The need for the inclusion of entrepreneurship in our Nigerian architectural education

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Abstract. Nigeria’s emerging economy is driven by young people who have discovered opportunities in new technologies that has given rise to entrepreneurial skills and enterprises. Architecture as a discipline and profession is technology driven and there is an urgent need to bridge the gap between architectural education and practice to make our young architects more relevant with this current trend. There is a strong observation that the existing curriculum structure for teaching and practicing architecture is inadequate to address the challenges of today. The aim of this research was to establish the importance of the inclusion of entrepreneurship in the architectural curriculum in the schools of Architecture. We hypothesized that inclusion of entrepreneurship in architecture teaching curriculum will increase the development of entrepreneurial culture; promote enterprise; sensitize students in the diversification in architecture; and foster entrepreneurial mind-set through theory and practice. A survey was carried out using 150 participants made up of 100 students and 30 lecturers drawn from three universities (federal, state and private) and 20 practicing architects in Enugu Metropolis using a convenient sampling method. Using Chi-square statistics to test the hypotheses, all the hypotheses were confirmed. The results were discussed, and recommendations made.

Keywords: Architecture, Competition, Entrepreneurship, Diversification

1. Introduction

Nigeria’s emerging economy driven by young people who have discovered opportunities in new technologies and are willing to take the bull by the horn in other to succeed. According to Klaus Schwab et al. [1] in “Global Competitiveness Report” for 2017-2018, Nigeria ranked 112nd out of 135 countries in 2017 and 114th out 140 countries in 2018. This report is made up of 98 variables, which are divided into 12 groups of which 3 groups; skills, business dynamism and innovation capability and institutions are relevant for this study. This report emphasizes the role of human capital, enabling environment and innovation ecosystem not only as drivers but also defining features of economic success in the 4th industrial revolution.
Architecture as a discipline and profession is technology driven and there is an urgent need to bridge the gap between architectural education and practice to make our young architects more relevant with this current trend. There is a strong observation that the existing curriculum structure for teaching and practicing architecture is inadequate to address the challenges of today. Becoming a successful architect, possessing the knowledge, skills, competence and ability to undertake architectural practice is a rigorous process which is a combination of academic education and professional training. Okoaro [2]. In a world where competition is pertinent, the strong but creative ones always survive the tough times. Therefore, architects should be aware of their weaknesses and strengths using their area of specialization to make their business stand out from the others.

Architectural education is multi-disciplinary curriculum with intensive practical exposure Masaruf et al. [3]. Kangasoja et al. [4] stated that architectural education is an art that emphasizes on individual creativity with problem-solving skills. The process of enhancing the creativity of the students in the art of architecture seems to work against developing their skills in areas like negotiation, conflict management, interdisciplinary teamwork and leadership, all of which are important for practising architects. The 21st Century Architectural Education should recognize the current challenges facing the profession; new technologies, challenging expectations, for a better commercial environment. Masaruf et al. [3] also noted that Architecture principally deals with the improvement of the environment. Therefore, architectural education, will help to enhance the profession of architecture, contributing to a more climate responsive environment. According to Olotuah et al. [5], the curriculum of architectural education in Nigeria, despite being tailored to meet local needs, is still inadequate when dealing with emerging urban issues, as well as its inability to adapt to the changing socio-economic situation in the country. Adedeji et al. [6] pointed out the key factors in the re-design of the architectural curriculum as the role of the architect in the 21st century and the kind of architectural education that will be appropriate for the changing needs of society. He further stated that the capability of the architectural education to adjust to new demands of the profession has been identified as an inherent problem.

Therefore, architects need to diversify into different areas of specialization, adapting to new technologies and, creating new knowledge with the help of data and existing knowledge. The role of the architect in the 21st century and the kind of architectural education appropriate to the realization of the dream of an indigenous school of African architecture are key factors in the re-design of architectural curriculum Adedeji et al. [6]. This will help minimize the challenges of the society while solving problems of the built environment. The purpose of architectural education in Nigeria aligns with the general purpose of education in the country. The study of Architectural theory in modern universities throughout the world no longer provides a plausible basis for the discipline and practice of architecture Salingaros, Nikos A., Masden II, Kenneth [7]. If they hope to obtain an architectural degree, they are left to their own inventions. Forced by the paradigm of modern design to formulate a body of job, learners learn to copy fashionable pictures without knowing their geometry; or merely invent forms that look like they have a modern feeling of architecture. Such forms are meaningless by their very nature.

Today, many creative didactic materials and thoughts are accessible to revise the old architectural curriculum that has been in existence for decades past. Using these fresh thoughts, the instructional model could drastically enhance, and the learners could engage in a learning experience that is specific to their instant and local context.

Therefore, the best way to face the global challenges of the 21st century is with a well-grounded education that establishes a foundation for lifelong learning ACSA [8]. In enhancing the teaching and learning of career courses in architecture, a continuous research and development seminar as well as a creative learning environment are key. In this endeavor, schools of architecture should strive to equip students with the education required to make them contribute to the promotion of an orderly development of the human environment.

Entrepreneurship is a modern concept which is geared at ensuring that future development of a people and a nation is sure. There is, therefore, a need for schools of architecture to include entrepreneurship education in their curriculum so that students will be fully equipped as they prepare for the real-world challenges in the architectural practice.

Today, architecture is no longer associated only with the design and construction of buildings. Rather, there are diversifications in architecture. An architect and environmental journalist, Lidiya Grozdanic [9] wrote: “There is a reason why the term “architecture” is no longer only associated with
designing and building physical spaces. The architecture applications, websites, software and networking, all illustrate the nature of what it means to practice architecture today."

2. The concept of entrepreneurship education

function of taking unlimited risks in establishing and operating a new enterprise. These risks are related to time changes and fluctuations in prices. Entrepreneurship the ability of a person to conceptualize a new investment opportunity, build and run it successfully for either profit making or social benefit. It is a function of taking unlimited risks in relation to time changes and price fluctuation in establishing and operating a new enterprise. Entrepreneurship helps to identify gaps in a business opportunity in one’s environment and gather the necessary resources in a creative way to fill these gaps and making profit from it.

There are so many concepts in entrepreneurship education, but we will narrow it down to six basic concepts which include: risk bearing, innovative, managerial skill, creative & leadership, professional and business oriented.

i. Risk Bearing: Frank H Knight [10] regarded entrepreneurship as the concept of capacity to bear risks while providing a guarantee against such risks. The act to start a company, arrange business deals and take risks in order to make a profit through the education skills acquired Omolayo 2006 [11]. To him, entrepreneurship is a process of bringing together people, money and resources to meet an identified need and create wealth together.

ii. Innovative: Joseph Schumpeter 1934 [12]. In his assumption, stated that an entrepreneur is one that births something new in the economy.” Ducker [13] supported of this concept. As he stated that “innovation is one of the tools of entrepreneurship,” the adaptation of several innovations from industries, new production techniques, new products, new markets and marketing methods, new qualities of raw materials and new packaging is regarded as a “modern entrepreneur concept”. Some scholars are of the view that entrepreneurship is a service rendered by anyone who starts a new business Ogundele, Sofoluwe and Kayode [14]. According to Akanwa and Agu [15] a person who innovates and establishes an idea, does so to achieve growth in performance and profit establishes it and nurses it towards growth and profit. From this definition, an individual can become an entrepreneur through self-establishment; taking over already existing business; inherited business venture and franchise.

iii. Managerial skills: This is a difficult concept of entrepreneurship especially if the business is new and needs to be nurtured. A successful business is certain when there is a right combination of a team player and his team. Managerial skills as a concept of entrepreneurship is the ability of the team player to have managerial skills so he can manage his team effectively. He should be able to inspect and direct his teams towards the right path as well as control their excesses.

iv. Creativity & leadership: Creativity brings about innovation, but good leadership makes the idea yields profit. Thus, in this concept, being creative and possessing good leadership qualities brings about entrepreneurship.

v. Professional Concept: entrepreneurship can also be a professional concept. This means that it can They are of the view that the entrepreneurship intention may be developed through education and training.

vi. Business Oriented Concept

In this concept, entrepreneurship arises as a result of inspiration of the business-oriented attitude of individuals. They are role models who inspire upcoming entrepreneurs.

2.1 Entrepreneurship education

Entrepreneurship education provide students with the knowledge, skills and motivation to encourage their entrepreneurial intents. For Uzo-Okonkwo [16], entrepreneurship education is the process of providing individuals with the ability to recognize commercial opportunities and the insight, self-esteem, knowledge and skills to act on them.
Nigerian government announced in 2006 that the introduction of Entrepreneurship education should be integrated in the University curriculum as a compulsory course for students irrespective of area their specialization Okojie [17]. This implementation started in the 2007/2008 academic session where most of universities established a coordinating center for entrepreneurship education to support students’ training. Okojie [17] further stated that coordination of entrepreneurship education in universities was by the Nigerian University Commission (NUC).

Nwite Onuma [18] in his paper listed the objectives by The NUC for the promotion of the programme of entrepreneurship in tertiary institutions in Nigeria as follows:

- Empowerment of the students
- Creation of employment
- Diversification in business
- Individual confidence

These objectives if met will reduce unemployment and boost the economy of the nation. It was taught in universities to provide students with the knowledge, skills and motivation. Unfortunately, the programme hasn’t lived up to its expectation. In some universities, the entrepreneurial courses are taught by lecturers who have no practical experience of entrepreneurship while the students take such courses for granted and must pass it in order to graduate. Fayolle [19] explained that entrepreneurship training is designed to teach students the skills and knowledge they need to know before embarking on a new business venture. This programme may not guarantee their success, but it will make them aware of problems ahead as compared to their contemporaries who didn’t undergo the training. Entrepreneurship education as a collection of formalized teaching informs, trains and educate anyone interested in business creation or small business development. Adeola and Bolarinwa [20]

2.2 Who is an entrepreneur?

An entrepreneur is a person that sees an opportunity and pursues it without considering his resources at hand. They project ahead and find ways to achieve it not minding their capabilities. They are risk takers and goal getters. They create new products, build better organizations, and keep our companies and the larger economy strong and healthy. Kirzner [22] described an entrepreneur as a person who the head in a decision-making process creating new ideas at the spur of the moment. This might be as a result of his creativity and his different perception towards situations. Meredith [23] also defined an entrepreneur as a person who can evaluate business opportunities, organize the resources and with the right decisions he ensures it is actualized. An entrepreneur is the driving force in any organization. He leads his team positively inspiring them to move forward in the right path but willing to change direction whenever the need arises without blaming his them. He is accountable for the company or a project. Hence, he is empowered to charge as his takes are high.

2.3 Challenges of entrepreneurial education in Nigeria

Sadly, our Nigerian universities are faced with many challenges especially in the integration of entrepreneurship education as a significant subject in all fields of study. The setback according to Amoor (2008) [24] the absence of lecturers with practical entrepreneurial skills and awareness. While few lecturers are aware of entrepreneurship education over the past five years having a positive attitude the new curriculum, a lot of others still don’t understand fully the contents, objectives, and the method of training for entrepreneurship. This makes it difficult for them not efficiently communicate to their students on entrepreneurship intentions. A very long technical process is required in to prepare courses being included in the curriculum of the entrepreneurial education program in Nigerian universities Blenker et al. [25].

Entrepreneurship education is capital intensive as money is required for the theory and practical aspect of establishing and running the enterprises. This challenge frustrates the inclusion of
entrepreneurship in academic curriculum in Nigerian universities. Brown [26] highlighted nine challenges faced in the inclusion of entrepreneurship education in our universities in Nigeria. They are: Adenike Adetola [27] summarized the challenges from his review as follows;

i. Poor quality lecture delivery of the entrepreneurial courses to the students because of the poor knowledge of the course by the lecturer in charge. There is a dearth of lecturers and instructors with both theory and practical training in entrepreneurship. Brown [26] Lack of entrepreneurial consciousness is also a challenge to the quality delivery of entrepreneur education in Nigerian Universities [24]

ii. The absence of curricular syllabus to support the training. The problem-based learning method is not used in developing the curriculum. this was observed to be common problem of most entrepreneurship education curricular (The Consortium for Entrepreneurship Education, 2012). The curriculum in Nigerian universities are overloaded already with main courses which makes entrepreneurship education not included in most cases or have less time to be taught.

iii. The present method of teaching entrepreneurship in our universities theoretical based. This method doesn’t allow the students to be exposed to realities of the business environment. There is no organized workshop on entrepreneurship for the students where they have interactions and get inspiration from entrepreneurs. Inadequate facilities for teaching and learning in practical-related courses is the main reason why Entrepreneurship Education has not been able to record a significant impact in Nigeria industrialization drive and reduction of youth unemployment [26] to record a significant impact in Nigeria industrialization drive and reduction of youth unemployment.

3. Hypothesis

i. There will be a significant effect of inclusion of entrepreneurship in architecture teaching curriculum on the development of entrepreneurial culture (Figure 1).

ii. There will be a significant effect of inclusion of entrepreneurship in architecture teaching curriculum in promoting enterprise (Figure 1).

iii. The inclusion of entrepreneurship in architecture teaching curriculum will significantly sensitize students in the diversification in architecture.

iv. The inclusion of entrepreneurship in architecture teaching curriculum will affect the fostering of entrepreneurial mind-set through education and learning.
4. Method
4.1 Participants
150 Participants were drawn from the practicing Architects, Architecture Students, and their Lecturers; Enugu State University of Science and Technology (Students 25, Lecturers 10); University of Nigeria Enugu Campus (students 55, lecturers 12), Caritas University Enugu (students 20, lecturers 8) practicing architects 20.

4.2 Procedure
A total number of 150 Participants took part in the study were drawn using convenience sampling method. The practicing Architects were selected at random. Also, the lecturer participants who participated in the study were those available at the time of distributing the questionnaires and those who showed willingness to respond. Student participants were those found at their respective schools having classes when the researchers visited.

Figure 1. Model for Entrepreneurial intent among Architecture Students in Enugu. Source: Author
4.3 Measure
The researchers developed a 4-item questionnaire to access the responses of the participants on the subject matter. The questionnaire has high content validity because face validity was conducted by giving out the scale to more professionals in the discipline to scrutinize and a Cronbach reliability coefficient of .86 was established after reliability test was conducted.

4.4 Design/statistics
The study is a survey design and chi-Square statistics was utilized.

5. Results
Result Analysis using Chi –Square Statistics.

5.1 Hypothesis 1
There will be a significant effect of inclusion of entrepreneurship in architecture teaching curriculum on the development of entrepreneurial culture.

Table 1A and 1B: Chi-Square analysis of the effect of inclusion of entrepreneurship in the development of entrepreneurial culture in amongst architecture teachers and students

|          | 0   | ∑   | 0- ∑ | (0- ∑)² | ∑ | (0- ∑)² | x² | P    |
|----------|-----|-----|------|---------|---|---------|----|------|
| Student  |     |     |      |         |   |         |    |      |
| Yes      | 90  | 55  | 35   | 1225    | 22.27 | 44.54 | <.001 |
| No       | 20  | 55  |-35  | 1225    | 22.27 |    |       |

Lecturer Participants (N -30)

|          | 0   | ∑   | 0- ∑ | (0- ∑)² | ∑ | (0- ∑)² | x² | P    |
|----------|-----|-----|------|---------|---|---------|----|------|
| Yes      | 25  | 15  | 10   | 100     | 6.67 | 13.34 | <.001 |
| No       | 5   | 15  |-10  | 100     | 6.67 |    |       |

From the above table it indicates that amongst the students and lecturer participants hypothesis 1 was accepted (x²=44.54, p< 0.001; x²=13.34, P<0.001) respectively.

5.2 Hypothesis 2
There will be a significant effect of inclusion of entrepreneurship in architecture teaching curriculum in promoting enterprise.

Table 2A and 2B: Chi-Square analysis of the effect of inclusion of entrepreneurship in promoting enterprise among architecture students and lecturers

|          | 0   | ∑   | 0- ∑ | (0- ∑)² | ∑ | (0- ∑)² | x² | P    |
|----------|-----|-----|------|---------|---|---------|----|------|
| Student  |     |     |      |         |   |         |    |      |
| Yes      | 86  | 55  | 31   | 961     | 17.47 | 34.94 | <.001 |
| No       | 24  | 55  |-31  | 961     | 17.47 |    |       |
5.3 Hypothesis 3
The inclusion of entrepreneurship in architecture teaching curriculum will significantly sensitize students in the diversification in architecture.

**5.4 Hypothesis 4**
The inclusion of entrepreneurship in architecture teaching curriculum will affect the fostering of entrepreneurial mind-set through education and learning.
Table 4A and 4B: Chi-Square analysis of the effect of inclusion of entrepreneurship in fostering entrepreneurial mindset

|               | X  | 0  | Σ  | 0-Σ | (0-Σ)² | Σ   | 1. (Σ)² | x²  | P     |
|---------------|----|----|----|-----|--------|-----|---------|-----|-------|
| **Student participants (N=110)** |   |    |    |     |        |     |         |     |       |
| Yes           | 26 | 15 | 11 | 121 | 8.07   | 16.14 | <.001   |
| No            | 4  | 15 | -11| 121 | 8.07   |       |         |     |       |

|               | X  | 0  | Σ  | 0-Σ | (0-Σ)² | Σ   | 1. (Σ)² | x²  | P     |
|---------------|----|----|----|-----|--------|-----|---------|-----|-------|
| **Lecturer participants (N=30)** |   |    |    |     |        |     |         |     |       |
| Yes           | 70 | 55 | 15 | 225 | 4.09   | 8.18 | <.01    |
| No            | 40 | 55 | -15| 225 | 4.09   |       |         |     |       |

From the above table it indicates that amongst the students and lecturer participants hypothesis 4 was accepted ($x^2=8.18$, $p<0.01$; $x^2=16.14$, $P<0.001$) respectively.

6. Discussions
From the results obtained in the analysis, hypotheses 1-4 were all significant and accepted. This implies that including entrepreneurship in architecture curriculum is pertinent and the way forward. The findings corroborate Falola 2005 [28] who reported that the National University Commission (NUC) and National Board for Technical Education (NBTE) have been lauded over the introduction of entrepreneurial studies in the curriculum of Nigerian universities and polytechnics for job creation. The results of this study support Illesanmi 2000 [29] who opined that the position of entrepreneurial education can create entrepreneurs. The entrepreneur can seek and find business opportunities in his environment. Arguably, graduates/youths endowed with entrepreneurial skills through entrepreneurial education, acquires and utilizes strategy skills, planning, market skills, communication skills and the negotiation skills for employability, job creators and agents of economic progress. Therefore, entrepreneurship education is a source of job creation, employment and economic dynamism in a globalizing world like Nigeria, this is because of its inclination towards inculcating values that allow acquisition of necessary competencies for reliance, independence, youth employment and of course poverty reduction. The finding is in line with United Nation's Educational Scientific and Cultural Organization (UNESCO) 2008 [30] opined that entrepreneurship education is a societal agent, enabling mechanism, a catalyst needed to develop innovation necessary to achieve Education for All (EFA) and the Millennium Development Goals (MDGs).

7. Conclusion
The inclusion of Entrepreneurship education in Architecture education is a welcome development in Nigerian Universities. However, the government should ensure that the old-age problems of underfunding, dysfunctionality and anti-intellectualism are taken care of. Also, the necessary learning materials, including modern facilities and equipment should be provided for a stimulating and challenging learning environment so that the products of the system will be job makers rather than job seekers as is the case now. The lecturers in Architecture Departments should be specifically trained and regularly retrained for efficiency and optimum performance. The Federal and state governments should invest massively in the Universities so that the current entrepreneurship education will not end up being a failure.
8. Recommendations

For entrepreneurship education in Nigerian Universities to be an instrument for National transformation, the following recommendations are suggested:

i. Training, on a regular basis of all Architecture lecturers and instructors on entrepreneurship education: lecturers should be recruited, trained and re-trained in the area of entrepreneurship education. They should be sponsored to attend local and international conferences to acquire more knowledge so that they can effectively transfer entrepreneurial skills into the students.

ii. Provisions of access to adequate resources (including capital) to graduating students to enable them to start their own business.

iii. The various University managements should contact some Non-Governmental Organisations or banks to give soft loans/grants to entrepreneurship educators to establish and run their own businesses. This will enable them to acquire practical experience from their own initiatives for onward transmission to the students. As we are in technological era, students should be thoroughly taught how to troubleshoot, service, maintain computer and other related office equipment.

iv. Students should also be provided with adequate information about starting a new business and about business trends in order to minimize future risks and maximize success rates. This will help them to establish consultancy firms to sell and service the computers and other office related equipment, and run business center.

v. Centre for entrepreneurship education should mandatorily be established in every Nigerian university and should constantly organize workshops for the students as well as invite successful businessmen and women to give talk on how to initiate, source for funds, start and run a business successfully.

vi. Undergraduate Architecture students should be mandated to go for internship with a successful entrepreneur for at least a period of two months. This will also help them to practically acquire entrepreneurial skills that will enable them initiate, establish and run their businesses after graduation. The internship training may not necessarily be a full two months but 8 –10 hours in a week.

vii. Provision of appropriate instruction materials and local infrastructure and support services to ensure relevance to the Nigerian situation.

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