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An Appraisal of Entrepreneurship Education as a Panacea to Unemployment and Religious Bogus in Nigeria: Socio-Ethical Analysis

Emmanuel Remi ADESANWO Ph.D. & Abel Olatoye IYANDA Ph.D.

Department of Religious Studies, Adeyemi Federal University of Education, Ondo, Ondo State, Nigeria

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***Corresponding author:** Abel Olatoye IYANDA Ph.D.

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Abstract **Original Research Article**

It is not an exaggeration to say that poverty can result in several socio-economic and religious atrocities. This paper examined entrepreneurship education as a panacea to unemployment and religious bogus in Nigeria. It revealed that entrepreneurship courses/disciplines such as mechanical engineering, automobile engineering, computer science technology, wood and aluminum technology, office technology and management, fashion designing, hair dressing, cloth weaving; information communication technology (ICT) chalk making and so on are the entrepreneurship disciplines available for students Nigerian Education. The study discusses that the available entrepreneurship courses/disciplines develop entrepreneurial drive and ability to discover and use opportunities among students. It was also discovered front the study that the available entrepreneurship education courses/disciplines train students in the skills they need to set up a business and manage its growth. The study reveals that the acquisition of entrepreneurship education increases job opportunities and reduces poverty level that can lead to setting up sacred places for fraudulent activities. It makes one to become employers of labour, serving as a stimulus for economic growth, and also reduces rural-urban migration. The descriptive survey and observation methods were used to elicit the important information in this work.

Keywords: Entrepreneurship Education, Panacea, Unemployment, Religious Bogus, Nigeria and Socio-ethical.

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I. INTRODUCTION

There is need for educating students on being an entrepreneur to curb ongoing socio-economic challenges associated with graduates' inability to secure job in Nigeria. An entrepreneur is "the owner or manager of a business enterprise who, by risk and initiative, attempts to make profits". He acts as manager and oversees the launch and growth of an enterprise. Entrepreneurship is a process through which either an individual or a team identifies business opportunities and deploys the necessary resources needed for its exploitation. The opportunity to become an entrepreneur requires four criteria. Firstly, there must be an opportunity and situation to recombine resources for generating profit. Secondly, entrepreneurship needs differences among people to have preferential access to certain individuals and the ability to recognize information about opportunities. Thirdly, it is necessary to take on risk. Fourthly, the process entrepreneurship needs the organization of people and resources. (Casson, 1982). The study of entrepreneurship reaches back to the work of Richard Cantillon and Adam Smith in the late 17th and early 18th centuries. However, it was largely ignored theoretically until the late 19th and early 20th centuries, and empirically abandoned until a profound resurgence in business and economics in the late 1970s. The understanding of

entrepreneurship owes much to the work of Joseph Schumpeter, economist, in the 1930s. This includes other Austrian economists like Carl Menger, Ludwig von Mises and Friedrich von Hayek. An entrepreneur, as Schumpeter posited, is a person who is willing and able to convert a new idea or invention into a successful innovation. Entrepreneurship uses what Schumpeter called "the gale of creative destruction" to replace inferior innovations across markets and industries, and simultaneously creates new products including new business models.

II. CONCEPTUAL CLARIFICATION OF ENTREPRENEUR AND THE VALUE EDUCATION

The term entrepreneur derives from a French word “entrepreneur” which means “to undertake”. From its beginning in the middle ages when it was employed in line with specific occupations, the perception about the entrepreneur has been transformed and extended to include concept that has to do with the person rather than the occupation. An entrepreneur, as noted earlier, is someone who combines land, labour and capital to produces a product. Selling the product in the market, he pays interest on capital, rent on land and wages to labourers and what remains is his or her profit. The entrepreneur has been described by Collins, 1964 as a "risk taker"(Igbo, 2006). He is an enterprising person who creates capital through risk and initiative. This term was originally borrowed from French and first defined by the Irish French economist, Richard Cantillon. Entrepreneur, in English, is applied to someone who desires to launch a new venture or enterprise with readiness to accept full responsibility for the outcomes. The word “Entrepreneur” was coined out of a French word called 'entrepredre' which means person who volunteers to head the military expedition. It was first used in French military history in the 17th century. In his book, a Handbook on Entrepreneurial Development in Nigeria, Ojeifo (2010) defined an entrepreneur as the owner of business enterprise who through risks and initiative, attempts to make a profit. There is, therefore no "one-best" definition for the entrepreneur (Mbaegbu, 2008). He stated however, "Anyone who creates a business, establishes it, and nurses it to growth and profitability or takes over "an existing- business because the founder is dead or has sold it, on a man who inherited it and continues to build and innovate on it, or a man who runs a franchise qualifies as an entrepreneur in our usage. Shepherd and Douglas, (1997) observe that entrepreneurship development is the ability to envision and chart a course for a new business venture by combining information from the functional disciplines and from the external environment in the context of the extraordinary uncertainty and" ambiguity which faces a new business venture. Entrepreneurial development has been found to be capable" of having positive impacts on the economy of nations and the quality of life of people.

Education is the most significant force of advancing socio-economic growth and the bedrock of development in any nation. Functional education leads to all round development because each sector complements the other. Education is fundamental for the long-term "success of Nigeria (Rufai, 2012). It is central to the actualization of the Federal Government Transformation Agenda because of its crucial role in developing skills to drive other sectors of the economy. Education in Nigeria is an instrument "par excellence" for effective national development. In as much as education is important, more important is the type and system of education. The nation's former education system turned out graduates who cannot engage themselves in entrepreneurial activities because they lack the skills and competencies required to become successful entrepreneurs. The former education system was concerned with training people for paid employment which is in short supply compared with the number of graduates seeking for employment. According to Uzoagulu (2012), a viable option for the unemployment situation in Nigeria is entrepreneurship education which fundamentally will prepare individuals for self-employment and self-reliance. Entrepreneurship education prepares individuals to be properly equipped with saleable skills and competencies needed to manage business, as well as develop positive attitudes and innovation for self-reliance rather than depending on the government" for any job. Today experience of different social vices in

Nigeria makes a functional education imperatively required. Therefore, education serves as a means of behavioural modification, for individual and the society; it serves as a means of meeting individual and society needs. It is a formalized and institutionalized channel of instruction to people within any given society, enables them acquire useful skills and knowledge that will make them useful to themselves, contributing to the cohesive, peaceful existence and development of immediate society, and the world at large (Uzoagulu, 2012).

Considering the relationship between education, national security and development, great philosophers like Socrates, Aristotle and Dewey posited that formal education is a prerequisite for peace and national development. Education can be used for obtaining self-reliance, poverty eradication in African and as true source of power in the world (Okpaga, 2013). President Lyndon Johnson of America officially launched a war against "poverty in 1964 using education as the-main weapon which he referred to as a worthwhile investment to harness his country's natural resources and the skills or potentialities of the people. In his message to congress, Johnson stated that the young man and woman who grows up without a decent education is often trapped in a life of poverty. The four cardinal points of National Economic Empowerment and Development Strategy (NEEDS) include: Wealth creation, Employment generation, Poverty reduction, and Value re-orientation. In order word, quality entrepreneurship education will enhance job creation that will reduce lack of job opportunity, poverty and social vices in the country. It will also help improve standard of living; thereby promote social economic and political development, the cardinal objective of Millennium Development Goals (MDGs) in Nigeria. Also, the recipient of entrepreneurship education will be a job creator rather than job-seeker after acquiring essential basic skills and attitudes which will enable him function as an entrepreneur. However, some challenges are militating against the production of quality entrepreneur in Nigeria. These could come from the government, parents and even from certain unpredictable environmental forces that are external. Without addressing these problems, quality entrepreneurship education for achieving the Millennium Development Goals (MDGs) in Nigeria will be a mirage. This paper examines quality entrepreneurship education as a panacea for job creation in Nigeria (Oduma, 2012).

III. ENTREPRENEURSHIP EDUCATION AND ITS IMPORTANCE IN NIGERIA

Oduma (2012) defines entrepreneurship education as learning directed towards developing in young people the skills, competencies and understanding as well as all attributes that can equip them to be innovative with ability to identify, create, initiate and successfully manage personal, community business, and work opportunities. Anything teachable is education and since .entrepreneurship can be taught, 'entrepreneurship education' refers to pragmatic and meaningful interaction between learner and instructor to develop learners' ability to identify, evaluate and generate ideas to solve business problems in a unique pattern. Entrepreneurship education is the kind of education given to people, with a view to developing entrepreneurship qualities, properly followed up with support services for smooth take' off and successful running of business (Idada et al 2011). Similarly, Ekankumo & Kemebaradikumo (2011) stressed that entrepreneurship education intends to provide student, especially those in tertiary schools, with the knowledge, skills and motivation to encourage entrepreneurial studies in various setting. From this assertion, it is clear that a well implemented entrepreneurship education will leads to economic growth as noted earlier. This is to build in student spirit and culture of entrepreneurship (Akpomi, 2009). The term empowerment refers to increasing socio-political, spiritual, educational, economic strength of individuals and communities. It is perceived that a well-planned and implemented entrepreneurship education is capable of providing more jobs opportunities in the country and redirecting the focus of the unemployed graduates. Economic empowerment includes empowering of previously disadvantaged sections of the population. Akpomi (2009) also observes that entrepreneurship education focuses on developing knowledge and capacity to pursuit entrepreneurial behaviours and .attitudes in

different context. Entrepreneurship education refers to all activities that foster entrepreneurial mind set, attitudes, skills and coverage of aspects like idea generation, start-up, growth and innovation. Akuddlu (2010) views entrepreneurship education as the acquisition of knowledge, skills and attitude to make the learner apprehend life challenges in whatever pattern with decisive steps to realize new trends and opportunities to meet challenges in every aspects of human life. Oduma (2012) observed that entrepreneurship education aims at preparing people, especially youths, to be responsible and enterprising individuals who become entrepreneurs of entrepreneurial thinkers and who will contribute to economic development and sustainable community. It is not just about teaching someone how to run a business, but also encouraging creative thinking and promoting a strong sense of self-worth and accountability. Students learn how to create business through entrepreneurship education. Entrepreneurship education is a force that mobilizes other resources to meet the unmet demands; it is the process of creating value by pulling together a unique package of economic resources to exploit a business opportunity. Entrepreneurship education equips the recipients with the necessary skills, knowledge, ability, characteristics, interest and motivation to be effective entrepreneurs. It assists the beneficiaries in expanding their individual talents, knowledge and competencies that make them become successful entrepreneurs. A critical analysis of the various definitions of entrepreneurship education revealed that it enhances self-employment and promotes national development. Entrepreneurship education is part of the total educational system, the type of education that involves the acquisition of skills, ideas and management abilities necessary for job creation. An entrepreneur proffers employment rather than seeking for it. Hence, there is a need to embrace this type of education, providing all the necessary resources needed to make functional. Quality entrepreneurship education can be a tool for fighting war against poverty and joblessness in Nigeria. Education is said to be qualitative when the input such as students, teachers, finance, facilities and equipment and all these are converted through teaching and learning (theory and practical) and produce a desirable output. The output is better equipped to serve themselves and the society. The quality of input influences, to a large extent, the quality of "output". In other words, the quality of the input of entrepreneurship education such as students, teachers and infrastructural facilities will enhance the input of the output themselves and the society.

Therefore, quality entrepreneurship education will enhance job creation which will subsequently reduce unemployment, poverty and social vices in Nigeria. This will also help to improve the standard of living; hence promote social economic and political development in Nigeria which is the cardinal objective of Millennium Development Goals (MDGs). Also, for the recipient of entrepreneurship education to be a job creator instead of job-seeker, he might acquire essential basic skills and attitudes which will enable him to function as an entrepreneur. However, there are some challenges militating against the production of quality entrepreneur 'in Nigeria. These may come from parents, government and even from certain unpredictable environmental forces which are external. Except these problems are addressed, the realization of quality entrepreneurship education in achieving the Millennium Development Goals (MDGs) in Nigeria will be a mirage. It is, therefore, against this background that this paper examines quality entrepreneurship education as panacea for job creation in Nigeria (Olorunmolu, 2010).

Entrepreneurship education

X-ray of Unemployment as an impediment to Nigerian Economic

Unemployment is a state of joblessness or idleness of one with labour requirements, potentials, skills and competencies (Bosain Oduma, 2012). It is a phenomenon that rises when members of a country's labour force are unable to obtain their desired goals of participating in gainful job due to a situation in which supply of labour is significantly more than demand for it (Okafor, 2005).Declining growth, global economic meltdown and employment situation in Nigeria, especially in Ondo West Local Government Area of Ondo State, has become critical. Graduate unemployment is one of the serious socio-economic problems facing lot developing countries in Africa. Major causes of youth unemployment include skills miss-match and lack of employment opportunities. Nigeria's formal education system in the past appears to be continuously turning out people who are ill prepared to help in the development of the country. The education system is a process of preparing the recipients' Tornon-existent white-collar jobs. The International Labour Organization (ILO), in Oduma (2012), defines unemployment as when people are without jobs and they actively looked for work within the past four months. It is a situation where people that are willing to work and be able to accept wages, but find no jobs.

Unemployment as a terrible economic virus militating against the wellbeing of many countries in recent time has resulted in increasing agitation from citizens, therefore, increasing insecurity in such countries. Ajufo (2013) supports this, stating that the unavailability of job opportunities among youth, especially graduates, has been identified as one of the major factors responsible for youth restiveness and other social vices including prostitution, arm robbery, destitution and political thuggery. Armed robbery and stealing are some of the most glaring manifestations of unemployment and poverty in Nigeria and other developing and underdeveloped nations today. Hornby (2010) described unemployment as the facts of a number of people not having a job; the number of people without a job; the state of not having a job. Nigeria does not seem to have credible data on the rate of unemployment (Salami, 2011). Despite the abundant human and natural resources, Nigeria is still listed as one of the poorest countries in the world characterized by

the highest rates of youth unemployed in sub-Sahara Africa, despite of her alleged strong economic growth. Going by the study on unemployment in Nigeria, Awogbenle&Iwuamadi (2010) have revealed some leading causes of youth unemployment in Nigeria which include the rapid growing urban labour force arising from rural urban migration. This is aggravated and provoked in Nigeria by the lack of infrastructural amenities that can make the rural -life attractive. Youths move to urban areas with the probability of getting lucrative and productive job in the industries. Similarly, there is concentration of social amenities to the urban centers. This means that the rural areas are neglected in the provision of social and economic opportunities. Other factor responsible for lack of job is the rapid population growth. Nigeria National Bureau of Statistics of 2012, revealed that the total population of citizens in the country was around 166.2 million people, and .projections for the future indicate that the population-could be over 180 million by the year 2020, given the annual growth rate of 3.2 percent (National Population Commission and ICF Macro, 2009). With this, Nigeria is the most populous nation in Africa and this has resulted in the rapid growth of the labour force, far exceeding the supply of jobs. Corruption has also pervaded the entire social structure in Nigeria, which has deprived the country of developing a vibrant economic base. Funds meant for development projects have been misappropriated, diverted, or embezzled and stashed away in foreign banks, while some corrupt bureaucrats cum administrators in the public parastatals have discharged these establishments (Okafor, 2011).The ruling class has failed. They traded the vision, policy and strategy expected of every competent leadership with dealings like contract award and other mundane money related activities as each successive government patiently took turns to target on the nation's wealth, by using public power, resources, utilities, good will, instrument of abuse, and personal gains (Okafor, 2008). This cripples the economy, intensifies unemployment and generates abject poverty, hunger and frustration, killing the zeal and means for entrepreneurship interest in the Nigerian youths. Adeniyi (2013) noted that statistics have revealed that the current drive on the average labour force in Nigeria will be around 65.7 million a year between 2011 and 2020, and around 78.2 million a year between 2021 and 2030, if there is no war, no natural disaster, no disease outbreak, etc. This projection may be realistic as it will take at least 20 years before any policy aimed at reducing population can be effective in Nigeria. Adeniyi (2013) explain further that with the present situation, employment will only be on the average 55.8 million a year between 2011 and 2020 and 65.7 million a year between 2021 and 2030 in Nigeria. This projection will cause unemployment in Nigeria to be around 9.9 million (15.07% rate) and 12.45 million (15.93% rate) on average between 2011 and 2020, and 2021 and 2030 respectively (Adeniyi 2013).So, entrepreneurship education is indispensably required to address the problems of graduate unemployment.

Importance of Entrepreneurship Education in Nigeria

Entrepreneurship is a key driver of our economy; wealth and a high majority jobs are created by small businesses started by entrepreneurially mined individuals, many of whom go on to create big businesses. There is more creative freedom for people who are exposed to entrepreneurship education. There is higher self-esteem, and an over greater sense of control over their own lives. It is the belief of many experience business people, political leaders, Economists and educators that fostering a robust entrepreneur culture will maximize individual and collective economic and social success on a local, national, and global scale. It is with this in mind that the National Standards for Entrepreneurship Education were developed to prepare youth and adults to succeed in an entrepreneurial economy (Ojeifo, 2012).Entrepreneurship Education is a lifelong process; starting as early as elementary school and progressing through all levels of education, including adult education. The standards and their supporting performance indicators are a framework for teachers to use in building appropriate objectives, learning activities, and assessments for their target audience. Using this framework, students will have progressively

more challenging educational activities; experience that-will'-enable them to develop the insight needed to discover and create entrepreneurial opportunities; and the expertise to successfully start and manage their own businesses to take advantage of these opportunities.

Entrepreneurship education focuses on developing understanding and capacity for pursuit of entrepreneurial behaviours, skills and attributes in-widely different context. It can be portrayed as open to all. The propensity to behave entrepreneurially is not exclusive to certain individuals. Different individuals will have a different mix of capabilities for demonstrating and acquiring entrepreneurial behaviours, skills and attributes. These behaviours can be practiced, developed and learned; hence it is important to expose all students to entrepreneurship education. Entrepreneurial skills and attributes provide benefits to society, even beyond their application to business activity. Obviously, personal qualities that are relevant to entrepreneurship such as creativity and a spirit of initiative can be useful to everyone in their working responsibilities and in their day-to-day existence. Also the relevant technical and business skills need to be provided to those who choose to be self-employed and or to start their own venture or might do so in the future (Ojeifo, 2012).Entrepreneurship education enables its beneficiaries stand on their own because of the business knowledge, skills and creative abilities they have gained which are also needed for self-employment. Entrepreneurship education is a functional education centered on making the graduates to be job producers rather than job seekers. Entrepreneurship education provides meaningful education for the youths which could make them self-reliant and subsequently engage them to drive profit and be self-independent. Entrepreneurship education equips the recipients with skills, attitudes, aptitude and competencies to-become job creators or employers of labour by identifying opportunities and properly harnessing them for employment creation (Ojeifo, 2012).

Entrepreneurship education creates jobs through the formation of new enterprises, especially small and medium scale enterprises. Entrepreneurship education gives information on where and how to get financial and technical assistance when the need arises. This type of education gives the youths the financial literacy skills needed to start their businesses (Ojeifo, 2012). According to Ewubare (2010), Entrepreneurship education develops specific entrepreneurial skills in a specific vocation in the students while they are in school. These skills enable the newbie entrepreneur to gain entry into a new business and progress in it. Oduma (2012) states that there exists a wide range of vocational-skills from which students can avail themselves the opportunity to develop their skills in readiness for entrepreneurial venture.

Entrepreneurship education equips the beneficiaries with business skills. Youths/graduates need to understand business strategies like planning, proper financial recording, office management, investment and saving skills that enable them visualize and utilize business opportunities within their environment (Agoha, 2011).Entrepreneurship education builds the spirit of being entrepreneurs in the mind of the recipients which makes them find new opportunities in business or more opportunities in an existing business. Entrepreneurs perceive a need and gather together the necessary inputs like capital, manpower and utilize them to solve the need (Agoha, 2011).Entrepreneurship as a Supplier of Goods and Services Entrepreneurship serves as suppliers to other enterprises and bigger organization, factories or industries. These may include farm produce-such as, cocoa for food and beverage manufacturing industries, rubber for plastic and applied product industries, cassava and yam for chips, flour and other allied products industries etc. The supply of such products to bigger factories and organization brings economic power to the entrepreneur, self-fulfillment, it nurtures indigenous raw materials, it helps in resources utilization; it leads to creation of empowerment, reduces unemployment and eradicates poverty. Thus, entrepreneurial education enable recipients live a meaningful and fulfilling life and contribute to national development. Entrepreneurship education aids the acquisition of team-building skills critical for both small-scale business and

large-scale business (Efe, 2014). Entrepreneurship education is useful for national security sustainable development by creating career opportunities as identified by "Okekearn (2008):

- Agriculture crop production.
- Animal husbandry
- Barbing
- Beauty care
- Coal production and sales
- Clothes dyeing and tire
- Driving career (cars, keke & okada)
- Iron and steel production
- Money collection (daily/monthly ususu)
- Paper and pulp
- Petroleum/petrochemical production
- Poultry
- Tobacco production
- Soap and detergent production
- Wood treatment
- Sewing and fashion design
- Petty trading
- Car wash
- Waste Management Technology
- Information Management Technology.

IV. ENTREPRENEURSHIP EDUCATION AS A PANACEA TO UNEMPLOYMENT AND RELIGIOUS BOGUS

Unemployment and Religious Monstrosity as threat to National Security

The effects of unemployment and religious hallucination on church and National security include the following:

(i) Prophecy and Prophetic Ministry Becoming Less Valuable: - False prophecy, a modern gimmick to squeeze money out of people's pockets, has reduced the value of the prophetic ministry today. Thus, there are lots of derogatory comments about true prophetism. In other word, prophetic ministry is no longer seen today as sacred, but a coven of deceit and unrealities.

(ii) Proliferation of Religious Centers with Falsehood: - Craving for miracles, and more miracles from jobless clerics, has led to the establishment of more religious centers where people are being deceived. Besides, since people are prosperity - conscious, love of money has been involved, and hence, prophetic ministry has now become the fastest - growing business for those involve in it. And one should not forget that "the love of money is the root of all evil" (1Tim. 6:10).

(iii) Prevailing Social Disorderliness: - Effect of falsehood in prophetic ministry includes disorderliness in the society, ranging from family to the entire community. Many couples have been separated as a result of false revelation. Some children even disowned their parents and vowed never to come back home again. Many people have become selfish and over ambitious after hearing false prophecies concerning their future. Some become lazy and idle in the course of following prophets to different religious programs. Others become arrogant and proud, considering themselves too sacred to speak with, or even correct in the society.

(iv) Pauperizing Lives and Destroying Destiny: - Being ignorant of God's words and plan for their future, many people have been dogmatically subjected to perpetual slavery, reduced to beggary, having their destiny unfulfilled by their jobless pastors or prophets.

(v) Painting Religion to be Opium of the People: - False prophets and their harbingers now define religion as a consolation for the poor who are the vulnerable and cannot help themselves but to accept whatever happens as their fateful plight. God, through Prophet Hosea, said "My people are destroyed for lack of knowledge" (Hosea 4:6).

It not an over statement to say that the proliferation of religious centers today resulted from unemployment, economic hardship and hunger (Iyanda, 2018). Basic, functioned and entrepreneurship education could help to reduce the high rate of unemployment and poverty in both urban and rural areas of Nigeria, African and the world at .large. Through equipping the recipients with the knowledge and skills for setting up and running small scale businesses,

there will be reduction in unemployment. The biggest employer is the private sector, basic, functioned and entrepreneurship education has the capability of providing-jobs for millions of people in factories, agriculture enterprises other service industries and small-businesses. According to Anho (2013), basic, functional, and entrepreneurial education is capable of building good .human and personal relations thereby addressing personal and social challenges. Vital to the prosperity of my enterprise, is an efficient, capable, trustworthy and social cohesive and considerate personality which is the hall mark of an educated citizen. This idea of personal and social challenges can be addressed with basic, functional and entrepreneurship education.. Managers and administrators with such education will allow their personality to radiate joy and goodness in their endeavour. This comes with empathetic i.e. placing yourself in someone's shoes, thinking as the person dose. Sanbom (2003) also noted that the greatest success skill we ever develop in lives is the ability to build healthy relationship with other. If good human and personal relationship is built, personal, corporate and national security is guaranteed. Entrepreneurship education, according to Barika (2007), Thom-Otuya& Thorn-Otuya (2008), introduces new ideas, new goods, new methods and technology used in re-organising the enterprise in a country. This level of entrepreneurship is effecting and commensurate with developing economy form in underdeveloped or developing countries. The entrepreneur are called innovative entrepreneur. Entrepreneurship education reduces rural and urban migration by engaging the rural population gainfully. This will check the overcrowding of the unemployed and underemployed, experienced in the urban centers. Such overcrowding have coffin beer associated with agitations joblessness, robbery, stealing, gangsterism, oil pipe vandalism/theft, rumour mongering among other vices; which breach a personal and society peace hence national security concern.

V. CONCLUSION AND RECOMMENDATIONS

The challenges of fighting the rising state of unemployment in Nigeria are the major task of policy makers and economic managers alike. The consequences of growing unemployment rates are such damning that no economy can afford to despise. Such implications are glaring in the economy of Nigeria where many negative developments are traceable to the non-availability of jobs for the teaming population of energetic youths. Therefore, the need to aptly address this ugly development becomes paramount. While the government takes-the leading role in the task of employment generation by-providing the necessary enabling environment for economic activities, it is necessary to note that the battle against unemployment in Nigeria is like war that is too important to be left for the Generals alone. Therefore, the only strategy in salvaging this ugly situation is through full incorporation of entrepreneurship education into our education system. This strategy could come in form of training of the youths, developing of entrepreneur traits, among others.

RECOMMENDATIONS

Based on the study on entrepreneurship education, following recommendations are made that:

- All stakeholders must encourage the proposed introduction of Entrepreneurship study across faculties and departments as general courses in the country. The federal government in collaboration with state governments should provide scholarships/bursaries for performing students by way of encouragement.
- Government should genuinely recognize the essence of entrepreneurship education, job creation and innovation to unemployment reduction by providing the enabling environment for the youths to be gainful empowered.
- The scope of the entrepreneurship education should be extended to include technical skills, managerial skills and business skills.
- Unemployed youths should be strengthened to embrace entrepreneurship education devoid the imitation and vocational inclinations.

- Adequate financial, physical and human resources -should be provided by various stakeholders not only for potential but also for existing entrepreneurs.
- Government should strive to reduce the cost of doing business in Nigeria, to the benefit of both-entrepreneurial firms and other small businesses.
- Government must also exigently attend to the nagging issue of frastructural deficits in the country especially that of power supply. The national economy need a strategic diversification from oil and gas to agriculture, aviation, tourism, manufacturing and these should become the real engine of growth of the economy.

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