



**Redesigning Entrepreneurship Curriculum in Nigerian Universities For
Knowledge Creation And Labor Market Competition****Grace Chinelo Obeleagu-Nzelibe^a & Bissan Danladi Joseph Ezekiel^b**

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Two problems gnawing at the economic foundation of Nigeria, these are unemployment and unemployability. Based on the extant literature, the solution lies in the creation, proliferation and perpetuation of the entrepreneurship to become vital in the economic development of the nation. This is with the assumption that entrepreneurship skills can be acquired through education. Universities in Nigeria are expected to graduate students who are well equipped with entrepreneurial vision for pre-start ventures and job creators. Nigerian Universities have introduced and embedded entrepreneurship in the curricula, however, minimal positive results abound due to poor contents of the programs, pedagogy and learning styles. The teaching of entrepreneurship in Nigerian universities emerged as “all comers” venture with no regard to expertise nor streamlining how entrepreneurship should be taught, what should be taught, who should teach, and the type of entrepreneurs to be produced. The objective of the study therefore was to find an answer to the key research questions: how can Nigerian Universities achieve the anticipated objective of building the entrepreneurship economy for development? The study identified two approaches for attaining the objective, namely, redesign of entrepreneurship curriculum in Nigerian Universities to foster entrepreneurship development, create knowledge based economy, and second, streamline qualifications and skills of lecturers that teach entrepreneurship, determine how it should be taught and what should be taught. In essence, Nigerian Universities must become catalyst for entrepreneurship development conditioning the emergence of dynamic entrepreneurs. Some of the problems in restructuring the entrepreneur curriculum will be highlighted and possible solutions proffered. The research developed a model incorporating the elements and participants involved in redesigning entrepreneurship curriculum. Further research efforts to fine-tune the model and to institutionalize it through policy articulation was also identified.

Key words: Entrepreneurship, University Curriculum, Unemployment, Nigeria.

INTRODUCTION

Recent interest in reforming Nigerian University’s education stems from the dire need to utilize education system to achieve, create and produce Knowledge Based Economy. The Knowledge

Based Economy concept is described by Peters (2009), Moruku (2013) as the “knowledge society”, “Knowledge economy” and “creative economy” which is operated as the knowledge worker (Peter and Besley, 2008). According to Peter (2009) this is a new form of education capitalism, which encourages teaching for giftedness, creativity, entrepreneurship and prioritization of accelerated and personal life-long learning.

The Nigerian University system is seeking avenues for the creation of knowledge and innovation for sustainable national development to reduce poverty, enhance national prosperity, generate employment and increase its competitiveness. The aim of education is to equip students with theoretical principles to provide solutions to National problems; develop character and the mind for skills and competencies. Training falls into the million as instrument that equips students with the skills and competencies to perform tasks with expertise. It also prepares people to work and lifelong experiences gathered over the years (Peters, 2009). Curricula are the framework on which the training derives its impetus and appropriate curricula produces appropriate training (Nzelibe, 2017), Kanaway (1985) opined that skills are largely acquired in a work environment and competencies are acquired through improvement of awareness, knowledge and skills. UNESCO (2012) states that University education is to equip a person with the knowledge, skills, attitudes and values to enable them derive maximum benefits from their membership in the society, leading to fulfilling life and to contribute to the development and welfare of the community. This position is also emphasized by the National Policy on Education Section 8(64) which stipulates that University education should make optimum contribution to National development by intensifying and diversifying its programs for the development of high level manpower within the ambit of national and global requirements.

Utomi (2006) proposed a framework of interdependent variables that sharpens sustainable human progress. These are policy choices, institutions, human capital, entrepreneurship, values and leadership. Vogel and Keen (2010) found that higher education is co-integrated with output and incomes and serve as important gateway to developing and expanding human capital. President Buhari (2017) at the University of Abuja Convocation directed that the National Universities Commission (NUC) a Regulatory Agency charged with the quality assurance of Universities to embark on comprehensive review of the curricula of Nigerian Universities capable of producing quality research and stimulate innovation, produce graduates who will be relevant to National needs and aspirations, as well as globally competitive. Nigerian aspiration to nurture a strong Knowledge Based Economy as expressed in vision 20:20 statement of which its purpose was to push Nigeria up into one of the top industrialized economy of the world. But Nigeria was ranked among 200 countries in 1999 and found to be trailing behind many countries in critical indices of development. In this assessment, Nigeria ranked 10th in population with 130 million; 54th to Gross Domestic Product (GDP) was US\$37 billion compared to world average of US\$29,232 billion; 179th in per capita (GDP) with US\$319 compared to the world average of US\$4.890 and 136th in the human development index with 0.455 as against the world average score of 0.71 (UNDP, 2001) as cited in (United Nations Economic Commission for Africa, 2002: 156).

Even in 2010 the Global Information Technology Report 2010 as cited in National Planning Commission of Nigeria (2010, pg. 229-330) showed that Nigeria was determined to position herself in the aspiration to provide appropriate environment for Knowledge Based Economy and

Nigeria ranked 97 out of 133 developing countries. However Nigeria had a big fall in 2015, due to un-seriousness of the Government in giving attention to education as an instrument for economic development and human capital. There is widespread pretext in developing Universities as the fund that would have been invested in education is channeled to other sectors. Corruption and neglect of education by subsequent Government torpedoed the Nigerian aspiration to create a Knowledge Based Economy. In Nigeria, an observation of the University system suggests that the aspiration to build a Knowledge Based Economy may be off the rail because at present, there is mismatch between the quality of University education and the dreams of the aspirations to attain the position of one of the top 20 economies of the world by 2020 (Jaynes, 2008).

This paper aims at providing a framework for entrepreneurship studies and uses this to justify the compelling factors for the redesigning of entrepreneurship curriculum in Nigerian Universities with reference to creating Knowledge Based Economy capable of producing competent skilled graduates who can be dynamically involved in global market competition. The paper highlights need for entrepreneurship education in Nigeria; the role of Universities; National Universities Commissions, students, lecturers, private sector, stakeholders and the Government in the redesign of the entrepreneurship curriculum to make it efficient for producing dynamic entrepreneurs who can create wealth and generate employment.

Also the paper argues and substantiate that the Nigerian state displays paradoxical behavior of wrapping up aspiration with pretention in respect to its attempts to reform the University system for building Knowledge Based Economy. Thus, this research steers up intensive and robust dialogue for redesigning entrepreneurship curriculum for knowledge creation and labor competition.

Theoretical Framework

Two theories form the guiding roadmap for this study. They are the Human Capital Theory and Competence Theory.

Human Capital Theory

The Human Capital Theory can be used to explain the mental force during the aspiration to employ education for socio-economic development of nations around the world. Psacharopoulos and Patrinos (2002) suggested that estimate from various countries around the world reaffirm the importance of human capital theory in explaining the socio-economic development of nations. Okuwa (2004) the notation of education as a capital good is routed the concept of human capital which is a factor of production in the development process. Moruku (2013) defined human capital as long run economic growth rate caused by ideas and invention which in turn are related to the stock of human capital. Human capital theory refers to the aggregate stock of competencies, knowledge, social and personal attributes embodied in the ability to create intrinsic and measurable economic value.

Human capital theory views human and individual as economic units acting as their own economy. The mode of human capital development involves educating and training human to

shaping their skills, drives, disposition, attitudes and behavioral orientation which increase productivity of labor. Fisher and Stanto (2001) found that education increased scientific understanding, opened up business opportunity and contribute to firm performance. It helps to explain why education is an important element in the development of a nation's economy. Moruku (2013) suggest that nations have recourse to the University system to find solutions to the society problems. University is an engine room of knowledge and skills development. The human capital has evolved over the years and is seen to have power to resolve three paradoxes relating to development assistant to break the development impasse of developing countries. One of the paradoxes is to claim the failure to develop despite infusion of financial and physical capital into the developing countries.

Nzelibe (2016) found that Nigerians stunted economic development is due to several factors, but, the most significant factor that impeded on economic growth resulting in pervasive poverty, high rate of unemployment and insecurity on the land is Government's failure to invest on human capital. Thus, we opine that for Nigeria to scale through the current economic recession, Government needs to focus its attention on investment on human capital as drivers of the economy.

Competence Theory

Ozcelik and Ferman (2006) clarified from the stream of literature that competency of the individual person refers to underlying cluster of related knowledge, skills, behaviors and attitudes that correlate with performance. Chang (1999), Bacon and Hoffer (2003) suggested that organizational competencies are strategic (intangible) resources. These consists of (i) intellectual resources (ii) distinctive competences in functional areas of the firm (iii) capabilities and (iv) culture (values). These resources enable individuals or firms to achieve sustainable competitive advantage. For example patent trademarks (intellectual resources) have been used by their holders to block rivals using proprietary technology (Payne, 1974; Ghobadian and O'Regan, 2008). It can be seen, therefore, that skills and competencies are knowledge driven.

Education is a means of creating the knowledge. For example education is crucial for developing entrepreneurial skills and capabilities or competencies such as the capacity to state and act towards goals, the knowledge to formulate and the capacity to implement strategies and policies. Education attainment is one important measure of human capital which stimulates in the individual the capacity to learn, analyze, evaluate and discover or innovate (Odimegwu, 2005). Bryan (2006) found that training constituted to performance. Thus skills and competencies are intertwined and both are driven by knowledge. Skills and competencies are indicated (or measured) by length of experience, training, length and level of completed forms of education. But where low level education generates barriers to innovation by providing answers, high level of education is theorized to facilitate innovation by providing a framework for questioning (Macdonald et al., 2007). Beliefs, mental models and even cherished ideas which attack established beliefs or ideas.

Knowledge is created through a cycle of questioning, analyzing, reflecting and consolidating in a continuous process (Feinwick and Hall, 2008). The link between education training and innovation is modeled as on directional, linear relationship (one way flow of ideas from

knowledge production centers to knowledge recipients). Atherton (2003) suggested a helpful knowledge typology in terms of four dimensions namely transactional-strategic knowledge on a vertical axis and subjectivized and objectivized knowledge on a horizontal axis. The knowledge here is conceptualized as “knowledge-as-knowing” or “knowledge-in-practice”. Thus is an emergent complex, dynamic and is both a process and an activity.

The preceding review of the theoretical framework for this study provided the researchers pathway for articulation of the model for redesigning the entrepreneurial curricula that could enable graduation of entrepreneurial program, to acquire knowledge, competency and skills to compete advantageously in a labor market capital for socio-economic development of nation state. Sumner (2005) argued that by promoting the underfunding, marginalization and verification of the public sector, the hegemonic bloc is able to acquire control over the provision of vital life need, replacing free or low cost public support with private, price source for sales on the open market. In this way, pretext and aspiration work together to form the pretention we must learn to question if we are to have sustainable society. The preceding discussions form the foundation for subsequent sections.

Evolution of Entrepreneurial Education in Nigeria

Learning of occupational skills and crafts through technical and vocational education in Nigeria dates back to Colonial Masters with the establishment of different training centers. Some of these training centers included the Public Works Department (PWD) (IBI) and Survey Training Center (1908) and the Railway Training Centre (1942). The National Technical Training Education development plan of 1944 led to the establishment of Yaba Higher College in 1944 which metamorphosed into Yaba College of Technology in 1947. Kaduna Technical Institute was established in 1956 (Okojie, 2014). The Post-Independence national life witnessed tremendous rise in the number of institutes, Vocational Training Centers and Technical Colleges. By 1963 about 406 institutions providing technical and vocational education were in existence in Nigeria (NBTE, 1996).

The number of higher education institutions have grown from seven in 1962 to 323 in 2012 and within this figure the number of Universities has increased from five in 1962 to 129 in 2014 (Okojie, 2014). The number of Universities includes: 39 owned by Federal Government, 40 owned by State Government and 50 Private owned Universities (Okojie, 2014). This rapid growth has significant challenges bordering on the low quality of Nigerian graduates as employers complained that they do not possess practical knowledge, competence critical thinking, skills, creativity and innovation. Nigerian Universities are ranked poorly by Global Ranking System due to graduates’ inability to embrace high technology. The graduates of these Universities are often not employable as they lack requisite skills and relevant knowledge required by the industry. There is low level of research and development efforts in these Universities and they are not relevant to National Development and Aspiration. Compounding these complex problems is non-patriotism and loss of values that could promote citizenship aspiration and project nationalistic spirit. Tribalism, nepotism, corruption, religious intolerance and loss of morale and ethics pose great problem to the march for development. Merit system was replaced by quota system, a policy that continued to drag Nigeria back from the stride to economic development. Bad governance and strong Federalism had stagnated the development

aspiration of Nigeria and Nigeria is ranked as among the poorest countries in the world (World Bank, 2003).

The greatest problem in Nigeria today is unparalleled high rate of youth unemployment which has risen from 25.8% in 2015, 28.5% in 2016 and 30% in the first half (June of 2017 (National Bureau of Statistics). Other factors stunting national development are poverty, illiteracy, outdated school curriculum, ill-trained teachers, ill-equipped functional classrooms, uncondusive learning environment, non-ICT or telecommunications, insufficient classrooms, absence of teaching aids, lack of electricity supply and other infrastructures necessary for research and learning. The rapid expansion of education system adversely affected funding of Universities. Among these factors include, outdated and irrelevant University curricula which have significant adverse impact on graduates of Nigerian Universities. The curricula had not responded to the skills and competencies needed in the expanding knowledge based economy. The course content is theoretically based and lack practical skills which the employers need. Thus there is the issue of unemployability to the extent that getting qualified graduates to fill in the existing vacancies in the industry is problematic. There is a mismatch between job seekers and available jobs. Therefore, there is urgent need for a robust discourse aimed at redesigning the curricula of Nigerian Universities to make it relevant to National development.

Entrepreneurship Education

Entrepreneurship which other countries such as Korea, Japan, USA, Singapore and Australia have utilized to make grand strides in technology, innovation and job creation had no central position in Nigerian development plan. Entrepreneurship educations in Nigeria lack appropriate content that will enable graduates acquire skills and competence to become job creators. Consequent to high unemployment rate in Nigeria, entrepreneurship found its way into the curriculum of Business Studies Department as a course in 1985. In 1988 Entrepreneurship Studies as a semester course was introduced in all the Faculty of Management Sciences in Nigeria (Nzelibe, 1990) and in 2007 following a Presidential Initiative on Entrepreneurship and United Nations decade for entrepreneurship 2007-2014. National Universities Commission directed all Universities to introduce entrepreneurship as a prerequisite course for all departments in the Nigerian Universities (NUC, Bulletin, 2007). Thus being propelled by Government education policy on entrepreneurship, all Universities in Nigeria now offer courses in entrepreneurship. However, the delivery mode, course content, and lecturers to teach the course were not streamlined and each University was left to configure the mode of delivery and provide lecturers to teach the course. The haphazard nature of introduction of entrepreneurship course into the Universities resulted in lecturers with no prior training in Business Administration or related field teaching entrepreneurship studies resulting in a mismatch as one cannot offer what he does not have. There was also a problem of varying approaches to the pursuit of entrepreneurship education in terms of administration, curriculum and pedagogy across Nigerian Universities resulting in the inefficient course delivery and as such entrepreneurship studies in Nigeria cannot be a pivot for job creation and desired economic development, hence Nigeria is left behind in industrial, technological and economic development.

Lessons from Other Countries' Entrepreneurship Education Efforts

Entrepreneurship education policy in many developed countries was fashioned after two major objectives: (i) to create employment; (ii) to foster economic, technological and high knowledge base economy which transformed such countries into world industrialized and highly technological economy. Such countries like Singapore, India, and Korea adopted entrepreneurship education which led to the emergence of small medium scale enterprises and boosted their rapid development. Singapore placed emphasis on technological and entrepreneurial education to drive their economy and secure quality of life. Great attention was paid to the quality of its education and human capital development to the extent that Singapore became knowledge exporting country (Moruku, 2008). Education policy in Singapore was based in critical research and development, innovation and enterprise (Okojie, 2014) resulting in the availability of skilled, competent workforce at all levels. Singapore has created an educational system with innovative and rigorous curriculum fashioned to provide broad based education to its citizens to produce well rounded individual capable to compete vigorously in global labor market.

India: Introduced isolationist policy which boosted the production of consumer and products (general merchandise) without regard to aesthetic or packaging. This policy enabled India to look inwards and adopt home grown technological advancement to manufacture cars and indigenous technology. The establishment of National Small Industries Corporation gave impetus to the development of small and medium scale enterprises. The Universities curricula were redesigned to include practical knowledge, spirit of invention, entrepreneurial spirit creativity, innovation and high quality graduates who came out to become investors that facilitated India to become one of the fast technological economies in the world.

Korea: adopted two specific strategies (i) economic literacy and (ii) entrepreneurship education (Moruku, 2008). The establishment of Institute of Technology enables Korea to train and produce highly technological, competent, skilled manpower capable of copying and producing anything they laid their eyes on. Their entrepreneurship education streamlined to massive productive output of home grown technology not minding its crudity. The efforts of Government in encouraging entrepreneurship education resulted in Korea becoming one of the world largest producers of technological equipment, consumer products and highly qualitative knowledge based economy to the extent that they are confronting USA by constant test of their ballistic missiles in the ocean.

What lesson should Nigeria learn from these countries (preceding discussions)? The story of those three countries discussed is an eye opener that: Nigeria is not focused in utilizing entrepreneurship to drive her economy. The state of infrastructure in the country does not encourage any meaningful enterprise to thrive. The Nigeria business environment is hostile as the corrupt Government officials make life unbearable for both old and new ventures and potential entrants into the market. Consequently, three out of every five SME's collapse (Nzelibe, 2016). Entrepreneurship is opportunity driven and distractions from hate speeches, political instability, ethnocentrism, insecurity and uncertainty in the country stunted entrepreneurship growth and caused capital, flights to neighboring countries which invariably slowed entrepreneurship development in Nigeria.

Impact of Education Policy on Entrepreneurship in Nigeria

The pretext of Nigerian Government as earlier discussed in this paper is directly stifling entrepreneurship. The Government budgetary allocation is abysmal that University administrators cannot efficiently perform in the provision of the much needed infrastructure, research, training and creating incentives for workers. Government policies directly negate Nigeria's education aspiration of producing high quality graduates with competence, skills and technological innovation need for the country's industrialization such as:

- i. Factionalization of education in Nigeria into advantaged and disadvantaged states cannot permit propping up of entrepreneurship education that can breed highly qualitative graduates with practical skills and competencies capable of transforming Nigeria from poverty to industrialized and highly technological developed economy.
- ii. Admissions into the Universities tend to encourage mediocrity because political considerations are more important than merit and intelligence. Moreover, JAMB continues to bring admission score low to accommodate Northern States thereby weakening further the standard of education.
- iii. The in-searchable greed of Nigerians, coupled with high taste for foreign goods and inability of Standard Organization of Nigeria (SON) to prevent Nigeria being a dumping ground for substandard goods contribute to poor performance of SME's.
- iv. The inconsistency of Government policies and the corruption of Government officials permit smugglers to flood Nigerian markets with foreign goods that made in Nigeria products are hardly patronized leading to low sales and stunt investors' zeal and motivation.
- v. Government ought-not only to draft good policies but make concerted efforts to ensure that the policies are constantly monitored and well implemented. Moreover, government must lead by example by ensuring that local manufacturers are motivated by patronizing their products. A situation where Government officials eat foreign rice and drive around in exquisite foreign cars rather than patronizing Innoson and Peugeot Automobile of Nigeria (PAN), local manufacturer of cars and heavy duty vehicles does not promote entrepreneurship.
- vi. High cost of doing business in Nigeria caused by, multiple taxation, high tariffs and charges on cashless instruments such as Automotive Teller Machines (ATM) stunt entrepreneurship.
- vii. High illiteracy rate among the larger populace limits financial literacy, economic and business understanding which are requisite for entrepreneurial growth stifle entrepreneurship development.
- viii. Lack of infrastructures such as ICT, telecommunication, power (electricity), poor network of roads/rails/water transportation hinders entrepreneurship growth and development.

It is therefore imperative that for entrepreneurship to pivot knowledge based economy, promote industrialization and technological development in Nigeria, Government needs to fund Universities to enable them strategically reposition themselves to produce competent, skilled, innovative manpower capable of re-engineering the nation into a new path for development. The disconnection between classroom theory and practice, and reality of business world must be

addressed through Government education policy. Thus, entrepreneurship curriculum in Nigerian Universities needs to be redesigned for knowledge creation, labor market competition, spirit of invention and entrepreneurial spirit.

Redesign of Entrepreneurship Curriculum in Nigeria

The redesign of entrepreneurship curriculum in Nigerian University requires a holistic approach, involving the Government, Nigerian University System (NUS), the National Universities Commission (NUC), the Governing Council and Management of Universities, the lecturers, the students, the employers of labor and the education stakeholders. There is urgent need for Government to take a giant stride by initiating a National Entrepreneurship Education Dialogue (NEED) involving participation of representative of the aforementioned stakeholders. Such dialogue will brainstorm on the failure of past and present entrepreneurship education endeavor with a view of fashioning a way forward. The objective of the NEED is to structure a new entrepreneurship curriculum capable of producing entrepreneurs with competence and skills to drive the economy to a higher level. There must be a paradigm shift from the theoretical based entrepreneurship education to the theory and practical knowledge base with emphasis on skill acquisition, creativity, knowledge, competence and invention. The employers of labor (industry) should integrate their need and expectations to bear on the articulation of the new curriculum in so doing the curriculum will be relevant to the needs of the industry.

The Universities ought to articulate their needs document and ensure that those needs are integrated in the dialogue papers for implementation. The National Universities Commission needs to set up new mechanism for quality assurance and monitoring of Universities to ensure compliance to the outcomes of the National Dialogue on Entrepreneurship Education (NEED). The new curriculum ought to be transformed to include courses in technology, innovation, skill identification, business opportunities and threat analysis, simulation courses and case studies. The practical aspect will constitute majority of the teaching and understudying successful enterprises both within and outside the country. Lecturers to teach entrepreneurship must be well groomed and trained in business field. Successful entrepreneurs in the private sector should be involved as coaches, mentors and role models. Business gurus and leaders in other sectors should also be involved.

The objectives of the new curriculum should be to enhance entrepreneurial behavior and imbibe confidence among students. It should be able to invoke creativity, innovation and ability for logical thinking and proffer solutions to business problems. It ought to provide knowledge of ways and means to manage complex, uncertain and unpredictable business environment. The new curriculum must enable students to acquire basic business, financial skills and ability to take risk and propensity to bear risks. Vision for opportunities, threats, strengths and weaknesses should be the integral part of the new curriculum as it enables the graduates to know how to start business and grow it. The new curriculum must teach students' business communications, business networking, sharing of information and building dependable business blocs.

The new curriculum must develop interactive learning centered on pedagogies, multiple disciplinary programs, projects, and business simulation through the use of digital tools and multimedia. Lecturers need to be trained and retrained in order to meet up with ICT changes in

business world. Experimental learning laboratory ought to be established in Universities to train students in practical aspects of entrepreneurship. The NEED should craft out modalities for the integration of entrepreneurship studies at all levels of educational system across all disciplines (primary schools, secondary schools and Universities). The Government agency Small Medium Enterprises Agency of Nigeria (SMEDAN) established to promote the survival growth and sustainability of SME's must be proactive in the National dialogue for Entrepreneurship Education. It must establish database for generating information on the number of SME's in the country, state by state, maintain information on success stories of entrepreneurs and keep accurate data on the mortality of SME's in regards to the problems encountered and preventive mechanism for other enterprises to use as a guide for survival.

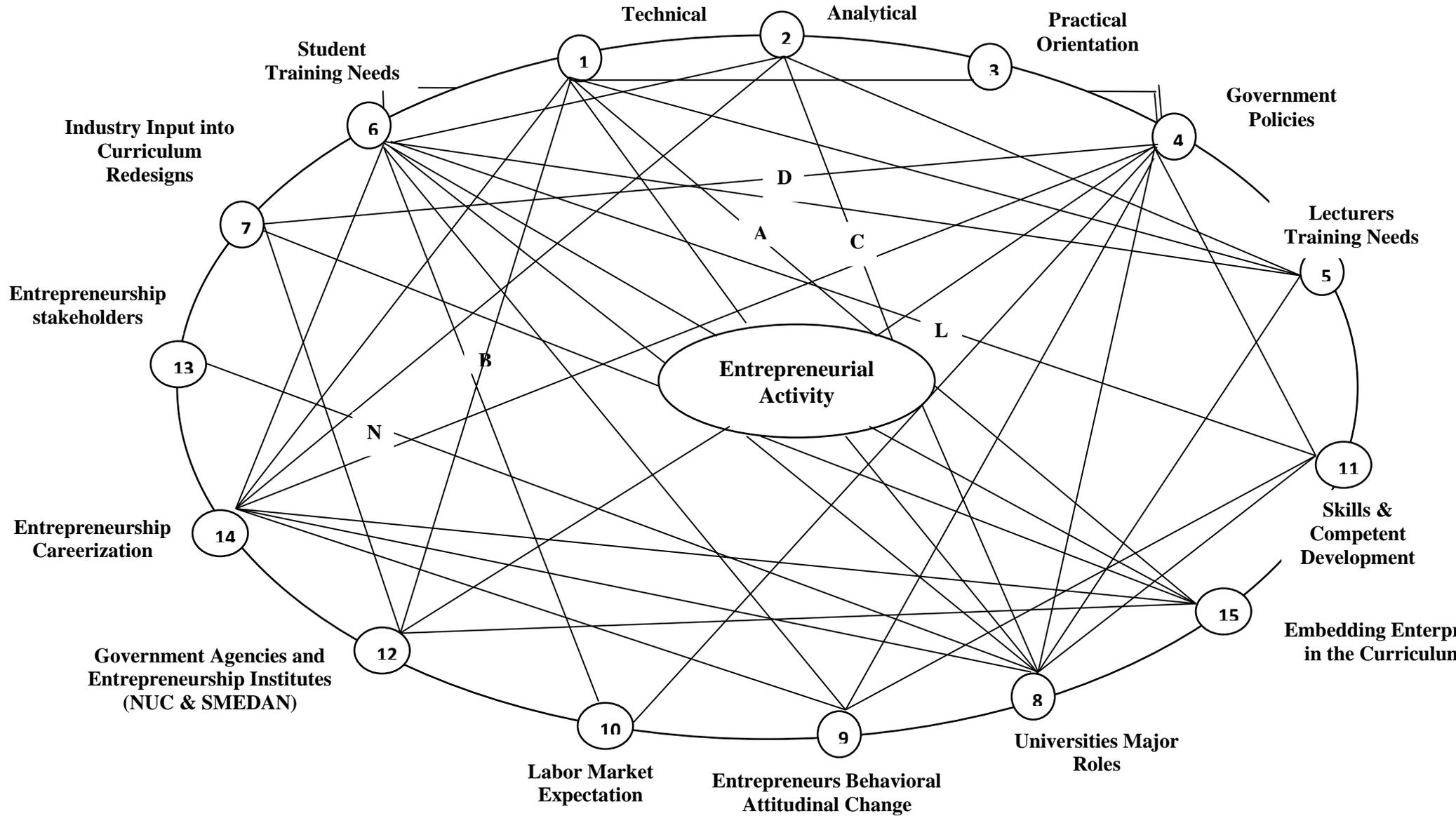
The diagram portrays the key elements that will improve the new Entrepreneurship curriculum. They are:

1. Lecturers Training Needs: those to teach entrepreneurship should be exposed to training that will enable them develop (a) skills, knowledge, capabilities and understanding of entrepreneurship education and appropriate delivery patterns.
2. Students Training Needs and Outcomes: students need theoretical training and practical experiences that will enable them acquire skills, creative and innovative capacity, knowledge of entrepreneurship and ability to identify business opportunities, threats, strengths and weaknesses.
 - i. Knowledge of environment scanning for competitive advantage.
 - ii. ICT compliance and market forecasting and business trends.
 - iii. Knowledge of career opportunity and competitiveness.
 - iv. Planning skills, feasibility studies and entrepreneurship networking.
 - v. Behavioral and attitudinal changes leading to self-awareness, self-confidence, risk-taking and ability to understand market forces.
 - vi. Employability skills.
 - vii. Critical decision making and problem solving.
 - viii. Adaptability and flexibility calibrated by environmental factors.
3. Industry Needs and Input:
 - i. Technical
 - ii. Analytical
 - iii. Internship
 - iv. Industrial training
 - v. Case studies of private businesses.
 - vi. Make input to the redesign of the new curriculum.
4. Government:
 - i. Increase funding to Universities
 - ii. Entrepreneurship education policy
 - iii. Establish entrepreneurship database
 - iv. Provision of incentives to entrepreneurs who offer employment.

- v. Provision of adequate infrastructures such as efficient network of roads/rail/water.
 - vi. Creation of incentives for private entrepreneurs to set up and develop entrepreneurship such as low tariff, tax rebate, conducive business environment.
 - vii. Provide conducive entrepreneurship environment.
 - viii. Provision of efficient telecommunication and high technical ICT to enhance global communication network and improve entrepreneurship development.
5. Nigerian Universities:
- i. Provide relevant, efficient and effective curriculum capable of producing skilled, competent and creative entrepreneurs.
 - ii. Catalyst for entrepreneurship, training, development and growth.
 - iii. Aid students opting for entrepreneurship to acquire necessary creative and innovative skills.
 - iv. Provide entrepreneurship network information base.
 - v. Provision of well-trained lecturers with sound specialization in entrepreneurship.
 - vi. Establish enterprise laboratory.
 - vii. Inculcate entrepreneurial values on students through appropriate organizational culture.
 - viii. Inculcate to students competence and transferable skills.
6. Stakeholders: make viable input into the curriculum to enhance the overall performance of entrepreneurial graduates in labor markets.

The redesigned entrepreneurship education curriculum will involve full participation of diverse interest groups discussed in the preceding section so as to ensure that all stakeholders' interests are safeguarded to enhance robust collaboration. This is diagrammatically presented in model I below.

Model I: Redesigned Entrepreneurship Curriculum



Keys to Model I:

- A → 1 – 15: Knowledge Based Economy
- B → 1 – 12: Regulatory Services
- C → 2 – 8: Catalyst for Entrepreneurship Training, Development and Growth
- D → 4 – 7: Low Tariff and Tax Rebirth
- E → 4 – 8: Funding, Provision of Infrastructure and Incentives.
- F → 4 – 15: Conducive Entrepreneurship Environment
- G → 5 – 6: Skills, Knowledge and Capabilities
- H → 5 – 8: Entrepreneurship Education and Appropriate Delivery
- I → 6 – 8: Critical Decision Making and Problem Solving
- J → 6 – 9: Planning Skills and Market Opportunities
- K → 6 – 10: Internship and Industrial Training
- L → 6 – 11: Employability Skills
- M → 6 – 14: Theoretical and Practical Orientation
- N → 8 – 13: Make Input into the Curriculum

Model I is the new redesigned entrepreneurship curriculum. It consist a cobweb of interrelationships and collaborations between players of industries, Universities, Government officials, Lecturers, students, labour markets and Entrepreneurship trainees. The outcomes of those network of relational ties and collaboration will result in (i) transformed entrepreneurship education curriculum (make context relevant to the economic needs) (ii) embedding enterprise in the curriculum; (iii) produce effective and efficient lecturers capable of training skilled and knowledgeable graduates who can identify business opportunities, take business risks, groom and set up viable enterprises and create wealth and job employment; (iv) curriculum will inculcate in students appropriate skills and competencies for global competitive labor markets; (v) develop appropriate teaching and learning strategies that enable students to develop enterprise skills; (vi) creation of entrepreneurial spirit and values.

Conclusion

This study made important findings that can inform policy making for reforming and redesigning entrepreneurship curriculum in Nigeria. The main finding is that Nigerian Government pays lip service to the provision of high quality Universities Education being committed to removing the adverse conditions of Universities. Thus, the study urges the Government to prioritize education by making adequate investment into education through proper funding and monitoring. Government is urged to reconstruct its expenditure in human capital development and the provision of infrastructures, good network of rail/road/water transportation and security to promote conducive business environment.

Global business competitiveness require high tech communication network. Government needs to provide as basic logistics to global entrepreneurship must rise up to their responsibilities by being a catalyst for curriculum redesign; and facilitator of entrepreneurial culture and entrenched attitudinal and behavioral changes among student for entrepreneurial drive for global competition.

The paradigm shift from education to employability to enterprise needs to be overly pursued simultaneously as each plays a vital part in the skills development competence and development of robust eco-system that lead to wealth and job creation. Redesign of entrepreneurship curriculum is imperative because the current curriculum cannot produce graduates with practical knowledge, spirit of invention and entrepreneurial spirit.

Government should set machinery in mention for arresting the decline in University education. To this end, the researchers have constructed a model for redesigning entrepreneurship education curriculum which if implemented will refocus Nigerian entrepreneurship education into a pathway for economic and industrial development. In addition, entrepreneurship education should embody the core values of Nigerian society, eliminate factionalism in admission requirements and entrench merit as benchmark for operation in the Universities. More so, ICT, telecommunications and high technological advancement have made the world a global village that Nigeria must operate within the million rather than adopting a separatist platform.

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