



## The Challenges of Entrepreneurship Education on Youth Empowerment in Nigeria

<sup>1</sup>Umeh, Chigozie Rita., <sup>2</sup>Sonmonu, Sewanu Dauda and <sup>3</sup>Adamu, James Aye

<sup>1</sup>Department of Public Administration, Faculty of social Sciences, University of Nigeria, Nsukka,

<sup>2</sup>Department of Business Administration and Entrepreneurship Studies, Administrative Staff College of Nigeria (ASCON)

<sup>3</sup>Department of Business Administration and Entrepreneurship Studies Administrative Staff College of Nigeria (ASCON)

Corresponding Author: [daudasewanu@gmail.com](mailto:daudasewanu@gmail.com)

### Abstract

The issue of entrepreneurship education and young employment in Nigeria has been the focus of numerous discussions in recent times. Experts attribute the high unemployment rate among youths in Nigeria, in part, to the limited availability of entrepreneurial education possibilities and insufficient access to government resources. This study examines the obstacles encountered by entrepreneurs in Nigeria, including insufficient access to finance, a lack of business acumen, and the substandard quality and restricted availability of educational resources. Moreover, this article examines the possible prospects and proposes ways to address these difficulties, including the construction of entrepreneurial training institutes and the implementation of practical teaching and learning of entrepreneurship studies in tertiary institutions in Nigeria, among other strategies. This study will also explore how the government may bolster youth employment by offering incentives and subsidies, as well as by enacting impactful legislation and regulations. Finally, the paper will offer suggestions for enhancing youth employment prospects in the nation. This can be achieved by bolstering the effectiveness of entrepreneurship education initiatives and motivating young individuals to participate in entrepreneurial training programmes and acquire the necessary skills to become self-employed and self-sufficient.

**Keywords:** Challenges, entrepreneurship, education, youth, empowerment

### Introduction

The challenges associated with entrepreneurship education have led to the incorporation of this subject as a mandatory course in Nigerian tertiary institutions. However, there is still much work to be done as the course is predominantly taught and learned in theory rather than in practice. This undermines the original purpose and intention of the policymakers in the country's education system. Regrettably, the jobless rate in Nigeria has consistently

increased, as Anozie (2023) elucidates that it escalated from 33.3% in 2020 to 41% in 2023. This upward trajectory poses a perilous threat to the economic viability and advancement of any contemporary society. As a result of the consistent rising rate of unemployment in Nigeria, there is now an increased rate of poverty, kidnapping, terrorism, armed robbery, internet fraud, prostitution, and many other related vices in the country (Adegoke, 2015; Usman and Tasin, 2015). To this end, there is an urgent need to reintroduce a better and more

practical model of entrepreneurship education into the Nigerian education system. This move will help expose students and youths to innovative business ideas and create room for job creation and self-reliance (Rufia, 2018).

According to Oseni (2017), the issue of unemployment and lack of empowerment among young people is a worldwide problem. This will ultimately lead to the desired outcome of empowering the youth (Oseni, 2017). This problem has significant effects, both directly and indirectly, on the economic development of any country. Hence, it is crucial to prioritise the empowerment of young individuals through entrepreneurship education, as it will significantly contribute to fostering self-employment, industrial growth, and national development. Self-employment is considered a fundamental national objective in Nigeria's development strategy, as stated by Egbefo and Abe (2017). Entrepreneurship is considered a crucial prerequisite for national growth. Hence, providing entrepreneurship education to Nigerian youths will enable them to enhance their cognitive and practical skills, enabling them to effectively utilise the ample natural resources available to them for the betterment of both the nation and society. An effective and pragmatic entrepreneurial education will inherently facilitate young empowerment, thereby contributing to the mitigation of the concerning upward trend in unemployment rates within the country. An effective entrepreneurship education will involve and familiarise young people with the information economy, where they will need to cultivate their abilities in creativity, invention, teamwork, and critical thinking.

Ojeifo (2012) asserts that effective entrepreneurship education is a catalyst for inventive developmental change and creativity, since entrepreneurship plays a crucial part in the economic growth and expansion of the worldwide market. According to Ucha (2010), Nigeria is experiencing widespread poverty despite having ample resources, primarily because of a deficient education system, which has resulted in a high jobless rate. The notion that Nigeria's liberal democratic status and its reputation as the leading country in Africa are sufficient foundations for promoting economic growth is a fallacious belief that lacks substantial evidence. Nigeria and its policymakers must adopt a new policy approach to development and allocate sufficient time and resources to implement a comprehensive entrepreneurship education programme. This is necessary to achieve the desired empowerment of the youth, which will effectively mitigate the high unemployment rate and subsequently decrease the prevalence of crime and criminal activities in the country.

The deficiency in entrepreneurship education is hindering the effectiveness of government policies intended to empower young people. Unless this issue is adequately addressed, the goal of implementing a meaningful youth empowerment policy in Nigeria will remain an unattainable aspiration (Nkechi, Ikechukwu, and Ikechukwu, 2012). According to a study done by Ojeifo (2012), it is imperative for the Nigerian education system to prioritise the inclusion of entrepreneurship education in its curriculum design. This indicates that every student will be required to participate

in a comprehensive and inclusive entrepreneurship programme, regardless of their chosen field of study at the school (Ibeleme, 2017).

## Concepts of Entrepreneurship

According to Steinhoff and Burger (2013), entrepreneurship is the capacity to build and run a company endeavour, utilising smart managerial innovation to ensure its growth and sustainability in the market. Nigerian youths who possess entrepreneurial skills and abilities can create profitable entrepreneurial ventures and activities by receiving additional training or being given the chance. This, in turn, will contribute to the economic growth of the country.

Entrepreneurship is the act of seeking out and seizing creative or business opportunities by employing ingenuity, invention, and diligent effort, regardless of the economic limitations imposed by government-controlled economic policies. Resilience is the capacity to maintain determination and endure in the presence of refusal and difficulties both inside and beyond one's immediate surroundings (Nwafor and Okoi, 2018).

According to Okoli and Okoli (2013), entrepreneurship refers to the choices and activities undertaken by an entrepreneur in relation to a pre-existing business enterprise with the goal of producing goods or providing necessary services to society. According to Okeli (2019), entrepreneurship involves the capacity to initiate change or generate innovation, resulting in the creation of new opportunities with the goal of

generating employment and reducing unemployment among Nigerian youngsters.

## Entrepreneurship Education: An Elucidation

Entrepreneurship education entails the encouragement of the creative minds of individuals to be able to spot and create solutions to an economic problem around them, wherein such solutions will also help in the generation of income for the economy (Oluyemi et al., 2018). Akanwa and Akpanabia (2012) opined that entrepreneurship education gives birth to confident entrepreneurs who will possess a certain complex personality that will make them stand out among their peers and be able to display their uncanny entrepreneurial traits and skills. Paco et al. (2011a:2011b) assert that entrepreneurship education can cultivate the necessary abilities for achieving success in business, which will be indispensable for entrepreneurs in the future. According to Idada, Okosun, Anolu, Atagana, and Aiwansedo (2011), entrepreneurship education aims to cultivate entrepreneurial qualities in individuals, along with necessary support services to ensure a seamless start and successful operation of a business.

Ekankumo and Kemebaradikumo (2011) emphasised that entrepreneurship education aims to equip students, particularly those in tertiary institutions, with the necessary information, skills, and motivation to foster entrepreneurial pursuits in diverse environments. Akudolu (2010) views entrepreneurship education as the process of gaining the information, skills, and attitude necessary to effectively

understand and tackle various difficulties in life and to take decisive actions in order to capitalise on emerging trends and opportunities across all domains of human existence. From the above, it is implied that entrepreneurship education can act as a driver for economic development and growth.

## Meaning of Youth Empowerment

Youth empowerment refers to the deliberate and constructive actions taken to enhance the well-being of young individuals. These actions aim to unlock the full potential of young people by enhancing their skills and abilities. It is important to recognise that young people are the future leaders and, therefore, need to be actively involved in positive activities today to ensure a successful future. Youth empowerment refers to the collective efforts of the government, parents, and guardians to cultivate the appropriate attitudes and behaviours in young individuals. This involves creating a supportive environment and society that enable youths to pursue their dreams and fulfil their aspirations. By doing so, youth empowerment contributes to the reduction of unemployment, criminality, human capital flight, and ultimately, national economic development (Azubuike et al., 2019).

## Rational Choice Theory: A Theoretical Framework

Rational choice theory encompasses a collection of principles that aid in comprehending economic and social conduct. It was developed in the 18th century and can be attributed to the political economist and philosopher Adam Smith. The theory posits that an individual will conduct a cost-benefit analysis to ascertain the suitability of a choice for themselves.

Furthermore, it implies that an individual's autonomous and logical decisions will contribute to the improvement of the economy as a whole. Rational choice theory examines three fundamental concepts: rational agents, self-interest, and the invisible hand (Amadae, 2018).

Rational choice theory has gained popularity and is now widely used in various social sciences, including sociology, evolutionary theory, and political science, in recent decades. It has had profound and extensive effects on the study of political science, particularly in areas such as the analysis of interest groups, elections, legislative conduct, coalitions, and bureaucracy. The application of rational choice theory to elucidate extensive social phenomena is a topic of contention in various domains (Fernandez, 2020).

Rational choice theory offers a framework for understanding how a group of rational individuals might reach collective decisions that are also rational (Bicchieri, 2020). Therefore, the Ministry of Education and policymakers in the sector deemed it vital and relevant to incorporate entrepreneurship education in order to achieve young empowerment. The education sector's policymakers consider adopting entrepreneurial education as a logical decision to empower the youth in Nigeria, with the goal of reducing unemployment and crime and promoting self-reliance and self-employment.

### **The challenges faced in Entrepreneurship Education**

The obstacles impeding the effective implementation of entrepreneurship education are complex and diverse. In the view of Ogwu (2019), some of these challenges are: poor access to vocational and skill-driven education; the absence of a regulatory mechanism that will ensure effective oversight of enterprise development-driven initiatives; the presence of administrative and trade barriers that hinder capacity building and inhibit access to technical support from the government and corporate organizations; significant infrastructural deficits, especially in the area of deplorable road network, epileptic power supply, compounded by systemic irregularities which are inimical to the growth of small and medium enterprises; absence of a pro-active regulatory environment that encourages innovative development of enterprise at the grass root level; malfunctioning and poor standard of the education system; inadequate and poor basic infrastructural facilities; poor management; attitudinal barrier; inadequate experts to source from; lack of access to basic vital information; hostile government economic policies; poor credit and financial system; over-bloated population growth; and high level of the state of underdevelopment, especially in developing economies in Africa, and Nigeria in particular.

### **The Importance of Entrepreneurship Education**

The importance of entrepreneurship education aimed at youth empowerment

cannot be overemphasized, as it helps to provide a wide ground for new and inexperienced youth adventurers in every economy to be able to enhance the standard of living of the people of their country. It is an education system where an individual can put into trial his or her innovative and creative ideas, and they will germinate into a giant enterprise. The idea of introducing and ensuring the workability of entrepreneurship education in Nigeria will help to increase the income base of Nigerian youths who may either be self-employed or employed in an entrepreneurial enterprise.

Ngerem and Ezikpe (2016), in research they conducted, determined that entrepreneurial education is a viable medium that has the capacity to steer the wheel of economic development among high school graduates in Imo State, Nigeria. The research also revealed that financial management skills, risk-taking skills, effective communication skills, and human relations skills, among others, are entrepreneurial skills that are required to ensure economic development and youth empowerment.

Egbefo and Abe (2017) averred that entrepreneurial education helps to equip the youths for productive activities and qualified for employment opportunities, which will invariably help to attract wage employment, self-employment, and income generation activities. Osakwe (2015), while identifying the importance of entrepreneurial education, pointed out that entrepreneurship education is an innovative venture for job creation, the provision of new ideas, ventures, quality products, technology, and markets, aimed at



increasing the gross domestic product (GDP) and standard of living of the people.

### **The Role of Entrepreneurship Education**

The Nigerian government's decision to incorporate entrepreneurship education into the academic curriculum of the country's tertiary institutions is a direct response to the current dynamic socio-economic and political situations in the global system, with a specific focus on Nigeria. Ewubare (2010) argued that entrepreneurship education can provide students with the necessary abilities to establish and cultivate firms in various domains. Entrepreneurship education equips students with knowledge that enhances teaching and learning (Agoha, 2011).

Entrepreneurship education cultivates an entrepreneurial mindset among students. Entrepreneurship education effectively discourages sloth and idleness among our large population. Regrettably, the majority of today's unemployed young individuals are currently without employment, likely due to their deficiency in entrepreneurship education or knowledge (Ajani and Ayelotan, 2011). Entrepreneurship education will mitigate the significant reliance on others among our current Nigerian youth and students. Providing Nigerian youngsters with the necessary entrepreneurial skills will result in a larger number of self-employed individuals, freeing them from the burdens of dependence and unemployment.

### **Methodology**

The study adopted the secondary method of data collection, where relevant materials and scholarly journals and texts were reviewed to determine the extent of challenges being faced by entrepreneurship education and youth empowerment in Nigeria. Hence, the study engaged in the desk library method of data collection and analysis, wherein data were collected mainly through documents derived from the library, journals, and textbooks on the chosen subject matter.

### **Strategies for Effective Entrepreneurship Education**

Beyond integrating entrepreneurship studies as a course in Nigerian tertiary institutions, the government should also be able to establish small business schools where interested students and youths can be enrolled and adequately trained. This action will help such students and youths to be self-reliant. Additionally, the government could contemplate establishing an entrepreneurship internship programme that would facilitate students' interaction with accomplished local entrepreneurs, accompanied by a well-defined educational curriculum. The government should additionally contemplate the establishment of entrepreneurial colleges with the purpose of cultivating the specific talents necessary for entrepreneurship. A business-friendly climate created by the government will greatly enhance the success of this initiative (Akpan, 2011).

Establishing an environmentally sustainable economic atmosphere will

revolve around eradicating the current multiple taxation system in the country, as small and medium-sized enterprises are unable to thrive in such an inhospitable economic environment. It is imperative for the government at all levels to collaborate and streamline the taxation system in the country, particularly with regards to small and medium firms, which are considered the driving force behind the progress and advancement of any contemporary economy. Failure to do so will indicate that the administration is not genuinely committed to strengthening the country's economy and supporting the growth and survival of small and medium enterprises.

Ozumba (2003) contended that Nigeria should construct an entrepreneurial development institute, similar to what India has done, in order to attain sustained economic development. This institution will receive ample financial resources and will hire highly skilled and committed teachers to provide comprehensive training to students, enabling them to become future prominent entrepreneurs in the country. Once this is accomplished, the current heavy reliance and focus of the Nigerian economy on the mineral riches located in the country's soil will be eliminated, as these innovative entrepreneurs will contribute to the growth of the country's GDP and economic progress.

### **The Dangers of Not Empowering the Nigerian Youths**

The consequences of failing to involve or enable Nigerian youngsters are severe and

will result in several adverse impacts. In his study on youth empowerment programmes in Nigeria, Adebawale (2012) identified some detrimental risks that may arise if Nigerian youngsters continue to lack meaningful employment and skill-based possibilities. He hypothesised that failing to involve young people in empowerment initiatives can lead to their frustration, agitation, and the development of low self-esteem. Additionally, he contended that this can also result in heightened susceptibility for the young population in the nation, thereby prompting a significant number of them to resort to substance abuse and criminal activities.

Egbefo and Abe (2017) contended that Nigerian youths, due to the lack of conducive conditions and opportunities to fulfil their ambitions, may develop resentment towards society. This could manifest through the display of deviant behaviour as they seek to express their dissatisfaction with the hardships resulting from their lack of empowerment.

According to Emejo (2013), young people may develop a feeling of exclusion by society if they perceive a lack of acknowledgement and access to opportunities. Consequently, they may resort to engaging in criminal activities as a readily available option. This can lead to a significant increase in insecurity, criminal behaviour, and other negative behaviours as a means to cope with their distressing circumstances.

According to Obizue, Duru, and Obizue (2017), the lack of empowerment among Nigerian youths can lead them to

accept extremely low wages as income. Over time, this low wage can result in unemployment as people are unable to meet their fundamental necessities. Moreover, when individuals are compelled to depart from this occupation, there is a strong inclination for them to resort to criminal activities, particularly when it becomes exceedingly difficult for them to secure alternative career prospects over an extended period of time.

It is accurate to state that the increasing unemployment rate in Nigeria, which is partly due to the government's insufficient empowerment programmes, has led to a significant rise in crimes such as armed robbery, ritual killings, internet fraud, kidnapping, terrorism, and prostitution. These crimes will continue unless the government takes decisive action by implementing comprehensive entrepreneurship education and youth empowerment initiatives, regardless of the associated expenses.

## Conclusion

This study discussed the challenges of entrepreneurship education and youth empowerment in Nigeria. The study argued that the empowerment of youths through entrepreneurship education becomes imperative as it will go a long way towards promoting self-employment, industrial development, and national development. Entrepreneurship education is considered a crucial prerequisite for national growth. Hence, providing entrepreneurship education to Nigerian youths will enable them to enhance their cognitive and practical skills, enabling them to effectively

utilise the ample natural resources available to them for the betterment of both the nation and society. This paper discussed the potential opportunities and solutions to these problems, such as the establishment of entrepreneurial training institutes and the practical teaching and learning of entrepreneurship studies in tertiary institutions in Nigeria, among others.

However, there are other obstacles that must be addressed in order for Nigerian youngsters to realise their ambitious hopes and goals. These include the management of people and natural resources, the creation of conducive business and educational environments, unfavourable government policies, and attitudinal issues, among others. Therefore, it is crucial to guide and raise awareness among Nigerian young people about the importance of acquiring technological and management skills offered at different technical, vocational, educational, and training centres. This will contribute to the progress and unity of the country.

## Recommendations

Based on the study's conclusions, we hereby suggest the following recommendations:

1. The government should ensure that vocational and tertiary institutions have sufficient learning materials and workshop facilities for entrepreneurship education. This would effectively prepare young people to be self-employed and self-reliant.



2. The government should have the capacity to create a diverse array of chances for youth empowerment programmes with the goal of fostering national progress and economic growth.
3. The government should construct and furnish entrepreneurship education training institutes to ensure their efficient operation and attainment of the intended outcome.
4. There is a pressing demand for Nigerian teenagers to cultivate a shift in their attitudes and prioritise the acquisition of entrepreneurship education and skills rather than excessively relying on traditional office occupations in the country.
5. The government should promptly provide a conducive and favourable economic climate that would entice young individuals to participate in entrepreneurial endeavours and develop their abilities.

## REFERENCES

- Adebowale, T.A. (2012). Is Youth unemployment a solvable problem? *African Journal of historical science in education*, 8(1): 44-53.
- Agoha, (2011). State of Industrialization Forecloses Vision 20:2020 Attainment. Lagos Financial Standard 9 (287)
- Ajani, S.T. and Ayelotan, O.I (2011). Entrepreneurship Skills Development in Business Education. Book of Readings, Association of Business Educators of Nigeria 1(11)
- Akanwa and Akpanabia, (2012). The entrepreneur in microeconomic theory: Disappearance and explanation, London: Rutledge.
- Akudolu, L.R. (2010). A Curriculum framework for Entrepreneurship Education in Nigeria.
- Unizik Orient Journal of Education*, 5 (2), 1-16.
- Akpan, A.E. (2011). Gearing the National Economic Empowerment and Development Strategy Towards Sustainable National Development. Book of Readings, Association of Business Educators of Nigeria (ABEN) 1(11)
- Adegoke, B.A. (2015). An assessment of the role of basic science education in poverty reduction in the sub-saharan Africa: Nigeria as a case study. *International Journal of Humanities and Social Science*, 5(1), 15 -20.
- Amadae, S.M. (2018). Rationalizing Capitalist Democracy: The Cold War Origins of Rational Choice Liberalism, Chicago: University of Chicago Press
- Amitabh, S. (2017). What is entrepreneurship? Retrieved 26th July, 2018 from <http://www.paggu.com/entrep>
- Anozie, E. (2023), Nigeria Unemployment Rate Hit 41% in 2023 – KPMG; April, 11<sup>th</sup>. [www.punchng.com/Nigeria](http://www.punchng.com/Nigeria)
- Azubuike, A.S., Ukegbu, M., Igwe, A.U., & Obih, S. O. A. (2019). Curriculum implementation process, challenges and strategies. In M. A. Mkpa, Compendium of curriculum theorizing, development, designing & innovation in Nigeria; Owerri: C. J. Publishers, pp. 350-366

- Bicchieri, C. (2020), "Rationality and Game Theory", in *The Handbook of Rationality, The Oxford Reference Library of Philosophy*, Oxford University Press.
- Do Paco, A., Ferreira, J., Raposo, M., & Rodrigues, R.G. (2011a). Entrepreneurial intention among secondary students: Findings from Portugal. *International Journal of Entrepreneurship & Small Business*, 13(1), 92-106.
- Do Paco, A.F., Ferreira, J.M., Raposo, M., Rodrigues, R.G., & Dinis, A. (2011b). Behaviors and entrepreneurial intention: Empirical findings about secondary students. *Journal of International Entrepreneurship*, 9(1), 20-38.
- Egbefo, D. O., & Abe, M. O. (2017). Entrepreneurship education: A vital instrument for youth empowerment, industrial development and consolidation of national integration in Nigeria. *An International Multi-Disciplinary Journal, Ethiopia*, 11(1)28-48.
- Ewubare (2010). Refocusing Education System Towards Entrepreneurship Development in Nigeria: A Tool for Poverty Eradication. European; *Journal of Social Sciences is (1)* [www.eurojournals.com/ejssis-1-13.pdf](http://www.eurojournals.com/ejssis-1-13.pdf).
- Emejo, J. (2013). NBS puts Nigeria's unemployment rate at 23.9 per cent. Nigeria Intel, Monday May 13. [www.nigeriaintel.com](http://www.nigeriaintel.com)
- Ekankumo, B & Kemebaradikumo, N. (2011). Entrepreneurship and Entrepreneurial Education (EE): Strategy for sustainable Development. *Asian Journal of Business Management*, 3(3), 196-202.
- Fernandez, H. (2020), 'The Economic Behavior of Human Beings: The Institutional/Post-Keynesian Model' *Journal of Economic Issues*. Vol. 42, No. 3
- Ngerem, E. I., & Ezikpe, N. (2016). Role of entrepreneurship education in secondary school students' economic development. *International Journal of Education and Evaluation*, 2 (3), 36-42.
- Nkechi, A; Ikechukwu, T. & Ikechukwu, S. (2012), *Delta Business Education Journal* 1(3) (2008) 113- 118
- Nwafor, C.E., & Okoi, O.O. (2018). Effective curriculum implementation in private schools: A panacea for national development. *Nigeria Journal of Curriculum Studies*, 25 (4), 19-29.
- Obizue, E.C., Duru, E.E., & Obizue, M.N. (2017). Entrepreneurship skills acquisition for youth empowerment and sustainable development. In C. U. Njoku, *Contemporary issues in vocational and entrepreneurship education*; Owerri: GSAN, pp.235- 244
- Ogwu, E. N. (2019). Factors influencing curriculum planning and development in Nigeria. In M. A. Mkpa, *Compendium of curriculum theorizing, development, designing & innovation in Nigeria*; Owerri : C. J. Publishers; pp. 152-158
- Okehi, F. (2019). Adopting new strategies in social entrepreneurial education: A panacea to the daunting challenges of the 21st century entrepreneurs (sociological approach). In M. A. Mkpa, *Compendium of curriculum theorizing, development, designing & innovation in Nigeria*; Owerri : C.J. Publishers; pp. 703-707
- Okoli, D. I., & Okoli, E. I. (2013). Youth empowerment through entrepreneurial

development in Nigeria. *Journal of Educational and Social Research*, 3 (9): 147- 153.

Ojeifo, G. (2012). Entrepreneurship in Vocational and Technical Education. Lagos: Mukugamu Brothers Enterprises

Oluyemi, O.T., Ajayi A.K., Abiola, A.O., & Ajibade Q.T. (2018). Entrepreneurship education and national development in Nigeria. *International Journal of Innovative Education Research*, 6(3): 34-39.

Osakwe, R. N. (2015). Entrepreneurship education in Delta State tertiary institution as a means of achieving national growth and development. *International Journal of Higher Education*, 4(1): 182-186.

Oseni, E. F. (2017).The relevance of entrepreneurship education to the development of micro, small and medium enterprises (MSMES) in Nigeria. *International Journal of Small Business and Entrepreneurship Research*, 5(5): 1-8.

Ozumba, E.N. (2003). Stages on the Entrepreneurial Process; Choosing a Business and Sources of Finance. *Journal of Professional Administration*. 2 (2). Retrieved from <http://risenetworks.org/2013/05/16>

Raposo, M., & Paco, A. (2011).Entrepreneurship education: Relationship between education and entrepreneurial activity. *Psicothema*, 23(3): 453-457.

Rufa'I, R. A. (2018). Curriculum and community development. Nigeria; *Journal of Curriculum Studies*, 25 (4): 4-18.

Steinhoff, D. and Burges, J.F. (2013). Small Business Management. New York: McGraw-Hill International.

Sousa, M.T., & Almeida, M.R. (2014). Entrepreneurial skills development. Retrieved 30 July 2018 from <http://www.researchgate.net>publication>

Ucha, (2010). Entrepreneurship. Kanada, Joeefegan Associate Ltd

Usman, A.S., & Tasmin, R. (2015). Entrepreneurial skills development strategies through the mandatory students' industrial work experience scheme in Nigeria. *Procedia-Social and Behavioural Sciences*, 204 (24): 254 – 258.

