ABSTRACT
A paper focus on the Nigeria perception on entrepreneurial intention. The curriculum development in terms of Entrepreneur and its implication in the lives of the student. The challenges facing Entrepreneur in Nigeria and the strategies to be use in nation transformation which involve: Strengthens locally produced product for perfect competition; Links up the various sectors of the economy and constitute the market for agricultural extractive and industrial output as well as providing source of material and labour input for big industries; Builds skills such as managerial, human, technical and conceptual skills in the individuals by teaching and allowing them to start businesses with little or no money for themselves; Reduces poverty and idleness; suggestion were made that Vocational and technical education should be introduced at all levels of education, career guidance services should be made compulsory and provided for all levels of education to help students in making realistic career choices. It is an indisputable means of reducing youth unemployment since it is skilled-oriented and employment motivated.

Key words: Entrepreneur, unemployment, education, curriculum development, nation transformation and businesses

Introduction
Nigeria has begun to focus on Entrepreneur practices through educational institutions. These institutions have begun to study factors associated with entrepreneurship Hytti, & O’Gorman. (2004). Entrepreneurship has also captured the attention of policy makers in Nigeria. The main reason for this concern is the growing need for entrepreneurs to accelerate the economic development by providing employment opportunity and increasing competitiveness. Most of the Higher Educational programmes in Nigeria have embraced entrepreneurship in its curriculum. Significant amount of money has been allocated to design and carryout a viable entrepreneurship education for students who enrolled into the colleges, polytechnics and universities. These institutions provide educational and assistance programmes such as the Young Entrepreneur Programme for practicing businesses.
Entrepreneurship education has been embraced by almost all the developed countries and its capabilities and efficacy in springing up economies is not in doubt. It is believed that refocusing education system will immensely contribute in developing the spirit and culture of entrepreneurship in the country. The methodology here involves review of the current situation especially the existing education policies and highlights the need for departure by studying some models that can be applied. It was discovered that the current education system is deficient in providing the necessary impetus for development. It has also been found out that same problems keep escalating despite various efforts by the government to review policies and programmes in the past.

Challenges facing Entrepreneurship Education in Nigeria

The challenges facing entrepreneurship education in Nigeria are multi-faceted:

- Entrepreneurship education curriculum is ineffectively implemented hence the difficulty in achieving its goals neither could its curriculum objectives like other specialised education been translated into practical realities at the implementation stage for the benefits of learners Wilson, F., Kickul, J. & Marlino, D. (2007)

- Traceable to lateness in starting entrepreneurship education at any level in Nigeria. This is premised on the argument that introduction of anything new in human society takes time to develop. Available facts in the literature indicate that United States of America introduced entrepreneurship into the curriculum of higher education as far back as 1947 (Kuratko, 2003). In the early 2000, the number of tertiary institutions that mounted entrepreneurship programme increased to 1,050 schools, as against 300 in the 1980s Rasmussen E & Sorheim . (2006).

- Another key challenge stifling the growth of entrepreneurship education is dearth of lecturers in the field of entrepreneurship to make the course practically interesting and goal-oriented as opposed to too much focus on theoretical instructions and the commonly use of traditional talk-chalk method of communicating knowledge and information as well as rote learning. According to Ibrahim, A.B. & Soufani, K. (2002), this form of instruction and learning hampers creativity and does little to equip students with problem-solving and decision-making skills

- Deficiency of instructional materials such as textbooks and others could also be a challenge at the tertiary institutions in Nigeria. If there is absence of standard
learning materials/text-books on entrepreneurship education, students would have no option other than to fall back on scanty hand-outs/training manuals made available by course instructors. Moreover, if functional infrastructures are not available in the schools, entrepreneurship education will not be effectively implemented and the goal of equipping the youths with skills and knowledge of trades will not be achieved.

- Entrepreneurship education requires the use of active learning methods that place the learners at the centre of educational process and enable them to take responsibility for their learning. Such methods have been known to make learning experiences richer and to have positive benefits for students in terms of improving their motivation with positive effects on their engagement with learning and long-term attainment.

- Poor funding of entrepreneurship education in particular and the education sector in general has been a serious challenge to entrepreneurship, both at the institutional level and the nation at large. This funding constraint has adversely affected the implementation of entrepreneurship education curricula, a fact attested to by National Universities Commission and counterpart supervisory agencies Henderson, R. & Robertson, M. (2000).

- Lack of adequate orientation and sensitisation of students in our tertiary institutions can cause a dis-interest in entrepreneurship education, resulting in wrong mind-set and very weak participation in entrepreneurship activities.

- Equally, unpleasant feedback from preceding self-employed graduates sends wrong signals to undergraduates taking compulsory courses in entrepreneurship education in several tertiary institutions Galloway, L. and Brown, W. (2002). Some of the negative feedbacks from self-employed individuals to those still in school include: multiple taxes, harsh business regulations, inadequate infrastructural facilities for small businesses, high rate of inflation, labour regulations and stringent laws on starting/running a business.

- Other challenges are lack of access to bank credits, lack of government interest in promoting small businesses, poor state of infrastructural facilities and poor telecommunication system, epileptic electricity, corruption and fraud such that will discourage investors.

Entrepreneurship: A Strategy for Sustainable National Transformation:
No country can move forward technologically, industrially and economically without developing strong private partner initiate in the creation of wealth, poverty reduction and employment generation, with required skills. These skills include managerial, comparative, communication, technical, human and special skills to cope with the challenges of the future. Since entrepreneurship is vital to the sustainable advancement of any nation, entrepreneurship thus:

- Serves as learning and training centres for the translation of dreams and ideas into successful ventures;
- Facilitates the identification, creation and utilization of non-existent saving;
- Brings self-fulfillment;
- Checks Rural-Urban drifts;
- Alleviates and eradicates poverty;
- Creates employment.
- Leads to technological advancement;
- Creates more jobs per unit of invested capital and per unit of energy consumed;
- Mobilizes resources that ordinarily would have remained idle in the hands of people and employ them productively and by doing so, capital formulation is encouraged;
- Strengthens locally produced product for perfect competition;
- Links up the various sectors of the economy and constitute the market for agricultural extractive and industrial output as well as providing source of material and labour input for big industries;
- Builds skills such as managerial, human, technical and conceptual skills in the individuals by teaching and allowing them to start businesses with little or no money for themselves;
- Reduces poverty and idleness;
- Attracts Foreign Direct Investment (FDI). Investors will flood the economy, which will move the nation towards industrialization.

The role of entrepreneurship in national transformation globally as experienced in many countries of the world, mostly the Asian continent such as Malaysia, Indonesia, Pakistan and India, shows that entrepreneurship contributes substantially to national development. In Nigeria, where poverty is on the high side, this actually presents a persuading factor. Industrialization strategy can mostly be a way of inducing entrepreneurship development. Our society is not static; it keeps changing. In the past,
graduates in Nigeria had the problem of choosing among the various opportunities waiting for them. Then possession of a good certificate was synonymous with obtaining a very attractive white collar job. But today, the story has tremendously changed, there is a high rate of unemployed and employable youths in Nigeria despite Governments investment in education; perhaps the investment has been on wrong form of education.

Fiet, J. (2000)

Despite having been independent since 1960, Nigeria is one of the nations with highest rate of unemployed youths in the world (UNESCO and ILO, 2006). Nigeria’s economy is still crawling because the education system has, over the time, failed to address the issue of human capital development. In other words, Nigeria is yet to join the league of countries that have used entrepreneurship education to drive their economies and overcome mass poverty as has been done in other developing Nations such as United Kingdom, United State of America, Scandinavian Nations and even some African countries like Egypt and Tunisia have been teaching entrepreneurship education in their school systems and have all produced specific and separate national entrepreneurship education strategic documents as their programmes are dovetailed into their national development plans (Kuratko, D.F. 2005).

Globalisation necessitates that irrespective of country, having the right mix of knowledge and skills is now critical for young people, especially those living in rural and urban areas. Those without any employable skills, out dated skills or low skills are more likely to miss out on opportunities in the economic and social mainstream of their communities (UNESCO and ILO, 2006).

Recommendations

In the light of the crucial issues discussed and associated challenges highlighted above, the under listed prescriptions are for implementation by policy-makers.

Entrepreneurship education should be incorporated into the curricula of secondary schools and tertiary institutions and made compulsory because many might find themselves self-employed after school. This will help shift the youth from being job seekers to job creators and also from social dependence to self-sufficient people, since there are too many people with certificates but no clue as to what to do with their lives.

Vocational and technical education should be introduced at all levels of education. It is an indisputable means of reducing youth unemployment since it is skilled-oriented and employment motivated.
Career guidance services should be made compulsory and provided for all levels of education to help students in making realistic career choices. The efficiency of any career guidance effort will be dramatically enhanced if it begins early in life and becomes a way of thinking.

In our universities, many undergraduates are clueless as regards what they really want to study; others are studying courses that they are not passionate about, sometimes, because their friends talked them into it or their parents forced it upon them. Most times, these students choose these courses because they were given inadequate or no advice before they did so.

Another way to tackle this menace is to revisit the departmental syllabuses which are usually filled with irrelevant and out-dated courses. The government should furnish universities with the needed basic and academic amenities. A glimpse into a Nigerian university will reveal lots of inadequacies both academicals and infrastructural; the laboratories, better described as dumping rooms, are full of cobwebs sleeping with out-dated and unusable equipment. The lecture halls are dilapidated and most of them cannot even accommodate the number of students admitted. Some students help themselves by sitting on the floors. Dwerryhouse, R. (2001)

The Vice Chancellors, Rectors and Provost overseeing the affairs of the universities, polytechnics and colleges of education respectively should ensure that course instructors/lecturers assigned to teach entrepreneurship education are specialists in the field. However, where there are difficulties in getting experts, non-specialists lecturers with relevant background in academia should be engaged and sent for accelerated training within and outside Nigeria. Experts with practical experience in entrepreneurship from the industry could also be engaged on full or part-time arrangement.

In order to enrich the curriculum of entrepreneurship, the tertiary institutions offering entrepreneurship education should organize periodic field trips, industrial tours to developed nations, mentorship programme, hosting of exhibitions/fairs, coaching/grooming, seminars/conferences/workshops and exchange programmes in order to inspire undergraduate students and learners to imbibe entrepreneurial traits.

There is the need for periodic review and assessment of the contents of the entrepreneurship education curricula. The school curriculum should be pragmatic, that is, inculcate in the undergraduate students practical enterprise-building skills which should be turned into viable business opportunities during and after graduations, thereby reducing youth unemployment in Nigeria.
National Youth Service Corps (NYSC) scheme should be refocused as a period for acquisition of Entrepreneurship skills and implementation of those skills during the service year. After passing out, it is expected that the trainees will establish personal businesses.

The Federal government should evolve a national culture of entrepreneurship by supporting, training and rewarding self-reliant graduates across the tertiary levels in Nigeria. This approach would help foster among students offering entrepreneurship innovation, invention and creativity.

The government should refocus Education Trust Fund (ETF), Petroleum Development Trust Fund (PTDF) and Federal Ministry of Education (FME) to earmark substantial portion of their budget for funding public universities/polytechnic and colleges of education offering entrepreneurship education courses. The funding should cover training, research, infrastructural development and programmes for academic and administrative members of staff in charge of entrepreneurship education across the three levels of tertiary institutions.

The various micro-finance banks should be alive to their obligations by providing the needed financial and advisory services to graduates and non-graduates that have pass through entrepreneurship education and who possess viable business plans and zeal of establishing innovative small-scale businesses.

**Implication and Conclusion**

Although there is no consensus on the content and structure of entrepreneurship education, the findings of current study showed that Higher Education Institution should, at least, “encourage the development of creative ideas for being an entrepreneur”, “provide the necessary knowledge about entrepreneurship”, and “develop the entrepreneurial skills” through educational support such as pedagogical, syllabus and co-curricular activities. To develop human resources, education and training are among the most important elements. The previous studies in literature also indicate a link between education and entrepreneurship. It has been found that the probability of entrepreneurial recognizes opportunities to start up, have received specific information, and perceives that their education institutions are giving support to entrepreneurship Segal,G., Borgia, D., & Schoenfeld, J. (2005).

It is suggested that educational system which provides adequate knowledge and inspiration for entrepreneurship develop the students’ intention to perform entrepreneurial behaviours and the possibility of choosing an entrepreneurial career might increase among young people. This supported Chen, M. (2007) findings where it was argued that attitudes toward entrepreneurship should partly derive from prior exposure to entrepreneurial activity and
affect intentions through changing attitudes. This study confirms the key role of educational support in the development of entrepreneurial intention. Therefore, the current study shows that entrepreneurship can be fostered through learning process.

**References**


