

Review Article

Managing Entrepreneurial Education in Tertiary Institutions for Graduate Employability in a Competitive Society

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Abstract: The goals of tertiary education institutions in any country are directed towards scientific, technological and socio-economic development among others. Tertiary institution managers have the responsibility to be sensitive and respond to challenges affecting their establishments, especially that of their products' (graduates) employability in a competitive society. Awarding degree certificates to graduates that will face employment challenges in the labour market amounts to resource wastage in the production process. Entrepreneurial education focuses on developing a way of thinking, attitude, and mindset that frees an individual from being a burden to the society. It does not equate to coming up with ideas or making money. It provides students with the cross-functional skills necessary to boost their employability rate in response to the pressing issue of unemployment that institutional managers need to address quickly. This article explored managing entrepreneurial education at tertiary level for employability of their products in a competitive society. The paper contained introduction, discussion on entrepreneurial education, entrepreneurial education skill types for tertiary education products, innovation as correlate to entrepreneurship education, employment challenges of tertiary institutions' graduates, challenges of entrepreneurial education at tertiary institutions, resources and strategies for implementing entrepreneurship education in tertiary institutions and managing entrepreneurial education at tertiary level for graduate employability. The paper equally featured conclusion and recommendations on the topic discussed.

Keywords: Management, Entrepreneurial Education, Entrepreneurship, Tertiary Education, Employability.

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INTRODUCTION

Nigeria, being a black nation that has the highest population globally should take advantage of this to develop a robust economy that can employ all her youths. The prevalence of unemployment among the youths, especially graduates of tertiary institutions is very high with its attendant social consequences of corruption, poverty, prostitution, drug addiction, cybercrimes and so on. It is awash in the print and electronic media, symposia and other media platforms, that the widespread unemployment among graduates underscores the need for a comprehensive approach to tackling unemployment. From available statistics, the alarming unemployment rate has emerged as one of the most critical social issue besetting Nigeria.

Unemployment according to Merriam-Webster Dictionary means – “the state of not having a job”. An

investigation carried out by Federal Ministry of Education (FME) from 2005-2010, revealed that seventy-one percent (71%) of the students who graduate from Nigerian universities and other tertiary institutions are jobless. Economic survey conducted in 2011 revealed an unemployment rate of 23.9% which was over 38 million unemployed graduates. The high level of unemployment in Nigeria rose from 10.4 percent in 2015 to 14.2 percent in 2016. This percentage showed that unemployment rose from 3.5m to 11.549m, which the labour force rose from 4.194m to 81.151 million (Trading Economics.com, 2017).

Every identified human challenge has potential solution provided the will power to search for same is there. Management of entrepreneurship education in tertiary institutions can effectively ameliorate unemployment situation among Nigerian youths. The devastating impact of hunger and poverty on the lives

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and aspiration of young people, particularly graduates has prompted scholars to advocate for entrepreneurship as a sustainable solution for severe hunger and poverty. The growing importance of entrepreneurial skills is likely to foster a change in the mindset of young people inspiring them to embrace self-employment opportunities instead of solely relying on salary employments. According to Adejimiola and Olufunmilayo (2009), entrepreneurship education was made mandatory in Nigerian higher education institutions in order to address the issue of graduate unemployment.

Every time there is a global development or change, higher education (didactical) institutions curricula are updated to tackle such societal changes. Usoro (2010) observed that management of higher education curriculum for youth employment entails provision of quality instruction effectively and efficiently. He equally stressed that in this 21st century, training of youths more on psychomotor and affective domains than cognitive domain, will provide skills for self-employment by using internship programme to integrate youths to employment in the labour market. He further observed that matching of higher didactic course contents with skills need in the labour market is very essential to empower the youths. In today's economy where knowledge and innovation are crucial, it is human talent that ultimately drives progress and productivity. By thinking outside the box, educational managers, can create a system that fosters entrepreneurship, equips young ones with relevant skills, and encourages lifelong learning. This comprehensive approach will empower the youths and graduates to find employment and ensure that industries have the skilled workforce they need to thrive.

Entrepreneurial Education

The word 'entrepreneurship' originates from a French word "entrepredre", which means to undertake." A person who organizes, manages, and assumes the risks of a business or enterprise is called an entrepreneur. (Merriam-Webster Dictionary). He is someone who starts a business and is willing to risk losing money in order to make money. Entrepreneurs see opportunities which they identify and make moves towards utilizing such opportunities and in the process, the needs of individuals or group of individuals in the society will be fulfilled. An entrepreneur sits down and thinks, looks around to see what the people need that is not there and tries to start up such a business in order to fulfill the needs of the people thereby enriching himself economically. Emeratton (2008) described entrepreneurship education as that which fosters attitudes and abilities needed by individuals to adapt to their environment as they start and manage a business undertaking. It has also been described as a specialized knowledge that instills in students the qualities of creativity, risk-taking, innovation, arbitrage and factor co-ordination with the aim of developing new goods and services for both

current and potential customers within human communities. It is also perceived by some scholars as a deliberate learning process, whether formal or informal that empowers students to become opportunity seekers, equipping them with the ability to identify, evaluate and capitalize on the potentials around them to acquire pertinent skills for survival in a competitive society.

Empowering learners through effective and efficient entrepreneurship education can boost self-employment and drive sustainable growth and development. In contrast to the traditional teach-and-listen method that is common in developing third-world countries, entrepreneurial education has been embraced by a number of developed nations, including America and Japan, as a means of advancing human capital. (Witte & Wolf, 2003). Synthesis of entrepreneurship education from definitions made above can be conceptualized as a specialized and all-round training programme designed by institutional authorities and government to change the narratives and the worldview of students from job seeking to wealth creations by developing their latent talents/skills and potentials. Gone are the days where everybody especially higher education graduates seek for government jobs or white-collar jobs as they are not just there and even when vacancy occurs, cannot accommodate the teeming population of unemployed youths.

The National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) through Federal Ministry of Education (FME) directed the introduction of "Entrepreneurship Education" into the program of studies of Nigerian tertiary institutions to make the institutions creative, innovative and able to inculcate survival skills and meet the needs of industry. This is a pragmatic way by government to ameliorate unemployment problem among youths. According to Yahya (2011), all students across the three levels of higher education (University, Polytechnic and Colleges of Education) are now required to take entrepreneurship education as a compulsory course, irrespective of the student's area of specialization. This proactive step, is hoped, would help to instill the entrepreneurship spirit among Nigeria youths as the philosophy is to inspire students to recognize and appreciate business opportunities within and without their respective areas of study. It is hoped that as students end up their study in entrepreneurship education, they would be able to understand requisite business skills and concepts; understand ethics and attitudes for business success; develop leadership skills for business management; become locally and internationally conscious and contribute to their development.

Obulum (2003) identified entrepreneurial skills and qualities needed by entrepreneurs and they include, Human relation, Technical and Conceptual skills.

- **Human Relation Skill:** This is the entrepreneur's capacity to manage people effectively. The human relation skill focuses on creating harmony between and among the heterogeneous groups of people that form the workforce and business community. It is the ability to understand, alter, lead, and control behaviour of other individuals and groups for a successful entrepreneurship. If the entrepreneur does not relate to other members of the business and do not consider their personal and professional views, he will have trouble getting their co-operation for the achievement of set goals.
- **Technical Skill:** This has to do with possessing special and practical knowledge to make a difference. That is, the ability to use one's knowledge effectively and readily in execution or performance. This helps the entrepreneur's capability for orderliness, ability to properly understand and apply basic quality concepts in theory and practice, demonstrate the ability to learn from experience as well as adapt to the dynamic world. This skill improves business performance, increases wealth creation, enhances professional competence and improves one's own personal effectiveness. Technical skills are acquired through training and retraining.
- **Conceptual Skill:** This refers to the "mental ability to coordinate and integrate the entire interest and activities of the organization and, more importantly, it also refers to the ability to apply information and concepts of practice." (Peretomode, 2006 p.4). Oroka and Igberaharha (2008) are of the view that in entrepreneurship, it is important to possess the skills of analyzing, diagnosing situation and distinguishing between cause and effect. Formal education and training are important in helping undergraduates and graduates develop conceptual skills. It enhances the growth of entrepreneurship because the entrepreneur has to innovate, articulate his programmes very well and be able to get along. Conceptual skill allows an entrepreneur to perceive his company as having numerous interconnected and interdependent parts. This skill keeps the entrepreneur on the alert and also establishes a viable team that helps to achieve a predetermined goal of the business.

The objectives of entrepreneurship education as stated in the Benchmark Minimum Academic Standard (BMAS n.d) document among others include; to provide graduates with necessary skills that will enable them become self-reliant; to enable students identify and exploit local and global opportunities; to enable students discover their abilities so they can live a meaningful life; equip students with tools to nurture new and existing businesses thereby contributing to economic development; to foster entrepreneurship knowledge in students through entrepreneurship education; to develop entrepreneurship spirit among students and equip them

with analytical skills in handling negotiations, conflicts, marketing, leadership, finances and solving problems.

It is hoped that these set objectives if effectively implemented by institutional managers, with government backing through adequate resource allocation, will enhance employability of tertiary education products thereby ameliorating some social vices among youths. Entrepreneurship education provides youths and trainees with the tools to seize opportunities for generating wealth, implement a system of rewards for diligent work, imaginative thinking, creativity and risk-taking in business, opportunities for employment and income. There are also socio-economic gains of entrepreneurship education for the youths in nations where it is promoted. Glory (2012) highlighted other gains to include:

- i. Entrepreneurship has the capacity of ensuring economic independence of youths and improving their livelihood.
- ii. It creates opportunity for self-employment.
- iii. It brings about the discovery of new ideas and innovation in the world and business.
- iv. It accords youths a sense of worth in the society, especially in our society where honour and respect are accorded to those with greater achievements.
- v. It leads to the development of new skills to handle emerging society challenges.
- vi. It contributes to national productivity and foreign earnings.
- vii. It helps in harnessing and exploiting national wealth and resources.
- viii. It encourages job creation and value addition in the society.
- ix. It ensures crime prevention.
- x. It encourages creativity among youths.

Entrepreneurship Education Skill Types for Tertiary Education Products

Tertiary institutions all over the world that are focused in attempt to surmount the myriad of societal challenges have turned to become entrepreneurial hubs. In this context, they have developed curricula that are helping the youths to acquire employability skills geared towards employment and job creation. Entrepreneurship subjects taught as skills cover areas in Technical and Vocational Education; Business Education; Home Economics; Vocational Agricultural Education; Trade and Industrial Education, Distributive Education and Computer Education.

Okogba (2008) listed the entrepreneurship businesses that most students have interest in embarking which include the following:

- i. Typing and editing business
- ii. Recharge card business
- iii. Organizing tutorial classes
- iv. Compiling and selling of past JAMB and Post UTME question papers for candidate seeking

admission into universities, and for senior secondary school students preparing to write WAEC and NECO examinations.

- v. Acquisition of computer knowledge
- vi. Fish and snail farming business
- vii. Hair dressing and barbing business
- viii. Catering and confectionary business
- ix. Decoration and event management

Innovation as a Correlate to Entrepreneurship Education

Oduwaiye (2013) asserted that entrepreneurship is about bringing innovations and changes as well as having the capacity to manage resources in order to accomplish the goals of the business owner. A perusal of the author's view implies that entrepreneurship encompasses making changes, that is, bringing new ideas (innovation) to an established business or enterprise or making improvements on what already exists. Entrepreneurship spirit adds values to products/services, increase sales and profit margins. Innovation as a correlate (that is of two things so related, closely connected) to entrepreneurship is about introduction of something new in relation to customs, methodology, strategy, traditions and so on. It is concerned with effecting a change in customs and tradition. It borders on giving way to something new, replacing hitherto accepted methods, customs and manners. According to Merriam-Webster Dictionary (2021), innovation means "the introduction of something new; a new idea, method or device". In the modern sense, innovation is, "a new idea, creative thoughts, new imaginations in form of device or method". It can also mean the application of improved solutions to satisfy current market, educational, school, and societal needs as well as new ones. (en.m.wikipedia.org).

From business perspective, innovation involves the conscious application of knowledge, creativity and initiative to extract more or different values from resources. It encompasses all the processes that result in the creation of novel concepts and their transformation into beneficial products. (www.businessdictionary.com). A holistic evaluation of innovation concept components such as "introduction of something new; effecting change in customs and tradition; replacing accepted methods; creative thoughts, new imagination; better solutions that meet new requirements, etc." are in consonance with the opinion of Oduwaiye (2013) and the views of other scholars. Managing entrepreneurial education at tertiary institutions for employability of their products in a competitive society is a kind of socio-economic innovation given the fact that the products of the system, prior to its introduction, were experiencing employment challenges. As a correlate to innovation, entrepreneurship education adds socio-economic values to academic certificates awarded to tertiary institutions' graduates, which hitherto was not there. Academic certificates awarded to graduates limited them to be job seekers but now, they leverage on entrepreneurship

education acquired to become self-employed and employ other youths. They are now proud to also enter the labour market with prerequisite skills and competences demanded.

Employment Challenges of Tertiary Institutions' Graduates

Tertiary education is the most important instrument for socio-economic and technological empowerment. According to Salami (2011), due to the current difficult economic climate, it is no longer enough for young people to possess academic knowledge, instead, students must acquire the relevant competence skills that will improve their employment prospects. The ultimate purpose of higher education is to change a person's values, beliefs, and behaviour as well as to improve their overall attitude and general productivity. The majority of graduates of tertiary institutions have employment challenges because they lack the marketable skills and competences needed in the workforce, as is widely known.

Diejionah and Orimolade (1991) with Dabalén, Oni and Adekola (2000) lamented that there is steady slow demand for higher education products in the labour market because of diminishing number of commensurable jobs and investments. (UNESCO, 2005). Many Nigerian youths, according to studies, work in fields unrelated to their areas of expertise. Due to this, graduates without employable skills are unable to find employment in the workforce, and many of them take on jobs that are not financially stable in order to make ends meet. For this reason, the wages they receive are significantly less than what would be expected of employees in conventional settings.

When youths are empowered with education and training, as a result of their economic activity, they will abstain from criminal activity and social vices such as hostage taking, kidnapping for ransom, vandalism, armed robbery, cultism, and trafficking, oil bunkering, illegal refining of petroleum products and so on. According to Adejimonla and Olufunmilayo (2009), entrepreneurship education was made mandatory in Nigerian tertiary institutions in order to address the issue of graduate unemployment. The problem of graduate unemployment is a sign of defectiveness in the curricula from where their courses/programmes are derived from, managed and delivered.

Every higher education student must be equipped with relevant skills within the academic curriculum in all disciplines as expectations or requirements for graduation and, in accordance with the national policy on tertiary education.

In order to determine how well-prepared Nigerian higher education products were for gainful employment, Dabalén and Oni (2000) asked the following questions: Do graduates from higher education

in Nigeria receive adequate education? How do employers evaluate the qualifications of today's graduates of higher education? When graduates are able to find work, how well do they perform? They went on to say that based on the analysis of available statistics and interviews with managers from 55 public enterprises, the study showed that prospects for employment among graduates worsened over time as the share of graduates going into the public sector fell drastically. This was based on the examination of available data and interviews with managers from 55 public enterprises. The study also showed that university graduates lack adequate training and are ineffective in the workplace; their abilities have gotten worse over time. They particularly struggle with applied technical skills, oral and written communication. Often times, employers set up remedial classes for new hires to make up for inadequate academic preparation. Due to these deficiencies, the company's profitability and competitiveness were lowered while its operating costs rose.

Challenges of Entrepreneurial Education at Tertiary Institutions

Necessity as is commonly said, is the mother of invention. Employment challenge among graduates from tertiary institutions is the philosophy for the advocacy and introduction of entrepreneurship education at the tertiary level of education in Nigeria. Laudable as this programme may be to mitigate unemployment, it is associated with many challenges. Some scholars have observed that the commencement of entrepreneurship education in Nigerian tertiary institutions in 2006 is belated when compared to United States of America that started it 1947 (Kuratko, 2003 & Yahya, 2011).

There would inevitably be some implementation issues and operational difficulties with entrepreneurship education. Garba (2004) pointed out that poor implementation of entrepreneurship education curriculum across tertiary education is a major challenge. The unpleasant state of affairs has made the goals of entrepreneurship intervention in Nigeria very illusive. As noted by Okebukola (2004) and Onyeachu (2008), the Nigerian educational landscape frequently lacks the ability to effectively translate the goals of specialized education into real-world situations when policies are being implemented. Ifedili and Ofoegbu (2011) found that a particular flaw in the tertiary education system in Nigeria's entrepreneurship curriculum is the excessive focus on the fundamentals of business plan writing in groups of ten to fifteen students. Additionally, they emphasized that the programme lacked common textbooks and other helpful educational resources. Most textbooks that are currently in print are inadequate and fail to recognize the unique characteristics of the Nigerian business environment.

Another major drawback in the system that has been noted by many researchers is the glaring lack of a curriculum guide to inform pedagogical delivery in the

entrepreneurship education methodology. A well-designed curriculum needs to be phased in and integrated to guarantee that knowledge is continuously upgraded in a systematic manner. There are no prerequisite introductory courses at the lower levels upon which the newly introduced courses at the third and fourth year level were predicted. These scholars contend that both the importance and standing of entrepreneurship education as well as student interest in the courses were reduced by this development.

The National Universities Commission and National Board for Technical Education and other supervisory agencies in Nigeria attest to the fact that the implementation of this noble programme has been adversely impacted by inadequate funding. (Gabadeen & Raimi, 2012). Another challenge as pointed out by Ifedili and Ofoegbu (2011) is students' erroneous perception that the government mandated them to offer the course in order to add to their workload in school. Many students are deterred by this preconceived notion from exhibiting the required fervor and enthusiasm in all entrepreneurship activities, both inside and outside of the classroom.

Poor capacity of lecturers in tertiary institutions that anchor entrepreneurship education is another challenge. There is a severe shortage of academics and teachers with practical training in entrepreneurship. Considering that the majority of instructors have not founded their own businesses, it is clear that this is a significant area of need. This is the reason why, in the beginning, service delivery was handled exclusively by instructors who had training in business studies. (Uche & Adesope, 2009; Enu, 2012). It was brought about by a widespread misconception that, Entrepreneurship Education was equivalent to Business Studies, despite the differences in scope and focus of the two courses. To teach entrepreneurship, American institutions employ full-time staff members who are dedicated solely to entrepreneurship education programmes (Zhuo & Haxia, 2012). In contrast to the Nigerian context, most teachers of entrepreneurship come from traditional fields like Business Administration or Economics. Lack of entrepreneurial consciousness is noted as a barrier to the high-quality delivery of entrepreneurship education in Nigerian universities, in addition to inadequate qualifications of the instructors. (Amoor, 2008).

Usoro (2010) observed that one of the challenges of adapting entrepreneurship education in tertiary institutions is that of over placing emphasis on academic excellence rather than on skills acquisition. He claimed that because higher education curricula lack adequate skills training and vocational content, graduates are ill-prepared for the workforce. The curriculum for higher education appears to focus more on the cognitive domain and less on the affective and psychomotor domains when training youths to meet their need for practical experience and skill acquisition. Ifedili and

Ofoegbu (2011) in this line of thought lamented that despite the compulsory entrepreneurship education in Nigerian higher institutions of learning, many higher education graduates still remain unemployed for a long time after graduation. Undergraduate entrepreneurship education appears not to be accomplishing the goals and objectives of the required course. Both the course administration and content appear to be lacking.

An excessive amount of emphasis is placed on the delivery of theory; this approach to teaching entrepreneurship education has been regarded as mechanistic. There is no opportunity for students to interact with people about the harsh realities of the business world with this approach. The high student/lecturer ratio in universities, which is a result of increased admission quotas that are typically greater than the carrying capacities of the available facilities, has been identified as the cause of the de-emphasis on the practical aspects of entrepreneurship education.

Another shortcoming of entrepreneurship education in Nigeria is lack of extracurricular activities like entrepreneurship clubs, guest lecturers, workshops, seminars, business plan competitions, internships, and venture incubators. Business executives are occasionally invited to teach a full course, make presentations, or share their experiences with students at American institutions that offer entrepreneurship education. Adenike (2016) and other researchers found that lack of proper resources and tools for instruction and learning in practical courses is the reason entrepreneurship education has not recorded significant impact in Nigeria industrialization drive and reduction of youth unemployment.

According to Inegbenfor (2005), the Nigerian higher education system faces a number of challenges that must be resolved if entrepreneurial education is to accomplish its intended objectives in the nation. He categorized some of these challenges as follows:

- i) The student wage-earner culture: Wage-earner culture is currently the dominant culture. Given the collectivist values of society, self-employment is not favoured in many aspects of the sociocultural environment, therefore, in order to maintain students' interest in the programme, entrepreneurship education must include a sizable promotional component.
- ii) School administration's ignorance of the importance of entrepreneurial education: A large number of administrators at universities are largely uninformed about the potential and importance of entrepreneurship education for the development and competitiveness of their countries. Such institutions might not provide the kind of support that entrepreneurship education needs to become widely accepted among staff and students.

- iii) What to teach and to whom: In order to determine "what to teach and to whom," it is crucial to find out the educational needs of students, the community, and society in general when developing entrepreneurship programmes. The question of who is the target for entrepreneurial education is important because while everybody can benefit from entrepreneurship education, the constraints of large class size for teaching effectiveness makes it imperative for this question to be addressed
- iv) Who should teach entrepreneurial knowledge? It takes special training and experience to teach entrepreneurship. Therefore, capacity building in this area is required so as to achieve meaningful result. One method that can be helpful in improving teaching of entrepreneurship is to encourage the educational institutions involved to share resources, knowledge and experience in this area through seminars, conferences and workshops.
- v) Lack of teaching resources: There is a severe shortage of teaching resources, particularly case materials appropriate for entrepreneurship education in Nigerian universities. It is recommended that instructors of entrepreneurship in the various institutions start creating exercises, real-world cases, and entrepreneur projects that are appropriate for students to engage in experiential learning.
- vi) Uncoordinated and weak institutional support for entrepreneurship education: The issue of entrepreneurship education at all educational levels remains unaddressed by the government and policymakers in charge of entrepreneurship development. It is important to note that carefully articulated government policy and funding are responsible for the development and maintenance of small business management training and entrepreneurship education.

Ojeifo (2013) observed that despite the efforts, entrepreneurship education is still not fully implemented in Nigeria. The issues he recognized as impeding the advancement of entrepreneurship education include the following:

- i) Less emphasis being placed on entrepreneurship courses in the time table.
- ii) Inadequate funding
- iii) The challenge of drawing up course content to be included in the curriculum of entrepreneurship-related education programme in Nigeria university will require a very long educational process
- iv) Lack of effective implementation of pragmatic curriculum which leads to a qualification economy rather than a self-employment and job creation economy.

- v) Faculty foundation: Although education is an ongoing process, the fact that entrepreneurship education was introduced in universities without first being taught in elementary and secondary schools suggests that entrepreneurship education curriculum lacks necessary foundation.

Resources and Strategies for Implementing Entrepreneurship Education in Tertiary Institutions

Entrepreneurial education resource inputs to achieve stated goals must not be compromised. Planning ensures that there is enough resource input to accomplish the intended goals. In this context, it implies making a rational and systematic identification and estimation of resources (human, material facilities and capital) that are required to execute the programme. To implement entrepreneurship education, the National Universities Commission (NUC), the government, and tertiary education administrators must come to an agreement, meet, and determine the specific resource requirements. Edem (2006) alluded that the success or failure of educational programme implementation is determined by the teachers. In this line of reasoning, Ebong (2006) noted that funding is the livewire of education and that it must be sufficiently supplied in order to produce the intended outcomes since it is necessary for the acquisition and upkeep of all other educational resources. Funds are needed to write and publish textbooks on entrepreneurial education, purchase teaching materials, set up laboratories, workshops, studios, libraries, pay staff salaries and benefits, pay collaborative private entrepreneurship centres hired to provide some practical orientations, and hire outsourced staff. The cost of all these must be estimated and budgeted for in the programme.

On strategies to implement and enhance this programme, Ayodele (2006) stated that the underlisted strategies should be put in place in order to achieve viable entrepreneurship education that will produce the desired result:

1. There should be some form of genuine school work based learning incorporated in some studies as part of the national economic development strategies. This implies enriching the curriculum to incorporate vocational and technical training. The development of apprenticeship scheme would give new graduates some work skills and experience.
2. Students should be able to identify potential businesses, plan, create, and run small businesses using the school as a mini-incubator through school-based enterprises.
3. The government should set up small schools where community members, graduates, and interested students can participate. This will help graduates become independent.

4. To support specific skill acquisition centres for the youths, the government should establish an enterprise college.
5. The government should create an internship programme for entrepreneurship that pairs students with prosperous local business owners with clearly established educational programmes.
6. The government should foster a business-friendly atmosphere. Taxes on small enterprises should be reduced.
7. There should be sufficient rewards for students attending technical and vocational schools. This will encourage them to start their business after graduation.

Okafor (2013) discussed methods for improving entrepreneurship education and opined that some of the strategic goals set for entrepreneurship education in Nigerian universities should be:

- Increasing entrepreneurship awareness;
- Addressing the nation's issues of poverty and unemployment;
- Provision of new knowledge and spread of enterprise leading to the delivery of excellent content in the field of entrepreneurship;
- Provision of ample opportunities and a conducive environment for students to receive hands-on training that will boost their self-confidence in the world of entrepreneurship;
- Improving the universities' contribution to society by disseminating best practices to the larger community through networks and collaborations.
- Developing linkage with the commercial world such as industry and research centres, and excellence for the development of multi-functional skills.

Managing Entrepreneurial Education at Tertiary Level for Graduate Employability

Managing entrepreneurial education of tertiary level for employability of their products in a competitive society connotes refocusing, innovating and restructuring the curricula in such an inclusive manner to equip their products with the prerequisite entrepreneurship training and competences to go into business opportunities in every sector of the Nigeria economy and do exploits. In the past, the purpose of higher education in Nigeria was to produce young people who would work for large corporations or government agencies rather than to foster entrepreneurship and self-employment. However, there has been a gradual change from that since the Federal Government of Nigeria ordered universities to prioritize incorporating entrepreneurship education into their curricula in order to address the rising rate of youth unemployment in the nation.

Government policy on higher education enrolment had emphasized 60% to be science and technology based, while 40% should be arts and social science based. JAMB (2013) reports revealed that over one million youths that sit for UTME every year, less than 20% of the population goes for skill-based courses, while 80% goes for arts and social science courses. The implication is that education and training at tertiary level, made the youths to be literal or verbatim thinkers than lateral, imaginative or creative thinkers. The Nigerian Educational Research and Development Council (NERDC) (2006) realized the need for skill-based form of education in its mandate by the National Council on Education (NCE) to restructure and re-align the tertiary education curriculum to empower the youths with skills that will make them self-reliant and capable of creating their own employment opportunities.

Implementation of entrepreneurial education in our tertiary institutions as directed by Government and NUC is purely a management function. It can only take place where all instrumental activities are being carried out in a strategically planned entrepreneurial environment. Higher education institutions are the main agents in improving graduates' employability. One of the major responsibilities of the leaders of today is how they can enhance skills of their products. The growing competition in the global market has made it necessary to produce graduates with the skills needed for employment in the modern world (Williams, 2003). He pointed out that in the current job market, employers place a high value on graduate employability, which appears to be synonymous with work readiness—that is, having the abilities, know-how, attitudes, and business acumen necessary for graduates to contribute positively to organizational goals as soon as they start working.

Managing entrepreneurial education connotes mapped out strategies and approaches in the process of inculcating in the students the right skills and knowledge that will build and arouse their interest in entrepreneurship. Such approaches should ensure that students are actively participating in the teaching – learning process and also carrying out creative activities. Entrepreneurship education is the type of education where skills are acquired, learnt and practiced. There is the need to consider quality instructional delivery process that is able to fully achieve the desired outcome. Management must hire suitable and well qualified lecturers to teach entrepreneurship education. There is a correlation between the lecturers' level of education and teaching delivery. They must be well motivated to teach through the process of instructional delivery in order to demonstrate mastery and inculcate in students the vision of wealth creation that will enable them become job creators and not job seekers. Institutional managers should accommodate and prioritize entrepreneurship education along with all academic programmes, ensure its effective delivery, and made compulsory like any

other course from General Education Studies (GES) Unit and see to it that all undergraduate students are involved.

Successful implementation of entrepreneurship education by institutional managers is a function of effective planning, coordination, adequate funding and prudent management, availability of instructional materials and facilities, trained and competent staff to implement the programme among other things. Institutional managers may possess required administrative prowess, but without fund to procure other pertinent resources, the advocacy by government and other stakeholders to equip the youths with socio-economic skills and competences to make them self-reliant through entrepreneurship education will become a hoax and mirage. Adequate funding among other resources must be provided by the government to achieve the goals and philosophy of entrepreneurial education in tertiary institutions.

Availability of facilities and equipment is a sine qua non for effective management of entrepreneurship education. Facilities such as classrooms, laboratories, workshops, library, ICT facilities, instructional materials such as textbooks, chairs, tables and desks, fans, air conditioners, office equipment, water, electricity/power and so on must be put in place for effective teaching and learning. Entrepreneurial education is about acquisition of skills which cannot be acquired by mere theoretical teaching. Practical session in laboratory and workshops is a major component in skill and knowledge impartation so that the students can get firsthand experience that will boost their learning, curiosity and interest. Inadequate facilities and equipment represent a major obstacle to the teaching of entrepreneurial education in tertiary institutions. Scholars have extensively documented the reason why employers retrain Nigerian graduates before they are ready for the workforce: there is a significant disparity between the equipment and facilities in the institutions' workshops and those in the real workplace. The skill-based courses were more or less taught theoretically with little or no practical carried out due to absence of relevant facilities. For entrepreneurship education to be effective, adequate facilities and equipment must be available. Following this line of reasoning, Owoeye and Yara (2011) noted that having facilities that can accommodate the various demands of an educational system will enable students to learn at their own pace in addition to providing them with access to the reference materials that their teachers have mentioned.

Indices that create some of the challenges of entrepreneurial education include; the curriculum, the way in which it is taught and how the practical learning is carried out. Effective management of entrepreneurial education must start by finding out the challenges with a view to filling the gaps to prepare youths for competitiveness with prerequisite skills, attitudes and behaviour.

Institutional managers should cultivate an atmosphere that supports entrepreneurial mindsets, skills, and behaviours among their lecturers so that students can start and grow businesses that will benefit them and the entire society. Management must periodically organize orientation courses, workshops, seminars, conferences and so on for entrepreneurship education lecturers with a view to enhance their capacities.

Management must also make efforts to involve successful entrepreneurial stakeholders outside the tertiary institutions from the private sector to act as role models for students. This should constitute an essential aspect of implementing entrepreneurship programmes. These outsourced experts in entrepreneurship should be given the opportunity to implement this programme by making paper presentations in organized seminars, conferences, talk shows and so on for students. Suffice it to buttress here that effective implementation of entrepreneurial education in tertiary institutions to enhance employability of their graduates in a competitive society, is a function of both managerial prowess and adequate provision of pertinent resources.

CONCLUSION AND RECOMMENDATIONS

Managing entrepreneurial education in tertiary institutions for employability for their graduates in a competitive society is geared towards ameliorating perceived challenges hindering young people from getting employment on graduation. The reviewed literature provides ample evidence that the labour market has a steady, slow demand for higher education products. This demand stems primarily from the fact that individuals without marketable skills are unable to find employment. Possessing the abilities required to keep a job and advance in the industry is the definition of employability.

Institutional managers should deploy their prowess and resources available to ensure that products from their system are equipped with the ability to get jobs after graduation.

Entrepreneurship education benefits abound, such as enhancing economic competitiveness for the youths in terms of wealth creation, imaginative thinking, creativity and risk-taking in business, opportunities for employment and income, economic independence among others. Its potency is also viewed as a veritable tool for mitigating societal vices such as militancy, prostitution, kidnapping, robbery, drug addiction, human trafficking and so on that are threatening peace and security in Nigeria. Entrepreneurial education programme at the tertiary institutions is a panacea for mitigating unemployment challenges confronting the youths. Therefore, institutional managers must have a critical look and evaluate contemporary challenges affecting entrepreneurial education with a view to combating them through ensuring employability of their

products in a competitive society. The following recommendations are hereby made:

1. The government must demonstrate a strong political commitment to helping all graduates of tertiary education acquire new skills by providing sufficient funding for entrepreneurial education.
2. The government policy on entrepreneurial education for the youths should be revisited in unambiguous terms stating its goals, implementation strategies, stakeholders' involvement in funding modalities such as deduction at source from Federation Account and Tertiary Education Fund (Tetfund).
3. Effective management of entrepreneurial education at tertiary institutions by the administrators is a function of high level of socio-economic awareness. It is reported by some researchers of the ignorance of administration on the importance and potentials of entrepreneurial education in boosting national competitiveness and development. This programme in such institutions may not have the level of support that it needs to gain acceptance among students and staff. The government and NUC should ensure that all tertiary institution managers are given orientation to create the level of awareness they need to mid-wife entrepreneurial education.
4. Institutional managers and entrepreneurship education departments should establish connections with the business sector, including industry and research institutes, and work together with all centres of excellence to foster the development of multifunctional skills.

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