

## **ENTREPRENEURSHIP EDUCATION AS A TOOL FOR SUSTAINABLE DEVELOPMENT AMONG UNDERGRADUATE STUDENTS IN NIGERIA**

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**Abstract:** *The study examined entrepreneurship education as a tool for sustainable development among the final year students of University of Ibadan who took entrepreneurship as general study course in their third year at the University. Purposive sampling technique was used to select the final year students of the University to ensure that the questionnaire is administered only to students who have offered entrepreneurship courses. Simple random sampling technique was used to select (10) students each from the seventeen faculties in the University giving a total of 170 respondents. The results showed that entrepreneurship education has significant impact on job creation, poverty reduction, improved standard of living and crime reduction among undergraduate students: these demonstrate that entrepreneurship education is a viable tool for sustainable development. The study recommends based on the results that there is need for stakeholders like government, entrepreneurial organizations, NGOs to invest their resources on entrepreneurship education and to provide grant funding to undergraduate students which would equip them with entrepreneurial skills to develop business ideas*

**Keywords:** entrepreneurship, sustainable development, business ideas, entrepreneurial skills, viable tool

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### **INTRODUCTION**

Entrepreneurship has been acknowledged as the determinant or vital component of economic growth and development (Akingbade 2021). This is because Entrepreneurship leads to the creation of small and medium scale businesses, providing employment opportunities, income generation, uplifting of standard of living and effective utilization of human, material and financial resources of a country in the right direction (Baliyan et al 2020). Serious and frantic efforts have been placed on programs towards the development of Entrepreneurship. Because of the significance and role of Entrepreneurship in the economy, the federal government of Nigeria through the National Universities Commission introduced Entrepreneurship Education course under general studies programs which is compulsory for all undergraduate students in the country. It

is believed that it will expedite the development of good attitude and inculcate positive mindset towards Entrepreneurship and its education

The introduction of entrepreneurship education into the university education curriculum in Nigeria was to equip undergraduates with skills to function well and contribute to society upon graduation. This goal is mirrored in the Nigerian universities' calculated plans to provide the chance for undergraduates to become entrepreneurs. Entrepreneurship Education was integrated to provide undergraduates from various disciplines with entrepreneurial skills needed to possess life-sustaining requisites, and be self-reliant. The ability of undergraduates to possess life-sustaining requisites and be self-reliant is described in economic development literature as core values of sustainable

development (Chukwuma E. and Ogbeide D. 2017).

It is an indisputable fact that Entrepreneurship education is one of the essential tools for national development (Chhabra S. et al 2020) Entrepreneurship Education is an important instrument for national and sustainable development and it involves the acquisition of fundamental knowledge and entrepreneurial skills needed for technological breakthrough and business development which promotes economic growth.. Entrepreneurship education is not just about teaching someone to run a business, it is also about encouraging creative thinking and promoting a strong sense of self-worth and empowerment for sustainability

The current situation in Nigeria poses stern threats and challenges to both government and well-intentioned citizens. The problems confronting the country are high rate of unemployment, poverty, low standard of living, restiveness among the youth, low economic growth and development among others (Edokpolor J. and Somorin K 2017). It is therefore important to provide the students with the necessary skills to be self-reliant that will ensure sustainable development. It is saddening to note that the high rate of unemployment in the country has led to various forms of social vices, idleness, unrests and overall retarded development in the country. The introduction of entrepreneurship education is expected to tackle all these problems among the University students by giving them the necessary entrepreneurial skills to be self-employed and self-reliant without having to depend on relatives, parents or government but give them a change of mindset that would reduce their attention of securing jobs in corporate organizations and start harnessing business opportunities in the country. The aim of this study is to analyze entrepreneurship education as a tool for sustainable development among undergraduate students in Nigeria. Job creation, poverty reduction, improved standard of living and crime reduction are the parameters used for the evaluation.

## **LITERATURE REVIEW**

### *Conceptual Review*

#### *Entrepreneurship Education*

Entrepreneurship education is an educational program which centres on impacting pupils on matters surrounding entrepreneurship (Akpan, 2021). Entrepreneurship education is involved in the motivation, mentorship of youths and elders on approaches to become self-reliant in thinking, creating and operating a venture (Mahendra et al. 2017). Entrepreneurship Education is important in that it offers the type of education and training that empowers, encourages the employment of sense of creativity and development the competencies for students in order to accept responsibilities and challenges (Paul et al 2018). There is a significant recognition that Entrepreneurship Education will transform graduates from employees to employers of labour, and provide opportunity for them to key into the effort of the government to diversify the economy for sustainable development (Nwambam et al., 2018).

Entrepreneurship Education offers an educational approach which is practical, facilitates and equips students with the necessary skills to be self-reliant and self-employed. Edokpolor and Somorin (2017) stated that Entrepreneurship cut across all academic disciplines, aiming to equip recipients with skills to create something new or introduce something new into an existing product to solve problems and discover business opportunities. (Chhabra et al., 2020) remarked that Entrepreneurship Education is an important instrument for encouraging entrepreneurial tasks because education provides the skills that students will use to start a business. Fauziah and Suleiman (2017) saw Entrepreneurship as education designed to change the mindset of students by equipping them with the skills to launch a business. This means that Entrepreneurship Education plays a key role in equipping university undergraduates with the skills to launch a business upon graduation. Entrepreneurship Education provides a practical opportunity for university undergraduates to develop entrepreneurial skills in a challenging

learning environment (Chukwuma & Ogbeide (2017)

### *Sustainable Development*

Sustainable development is an approach to developing or growing by using resources in a way that allows for them to renew or continue existing for others. Sustainable development is the idea that human societies must live and meet their needs without compromising the ability of future generations to meet their own needs. Specifically, sustainable development is a way of organizing society so that it can exist in the long term. This means taking into account both the imperatives present and those of the future, such as the preservation of the environment and natural resources or social and economic equity

Sustainability emerged from sustainable development, meaning development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Development has been associated with diverse meanings, interpretations and theories from various scholars. It is understood as a certain process of advancing human well-being, self-esteem, and freedom (Todaro and Smith 2019). Bringing sustainability and development together can be defined as a continuous expansion of an economy with the advancement of social, economic and political life of present and future generations. Therefore, sustainable development is not a constant or fixed state of harmony; rather, it is a lifetime process of evolution in which people take actions that leads to a development that meet the current needs without compromising the abilities of future generations to meet their own needs. It can be viewed as a persistent increase in economic growth, leading to economic competitiveness, high standard of living and self-reliance. It can be seen also as a development that permits future generations to access well-being, self-esteem and freedom.

### *Entrepreneurship Education and core values of Sustainable Development*

Sen (1999) stated that individuals are not free if they cannot choose or are imprisoned by living

on the margins of life-sustaining essentials without quality education or requisite skills. The UN (2016) stipulated that advancing human well-being, self-esteem and freedom, contribute to the sustainable development of nations. Meaning that advancing human well-being, self-esteem, and freedom are inherently important for social, economic, and environmental change, hence, Entrepreneurship Education is inevitable.

### *Entrepreneurship Education and Job Creation*

Entrepreneurship education as part of the total educational system is the type of education that involves the acquisition of skills, ideas and management abilities necessary for job creation. An entrepreneur promotes employment rather than seeking for an employment. Therefore, there is a need to embrace this type of education and provide all the necessary resources needed to make functional. Quality entrepreneurship education could be used as a tool for fighting the war against poverty and unemployment in Nigeria. Learning about and experiencing enterprise whilst still at university can have several benefits. It gives students an alternative career option and the confidence that they can set up their own business or social enterprise. Enterprise skills will also be useful to those in employment, or those who will become self-employed and work on a freelance or consultancy basis, helping develop a confidence, a creative questioning, and a willingness to take risks- important to provide readiness for a rapidly changing economy, and to enable individuals to manage workplace uncertainty and flexible working patterns and careers (Zafar et al. 2017)

### *Entrepreneurship Education and Poverty Reduction*

Poverty alleviation by Entrepreneurship Education was clearly explained by Muttalib (2017). He stated that entrepreneurship can no longer be underestimated because of its capacity to increasingly reduce poverty. Kusumajanto (2015) explains that the object of study of entrepreneurship is the ability to formulate the purpose of life, to motivate oneself to try,

initiate the formation of capital and accustoms one to learn from experience. Kusumajanto opinion reflects that entrepreneurship is linked with poverty alleviation. Being a successful entrepreneur requires the ability to motivate oneself to strive to give birth to new businesses which proceeds can reduce poverty. Based on these opinions, it can be said that entrepreneurship has a close connection with the alleviation of poverty. Entrepreneurship is a process undertaken by the government to reduce the level of poverty in the economy. It also encompasses creating innovation, promoting new sets of attitudes and culture for the attainment of future challenges (Arogundade, 2011).

#### *Entrepreneurship Education and Improved Standard of Living*

An entrepreneur provides job for himself by establishing small business centres. It helps to reduce the problem of unemployment and other social vices in Nigeria (Maina 2017). The entrepreneur does not only provide jobs or employment for himself alone, but also provides for others too. This in turn helps the individual to increase per capital income hence improve standard living. Entrepreneurship is about creating jobs and improving society's standard of living and while there may be ample ways of getting there, successful entrepreneurs have basic underlying traits that make them and their businesses fruitful. Standard of living in this context is a level of material comfort as measured by the goods, services, and luxuries available to an individual, a level of subsistence and comfort in daily life maintained by individual.

### **Theoretical Review**

#### *Innovation Theory*

Joseph A. Schumpeter propounded the theory of innovation. The assumptions are: the entrepreneur is born with the desire to establish his own industry, desires to do something new, takes pleasure in creativity and earning experiences of skills for doing various tasks. However, the main objective behind the

entrepreneurship is to earn profits, by way of search of new raw materials, new sources, new machinery and production of new products, new methods of production, new workers and providing consumer satisfaction. Schumpeter recognized creativity as a function that is detailed to every entrepreneur. Schumpeter theory opines that the economic activities are occurring through a business cycle that is dynamic in nature. In essence, the theory proposes that the supply of entrepreneurship is related to the profit rate and societal climate where a vibrant and lucrative economy stimulates entrepreneurship while an economy that is experiencing recession discourage the growth of entrepreneurship. One vital point to note is that if a purposeful and efficient policy on education is introduced the Schumpeter theory will motivate entrepreneurship

#### *Need for achievement Theory*

The need for achievement theory was propounded by McClelland. His assumptions are the desire for high and specific achievements, making the best performance, touching the heights of excellence, developed Entrepreneurial tendencies in the individuals. But, for that, the entrepreneur should have adequate capacity of imaginations, thinking and developing new combinations. For that, the feelings for achievements are inculcated in him, from the very beginning and thereafter it is especially attempted that he may become a successful entrepreneur. McClelland has recognized the desire to achieve the major factor in entrepreneurship development. He has suggested conducting motivational training programs for development of the entrepreneurs. Need for achievement is an individual's desire for significant accomplishment, mastering of skills, control, or high standards.

#### *Empirical Review*

Akingbade (2021) examined the effects of entrepreneurship skills development on employment generation strategy in tertiary institutions in Lagos State, the study revealed that employability skill had significant impact on job orientation, job creation and vocational skill positively enhanced self-employment



Ossai and Nwalado (2012) in their work, Entrepreneurship Education a panacea for sustainable development submitted that entrepreneurship education will equip the students with the skills with which to be self-reliant. This is also supported by Arogundade (2011) in his work entrepreneurship education: an imperative for sustainable development in Nigeria. In the work of Akpan et al 2017, the findings revealed that enriched and well packaged entrepreneurship education can enhance skill acquisition and capacity building, foster entrepreneurship development and fast tract economic growth in Nigeria. Onwuzuligbo et al (2014) in their work Entrepreneurship Education and youth development in Nigeria concluded that through well-planned and executed entrepreneurship education, the Nigerian youths will learn to be happy and fulfilled, as they will be more productive and committed as employees or employers of labour; thereby allowing their unique capabilities to be utilized for the development of the national and global goals rather than abandoning their country for greener pastures overseas. Ludovick (2021) in his research titled Alleviating Poverty through Innovation and Entrepreneurship (I and E) found that entrepreneurship education reduce poverty significantly. This view was supported by Ogundele et al (2012) in their work Entrepreneurship Training and Education as Strategic tools for Poverty Alleviation in Nigeria concluded that the promotion and development of entrepreneurial activities would aid the dispersal and diversification of economic activities and induce even development in a country. Similarly, they stated that entrepreneurship is a catalyst to increase the rate of economic growth, creating job opportunities

as well as reducing the dependence on the import of manufactured products

## **METHODOLOGY**

The survey research design is adopted in the study. Purposive sampling technique was used to select the final year students of University of Ibadan to ensure that the questionnaire is administered only to students who have offered entrepreneurship courses. Simple random sampling technique was used to select (10) students each from the seventeen faculties in the University giving a total of 170 respondents. The questionnaire is on a 5 likert scale as follows: Strongly disagree (1), Disagree (2), Undecided (3), Agree (4), Strongly agree (5). Pilot test was carried out to pre-test the measurement instrument to ascertain its reliability. A narrative note that explains the purpose of the study was sent along with the questionnaire. Respondents were assured of the confidentiality of the information they would give. Hypothesis was tested and conclusion was drawn based on the sample. Tables are used to depict the demographic information of respondents as regards to their age, sex, and so on. The data collected is analyzed using descriptive and inferential statistics

## **FINDINGS AND DISCUSSION**

This is divided into two parts. The first part focused on the descriptive analysis of responses gathered using the frequency counts and percentage weights. The second part focused on the testing of hypothesis.

**Table 1: Socio Demographic Data of the respondents**

Items		Frequency	Percentage
<b>Age</b>	20-25 years	66	39.3
	26-30 years	45	26.6
	31- 35 years	35	20.1
	36- 40 years	22	19.9
	41 years & above	2	1.2
	<b>Total</b>	<b>170</b>	<b>100.0</b>
<b>Marital Status</b>	Married	53	31.3
	Single	100	58.6
	Divorce	17	10.1
	<b>Total</b>	<b>170</b>	<b>100.0</b>
<b>Gender</b>	Male	141	82.7
	Female	29	17.3
	<b>Total</b>	<b>170</b>	<b>100.0</b>

**Source: Researcher’s field work (2021)**

Table 1 revealed the age of the respondents, 66(39.3%) of the respondents age lies between 20 – 25 years, also 100(58.6%) of the respondents were single, likewise, 141(82.7%) of the respondents were male. This is an indication that average age of the University students in Nigeria lies between 20-25 years.

From table 2, 71(42%) of the respondents strongly agreed that Entrepreneurship Education gives skills, ideas and management abilities necessary for self-reliance, 79(46.7%) of the respondents strongly agreed that Entrepreneurship Education promotes self-employment rather than seeking for white collar jobs, 76(44.7%) of the respondents agreed that Entrepreneurship education introduces business startup ideas to students.

Also 74(43.3%) of the respondents strongly agreed that the teaching of entrepreneurship creates future business owners, finally 86(50.7%) of the respondents strongly agreed that they started their own business due to Entrepreneurship Courses attended. Based on the analysis of the table 2, it can be affirmed that entrepreneurship education has positive impacts on job creation. This corroborates the work of Ogundele et al (2012) which stated that entrepreneurship is a catalyst to creating job opportunity and increase the rate of economic growth.

**Table 2: Impacts of entrepreneurship education on job creation**

<b>Knowledge</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Entrepreneurship Education gives skills, ideas and management abilities necessary for self-reliance	71(42%)	51(30%)	3(1.8%)	20(11.7%)	25(14.7%)
Entrepreneurship Education promotes self-employment rather than seeking for white collar jobs	79(46.7%)	55(32%)	2(1.7%)	18(10.5%)	16(9.3%)
Entrepreneurship education introduces business startup ideas to students.	51(30%)	76(44.7%)	2(1.17%)	33(19.1%)	9(5.3%)
The teaching of entrepreneurship creates future business owners	74(43.3%)	51(30%)	4(2.3%)	28(18.7%)	13(8%)
I started my own business due to Entrepreneurship Courses attended	86(50.7%)	46(27.3%)	3(1.8%)	22(11.7%)	15(8.7%)

**Source: Researcher’s fieldwork (2021)**

Table 3 revealed that 79(46.7%) of the respondents agreed that after the Entrepreneurship Education Class, they have started small business that gives them small income, 76(44.7%) of the respondents strongly agreed that they have been able to meet their basic needs of life from the small business they started after Entrepreneurship class. Also 74(43.3%) of the respondents agreed that they no longer lack the financial resources and essential for minimum standard of living after Entrepreneurship class, 86(50.7%) strongly

agreed that with the knowledge acquired from Entrepreneurship class, they have been able to generate money to finance their educational needs, 82(48%) of the respondents agreed with the statement, that they now eat what they like and make little savings from their small business. This means that entrepreneurship education has positive impact on poverty reduction. This is supported by the work of Ludovick (2021) which established that entrepreneurship education reduces poverty significantly



**Table 3: Impact of entrepreneurship education on poverty reduction**

<b>Variables</b>	<b>S A</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>S D</b>
After the Entrepreneurship Education Class, I have started small business that gives me small income	55(32%)	79(46.7%)	2(1.17%)	14(8.3%)	20(12%)
I have been able to meet the basic needs of life from the small business I started after Entrepreneurship class	76(44.7%)	51(30%)	2(1.7%)	7(4.1%)	34(20%)
I no longer lack the financial resources and essential for minimum standard of living after Entrepreneurship class	51(30%)	74(43.3%)	3(1.8%)	10(5.8%)	32(18.7%)
With the knowledge acquired from Entrepreneurship class, I have been able to generate money to finance my educational needs	86(50.7%)	46(27.3%)	3(1.8%)	12(7.0%)	23(13.3%)
With what I realize from my small business, I can now eat what I like and make little savings	37(22%)	82(48%)	4(2.3%)	24(14.1%)	23(13.3%)

**Source: Researcher’s fieldwork (2021)**

**Table 4: Impact of entrepreneurship education on improved standard of living**

<b>Variables</b>	<b>S A</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>S D</b>
I have been living a comfortable life from the small business I do after attending Entrepreneurship class	74(43.3%)	44(26%)	4(2.3%)	25(14.7%)	23(13.3%)
I have stopped borrowing from friends after attending Entrepreneurship class that ushered me into a small business venture	68(40%)	54(31.3%)	3(1.8%)	33(19.4%)	12(7.4%)
I have been able to pay some of my bills in school from my small business	78(46%)	59(34.7%)	2(1.7%)	22(12.9%)	9(5.3%)
I eat better food since I have started my small business	54(32%)	72(42.6%)	3(1.8%)	27(15.8%)	12(7.4%)
Income from the small business I started after entrepreneurship class has made me free from financial worries	82(48%)	55(32%)	2(1.17%)	18(12%)	13(8%)

**Source: Researcher’s field work (2021)**

Table 4 shows that 74(43.3%) of the respondents strongly agreed that they have been living a comfortable life from the small business they do after attending Entrepreneurship class 68(40%) of the respondents strongly agreed that they have stopped borrowing from friends after attending Entrepreneurship class that ushered them into a small business venture, 78(46%) of the respondents strongly agreed that they have been able to pay some of their bills in school from their small business. 72(42.6%) of the respondents agreed that they eat better food since they have started their small business, 82(48%) strongly agreed that the income from the small business they started after entrepreneurship class has made them free from financial worries. It is evidently shown that entrepreneurship education has contributed to improved standard of living among undergraduates in Nigeria. This lends support to the work of Onwuzuligbo et al 2014 which concluded that through entrepreneurship education, the Nigerian youths will learn to be happy and fulfilled, as they will be more productive.

Table 5 revealed that 86(50.7%) of the respondents strongly agreed that the business they started after Entrepreneurship class has not given them time to keep bad company, also 76(44.7%) of the respondents strongly agreed that their small business has occupied most of the time they used to spend with friends outside school, in addition 74(43.3%) of the respondents agreed with the statement that their small business provides all they want, so they are not covetous of another man's property, 79(46.7%) of the respondents agreed that Some of their friends are also into one small business or the other, therefore they don't have time for criminal activities, finally 82(48%) of the respondents agreed that they have stopped to contemplate dropping out of school since they have started a small business from the entrepreneurial skills acquired . Analysis of the table 5 revealed Entrepreneurship Education has positive impact on Crime Reduction in Nigeria.

**Table 5: Impact of Entrepreneurship Education on Crime Reduction**

<b>Variables</b>	<b>S A</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>S D</b>
The business I started after Entrepreneurship class has not given me time to keep bad company	86(50.7%)	46(27.3%)	5(2.9%)	10(5.8%)	23(13.3%)
My small business has occupied most of the time I used to spend with friends outside school	76(44.7%)	51(30%)	4(2.3%)	5(2.9%)	34(20%)
My small business provides all I want, so I am not covetous of another man's property	51(30%)	74(43.3%)	6(3.5%)	8(4.7%)	31(18.7%)
Some of my friends are also into one small business or the other, therefore they don't have time for criminal activities	54(32%)	79(46.7%)	3(1.8%)	13(7.6%)	20(12%)
I have stopped to contemplate dropping out of school since I have started a small business from the entrepreneurial skills acquired.	37(22%)	82(48%)	2(1.17%)	26(15.3%)	23(13.3%)

**Source: Researcher's fieldwork (2021)**

## Hypotheses

**H<sub>01</sub>:** Entrepreneurship education has no significant effect on job creation among undergraduate students

**Table 6: Summary of Chi – Square Analysis for Testing Hypothesis**

Chi square	Mean	Degree of freedom	P value
Pearson Chi-Square	34.193	169	.001

### Source: Author

The table 6 Pearson’s chi-square statistic value reveals that ( $\chi^2 = 174.193$ , P value = 0.001) which is significant at alpha level of (0.05 ). The null hypothesis is rejected and then conclude that Entrepreneurship

education has significant effect on job creation among undergraduate students

**H<sub>02</sub>:** There is no significant relationship between entrepreneurship education and poverty reduction among undergraduate students

**Table 7:** Pearson Correlation of relationship between entrepreneurship education and poverty reduction among undergraduate students

<i>Variables</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>r<sub>cal</sub></i>	<i>r<sub>table</sub></i>
entrepreneurship education	170	13.49	0.78	0.449*	0.250
poverty reduction	170	1.65	0.56		

\* $p < 0.05$

Table 7 indicates that r. cal (0.449) is greater than r. table (0.250) at 0.05 level of significance. The null hypothesis is rejected. This implies that there is significant relationship between entrepreneurship education and poverty reduction among undergraduate students

**H<sub>03</sub>:** There is no significant relationship between entrepreneurship education and improved standard of living among undergraduate students

**Table 8:** Pearson Correlation of relationship between entrepreneurship education and improved standard of living among undergraduate students

<i>Variables</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>r<sub>cal</sub></i>	<i>r<sub>table</sub></i>
entrepreneurship education	170	9.43	0.28	0.539*	0.472
improved standard of living	170	2.37	0.41		

\**p*<0.05

entrepreneurship education and improved standard of living among undergraduate students

Table 8 indicates that *r. cal* (0.539) is greater than *r. table* (0.472) at 0.05 level of significance. The null hypothesis is rejected. This implies that there is significant relationship between

**H<sub>04</sub>:** Entrepreneurship education has no significant effect on crime reduction among undergraduate students

**Table 9: Chi – Square Analysis**

Chi square	Mean	Degree of freedom	P value
Pearson Chi-Square	136.47	169	.003

The table 9. The Pearson’s chi-square statistic value reveals that the hypothesis is significant ( $\chi^2= 174.193$ , P value = 0.003) at alpha level of (0.05). The null hypothesis is rejected and therefore conclude that Entrepreneurship education has significant effect on crime reduction among undergraduate students.

education and to provide grant funding to undergraduate students which would equip them with entrepreneurial skills to develop business ideas.

**CONCLUSION**

The results showed that entrepreneurship education has significant impact on job creation, poverty reduction, improved standard of living and crime reduction among undergraduate students: these demonstrate that entrepreneurship education is a viable tool for sustainable development. The study recommends based on the results that there is need for stakeholders like government, entrepreneurial organizations, NGOs to invest their resources on entrepreneurship

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DOI:10.6007/IJARBS/v7-i1/2573

**This article should be cited as:**

Adeeko, J.D. & Oyekunle, O.B. (2022). Entrepreneurship Education as a Tool for Sustainable Development among Undergraduate Students in Nigeria. *Journal of Economic, Social and Educational Issues*, 2(1),