among frustrated members of the society to start their own businesses through a process described as refugee effect, that is, unemployment stimulates diverse entrepreneurship activities among those without jobs in the economy. The process by which this occurs has been termed a “refugee effect” (Audretsch, Carre & Thurik, 2002). This remarkable view dates back to a scholar called Oxenfeldt (1943), who posits that unemployed individuals (like frustrated refugees at camps) confronted with reality of absence of wage employment often turn to self-employment as a viable alternative to keep body and soul together. It has been practically seen and noted that new companies often serve as provider of employment by hiring jobless people to work for them, thus helping to reduce the level of unemployment in the economy (Picot *et al.*, 1998; Pfeiffer & Reize, 2000)

2.4 Policy Thrust of Entrepreneurship Education in Nigeria

Entrepreneurship education became imperative in higher institutions in Nigeria because it offers a realistic approach to solving the endemic problem of unemployment. Yahya (2011) explains that The overall objective (of entrepreneurship education) is to continuously foster entrepreneurship culture amongst students and faculty with a view of not only educating them but to also support graduates of the

system towards establishing and also maintaining sustainable business ventures, including but not limited to those arising from research.” In other words, the policy thrust intends to sensitise training and empower graduates interested in setting up their personal businesses.

In order to embed the entrepreneurial culture among new generation of students, the Ministry of Education introduced entrepreneurship education into the curricula of Nigerian institutions of higher learning, in collaboration with two other supervisory agencies of higher institutions, that is, National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) (Yahya, 2011).

The role assigned to the supervisory agencies in charge of the higher institutions in Nigeria with regard to management of entrepreneurship education is basically the same. Yahya (2011) encapsulated the role as the implementation of government's policy with regard to entrepreneurship education in Nigeria. The expected outcomes from the assigned role include:

- a) establishing entrepreneurship study in all higher institutions,
- b) establishing the curriculum for the course,
- c) the development of teachers guide, instructional manual and students' handbook for sale as well as capacity building for at least ten lecturers in each university,
- d) establishment of entrepreneurship resource and knowledge centers in the NUC, and
- e) capacity-building for at least ten teachers in all universities and development of Masters and Ph.D. programs in some selected universities (Ibid).

In addition, Oyelola (2010) describes entrepreneurship education in the polytechnic system as acquisition of entrepreneurial skills by undergraduate students as a form of preparation for self-employment prior to graduation. The expectation within the education policy circles is that from 2006 to 2010 (the first three years of commencement of entrepreneurship education) that at least 50000 undergraduates would have been sufficient empowered with practical enterprise management skills, out of which at least 10,000 graduate trainees would be able to set-up their own business ventures (Yahya, 2011).

3. Research method

This paper adopts a quantitative research method because of the nature of the study and research questions formulated by the researchers (Saunders et al., 2012; Borrego et al., 2009:5). Quantitative data are often sourced by interview and survey techniques (Saunders et al., 2012). For this paper however, the use of a survey for eliciting the needed responses from academic staff and students from Yaba College of Technology, Lagos is preferred. In the pursuit of this method, a modest sample size of 150 respondents was drawn from the target population mentioned above using a convenience sampling technique. A period of three weeks was used for data gathering via structured questionnaire. Thereafter, a total of 111 questionnaires was collected, analysed electronically and results presented using descriptive and inferential statistics. These approaches are in line with the research methods in management sciences (Cooper and Schindler, 2003; Bubou and Okrigwe, 2011).

3.1 Research Hypotheses

Since development theories have established links between investment in Human Capital Development (HCD), skills, training, economic development, social progress, productivity growth, and technological innovation (Becker, 1994; Babalola, 2003; Simkovic, 2012); it is appropriate to state the tentative research hypotheses as follow:

- H_0 : There is no significant relationship between entrepreneurship education and HCD for better job creation.
- H_0 : There is no significant relationship between entrepreneurship education and HCD for sustainable wealth creation.
- H_0 : There is no significant relationship between entrepreneurship education and HCD for skillful youth empowerment.
- H_0 : There is no significant relationship between entrepreneurship education and HCD for sustainable economic development.
- H_0 : There is no significant relationship between entrepreneurship education and HCD for technological progress.
- H_0 : There is no significant relationship between entrepreneurship education and HCD for competitiveness of labour.

4.0 Findings/Outcomes of research

The data generated from 111 respondents are as presented hereunder as table 2, 3, 4 and 5.

Table 2: Perspectives on Human Capital Development

Survey Questions	No.	Yes (%)	No (%)	Total
Human capital development (HCD) is one of the statutory obligations of organisations, which is carried out to improve the skills and knowledge of members of the society.	111	95.5	4.5	100.0%
The constitution of Federal Republic of Nigeria has a clear policy on human capital development for the citizens.	111	72.1	27.9	100.0%
All formal organisations in Nigeria comply with the constitutional policy on human capital development.	111	48.6	51.4	100.0%
HCD can take the form of socio-educational programmes and projects designed to improve skills and empower the citizens.	111	94.6	5.4	100.0%
HCD at times, can be a mechanism designed by organisations for improving employees' knowledge; retain old employees and attract new workforce.	111	93.7	6.3	100.0%
HCD is part of human resources management (HRM) policy designed for improving employee's motivation and skill enhancement in both public and private sectors	111	91.01	9	100.0
The employees as human capital of public and private sectors, when properly empowered with entrepreneurial skills would improve the economic performance of both sectors.	111	91.9	8.1	100.0
HCD initiatives such as technical training and entrepreneurship education have the tendency of accelerating a nation's technological progress and international labour competitiveness.	111	92.8	7.2	100.0
The best HCD initiatives are the conscious entrepreneurial education and specialised training programmes carried out as social and legal responsibilities.	111	84.7	15.3	100.0

Table 2 reflects interesting results as majority align with the various questions posed to them on the perspectives of Human Capital Development (HCD).

Table 3: HCD Policies and Entrepreneurship Options

Survey Question	No.	CD	SD	N	A	SA	Total
Government establishments are more active in the design and implementation of HCD programmes than their private sector counterparts.	111	20.7	21.6	19.8	30.6	7.2	100.0%
Multinational companies are more active in the design and implementation of HCD programmes than the indigenous private sector companies.	111	8.1	16.2	18	36	21.6	100.0%
Large businesses are more active in HCD than Small businesses in Nigeria.	111	5.4	9.9	24.3	40.5	19.8	100.0%
Financial capability is a key stimulant for the design and implementation of HCD programmes/policies.	111	7.2	10.8	22.5	32.4	27	100.0%
HCD could be reinvented as capacity-building and entrepreneurship training for small business owners in the host communities.	111	3.6	3.6	18.0	45.9	28.8	100.0%
Government and private organisations extend their HCD initiatives to small businesses and neglected poor in the society	111	16.2	15.3	30.6	22.5	15.3	100.0%
HCD action could entail bringing small businesses into the chain supply networks of corporate organisation.	111	1.8	5.4	25.2	45	22.5	100.0%
HCD could be short-term serialised workshops for artisans, craftsmen and petty traders in host communities.	111	2.7	7.3	20.7	35.1	34.2	100.0%
HCD could be refocused as mentorship programmes for graduates to take up self-employment.	111	1.8	1.8	16.2	35.1	45.0	100.0%
HCD could be designed for promoters of SMEs operating in clusters, parks and business incubation centres in Nigeria.	111	2.7	7.2	23.4	44.1	22.5	100.0%
HCD initiatives of government and private sector organisations could be good instruments for youth empowerment and curbing conflict in hostile and turbulent communities in Nigeria.	111	1.8	5.4	18.9	19.8	54.1	100.0%

Table 4: Entrepreneurship and Employability

Survey Question	No.	CD	SD	N	A	SA	Total
Entrepreneurship is any creative, innovative and enterprising human action in pursuit of opportunities through the creation of commercial activity in whatever scope.	111	3.6	0	10.8	31.6	51.4	100.0%
Entrepreneurship development programmes play a big role in success of small businesses.	111	1.8	2.7	11.7	29.7	54.1	100.0%
Entrepreneurship education has the prospect of enhancing job creation in society with rising unemployment.	111	3.6	2.7	12.6	32.4	48.6	100.0%
Entrepreneurship education in the long run increases the gross domestic product of nation otherwise called wealth creation.	111	0.9	5.4	18.9	37.8	36.9	100.0%
Entrepreneurship education can stimulate youth empowerment, peaceful society and economic development.	111	0	2.7	14.4	38.7	44.1	100.0%
Entrepreneurship education can be a catalyst for engendering peaceful society and economic development.	111	3.6	3.6	20.7	36.9	35.1	100.0%
Entrepreneurship education provides good and adequate preparation for starting up and growing new firms.	111	1.8	5.4	16.2	35.1	41.4	100.0%
Government entrepreneurship education for clusters and business incubator centres (BICs) prepare SMEs for local and global competitiveness.	111	5.4	8.1	22.5	46.8	17.1	100.0%
HCD focused on innovation and research boost employability of graduates from higher institutions and other groups of trainees.	111	0.9	6.3	23.4	45.0	24.3	100.0%
Attendance of entrepreneurship capacity-building workshops and hand-on seminars by SMEs add value to their knowledge and economic competitive.	111	2.7	1.8	18.0	45.9	31.5	100.0%
Graduates from international institutions, who have access to entrepreneurial education, are better economically empowered than graduates of Nigerian tertiary institutions.	111	6.3	7.2	21.6	27.0	37.8	100.0%

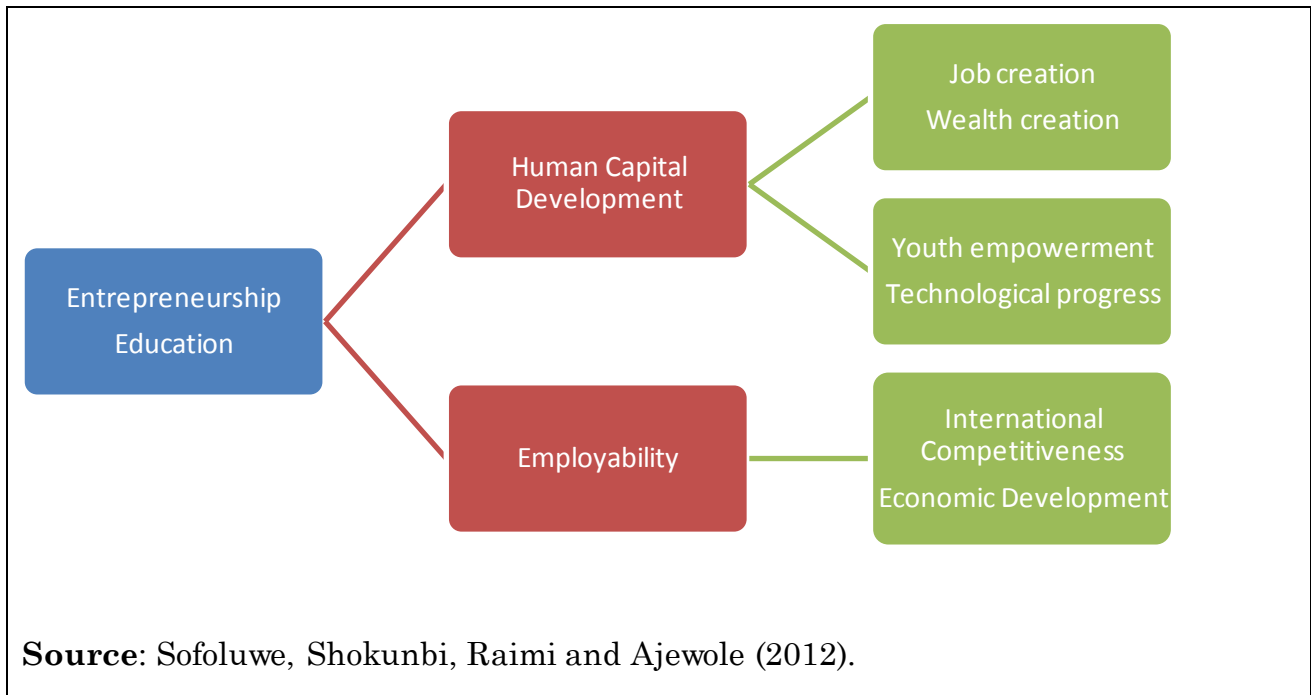
Table 5: Results of the Hypotheses

SN	Hypothesis Statement	Df and Level of Sig.	Chi square value	Decision
1.	There is no significant relationship between entrepreneurship education and job creation.	16 (5%)	16.074	Accepted
2.	There is no significant relationship between entrepreneurship education and wealth creation.	16 (5%)	16.757	Accepted
3.	There is no significant relationship between entrepreneurship education and youth empowerment.	16 (5%)	10.768	Accepted
4.	There is no significant relationship between entrepreneurship education and economic development.	16 (5%)	10.437	Accepted
5.	There is no significant relationship between entrepreneurship education and technological progress.	16 (5%)	10.360	Accepted
6.	There is no significant relationship between entrepreneurship education and competitiveness of labour.	16 (5%)	20.647	Accepted

From table 5 above, all the six (6) tentative null hypotheses are accepted at 5% level of significance with Chi² tabulated value (X^2_T) of 26.296. The acceptance is based on the fact that, the various Chi² calculated values of 16.074 for hypothesis one, 16.757 for hypothesis two, 10.768 for hypothesis three, 10.437 for hypothesis four, 10.360 for hypothesis five and 20.647 for hypothesis six are all less than the Chi² tabulated value of 26.296, hence the six null hypotheses are accepted at 0.05 level of significance.

On the strength of the six null hypotheses above, the framework below explains the relationship between entrepreneurship education, HCD elements (Job creation, wealth creation, youth empowerment, technological progress) and Employability elements (International competitiveness of labour and economic development).

Figure 2: Framework of entrepreneurship education, HCD and employability in Nigeria



The challenge of most programmes in Nigeria arises from translation of the objectives of a curriculum from paper to practical realities at the implementation stage (Okebukola, 2004).

Conclusion

The research has sufficiently justified the prospects of entrepreneurship education as a Human Capital Development strategy for boosting employability in Nigeria. Based on the objective of the research as stated above, a survey was carried out a target population comprising of lecturers and students from three Federal tertiary institutions in Lagos in order to have more insights into the views of Nigerians with regards to prospect of mainstreaming entrepreneurship education as a strategy for boosting human capital development (HCD) and employability in Nigeria. The results of the survey conducted indicate that there exists a significant relationship between entrepreneurship education, job creation, wealth creation, youth empowerment, economic development, technological progress and competitiveness of labour. To unveil the challenges facing entrepreneurship education as HCD strategy, a content analysis of the literature was used. The qualitative findings established that entrepreneurship education in the Nigeria is challenged by paucity of funds, ineffective teaching method, paucity of handbooks/text-books, lack of experienced lecturers and host of other factors.

Solutions: Policy prescriptions

In the light of the various issues earlier discussed and associated challenges highlighted above, the underlisted policy prescriptions are for implementation by policy-makers.

- a) The Federal government should evolve a national culture of entrepreneurship by supporting, training and rewarding self-reliant graduates across the tertiary levels in Nigeria. This approach would help foster among students offering entrepreneurship innovation, invention and creativity.
- b) In order to enrich the curriculum of entrepreneurship, the tertiary institutions offering entrepreneurship education should organize periodic field trips, industrial tours to industrialized nations, mentorship programme, hosting of exhibitions/fairs, coaching/grooming, seminars/conferences/workshops and exchange programmes in order to inspire undergraduate students and learners to imbibe entrepreneurial traits.
- c) Sequel to prescription (b) above, there is the need for periodic review and assessment of the contents of the entrepreneurship education curricula. The school curriculum should pragmatic, that is, inculcate in the undergraduate students practical enterprise-building skills which should be turned into viable business opportunities during and after graduations, thereby reducing youth unemployment in Nigeria.
- d) Entrepreneurship education thrives more when strengthened by University technology business incubation centres (TBICs). Nigerian Universities, Polytechnics and Colleges of Education should therefore be actively involved in the creation of TICs for better and effective promotion of entrepreneurship education. This is the model in Brazil, Australia, USA and other economies.
- e) From prescription (d) above, the National Youth Service Corps (NYSC) scheme should be refocused as a period for acquisition of Entrepreneurship skills and implementation of those skills during the service year. After passing out, it is expected that the trainees will establish personal businesses.
- f) Massive awareness and sensitization are required in order to embed entrepreneurship culture in the higher institution systems and the larger

society. With particular reference to the school systems, there is the need for culture of entrepreneurship education to be integrated into all academic courses of study in tertiary institutions and secondary schools. This singular initiative would re-orientate the Nigerian youth thereby changing their mindsets from job-seeking mentality to job-creating mindset.

- g) The government should refocus Education Trust Fund (ETF), Petroleum Development Trust Fund (PTDF) and Federal Ministry of Education (FME) to earmark substantial portion of their budget for funding public universities/polytechnic and colleges of education offering entrepreneurship education courses. The funding should cover training, research, infrastructural development and programmes for academic and administrative members of staff in charge of entrepreneurship education across the three levels of tertiary institutions.
- h) The Vice Chancellors, Rectors and Provost overseeing the affairs of the universities, polytechnics and colleges of education respectively should ensure that course instructors/lecturers assigned to teach entrepreneurship education are specialists in the field. However, where there are difficulties in getting experts, non-specialists lecturers with relevant background in academia should be engaged and sent for accelerated training within and outside Nigeria. Experts with practical experience in entrepreneurship from the industry could also be engaged on full or part-time arrangement.
- i) The authorities of Nigerian higher institutions should explore the prospect securing assistance and advisory services from government's support agencies for their graduates interested in establishing start-up businesses. The National Directorate for Employment (NDE), the National Poverty Eradication Programme (NAPEP) and the Small Medium Enterprises Development Agency (SMEDAN) are particularly relevant.
- j) The various governmental support agencies such as Federal Institute of Industrial Research, Oshodi (FIIRO), National Office for Technology Acquisition and Promotion (NOTAP), Raw Materials Research and Development Council (RMRDC) et cetera should align their statutory

mandates with promotion of entrepreneurship education in the Nigerian higher institutions.

- k) The various micro-finance banks should be alive to their obligations by providing the needed financial and advisory services to graduates and non-graduates that have pass through entrepreneurship education and who possess viable business plans and zeal of establishing innovative small-scale businesses.

The various policy prescriptions above when sincerely implemented portend positive benefits for the nation and its human capital. A nation with skilled and resourceful human capital hold the key to job creation, wealth creation, industrialisation, urbanization, technology, international relevance and global competitiveness.

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