

PROMOTING ENTREPRENEURSHIP SKILLS ACQUISITION AMONG SOCIAL STUDIES UNDERGRADUATES IN HIGHER EDUCATION INSTITUTIONS (HEIs) IN DELTA STATE

Destiny Onyeka Ukor, PhD
*Department of Social Science Education,
Faculty of Education,
Delta State University, Abraka*

Abstract

In contemporary times, entrepreneurship skills acquisition has become very important for human survival. Irrespective of the fact that white collar jobs to an extent are available, with entrepreneurship skills, human survival is assured. The best time to inculcate in individuals the entrepreneurship skill acquisition mentality is during their undergraduate years in higher education institutions (HEIs). This study investigated entrepreneurship skills acquisition among Social Studies undergraduates in higher education institutions (HEIs) in Delta State, Nigeria. Descriptive survey research design was adopted for this study. The population of the study consists of all Social Studies undergraduates in faculties of education in the sampled higher education institutions (HEIs) in Delta state. A simple random sampling technique was used to select 300 Social Studies undergraduates from four higher education institutions in Delta state. Two research questions and two hypotheses guided the study. Data collected were analyzed using, percentages and mean to answer research questions, while, Chi-Square was used to test the hypotheses at 0.05 level of significance. A structured questionnaire containing 10 items, titled Promoting Entrepreneurship Skills Acquisition Questionnaire (PESAQ) was used for data collection. Findings revealed that there is significant influence of developing creativity thinking and entrepreneurship skills, and that there is a positive influence between creative innovation and entrepreneurship skills in Delta State's higher education institution. Based on the findings, the study recommends that there should be institutional collaborations between Social Studies undergraduates and other students, in order to brainstorm to create out new ideas and skills or to build on the existing ones. There should be a commitment to ideas for practical application or implementation by the Social Studies undergraduates, an awareness of creativity and innovation thinking should be cultivated and encouraged among social studies undergraduates in particular and all students of higher education institutions in Delta State in general.

Keywords: Acquisition, creative thinking, entrepreneurship skills and Social Studies undergraduates.

Introduction

The importance of entrepreneurship skills acquisition in higher education institutions (HEIs) among undergraduates cannot be underemphasized. With the economic situation of the country, Nigeria, especially in contemporary times and the prevailing unemployment rate, inculcating the entrepreneurship skills acquisition mentality in undergraduates have become paramount. The intention is to make these undergraduates self-employed, self-sufficient and self-reliant after graduation. This is of greater concern in the planning, developing and implementation of the curriculum for the Social Studies teacher trainees in the education faculties and colleges of education. The need to develop more skills in creativity is very paramount, more now than before. The potentials needed for these skills include good creation in education, for growth and increase in business, in terms of employment generation, capacity building, improved standard of living and economic development (Adeoye, 2015). Gone are the days, when success depends solely on paper

qualifications and certificates. The world is fast changing and is tilted towards what one can do with the skills acquired to survive in the future.

There is an overwhelming increase in poverty level, unemployment, under-employment, and hardship in the country, even with the so-called poverty alleviation initiatives programmes by the government. to alleviate poverty. The ability to be creative, innovative and entrepreneurial in all aspect of life is an important skill to be taught and learned in the faculty of education. The ability of the Social Studies undergraduates to think out new things, new ideas and new ways of solving educational problems, and applying creative solutions to these educational problems cannot be overestimated. Poverty in Nigeria has remained high despite the efforts of those concerned. The Nigeria National Bureau of Statistics (2020) states that 40% or 83 million Nigerians live in poverty this year and by 2022 the number of poor people will increase to 45% or 90 million out of the total estimated population of 200. According to World Bank (2020), 47.3% Nigerians or 98 million people, live in multidimensional poverty. However, it is estimated that 32.5% is the unemployment rate in Nigeria in 2021. These reports are bad, frightening and heartbreaking. The younger generations are finding it difficult to get a gainful employment, even after acquiring the needed degrees and certificates. Besides, the rate of crime, kidnapping, terrorism, thuggery, gangsterism, insurgence, armed robbery, fraud, killings and other vices growing every day is on the increase. There is fear of insecurity in the country, in which the youths are the most involved. There is therefore the urgent need to equip the Social Studies undergraduates with entrepreneurship skills in the direction that various sustainable development agenda could be realized in the country (Omeke, Nwabueze, and Sam- Kalagbor, 2021)

Entrepreneurship is a process of one operating or creating a business. Entrepreneurship skills can be referred to as one's ability to turn ideas into action. It includes creative thinking, creative innovations and risk-taking as well as the ability to plan and manage projects in order to achieve objectives. Kurya (2016) defined entrepreneurship as a process of identifying, developing and to bring a vision to life. To get these visions, one should create it by thinking out ideas that could create a job and generate income. No one is born with these ideas, but through education, things can be learnt, unlearned and relearned. The brain capacity can be developed and a thought-out plan can be implemented. Omoluabi (2014) noted that creating a job as an entrepreneur is a function of mental ability that an individual has to learn on how to think of what is lacking in the environment, ability to provide or supply to the environment whereby satisfying those needs is what makes an individual an entrepreneur and a job creator.

Creative thinking as a basic factor of an entrepreneur is the ability to come up with new solutions to problems. This is the tendency to generate or recognize new ideas or possibilities that may be useful in solving new problems (Business dictionary, 2015). Creativity connotes originality, imagination and expressiveness. Creativity requires flexibility and divergence in thinking and expressing oneself. Stretching and expansion of the Social Studies undergraduates' thoughts, ideas and the development of original insights are aspects of entrepreneurship skills acquisition. Creative thinking according to Barroso-Tanoira(2017) can be stimulated both by unstructured process such as general brainstorming sessions and by a structural process such as lateral thinking. To be creative, one has to think sufficient enough to establish and run a business outfit at least at a micro level (Sadiq and Nafiu, 2014). On the other hand, innovation can be described as adding something new to an existing process or system. The process of education or acquiring more knowledge had already begun in the students and more knowledge can be added on what already exists. It is the successful exploitation of new ideas and its application or usage that can make for a sustainable security. All innovations begin with a creative idea. To be creative, one needs to be knowledgeable, motivated and have the ability to think out new ideas.

Teachers (lecturers) in the higher education institutions (HEIs) need to create intrinsic motivation in the undergraduates to learn. When Social Studies undergraduates focus on a creative goal, they become absorbed in their learning and are more driven to acquire the entrepreneurship skills they need to accomplish it. Creative thinking enables the Social Studies undergraduates to find some of the path-breaking discoveries, while innovative thinking converts the creative thinking idea to practical application. An innovation is about fulfilling the demand for unmet human needs, that is moving from creative idea to practical application. Creativity thinking unleashes the Social Studies undergraduates' potential of the mind to conceive new ideas, while, innovation helps the new ideas to be accomplished. Creativity is conceiving something original, while innovative thinking is implementing the creative idea, to develop something new and of value to people. Creativity lets an aspiring entrepreneur connect distinct aspects and extrapolate feasible solutions from unrelated concepts. Creativity empowers Social Studies undergraduates to be confident and stay true to what they love. Creative students find unique solutions to problems. Creativity can be developed amongst students by collaborations, creating a compassionate, and accepting environment. Promoting creative thinking helps Social Studies undergraduates to be creative and innovative, Barroso-Tanoira, (2017) posits that practice generates more ideas, foster question-friendly environment, and encourage practical direct communication. Consequently, the rate at which poverty and unemployment is soaring, and ravaging the economy, Social Studies undergraduates in the higher education institutions (HEIs) need to be aware and develop more entrepreneurship skills for self-sustainability and security. Robinson (2016) posits that creativity is generating new and different ideas with value and must be at the level with literacy because everybody is born with it, and it has to be developed as one grows up. All human beings are creative and being in a tertiary institution, makes it easier.

Barroso-Tanoira (2017), affirmed that creativity is a source of competitive advantage for students because, the students that are creative and innovative today, can bring creative solutions to educational problems tomorrow. In other words, the students should use what they are taught in school to improve on their skills. Research and innovations are required in education and higher education institutions' teachers (lecturers) need to assist the undergraduates to develop their creative potentials to full capacity. The ability of an entrepreneur to generate a steady stream of opportunities and income can only come about when one creates more ideas and innovation with good vision on the entrepreneurial activities and come out with sustainable skills. Good Entrepreneurs can create a strong mission and vision; they are an important facet in the growth and development of a nation. Kurya (2016) opined that entrepreneurship is the main mechanism that creates wealth, explanations of economic growth and development create change and adaptation in the business environment that underlie economic performance. However, creativity and innovative thinking have continued to be a subject matter to many individuals and very important for the future of the economy, because of its potency as a tool for alleviating unemployment and other social-economic challenges inhibiting sustainable development among human race in developing countries. Creativity and innovation thinking is a good entrepreneurship skills. They are purposeful and can be an intervention to economic improvement through individuals that attune to entrepreneurial qualities and skills to enable any business survive in the world of today (Omoluabi, 2014).

Developing creativity would very likely assist the students to acquire skills appropriate, for future jobs and secured employment opportunities. Olufemi and Aledejebi (2018) reported a positive influence of entrepreneurship education and intentions among students in four tertiary institutions in Nigeria. Nevertheless, the development and formation of creativity for entrepreneurial skills depends on personal attitudes and aspirations of the students toward acquiring these skills and starting a new venture that will bring success to the venture. It is on the basis of these, that the researcher seeks to establish an association between the entrepreneurship **skills**.

Statement of the Problem

The menace of unemployment, poverty, crime and all manner of atrocities are on the increase because of the lack of adequate entrepreneurship skills acquisition. Nigeria has been ravaged by series of economic developmental challenges ranging from mono-income dependent economy, poor standard of living, lack of skilled labours, and lack of good administration. Observations show that one of the major factors responsible for the continuous derail of Nigerian economy is non availability of new methods and ideas of doing things and task achievement. Addressing the problem requires the administrative institutions with the tertiary institutions paying the leading role in inventions of new methods and techniques of achieving various tasks. Developing creativity would be very useful for students in a world of today. People do not think deep enough to become entrepreneurs neither do they have the requisite skills that are sustainable and can take them out of unemployment to be self-employed and self-reliant, without waiting on the government for continuous job creation. With the teeming population and shaky economy, the undergraduates need to think out of the box and deeply for their survival and security, even before graduating from higher education institutions (HEIs).

Countless of youth are graduating from higher education institutions (HEIs) every year in Nigeria, without corresponding job opportunities for them. It is very likely that they are neither creative, innovative enough nor have developed entrepreneurship skills for self-sustenance. Despite the prominent roles in developing entrepreneurial administration is playing in providing the opportunity for students in tertiary institutions to gain the knowledge and skills needed for starting up a new venture, Entrepreneurship education is being taught in some higher education institution (HEIs) and yet the rate of graduate unemployment and poverty is still high, despite the certificates being carried around. One would begin to imagine, where the educational system, the students, the government and the tertiary institutions are getting it wrong? The students have been taught and some had acquired the needed academic and technical skills, yet nothing substantive. It appears that the aims and objectives of education is not being effectively implemented to be achieved. Joblessness among graduates in the country is still on the increase and only a small percentage of these graduates become entrepreneurs after graduation (Adeoye, 2015). This is because many students lack the creative capability and the innovation idea of developing entrepreneurship skills from most of these higher education institutions (HEIs). Although a number of studies have been conducted on developing creativity on entrepreneurship administration in Nigeria (Mezieobi, 2018; Ogundele, Akingbade and Akinlabi, 2012), (Akhueomonkhan, Raimi and Sofoluwe, 2013), (Alese, 2014), none of them focused on Social Studies undergraduates in higher education institutions (HEIs) in Delta State. In order to bridge this gap, the researcher attempted to investigate the promotion of entrepreneurship skills acquisition among Social Studies undergraduates of higher education institutions (HEIs) in Delta State, Nigeria.

Research Questions

1. To what extent does creative thinking influence entrepreneurship skills acquisition among Social Studies undergraduates in higher education institutions in Delta State?
2. Can creative innovations influence entrepreneurship skills acquisition among Social Studies undergraduates in higher education institutions in Delta State?

Hypotheses

1. There is no significant influence between creative thinking and entrepreneurship skills acquisition among Social Studies undergraduates in higher education institutions in Delta State.
2. There is no significant influence between creative innovations and entrepreneurship skills acquisition among Social Studies undergraduates in higher education institutions in Delta State.

Methodology

Descriptive survey research design was adopted for this study. This design was mainly carried out on field survey method of research investigation. The survey investigation aimed at discovering new phenomena on research trend on what has not been discovered by former studies. The main criteria for research design can be designed to generate answer to the research questions and adequately test the hypotheses. Hence, the study was quantitative research approach.

The population of the study comprises of all the Social Studies undergraduates of higher education institutions (HEIs) in Delta State. The sample of, the study comprises of 300 Social Studies undergraduates from some higher education institutions in Delta State, with 75 students from each institution, namely, Delta State University, Abraka (75), University of Delta, Agbor, (75), College of Education, Warri (75), and Delta State College of Education, Mosogar, (75) making a total of 300 Social Studies undergraduates. These higher education institutions (HEIs) are institutions that offer Social Studies as a course of study. The instrument for data collection was the researcher's constructed questionnaire titled 'Promoting Entrepreneurship Skills Acquisition Questionnaire (PESAQ)'. The questions were divided into two sections, A and B. Section A elicited information on personal data, while section B contains items from the research questions. A 4-point likert scales of Strongly Agree (SA=4), Agree (A=3), Disagree (D=2) and Strongly Disagree (1). The instrument was subjected to face and content validation by two experts in the faculty of education, Delta State University, Abraka. The reliability test was determined using Cronbach Alpha formula, which yielded an index of 0.78, which is high enough for the study. Percentages and mean were used in answering the research questions, while, the hypotheses were tested using Chi-Square at 0.05 level of significance.

3. Table 1: Research Question one: To what extent does creative thinking influence entrepreneurship skills acquisition among Social Studies undergraduates in higher education institutions in Delta State?

S/ N	Item	SA	A	D	SD	Mean
1	I like working with people	116 38.7%	110 36.7%	26 8.7%	8 2.7%	3.397
2	Team work is my priority	112 37.3%	113 37.7%	24 8.0%	11 3.7%	3.330
3	I Explore the initiatives of others	90 30.0%	113 37.7%	22 7.3%	15 5.0%	3.147
4	I believe I will succeed	108 36.0	129 43.0	16 5.3%	5 1.7%	3.970
5	Most of my classmates look up to me to solve problems	124 41.3%	141 47.0%	10 3.3%	4 1.3%	3.786

The above table on the research question on 'to what extent does creative thinking influence entrepreneurship skills acquisition among Social Studies undergraduates in higher education institutions (HEIs) in Delta State shows that 38.7% of the respondents strongly agreed on the view that they like working with people, 36.7% agreed, while 8.7% respondents strongly disagreed, and 2.7% disagreed on the statement. The table shows that, 37.3% of the respondents strongly agreed on the view that teamwork is my priority, 37.7% agreed, while 8.0% respondents strongly disagreed, and 3.7% disagreed on the statement. The table also shows that, 30.0% of the respondents strongly agreed on the view that they believe in other peoples, ideas 37.7% agreed, while 7.3% respondents strongly disagreed, and 5.0% disagreed on the statement. The table also, revealed that, 36.0% of the respondents strongly agreed on the view that I explore the initiatives of others, 43.0% agreed, while

5.3% respondents strongly disagreed, and 1.7% disagreed on the statement. The table shows the distribution sampled respondents according to research questions which it shows that, 41.3% of the respondents strongly agreed on the view that I believe I will succeed, 47.0% agreed, while 3.3% respondents strongly disagreed, and 1.3% disagreed on the statement with average mean scores of 3.397, 3.330, 3.147, 3.970 and 3.786. This reveals that majority of the respondents agreed that creative thinking influences entrepreneurship skills acquisition among Social Studies undergraduates in higher education institutions (HEIs) in Delta State.

4. Table 2: Research Question two: Can creative innovations influence entrepreneurship skills acquisition among Social Studies undergraduates in higher education institutions in Delta State?

S/N	Item	SA	A	D	SD	Mean
6	I usually try to implement most of the new ideas taught in the school	124 41.3%	141 47.0 %	10 3.3 %	4 1.3%	3.786
7	Technological innovations has served as learning focus in solving most problems	68 27.2%	107 42.8 %	24 9.6 %	14 5.6%	3.316
8	How quick do you recognize opportunities in your field of study and turn them into successes	116 38.7%	110 36.7 %	26 8.7 %	8 2.7%	3.397
9	I practice creating new ideas and practically apply them to what I do	108 36.0	129 43.0	16 5.3 %	5 1.7%	3.970
10	There is collaboration among the student to improve ideas and knowledge	79 26.3%	109 36.3 %	26 8.7 %	18 6.0%	3.316

The result of above table on the research questions on 'can creative innovations influence entrepreneurship skills acquisition among Social Studies undergraduates in higher education institutions (HEIs) in Delta State' shows that, 41.3% of the respondents strongly agreed on the view that they usually try to implement most of the new ideas taught in school, 47.0% agreed, while 3.3% respondents strongly disagreed, and 1.3% disagreed on the statement. The table also shows that, 27.2% of the respondents strongly agreed on the view that technological innovations has served as learning focus in solving most problems, 42.8% agreed, while 9.6% respondents strongly disagreed, and 5.6% disagreed on the statement. The table shows that, 38.7% of the respondents strongly agreed on the view that they are quick do you recognize opportunities in your field of study and turn them into successes, 36.7% agreed, while 8.7% respondents strongly disagreed, and 2.7% disagreed on the statement. However, the table also shows that, 36.0% of the respondents strongly agreed on the view that they practice creating new ideas and practically apply them to what they do, 43.0% were agreed, while 5.3% respondents strongly disagreed, and 1.7% disagreed on the statement. In addition, the table also shows that, 26.3% of the respondents strongly agreed on the view that there is collaboration among the students to improve ideas and knowledge diffusion, 36.3% were agreed, while 8.7% respondents strongly disagreed, and 6.0% disagreed on the statement with average mean scores of 3.221, 3.031, 3.512, 3.743, and 3.985, meaning that most Social Studies undergraduates agreed that creative innovations influence entrepreneurship skills acquisitions among Social Studies undergraduates in higher education institutions (HEIs) in Delta State.

Testing Hypotheses

Hypothesis One

Table 3: There is no significant influence between creative thinking and entrepreneurship skills acquisition among Social Studies undergraduates in higher education institutions (HEIs) in Delta State

Value		Df	X ² Cal	X ² Tab	Remarks
Observed	34.8	4	56.431	9.488	Reject H0
Expected	25.2				Accept H1

Dependent Variable: Developing entrepreneurship Skills acquisition

Above table show the overall chi-square value for the distribution of respondents on items on no significant influence between creative thinking and entrepreneurship skills acquisition among Social Studies undergraduates in higher education institutions (HEIs) in Delta State. The study shows that the overall calculated chi-square value is 56.431 at 0.05 level of significant and at 4 degrees of freedom. The calculated chi-square value 56.431 is greater than the table value 9.488, which means the null hypothesis was rejected. It can be concluded that there is a significant influence between creative thinking and entrepreneurship skills acquisition among Social Studies undergraduates in higher education institutions (HEIs) in Delta State.

Hypothesis Two

Table 4: There is no significant influence between innovative thinking and entrepreneurship skills acquisition among Social Studies undergraduates in higher education institutions (HEIs) in Delta State.

Value		Df	X ² Cal	X ² Tab	Remarks
Observed	26.2	4	26.310	13.298	Reject H0
Expected	32.7				Accept H1

Dependent Variable: Developing entrepreneurship administration

The above table shows the overall chi-square value for the distribution of respondents on items on **there is no significant influence between** creative innovations and entrepreneurship skills acquisition among Social Studies undergraduates in higher education institutions (HEIs) in Delta state. The study shows that the overall calculated chi-square value is 26.310 at 0.05 level of significant and at 4 degrees of freedom. The calculated chi-square value 26.310 is greater than the table value 13.298, which means the null hypothesis was rejected. It can be concluded that there is significant influence between creative innovations and entrepreneurship skills acquisition among Social Studies undergraduates in higher education institutions (HEIs) in Delta state.

Discussion of Findings

The findings of research question one revealed that majority of the Social Studies undergraduates agreed that creative thinking influences entrepreneurship skills acquisition among Social Studies undergraduates in higher education institutions (HEIs) in Delta State by creating awareness that creativity is needed for acquiring entrepreneurial skills in the schools. In agreement to this study, Oduwaiye (2019) reported that university students need to develop creative skills for self-reliant rather than depending on the government for employment. The test of hypothesis shows that there is significant association in developing creative thinking and entrepreneurship skills

acquisition among social studies undergraduates in higher education institutions (HEIs) in Delta State at ($X^2\text{Cal} = .56.431$; $X^2\text{Tab} = .9.488$). However, the findings are in line with Nwekeaku, (2013) in the assertion that entrepreneurship education is the way to curb unemployment after graduating from the university.

The findings of the second research question revealed that most Social Studies undergraduates agreed that innovative thinking influences entrepreneurship skills acquisition positively. Sadiq and Nafiu (2014) in line with this study reported a strong linkage between entrepreneurship and technology innovation for research and development output of institutions of higher learning. Accordingly, hypothesis two revealed that there is significant effect of developing innovative thinking and entrepreneurship skills acquisition among Social Studies undergraduates in higher education institutions (HEIs) in Delta State at 26.310, p. value = .000, at 0.005 sig. The finding of this study was in line with the study of Omeke, Nwabueze, and Sam-Kalagbor (2021) which affirmed that university students equipped with innovative skills to start their own business after school excel globally. Likewise Laukkanen (2020) in exploring alternative approaches in high-level entrepreneurship education affirmed innovation importance in creating micro-mechanisms for endogenous regional growth in entrepreneurship and regional development. Also, the findings of Olufemi and Aledejebi (2018), in their study show the positive effect of entrepreneurship education on entrepreneurial intentions of students among four tertiary institutions in Nigeria. In other words, creative and innovative thinking are an integral part of entrepreneurship skills acquisition among Social Studies undergraduates in higher education institutions (HEIs) in Delta State, Nigeria

Conclusion

In contemporary times, entrepreneurship skills acquisition has become priority in higher education institutions (HEIs). Universities, colleges of education and polytechnics emphasize the importance of exposing students to entrepreneurship skills acquisition through entrepreneurship education. The findings have shown that creative thinking when properly harnessed by Social Studies undergraduates in higher education institutions (HEIs) in Delta state can influence entrepreneurship skills acquisition and the Social Studies undergraduates can be motivated to become creative and innovative in their skills, not only that, the Social Studies undergraduates in particular and students in general can create jobs and become self-reliant, without waiting on the government for employments. Besides, the awareness of creativity and innovation thinking augments the countries developmental goals on entrepreneurship skills acquisition needed for sustainable security. However, by including creation of creativity and innovative thinking skills in higher education institutions' (HEIs') curriculum, and conducting research and assignments, which would enable the students meet-up with some established entrepreneurs in the society. Besides, creating consciousness that innovation and creativity can provide alternative career options for graduates are key inputs in attaining job success and will also enhance and enable students to identify business opportunities and growth in any society and economy that is in readiness to grow and progress to economic prosperity as they serve as the bedrock platform with a positive geometric effect on socio-economic growth and development that output sound and quality Intellectual capital service delivery, quality of life sustainability, effectiveness, efficiency and productive growth of the economy. Finally, schools from lower basic education level schools (primary 1-3) through higher education institutions (HEIs) (universities, colleges of education and polytechnics) should promote entrepreneurship skills acquisition among the students.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. There should be institutional collaborations between Social Studies undergraduates and other students, in order to brainstorm to create out new ideas and skills or to build on the existing ones.
2. There should be a commitment to ideas for practical application or implementation by the students, even after graduation from higher education institutions (HEIs).
3. An awareness of creativity and innovation thinking should be cultivated and encouraged among Social Studies undergraduates and every graduate in higher education institutions (HEIs) in Delta State.
4. Undergraduates of higher education institutions (HEIs) in Delta state should see their choice of career and occupation as a means to survive in life.
5. Teachers (lecturers) of higher education institutions in Delta state should encourage students to be able to see how they can explore a career option in any occupation of their choice which will yield better profit than working under any employer.
6. The ability to explore a business venture related to business of their choice, which is their field of study, will help students and other stakeholders to become experts in such business enterprise, this should encourage in higher education institutions (HEIs).
7. The Delta State government should motivate teachers (lecturers) and other stakeholders in higher education institutions (HEIs) in Delta state to make students think more of how to become young entrepreneurs in the society. This will enable them to understand that an individual can become a successful entrepreneur with good skills.
8. Government should put a programme in place that will encourage teachers (lecturers) and non-teaching staff in the higher education institutions (HEIs) to be skilled- employed.
9. Nigerian government and other stakeholders of policies maker in Nigeria business environment should encourage SMEs to grow in our tertiary institutions.
10. Every discipline in the Nigeria higher education institutions (HEIs) should be taught in the way that each student will discover the area(s) they can establish their own job and be self-employe

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