

IMPROVING ENTREPRENEURSHIP EDUCATION IN A GLOBAL ECONOMY FOR THE REALIZATION OF NIGERIA'S VISION 20-2020

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Abstract

This study examined ways entrepreneurship education (EE) can serve as a catalyst to actualize Nigeria's vision 2020. The design adopted for the study was descriptive survey research. The population for the study was 1,073 subjects from forty two adult and non-formal education learning centres (within Orlu education zone) in the twelve local government areas of Orlu senatorial zone, Imo state. The sample size for the study was 491 respondents. Through purposive sampling technique, six out of twelve local government areas (LGAs) were selected. There are 19 adult and non-formal education learning centres in these selected LGAs. Three research questions and two null hypotheses guided the study. A 23-item structured questionnaire titled Entrepreneurship Education for the Realization of Nigeria's Vision 2020 (EERNV2020) was developed by the researcher's and used for data collection. Mean scores and standard deviation were used to analyze the research questions while t-test statistics were used to analyze the hypotheses. The findings revealed among others that the various ways EE can be improved to facilitate the realization of Nigeria's vision 2020 include: curriculum planners identifying areas of deficiencies in the existing schools (including non-formal education programmes) curricula and developing innovative skills based on needs of a changing society. For the basic resources needed for realizing vision 2020, human capital resources among others was subscribed to; while poor funding of educational institutions including adult education and career training programmes among others was identified as the constraints to realizing Nigeria's vision 2020. Based on the findings, the researcher's recommended among others, that curriculum planners of educational institutions and concerned Agencies should periodically review the existing curricula by incorporating core courses with innovative and entrepreneurial skill building contents relevant in today's global economy and market in order to meet the needs of learners' and society.

Keywords: Improving, Entrepreneurship Education, Realization and Vision 2020.

Introduction

Today most job employers are interested in the ability of the few prospective employee to showcase saleable skills that can translate their certificates into what they can do proficiently. Reason being that lack of insufficient saleable skills among prospective job seekers from educational institutions including graduates from adult and non-formal education programmes, vocation/career training centres are very obvious. Graduates from these centres are adult clientele who for one reason or another had no opportunity to formal education ab-initio or those who dropped out of school and may not want to go back again after some years of withdrawal for some personal reasons. Such clientele are accommodated in various, adult and non-formal education programmes and vocation/career training centres. Sadly, after graduation they equally not secure wage employment, perhaps because they lacked relevant skills that will enable them become self-employed and contribute towards the advancement of the nation's economic growth and development. This has virtually given rise to massive unemployment, protracted poverty, hunger, youth restiveness and kidnapping which has become a means of livelihood for some adults and youths today. No wonder, Amire, Onochie and Omelewa (2016) quoting Offorma (2005) noted that there is an inverse correlation between the working class population in Nigeria and the declining pace of industrialization, which has affected available job opportunities.

Understandably, Nigeria has huge revenue from crude oil including wonderful business and investment potential due to the vast and dynamic wealth in human and natural resources. However, the more the crude oil revenue increased, the more there is economic displacement, backwardness and weakness, the more her citizens fall deeper into poverty, hunger increased poor standard of living and massive unemployment among youths which are the greatest challenges facing Nigerian economy (Jegede, 2017). Recent Report released by the National Bureau of Statistics (NBS) (2018) on the Nigerian economy in June showed that unemployment rate in Nigeria is at 23.10 per cent, in the third quarter of 2018 from 22.70 per cent in the second quarter of 2018. Currently youth unemployment in Nigeria stands at 61.6 percent from 2014 until 2018 representing 7.9 million Nigerian youths aged 15-34 (National Bureau of Statistics, 2019). Youth unemployment in Nigeria has adverse effect on the fragile economy of the country which is consumption-based, not productive based. It is no longer a secret that the over dependence on the country's mono economy (crude oil) revenue has led to neglect in the maximization of other natural resources (coal, tin ore, columbite etc) and diversification to other sources of revenue such as encouraging private investments and small or medium enterprises which could provide employment opportunities to the multitude of young school leavers aimlessly roaming about the streets.

It is also worth mentioning here that between the second quarter of 2016, Nigeria experienced technical recession arising from crude oil falling from about \$112

a barrel in 2014 to \$50 at the moment. Thus, there has been drop in Nigeria's commodity prices affecting monthly foreign exchange in flow into CBN from US\$ 3.4 billion in June 2014 to as low as US\$ 500 million in October in 2016 with her GDP plunging sharply from 6.2 per cent in 2014 to 1.6 percent in 2016 (Emefiele, 2019). Amazingly too, besides the crude oil revenue, Nigeria currently generates 3,700 megawatt of electricity and supply's 90 per cent of energy consumed in Niger. (www.nnjcnet/projects.html) but cannot sustain her industries or boast of twenty four hours constant electricity supply to her citizens. The array of economic challenges in the country today, are clear evidence of a nation's economy that is at stake especially with increased low levels of efficiency in terms of productivity and global competitiveness brought about by globalization. With globalization the job market is becoming more and more competitive. The competitive advantage is for individuals to acquire relevant skills and knowledge that will enable them distinguish themselves. And so, considering the current situation of Nigeria's economy coupled with increasing brain drain and massive exodus of youths from the shores of this country, it is speculative that our education system at all level has not substantially offered the appropriate knowledge, useful abilities and basic soft skills needed for both human transformation, social reconstruction and sustainable economic growth. Basic soft skills are referred to, as a person's character traits and interpersonal skills which ought to compliment the person's knowledge and occupational skills. Students/clienteles seem to graduate without adequate hands-on experience.

Therefore, a critical appraisal of the above views which is in context with Nigeria's current economic backwardness and weakness, pertinent question are proposed as to why there seem to exist setbacks to the attainment of the laudable philosophy/goals of education? Notable among them, is that education is to be qualitative, comprehensive, functional and relevant to the needs of the society (FRN) (NPE 2014, Section 1, 3d). Considering the fact that the curriculum is recognized as what determines how the educational goals will be attained and as such must be responsive to meeting the diverse human needs and that of the society. The content of the curricula is expected to contribute immensely to educational growth of learners becoming functional members in their family, community and nation. Then, could it be that school curricula contents at all levels are mere theoretical educational activities and lacked appropriate practical skills relevant to the needs of the learners and society? Therefore, there seem to be a lacuna in Nigeria's education system which urgently calls for looking inwards for alternatives in order to advance the nation's economy. This is necessary because there is a fundamental link between education and economic development of any nation. Countries that lack adequate skilled manpower are more likely to be confronted with problems associated with socio-economic growth and development (Jegede, 2017). This was why countries like the Republic of China, Indonesia, Japan and Ghana start preparing a child with functional education that will improve the life chances of the recipient for self-reliance

to enable him/her contribute to the economic development of the country (Pinelli, 2015) Implying that economic development of a nation is all involving and no segment is exempted. Hence, it is good to discover and guide a child early from primary, junior and senior secondary school to identify and harness his potential, talent and creativity early. Definitely, he/she will have a good mastery of these potentials by the time he or she will be completing secondary and tertiary education. As the child grows and develops mastery of the already acquired relevant skills and knowledge such as, effecting repairs on wrist watches or producing goods by themselves, for themselves and others, they would remain assets and essential factors that can facilitate our economic development. The utilization of these potent labor forces could help to cut down Nigeria's expenditure on importation of goods and services

With the level of knowledge explosion today, and the changing times, the need to adopt relevant new courses, knowledge, skills, new ideas, creativity, methods, techniques and technology among others becomes imperative (Wheeler, 2014). This is in line with the National Policy on Education (FRN, 6th Edition 2014, Section 1, sub-section 6e, 7b & d) that specified on the development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society; promote functional education for skill acquisition, effectiveness and relevance of the curriculum at all levels to meet the needs of society and the world of work. These educational goals if earnestly pursued would help to facilitate the anticipated economic growth and development that would place Nigeria among the 20 economics in the world by the year 2020. Thus, Pinelli, (2015), noted that the structure and characteristics of Nigerian economy presently, seem to demand the kind of knowledge, skills, technology, research and development activities that would focus more on new and appropriate entrepreneurial innovative skills that would help drive job growth, embedding entrepreneurship at the heart of the education system. This will enable beneficiaries become functionally self-employed in their vocation or career, compete competitively and contribute to solving problems in the society.

Entrepreneurship education (EE) is a series of educational training targeted at human capacity building which cannot be ruled out in any nation's development plan. Beneficiaries are prepared for a career choice and employment that will empower him or her to enhance his or her standard of living as well as being able to contribute to growth and development of the country. Entrepreneurship education according to Ihejirika and Onyenemezu (2012) is a strategy for effective development of manpower resources to a large number of people. Entrepreneurship education inculcates in recipients an attitude of self-reliance using practical-oriented educational learning activities designed to develop in the citizenry the willingness and the ability to explore investment opportunities they can manage successfully and be able to contribute to the process of building a strong virile economy. The present collapse of the socio-economic formation of the country underscore the need for

improving EE for value orientation that would recognize the clarion call to urgently address our economic backwardness. Even though entrepreneurship activities and innovative ingenuity in Nigeria have developed enterprises in areas of agriculture/agro-allied activities such as fast food vending; information and telecom business such as manufacturing and repairs of GSM accessories; hospitality and tourism business; film and home video production, but all these and many others not mentioned here have not impacted the nation's economy. Definitely, there is no education system that is devoid of practical – oriented knowledge, skills and competences that can succeed.

Entrepreneurship education programmes give students the opportunity to choose an entrepreneurial unique career for the purpose of business and profit making, such as masonry, metal work, woodwork, masonry, new techniques in piggery/poultry management and bee and fish farming among others. Eneji, Mai-Lafia and Welping (2013) observed that entrepreneurship education has been a source of preparing youths/adults for job creation, empowerment of the unemployed to be responsible enterprising individuals and entrepreneurial thinkers who can contribute to economic development and sustainable communities. Implying that EE will help to reduce the unemployment situation in the country which is worsening each passing year and giving birth to extreme abject poverty, hunger, thuggery, armed robbery, banditry, youth restiveness, and kidnapping. Possibly too, our economy over the years that is consumption – oriented could be transformed to a production-oriented economy with better prospects for entrepreneurs (Amire, Onochie & Omelewa, (2016). Thus, the transformation of our economy could also help to facilitate the maximization of other resources (asides crude oil) such as iron-ore and coal among others. Such achievements would likely pave way to fostering partnering again with foreign investors.

Therefore, improving the curricula of educational programmes with regard to entrepreneurship education including adult and non-formal education, vocation or career learning programmes so as to address the dire needs of the society, cannot be over emphasized. It is believed that improving the EE curriculum would help inculcate in the youths and adults the right skills, values and competences necessary for self-reliance and increased productivity. This educational business-oriented approach according to Salami (2011), will give prospective entrepreneurs (students) focus on how to build their capacities over time and utilize them positively to build the nation's economy. It is in recognition of the above mentioned dividends that the National Policy on Education (FRN) (2014) clearly stated that (EE) exposes students to career awareness by exploring usable options in the world of work. Interestingly too, this integral part of education (EE) has taken different and new dimension as a result of technological changes and so recipients must adapt to the changes in the society and sensitize others on EE for global competitiveness, reduction in poverty, unemployment, youth restiveness, insecurity and kidnapping among others, to the

barest minimum level. Also, Okposi and Udo (2010) earlier observed that notably EE will help in reducing production costs, improve purchasing power and living conditions of the masses as well as reviving Nigeria's manufacturing and production capabilities while joining international economic institutions for the vision 2020 promotion.

The vision 2020 in question was the brain child of late Nigerian President Umar Yar'Adua which emerged from the World Bank and International Monetary Fund (IMF) to place developing countries, Nigeria inclusive among the 20 economies in the world, by the year 2020. The imperative of Nigeria to the world is her being the most populous black nation, recognized as Africa giant leader on earth endowed with more human and natural resources potential than Britain, France, Germany, Indonesia and Italy put together. The synthesis of the vision 2020 for Nigeria according to Abdullahi (2011), is that by the year 2020, Nigeria will be one of the 20 largest economics in the world, able to consolidate its leadership role in Africa and establish itself as a significant player in the global economy. She will be able to aggressively pursue a structural transformation of its economy to a diversified and industrialized economy, invest in infrastructure to create an enabling environment for growth, industrial competitiveness and sustainable development among others.

Little wonder, Amire, Onochie and Omolewa (2016) submits that the vision 2020 is a mission statement which is problem-solving and development-oriented, envisaged to launch Nigeria onto a path of sustained social and economic progress and accelerate the emergence of a truly prosperous and united nation. The focus on realizing Nigeria's vision 2020 dream is the process of giving those in governance an opportunity for self-re-examination of the nation in order to identify which aspects of the national life is posing threat to meeting the needs of the people and the economic growth that needs to be developed to suit our circumstances. Any government that wants to succeed must consider meeting the needs of its citizenry as it relates to issues under the seven point agenda which coincidentally represent those challenging areas for Nigeria. These include; wealth creation and employment, power and energy, food security and agriculture, transportation, land and reform, security of life and property and Education. Meeting these needs of the citizens should be considered the bedrock for any meaningful development anticipated for in this country. Such evaluation approach is not out of place because there is need to take a stock of the past and have a reflection on the present which will serve as reference point for improvements for a better tomorrow. And so, this study is imperative considering the various terminology such as, 'economic melt-down of 2008' and 'economic recession of 2016' used in recent times to describe the state of Nigeria's economy which is experiencing gradual turn down brought about by serious financial crisis as stated earlier in this study.

Realizing vision 2020 may seem a herculean task with a steep mountain to climb considering the prevailing deplorable condition of the economy, endemic

corruption and inadequacies in the formal school system. The need to improve EE through providing the youths with quality education and soft skill training cannot be over emphasized. Various entrepreneurship education training programmes according to Abdullahi (2011) prepares individuals for skills acquisition, ability, drive and courage to create employment for self and overall development, may require the recruitment of adequate EE need identification specialists, provision of adequate infrastructural facilities, development and utilization of more innovative skills, instructional materials, methods and techniques that will help to reform EE curriculum in both formal, adult and non-formal education or career programmes. The need for all these arose due to emergence of obvious economic challenges which the current formal education contents seem not to be proffering adequate solutions that would improve the economy. Likewise, it is expected that government being committed to fighting corruption, synergizing with non-governmental organizations in manpower development and training of EE instructors or facilitators as well as ensuring the regular supply of electricity among others, could enhance the country's economic growth. These are pre-requisites for growth and survival of any nation's economy geared towards the realization of vision 2020.

Furthermore, enhancing EE potentials for the realization of vision 2020 in Nigeria, demands the availability of basic resources. These resources include: finance, human capital, infrastructures and natural resources. The availability of such resources is very crucial, considering the low level productivity, endemic corruption and deplorable condition of the Nigerian economy which is already posing a threat to realization of vision 2020. According to Usman (2012), resources are inevitable for recruitment, training and welfare of specialized personnel, practical learning instructional materials, maintenance of infrastructural facilities, training of participants in diverse entrepreneurial skills so as to realize social and economic development for global competitiveness and Nigeria's vision 2020. It is against this backdrop that this study sought to determine ways for improving entrepreneurship education in Nigeria, to facilitate the realization of vision 2020.

Statement of the Problem

Nigeria has been recognized as a potentially endowed nation with enormous business, human and material resources. However, over the years, it was glaring that Nigeria began losing decades of economic growth and development due to overdependence on crude oil which is the major revenue coupled with the critical drop in the price of oil. Consequently, as at today the country has gone down the ladder in economic and human development due to decline in the country's capital revenue which led to global economic meltdown, economic recession, massive unemployment and hyper-inflation among others (Ohale & Cookey, 2010). Also, various adjustment initiatives have worsened the economy and the situations of people in developing countries such as Nigeria who cannot meet their basic needs.

Sadly too, funds to education sector is inadequate, labour now exceeds demand as most graduates do not possess saleable skills and as such remained unemployed. Many indigenous and foreign firms laid off their workers because they could not cope with soaring financial crisis, inflation, insecurity and the unsafe business environment (Olokoyo & Ogunnaike, 2019). All these challenges are bringing about a waste of manpower which has kept the country in low economic growth equilibrium in terms of development potentials and productivity. In spite of the efforts put in place at enhancing the Nigerian economy through entrepreneurship development particularly in formal education system, it seems glaring that EE skills acquired are mere theoretical skills activities because the products seem to lack competencies and saleable skills which can fetch them gainful employment or contribute to the nation's economic development. Then, the pertinent questions are: How can our educational system and its integral parts meet the needs of the people and society? Could it be that our government is not aware of the various deficiencies in the content areas of formal education and recommendations made by experts towards improving our education system generally (formal, non-formal modes) so that it will meet the needs of the economy?. Could it also be that teachers, instructors or facilitators lack knowledge to appropriate development – oriented and practical innovative entrepreneurial skills to impart on beneficiaries that will enhance society's growth and development?. Thus, what are the way forward to address these questions posed, in order to realize Nigeria's vision to joining the league of the 20 leading economies in the world by the year 2020?

Purpose of the Study

The purpose of the study was to examine the need for improving EE for the realization of Nigeria's Vision 2020. Specifically, the study sought to:

1. determine ways of improving entrepreneurship education for the realization of Nigeria's vision 2020.
2. determine the basic resources needed for improving entrepreneurship education in order to realize Nigeria's vision 2020
3. identify likely constraints to entrepreneurship education in the realization of Nigeria's vision 2020.

Research Questions

The following research questions were formulated to guide the study.

1. What are the ways of improving entrepreneurship education for the realization of Nigeria's vision 2020?
2. What are the basic resources needed for improving entrepreneurship education in order to realize Nigeria's vision 2020?
3. What are the constraints to entrepreneurship education for the realization of Nigeria's vision 2020?

Hypotheses

The following null hypotheses were postulated and tested at 0.05 level of significance guided the study.

- Ho₁ There is no significant difference between the mean (\bar{x}) responses of male and female respondents on ways to improve EE for the realization of Nigeria's vision 2020.
- Ho₂ There is no significant difference between the mean (\bar{x}) responses of male and female respondents on the likely constraints to improving EE for the realization of Nigeria's vision 2020.

Method

The study adopted a descriptive survey research design. The descriptive survey research design according to Nworgu (2015), studies a group of people by collecting and analyzing data from a sample of the same group, considered to be a representative of the entire group. Thus, the design was considered appropriate. The area of study was Imo State (often called Eastern heartland) which has three senatorial districts (Imo East, Imo West and Imo North) with a total of twenty seven local government areas and three education zones (Owerri, Orlu and Okigwe). (Media and Marketing Communication Company group, 2017). Pilot study by the researchers show that the people in this area are very industrious and hardworking. They are known for art, craft, metal and wood works. .

The population of the study was 1,073 subjects from 42 adult and non-formal education learning centres in the twelve (Ideato North, Ideato South, Isu, Njaba, Nkwerre, Nwangele, Ohaji/Egbema, Ogutta, Orsu, Orlu, Orsu East and Orsu West) local government areas that make up Orlu senatorial zone which has three education zones (Owerri, Orlu and Okigwe). Asides Owerri, Orlu is the most populous zone in Imo state both in land mass and electorate. The choice of using the respondents in this area was because they also have significant roles to play as potential workforce in positively shaping the economic development of Nigeria and should not be excluded from any education reform that could help to prepare them as assets for improved productivity to the nation. It was Obi, (2015) who observed that appropriate knowledge, skills and values inculcated in clienteles' particularly adults by instructors/facilitators, tend to have a lifelong effect as they tap from their stored wealth of knowledge for better performances in their career or vocation even to higher education level. The sample size for the study was 491 respondents. Purposive sampling technique was used to select six local governments (within Orlu education zone, comprising 19 adult and non-formal education learning centres) out of the twelve local government areas in Orlu Senatorial zone. A 23-item structured questionnaire titled, improving EE for the realization of vision 2020 (IEEFROV2020) served as the instrument. The questionnaire items were based on the three research

questions and structured on a 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was rated 4 – 1 points respectively. The instrument was face validated by three experts from the field of adult education, vocational education, Measurement and Evaluation, all in the University of Nigeria Nsukka. The validated instrument was trial-tested using 36 respondents from three learning centres in the same zone who were not part of the study. Using the Cronbach alpha method, reliability co-efficients of 0.66, 0.68, 0.83 respectively and overall reliability index of 0.71 was obtained. This showed that the instrument was reliable. Four research assistants were employed and briefed on the administration and collection of the questionnaire to and fro the respondents. A total of 485 questionnaires were retrieved out of the 491 because six were badly filled.

Data collected were analyzed using mean and standard deviation for the three research questions while t-test statistic was used to test the null hypotheses formulated at 0.05 level of significance. The null hypotheses were rejected if the t-calculated value is equal to or higher than the table value but if otherwise, were accepted. With regard to the research questions, items with mean scores of 2.50 and above were accepted and below 2.50 were rejected.

Results

Table 1: Mean (\bar{x}) Responses on Ways Entrepreneurship Education can be Improved to Facilitate Nigeria's Vision 2020.

S/N	Item Statement	Male (n=116)			Female (n=369)		
		\bar{X}	SD	Dec	\bar{X}	SD	Dec
1.	Curriculum planners and Agencies identifying areas of deficiencies in the curricula and develop relevant innovative skills based on needs of a changing society,	3.40	0.72	A	3.18	0.84	A
2.	Developing appropriate adult and non-formal education programmes with innovative methods and techniques in all skills acquisition learning /training centres in the country.	2.85	0.97	A	3.11	0.74	A
3.	Government partnering with non-governmental organizations (NGO's) to provide technology-driven instructional facilities for practical and technical activities in schools/ learning centres.	1.86	0.99	D	1.92	0.99	D

4.	Government/Agencies being committed to providing adequate infrastructural facilities.	2.65	0.82	A	3.03	0.84	A
5.	Recruitment of needs identification specialists/teachers/instructors/facilitators in schools including adult education/vocational learning centres.	2.78	0.98	A	3.14	0.84	A
6.	Government being sincerely committed in fighting corruption in the country.	2.65	0.82	A	2.70	0.96	A
7.	Mass sensitization of youths and adults on how to exit poverty through entrepreneurial skills acquisition for job creation and global competitiveness.	2.95	0.58	A	3.13	0.80	A
8.	Adequate funding of education sector by the government at all level.	3.47	0.66	A	3.17	0.71	A
9.	Adequate formulation, implementation, monitoring and evaluation of education polices.	3.14	0.84	A	3.08	0.84	A
Grand mean		2.86	0.82	A	2.94	0.84	A

Key: (x = Mean, SD = Standard Deviation, Dec = Decision Level, A=Agreed and D=Disagree)

Table 1 presents the respondents' opinion on ways to improve EE for the realization of vision 2020. The table shows that items 1, 2, 4 to 9 had mean scores of 3.40, 2.85, 2.65, 2.78, 2.65, 3.47, 2.95, and 3.14 respectively by the male respondents while their female counterparts had mean scores of 3.18, 3.11, 3.03, 3.14, 2.70, 3.13, 3.17 and 3.08 respectively. Item 3 has a low mean rating of 1.86 for males and 1.92 for females. This means that both respondents agreed to all the items as ways to improving EE for the realization of Nigeria's Vision 2020, but disagreed with government partnering with NGO's to provide technology –driven instructional facilities for practical activities. The grand mean values of the items are 2.86 and 2.94 while the standard deviation values are 0.82 and 0.84 respectively.

Table 2: Mean (\bar{x}) Responses on Basic Resources Needed for the Attainment of Nigeria's Vision 2020

S/N	Resources needed	Males (n=116)			Females (n=369)		
		\bar{X}	SD	Dec	\bar{X}	SD	Dec
1.	Human capital resources	3.43	0.72	A	3.14	0.84	A
2..	Financial resource	3.17	0.71	A	3.18	0.81	A
3..	Adequate Infrastructural resources	3.30	0.44	A	2.88	0.97	A

4..	Harnessed and unharnessed Natural resources	3.13	0.80	A	3.14	0.84	A
5..	Instructional materials	3.30	0.44	A	3.81	0.81	A
6..	Information and communication technology.	3.25	0.63	A	3.13	0.79	A
	Grand mean	3.26	0.62	A	3.21	0.84	A

Table 2 shows the opinion of respondents on basic resources needed for entrepreneurship education for the realization of vision 2020. The table revealed that item 10-15 were highly rated by both male and female respondents with criterion mean scores above 2.50. Both male and female respondents agreed to all the items provided as resources needed for entrepreneurship education in realizing vision 2020. The grand mean values of the items are 3.26 and 3.21 while the standard deviation values are 0.62 and 0.84 respectively.

Table 3: Mean (\bar{x}) Responses on learners'/careers' Perceived Constraints to the Realization of Nigeria's Vision 2020 through Entrepreneurship Education.

S/N	Perceived Constraints	Males (n=116)			Females (n=369)		
		\bar{X}	SD	Dec	\bar{X}	SD	Dec
1.	Gradual deplorable condition of Nigeria's economy.	3.13	0.80	A	3.59	0.76	A
2.	Inadequate qualified professional teachers, instructors and facilitators.	3.43	0.67	A	3.03	0.79	A
3.	Lack of political will to sustain and improve the economy due to massive corruption and greed in the country.	3.08	0.84	A	3.08	0.84	A
4.	Poor funding of educational institutions including adult and non-formal education, programmes.	3.17	0.71	A	3.00	0.61	A
5.	Inadequate classrooms and deteriorated infrastructural facilities for practical activities.	3.13	0.80	A	2.69	0.82	A
6.	Lack of maintenance of infrastructures	3.07	0.84	A	3.39	0.47	A
7.	Poor and insensitive Governance	2.96	0.58	A	3.08	0.84	A
8.	Delays in implementing education policies and reforms.	2.70	0.96	A	2.88	0.69	A
	Grand mean	3.08	0.77	A	3.09	0.72	A

Table 3 shows the views of male and female learners'/trainees' perceived constraints to Nigeria's vision 2020. Both respondents agreed to all the options with regards to the likely constraints to the realization of Vision 2020 through entrepreneurship education. All the items were above the criterion mean scores above 2.50. The grand mean values of the items are 3.08 and 3.09 while the standard deviation values are 0.77 and 0.72 respectively.

Table 4: Summary of t-test Analysis of the Difference Between Mean (\bar{x}) Scores of Male and Female Learners'/trainees' on Ways to Improve Entrepreneurship Education for the Realization of Nigeria's Vision 2020.

Group	N	X	SD	DF	Level of sign.	t-cal.	t-value	Decision
Males	116	2.86	0.82	484	0.05	0.54	1.96	Not Significant
Females	369	2.94	0.84					

Table 4 reveals that the calculated t-value was 0.54 at 484 degree of freedom and at 0.05 level of significance. Since the calculated t-value of 0.54 was less than the table value of 1.96, the null hypothesis of the study was therefore not rejected as postulated. Therefore, there was no significant difference in the mean responses of respondents on ways of improving entrepreneurship education to achieve vision 2020. The plausible reason could be that respondents irrespective of their sex, perceive all the options as important ways of improving EE to achieve Nigeria's Vision 2020.

Table 5: Summary of t-test Analysis of the Difference between Mean (\bar{x}) Scores of Males and Female learners'/trainees' Constraints to Realizing Vision 2020 through Entrepreneurship Education.

Group	N	X	SD	DF	Level of sign.	t-cal.	t-value	Decision
Males	116	3.08	0.96	484	0.05	0.47	1.96	Not Significant
Females	369	3.09	0.72					

Table 5 indicates that the calculated t-value was 0.47 at 484 degree of freedom and at 0.05 level of significance. Since the calculated t-value of 0.47 was less than the table value of 1.96, the null hypothesis was not rejected. Therefore, there was no significant difference in the mean responses of male and female respondents on the likely constraints to improving EE to achieve Nigeria's Vision 2020. This implies that being a male or female has no impact on their perception about those likely constraints to improving EE to achieve Nigeria's Vision 2020

Discussion

Based on the data collected from research question one, it was revealed that respondents agreed to all the items except the option of government partnering with non-governmental organizations to provide technological-driven instructional facilities there are ways to improve entrepreneurship education except for item. The possible reason for not subscribing to government partnering with NGOs to provide technology-driven instructional facilities for practical activities, could be because of obvious epileptic nature of electricity supply that will be required to power such facilities. The findings also revealed that identifying areas of needs in the curricula of the education system will enable curriculum planners to proffer solutions that would address the needs of a changing society. This agrees with the findings of Tandon (2011) that the progress of any nation is largely dependent on the acquisition of appropriate training, skills, and competencies necessary for individual's self-improvement which will enable them contribute to the socio-economic development of their communities and the nation. Therefore, improving EE through the development of more innovative saleable skills, techniques, methods and instructional materials, recruitment of qualified staff will enhance the training of students or clienteles to be job creators and potent manpower developed for the economy of any nation. This corroborate the findings of Maria (2015) that EE prepares individuals for skills acquisition, ability, drive and courage to create employment for self and others and also contribute to a country's overall development and future industrial expansion.

The findings on the resources needed for improving EE in order to achieve the stated vision shows among others that human capital, financial and infrastructural resources are inevitable. Availability of appropriate resources is the basic function of management which must be adequately determined in the educational process because there could be shortage of adequate manpower which could lead to delays or unattainable goals. Contributing to this, Okojie (2013), submits that resources are motivators for instructors, facilitators or teachers to effectively impart skills, values, attitude and knowledge of whatever is being taught to the learners, and thereby help in the implementation of any particular entrepreneurial skills. This corroborates with the findings of Usman (2012), that the introduction of any innovation attracts extra financial burden such as: adequate provision and maintenance of infrastructural facilities, recruitment and training of personnel among others It is imperative that Government must be aware of the need to allocate resources to schools and entrepreneurial learning centers so that the entrepreneurial programmes can be sustained and not suffer as a result of non-availability of resources. The findings of this study have thus, revealed the need for improving entrepreneurship education for effective development of manpower resources to a large number of people. It is the developed human resources that will utilize other forms of resources for the realization of the nation's Vision 2020.

With regards to the likely constraints to improving EE in order to achieve Nigeria's vision 2020, the findings include: deplorable condition of the nation's economy, inadequate needs identification, qualified, and competent EE personnel, poor funding of educational institutions inadequate/deteriorated infrastructural facilities and lack of political will to sustain the economy due to corruption. This implies that without serious interventions, these problems might inhibit achieving the anticipated vision. This findings are in line with Abdullahi (2011) who stated that Nigeria and vision 2020 may face complex internal and external challenges which includes the deplorable condition of the economy and the falling standard of the education system which may impede the realization of vision 2020. However, Pinelli (2015) affirmed that in spite of the inadequacies in the formal education system, human resource development through EE is perceived as the catalyst for realizing socio-economic development of Nigeria's vision 2020. For Pinelli, EE deals with the problems of not being productive and as such can be enhanced through productive efforts of individuals and the government.

Regarding the first hypothesis, respondents agreed to the null hypothesis which states that there is no significant difference in the mean ratings of male and female respondents on ways of improving EE for the realization of vision 2020. The respondents also agreed to the second hypothesis, that there was no significant difference between the mean scores of male and female respondents on the likely constraints to improving EE for the realization of vision 2020.

Conclusion

Considering the various literature reviewed in this study, the country's economic development is being threatened by multiple challenges and there is a strong link between education and productive economy. It was thus, concluded based on the findings that entrepreneurship education is the most important tool per excellence for human development as well as improving the economic sector through which national goals and aspirations could be achieved. Realizing that some efforts have been made in order to enhance the country's economy through various economic and education policies, not much has been achieved.. However, based on the findings, it is believed that any relevant modifications made on entrepreneurship education curricula in any learning-based school programmes will significantly contribute to the nation's economic growth which can facilitate the dream of realizing Nigeria's vision 2020. Some likely constraints to achieving the desired vision 2020 were identified, but they are surmountable if the country's leadership and the led become focused on human and socio-economic resources development through improving entrepreneurship education and sincerely fighting corruption, greed and avarice.

Recommendations

Based on the findings of this study, the following recommendations were made.

1. Curriculum planners and concerned Agencies should periodically review educational curricula as the need arises, to integrate core courses with innovative and entrepreneurial skill building contents relevant in today's global economic market; in order to meet the needs of learners and society.
2. Government should sincerely be committed to fighting corruption in order to reduce the embezzlement of public funds required for the wellbeing of citizens and socio-economic development of the nation..
3. Government should adequately fund educational institutions at all level and implement educational policies in order to improve teaching and learning through innovative ways that could supply skilled manpower to resuscitate our industries and economy.
4. Providing adequate educational infrastructures, facilities and maintenance should be the priority of the government and other stakeholders in order to enhance teaching and learning practices for Nigeria's competitiveness globally.
5. There should be adequate recruitment of need identification education personnel including adult educators, instructors and facilitators by the government in order to realize the goals of entrepreneurship education in facilitating Nigeria's Vision 2020.

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