Abstract
The study investigated the challenges of entrepreneurship as perceived by undergraduates of tertiary institutions in Kaduna State. Three hundred undergraduates consisting of One hundred and fifty (150) males and one hundred fifty (150) females were randomly selected from four (4) tertiary institutions in Kaduna State. An instrument named Tertiary Institution Perception of Entrepreneurship Challenges Inventory (TISPECI) was administered to three hundred undergraduates sampled from four institutions. One research question and one hypothesis were tested at 0.05 level of significance. Result revealed significant gender difference in the perception of male and female undergraduates in the four tertiary institutions. It was recommended that tertiary institutions should deliberately provide sector specific skills needed for development of human capital, use professional entrepreneurs as instructors and mentors among others were made.

Introduction
Nigeria as one of the most developing Nation of the world and is faced with myriad of problems and harsh realities which includes poverty, unemployment, conflicts and diseases. These situations pose great challenges to the very existence of individuals in most developing nations thereby calling for the training of educated man and woman who can function effectively in the society in which they live. Available information by National University Commission (NUC) (2004) reiterate the massive unemployment of Nigerian Universities graduates in the country. This problem is said to be traceable to the dis-equilibrium between labour market requirement and lack of essential employable skills by the graduates. This obvious critical skills gaps inhibit the development of youth and entire nation.

More than half of the Nigerian population are under the age of 30 according to the National Population Commission (2001), therefore it can be asserted that the economy of Nigeria is a youth economy. This reality leaves them without any meaningful means of sustainable livelihood. To make ends meet, they simply indulge in prostitution (both male and female, armed robbery and so on. (Osuala, 2004)

The youthful period which is very critical one has been noted as an essential time for training in Entrepreneurship, provides positive distractive alternatives from the self-destructive and aggressive behaviours that are frequently associated with adolescents and growing up (Woolfolk, 1998). This critical age however is the right time to teach them the concept of entrepreneurship to help them learn wealth creation. The question then is what is entrepreneurship? Entrepreneurship has been defined by various professions to mean many things since the middle age. Steinholf and Burgers (1983) define entrepreneurship as the process of creating values by pulling together unique package of resources to exploit
opportunity. However, the summary of what entrepreneurship means will reflect the individual’s definer’s points of view.

**Characteristics of an Entrepreneur**

Igbo (1995) maintained that positive characteristics of an entrepreneur. Should include:

- **Self-confidence:** The entrepreneur should believe in him/herself and not on fate. He should see obstacles or difficulties to achieving his/her goals as challenges, which must be faced squarely and conquered.
- **Risk taking:** The entrepreneur must calculate the risks involved in the project being undertaken assesses situations and focuses special attention on the risks involved.
- **Task (Result) Orientation:** An entrepreneur is result oriented. He/she sets difficult but achievable goals. He/she is persistent, persevering and determined.
- **Drive and energy:** An entrepreneur exhibits a high level of drive and energy. He/she puts in a lot of physical and mental energy into the venture.
- **Leadership:** An entrepreneur motives, directs and guides people to accomplish goals.
- **Creativity:** The entrepreneur is innovative and thinks differently from others.
- **Taking initiatives:** An entrepreneur is an individual who actively seeks and takes initiative. He does not wait for people to make decisions for him.
- **Aggressiveness:** The entrepreneur must be aggressive especially in a challenging environment.
- **Trusting, fair and honest:** The entrepreneur must be open and honest in dealing with others.
- **Delegates Authority:** This attribute according to Igbo (1995) encourages teamwork, which is a great tool for the success of any business.
- **Loyal and supportive:** The entrepreneur backs up employee especially on controversial issues in the course of their legitimate duties.
- **Goal Planner and organizer:** The entrepreneur must possess the ability to manage and organize people and other services.
- **Gives feedback:** The entrepreneur must give feedback on performance of men and material.

Observation of these characteristics will lead to an effective entrepreneurship programme. Entrepreneurship programme if properly planned and executed will ensure that the issues of self employment and job creation will increase. Also menace usually visible due to youth unemployment and restiveness will be highly reduced.

**Literature Review**

Experts have expressed their views on the need for assessment of the perception of undergraduate students on challenges on Entrepreneurship especially in Nigerian Universities. However it appears as if much conclusive researches have not been carried out on the topic. This may be the reason why a number of researches have been carried and a number of writers stressed the need to survey the perception of the beneficiaries (University undergraduates) prior to the implementation of any entrepreneurship programme.

Igbo (1995) supported the idea by re-affirming the need that a number of challenges have exacerbated the entrepreneurship problems of students of tertiary institutions. Work
(1998) and Brown (2012) also on a particular area of concern in relation to implementation of entrepreneurship programme.

Nigerian education is presently at cross road as far as producing individual who will work to deserve and justify their pay, work independently, globally and bring creativity into their work place (Brown, 2012).

The current mismatch between what Nigerian economy needs and what Nigerian youth are made to study in schools is becoming very appalling. The result of a three week large scale, rapid national survey in 2004 jointly sponsored by National Universities Commission (NUC) and Education Trust Fund (ETF) to determine the needs of the labour market that Nigerian University undergraduates are failing to meet revealed that 100 individual and 20 organizations visited, 44 percent rated Nigerian science graduates as average in competence, 56% rated them as average in innovation, 50% rated them average in rational judgment, 68% as average in leadership skills, 44% as average in creativity. On needed skills like literacy, oral communication, information technology, entrepreneurship, analytical problem- solving and decision making 60% rated them as poor. These data can be said to explain why these has been an obvious increase in employment rate (Brown, 2012). One of these reasons given was that those graduate were simply unemployable.

**Statement of the Problem**

Entrepreneurship is aimed at the overall training of an individual and university undergraduates for useful living. To benefit from this laudable programme, students are trained to acquire skills. But a clear observation by the researchers in the sample tertiary institutions is that some students have different perceptions of what constitute entrepreneurship challenges. Knowledge of entrepreneurship challenges especially as perceived by the university undergraduates is necessary for a successful entrepreneurship programme. Some of the challenges may include poor knowledge based economy, lack of relevant materials, and inadequate capital as well as lack of proper understanding of the appropriate characteristics needed for effective entrepreneurship to mention but a few. It is on this ground that this study set out to determine the perception of undergraduates students of tertiary institutions of Kaduna State in order to have up to date data to base the planning and implementation of appropriate entrepreneurship programmes.

**Research Questions**

What is the difference in the perception of male and female undergraduates students of tertiary institution on the entrepreneurship challenges?

**Hypothesis**

There is no significant difference between the mean score on the perception of male and female undergraduate of tertiary institution on the entrepreneurship challenges.

**Population and Sample**
The population of this study consisted of all undergraduate students in tertiary institutions in Kaduna. The sample consisted of three hundred males and female undergraduate students in tertiary institution in Kaduna. They were randomly selected from four tertiary institutions in Kaduna. The Institutions include Ahmadu Bello University, and, federal Kaduna State University.

**Instrument for Data Collection**

The instrument used for the study was Tertiary Institutions Perception of Entrepreneurship Challenges Inventory (TISPECI) developed by the researchers. The instrument consist of two sections (A and B). section A requires the respondents’ relevant personal information (Bio-data) while section B elicit responses on entrepreneurship challenges rated on 5 point Likert Scale indicating extremely serious and not serious. The face validity of the instrument was established by three experts in test and measurement (a professor and two senior lecturers in the Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria. As regards to the reliability test-retest method was used in establishing reliability for the instrument. The reliability coefficient was 0.80. This was considered high enough for the study.

**Data Analysis**

The data collected were analyzed using mean and standard deviation to answer the research questions and t-test statistics for hypothesis testing

**Results**

**Research question**

What is the difference in the perception of male and female undergraduates of tertiary institutions on the entrepreneurship challenges.

**Table I**

Mean Response of Student on Entrepreneurship Challenges among Tertiary Institutions.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>Mean(X) Male student</th>
<th>Mean (X) Female students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lack of capital</td>
<td>3.61</td>
<td>3.85</td>
</tr>
<tr>
<td>2</td>
<td>Poor government support</td>
<td>3.21</td>
<td>3.71</td>
</tr>
<tr>
<td>3</td>
<td>Dependency mentality</td>
<td>2.54</td>
<td>2.90</td>
</tr>
<tr>
<td>4</td>
<td>Inadequate facilities and equipment for teaching and learning entrepreneurship</td>
<td>2.81</td>
<td>3.25</td>
</tr>
<tr>
<td>5</td>
<td>Lack of skills</td>
<td>3.01</td>
<td>3.22</td>
</tr>
<tr>
<td>6</td>
<td>Poor knowledge based economy</td>
<td>3.21</td>
<td>3.56</td>
</tr>
<tr>
<td>7</td>
<td>Lack of entrepreneurship teachers, materials and equipments</td>
<td>2.65</td>
<td>3.03</td>
</tr>
<tr>
<td>8</td>
<td>Non inclusion of entrepreneurship programmes in</td>
<td>2.62</td>
<td>2.88</td>
</tr>
</tbody>
</table>
From table 1 above, the respondent responded positively to all the challenges facing entrepreneurship among undergraduate tertiary institution with a mean score greater than the scale mean of 2.5. that is the items were accepted by the respondent on the possible challenges facing entrepreneurship among undergraduates.

**Hypothesis**
There is no significant difference between mean score of the perception of male and female undergraduates of tertiary institutions on entrepreneurship challenges.

**Table 2**
T-test Comparism in the Mean Responses of Male and Female Student on the Challenges of Entrepreneurship among Undergraduate

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>DF</th>
<th>t-cal</th>
<th>t-table</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>150</td>
<td>2.61</td>
<td>0.46</td>
<td>298</td>
<td>0.74</td>
<td>1.96</td>
<td>NS</td>
</tr>
<tr>
<td>Female</td>
<td>150</td>
<td>3.08</td>
<td>0.63</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From table 2 above, it was discovered that at 5% or P< 0.05 level of significance and 298 df, calculated t (0.74) is less than the critical t (1.96). Therefore, Ho, is upheld. The researches concluded that this is no significance differences as views by the undergraduate by gender on the challenges of entrepreneurship.

**Discussion**
From the results of this study, it was revealed that the respondents male and female undergraduate responded positively on the challenges facing entrepreneurship among undergraduate. That is, Lack of capital; Poor government support; Dependency mentality; Inadequate facilities and equipment for teaching and learning entrepreneurship; Lack of skills; Poor knowledge based economy; Lack of entrepreneurship teachers, materials and equipments; Non inclusion of entrepreneurship programmes in the school curriculum; Poor social attitude to technical and vocational education development; Insensitivity of government to enterprise creation and expansion strategy; Poor plan and execution of processes of actions; Lack of effective policy on entrepreneurship. The findings is in line with the early finding of Osuala (2004), Brown (2012) on the challenges facing entrepreneurship in Nigeria.
The result of the analysis of the hypothesis reveals significant difference between male and female undergraduates in their perception of entrepreneurship challenges in tertiary institutions. The findings is in line with the early findings of Afolabi and Alaku (2008) who maintained that gender differentiation is evident in the way males and females are brought up as children, students, parents and workers in Nigeria.

Considering the mean scores of the males and the females, as is glaring that the mean of the male (x = 2.61 less is than that of the female(x=3.08) which implies that the males have greater perception than the males on entrepreneurship challenges. The finding also goes along way to confirm that male and female undergraduates did indicate that entrepreneurship challenges are gender oriented. It has further proved that addressing entrepreneurship challenges in Nigerian higher institutions requires different approaches on the basis of gender. The finding is consistent with previous finding by Bojuwoye (1981) that male and female undergraduates revealed differences in their perceptions between groupings.

Recommendations
i. Ensure that school debilitating provide sector specific skills needed for the development of human capital, use professional and entrepreneur as instructors and mentors
ii. Teach Entrepreneurship and creativity at early age
iii. Organize for curriculum integration of education, entrepreneurship and community development
iv. Plan programme to transform Nigerians

Conclusion
The finding of this study revealed various challenges facing undergraduate entrepreneurship skills. Both male and finance youth in Nigeria will now repositioning themselves to eradicate this challenges so as to transform themselves into a more confident, aggressive and purposeful individual and this study will provide the bases for a strong scientific, technical and factual background influence on future researcher.

References


REFOCUSING WOMEN IN ECONOMIC EMPOWERMENT FOR NATIONAL TRANSFORMATION AND DEVELOPMENT THROUGH ENTREPRENEURSHIP EDUCATION

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Abstract
The paper refocuses women in economic empowerment for national transformation and
devlopment through entrepreneurship education. Women who constitute half of the world’s
and Nigeria’s population are acutely marginalized and discriminated in a patriarchal value-
driven society. But even in the male-dominated society, women have held forte in various fields
of human endeavour because they are super managers. There is also a disconnect between
Nigeria’s educational system and economic growth and development. This has resulted in high
poverty rate, feminization of poverty, youth and graduate unemployment, gender inequality,
taste and preference for and dependence on foreign goods and technology, low economic
growth and unsustainable development. A case is therefore made for repositioning women in
economic empowerment and entrepreneurship to contribute with men effectively to Nigeria’s
poverty alleviation, national transformation and sustainable development. Women’s potential
as super managers need to be optimally harnessed in both reproduction and production.
Studies have shown that women have men’s competences. It is in the brain, of gender and
achievement.
The achieve gender empowerment and equality, which is millennium development goals
(MDGs)3, the paper recommends reorientation of education towards entrepreneurship, optimal
funding of education, improved and equal access with men to education, microfinance and
credit, vocational training, skill acquisition and employment, improved business environment,
and unfettered implementation of the National Policy on Gender which mainstreams men and
women in development. Because the prejudices against women are culture- based, there is
need also for a robust ethical reorientation of men and women towards dismantling cultural
shackles and prejudice against women, for women to believe strongly in themselves that they
are “fearfully and wonderfully made, and for the male chauvinistic society to view women as
partners-in-progress

Introduction
The current swansong in Nigeria by state and non-state actors is national
transformation. This is sequel to President Goodluck Jonathan’s National Transformation
Agenda for Nigeria’s sustainable economic growth and development. Nigeria is a country of
immense contradictions. A potentially rich but poor country, it is a resource-curse country in
which mineral resources rather than logically be a blessing is a curse. A country whose
leadership suffers from Dutch Disease because in the scramble for oil, the real sectors of
manufacturing and agriculture that drive economic growth and development are neglected by
Nigerian leaders. A country rich in policies but poor in implementation, a country with high
gender inequality and poor women empowerment and yet women constitute more than half of
the population and are contributive to economic growth both in the formal and informal
sectors. A country where education is paid lip service, yet education is the pivot and catalyst of
economic growth, national transformation AND development (Todaro & Smith, 2011, Eneh,
2009). A country of huge disconnect between educational curriculum and the environment
resulting in poverty, huge graduate and youth unemployment, youth restiveness and insecurity.
In this wise, Eneh (2009) notes that educational efforts in Nigeria has backfired in unemployment conundrum because there is no integration between country’s needs and school curricula, there is no functional education, practical skills and entrepreneurship, hence school leavers and graduates are neither employable nor enterprise-ready. Also, it is clear from the 2010 Nigeria Poverty Profile Report that poverty in Nigeria, in both absolute and relative terms, has been on the increase since 2004. While 54.7 percent of Nigerians were found by the National Bureau of Statistics (NBS), to be living in poverty in 2004, the figure was found to have increased to 60.9 percent (or 99, 284,512 Nigerians) in 2010 (NBS, 2011; Agbaegbu, 2012). Nigeria is fast becoming a dynasty of the poor.

Thus, for Nigeria’s economic growth, national transformation and development, the contradictions in policies and polity beg for an urgent resolution. A strong strategy to achieve this is promoting and strengthening women empowerment and entrepreneurship through entrepreneurship education. Empowerment is the expansion in people’s ability to make strategic life choices in a context where the ability was previously denied to them (Kabeer, 2001). Women’s empowerment requires systematic transformation in most institutions, but fundamentally in these supporting patriarchal structures. This means that a meaningful process of empowerment requires a structural change of the social rules that govern gender relations to make them more egalitarian (Kabeer, 2001; Abril, 2009).

If the entrepreneur is “one who undertakes to organize, manage and assumes the risks of a business” (Okpupkara, 2011:1), then entrepreneurship education is a formal and non-formal academic and vocational training programme for the development of entrepreneurs who are enterprise and employment ready. Entrepreneurial education is imperative because it produces innovators, inventors and change agents who will create micro, small and medium scale enterprises (MSMEs), generate income and employment, contribute to poverty reduction, gender empowerment and equality, wealth creation, economic growth, national transformation and development.

Despite progress in closing gender gaps over the past twenty years, important gender inequalities remain in different sectors, including the economic domain (Abril, 2009). The Gender Gap Index of the World Economic Forum shows that no country has fully closed gender gaps, and that gender gaps in access to economic opportunities are larger than in other areas such as health, or education. Only 62 percent of the economic outcomes gap has been closed compared to 97 percent and 95 percent of the health and education gaps respectively (Haasusman, et al; 2008). The objective of the paper is therefore to present an overview of women empowerment and entrepreneurship issues and how entrepreneurship education can be used to mitigate or address them. The paper is divided into six sections: introduction, conceptual clarifications and theoretical framework, importance of women’s entrepreneurship, obstacles to women’s empowerment and entrepreneurship, towards entrepreneurial education, recommendations and conclusion.

Conceptual Clarifications
Women’s Economic Empowerment

Women’s empowerment has been conceptualized in the introductory part of this paper. An alternative definition of empowerment is by Aslop and Heinsoh (2005) who refer to empowerment as a person’s capacity to make effective choices, that is, as the capacity to
transform choices into desired actions and outcomes. According to them, the extent or degree to which a person is empowered is influenced by personal agency (the capacity to make purposive choice) and opportunity structure (the institutional context in which choice is made). Asset endowments are used as indicators of agency. These assets may be psychological, informational, organizational, material, social, financial, or human. Opportunity structure is measured by the presence and operation of formal and informal institutions, including the laws, regulatory frameworks, and norms governing behaviour (Abril, 2009). Women’s empowerment, therefore, is a cross-cutting economic, political, social, cultural and environmental phenomenon. But since the economy is the substructure which reinforces the other dimensions of women empowerment, women’s economic empowerment is a dominant theme.

A major effort to define women economic empowerment (WEE) is by World Bank Gender Action Plan which defines women’s economic empowerment as making markets work for women and empowering women to compete in markets (World Bank, 2006). This definition equates women’s economic empowerment with increasing women’s access and control over economic resources.

Entrepreneurship and Entrepreneurship Education

The word entrepreneur in English is derived from the French word *entreprendre*, which means to undertake. Because an entrepreneur or entrepreneurship has always been conceptualized from an economic lens, Okpupkara (2011) views the entrepreneur as one who undertakes to organize, manage and assume the risks of a business. The implication is that an entrepreneur undertakes a business venture with a view to making profit, creating wealth and adding value to society. Thus, Okpukpara (2011) posits that entrepreneurship is the dynamic process of creating incremental wealth by providing value for some product or service which may or may not be new or unique.

Entrepreneurship is a management and leadership style that involves pursuing opportunities and attempts at new business or new venture creation, or the expansion of an existing business by an individual, group or an established business (Basadar, 2004). When the business acumen leads to new non-existing business incubation and maturity, independent of any other existing entity in terms of origin and management, it is called entrepreneurship. On the other hand, when the business gains expression within an existing business in form of expansion it is called intrapreneurship (Odigbo, 2011). Apart from fostering employee satisfaction, intrapreneurship creates new competences, new jobs and incomes within an organization. And given the high failure rate of new businesses, intrapreneurship is innovative as security for bourgeoning entrepreneurs (Odigbo, 2011).

Simply put intrapreneurship is subsumed under entrepreneurship. While intrapreneurship is endogenously determined, entrepreneurship is exogenously determined. However, there is an underlying spirit of enterprise, self reliance, innovation and invention, productivity and value-creation which is a necessary ingredient for stimulating economic growth and employment opportunities in all societies. In both developed and developing countries including Nigeria, entrepreneurship is pivoted on micro, small and medium enterprises (MSMEs) which have been described as the engine of economic growth, income and employment generation, wealth creation and poverty reduction (Eneh, 2007, 2009;
Enterprise or entrepreneurship education is functional education for human empowerment aimed at promoting entrepreneurial spirit and behaviour. Literature review on entrepreneurship education program suggests that the program is needful in preparing people for successful entrepreneurship in starting a new business or improve the performance of an existing business. Indeed, entrepreneurship education provides one with social experience, such as opportunity to exercise responsibilities to start one’s own business and contribute to economic growth, poverty reduction, national transformation and sustainable development.

Entrepreneurship literature makes a distinction between business entrepreneurs and social entrepreneurs. Whereas a business entrepreneur typically measures performance in profit and returns, a social entrepreneur focuses on meeting social and environmental non-profit goals in order to advance human development. Social entrepreneurs belong to the realm of nongovernmental organizations (NGOs), charities and foundations. However, as Agbo (2011) observes, whilst social entrepreneurs are mostly associated with the voluntary and not-for-profit sectors, this need not necessarily be incompatible with making a profit. We can therefore deduce a working definition of entrepreneurship as business or non business venture undertaken by an individual or group to meet human needs and satisfaction and contribute to growth and development for a profit or non-for-profit motive.

Entrepreneurship is a major index of WEE. In practical terms, and in order to use empowerment as a tool in development interventions, economic empowerment must be reduced to tangible, measurable elements. Figure 2.1 presents a sequence of women’s economic empowerment.

**Figure 1: Women’s Economic Empowerment Sequence**

**Examples of Obstacles to Women’s Economic Empowerment**

- Female illiteracy
- Gender biased land legislation and customary regimes
- Low social capital
- Domestic burden
- Low intra-household decision making
- Gender discrimination in the labour market
- Mobility constraints
- Gender segregation in labour market
- Domestic burden
- Poor health/gender-based violence
- High unemployment
- Poor infrastructure
- Etc.

**Gender Biased Social Norms and Institutions/Gender Discriminator Legal System**

- Low decision making power
- Low legal literacy
- Low level of education
- Low self-image/self-esteem
- Low participation in society
- Etc.

- Which will contribute to lift some of the obstacles for future generations of women
Access and control of economic resources (credit, land, information, productive inputs, etc) as well as skills, is the first step to facilitate women’s economic opportunities, and in particular to the labour market either in the form of self-employment or paid employment. Increased labour force participation leads, in turn, to women’s increased labour force participation leads, in turn, to women’s increased income. If women control such income and the benefits of their economic activity, this can contribute to the expansion of their strategic choices, and, therefore, to their economic empowerment. But there are economic and socio-cultural norms and institutional obstacles to women economic empowerment and entrepreneurship. These obstacles need to be addressed through structural change in social norms and institutions.

**National Transformation and Sustainable Development**

Transformation is a noun which connotes change, metamorphosis, transmutation and renewal (Collins, 2005; Longman, 2007). Change is constant, dynamic and desirable. Change could also be gradual or radical. Whether gradual or radical, in the context of development, change is always desirably positive and better. National transformation is, therefore, social change aimed at improving the human and national condition of Nigerians and Nigeria. It is the vision and mission of President Goodluck Jonathan’s administration.

National transformation has a dialectical relationship with development. Todaro and Smith (2011:16) posit that “development, in its essence, must represent the whole gamut of change by which an entire social system, tuned to the diverse basic needs and evolving aspirations of individuals and social groups within that system, moves away from a condition of life widely perceived as unsatisfactory toward a situation or condition of life regarded as materially and spiritually better. “Development must therefore be conceived of as a multidimensional process involving major changes in social structures, popular attitudes, and national institutions, as well as the acceleration of economic growth, the reduction of inequality, and the eradication of poverty” (Todaro and Smith, 2011:16). The questions as to: what is happening to poverty, unemployment and inequality form the thrust of Dudley Seers conception of the meaning of development (Seers, 1969). In this connection, women empowerment and entrepreneurship through entrepreneuriedu education seeks to address Dudley seers’ triple development issues and challenges of poverty, unemployment and inequality (gender).

Indeed, development is a human phenomenon of men and women. Recent development literature stress human development, millennium development goals (MDGs) and sustainable development (UNDP, 2010, WCED, 1987). The MDGs which are aspect of human development is subsumed under sustainable development. Development is sustainable if it meets the needs of the present without compromising the ability of future generations to meet their own needs in three major interrelated areas of economy society and environment. Economy deals with economic growth and income; society addresses issues of poverty, health, education, water, sanitation and hygiene, equity, equality, justice, human rights, rule of law,
good governance and strong effective leadership. Environment is concerned with environmental protection, conservation and management for use by present and future generations.

**Theoretical Framework**

**The Progress School of Development**

The 20\textsuperscript{th} and 21\textsuperscript{st} Century has recorded tremendous advances in human development, good governance and democracy and science and technology. In this new age of material and non-material advancement, there arose the progress school, whose central belief is that human history illustrates not endless vicious circle of strife and misery but a virtuous circle of growth, progress and development. The belief implies that a pattern of change exists in the history of mankind, that this pattern is known, that it consists of irreversible changes in one general direction only and that this direction is towards improvement from less to a more desirable state of affairs (Edosa & Uangbaoje, 2008). The idea of human progress then is a theory which involves a synthesis of the past and prophecy of the future (Ohikhokhai, cited in Edosa & Uangbaoje, 2008).

One of the most influential of the progress theories is the Theory of Dialectical Materialism of Karl Marx because of its approach to the phenomenon of nature. Its method of studying, understanding and interpreting nature and society is dialectical and its theory of materialism stands for a set of general statements which explains movement and development in society by contradictions and synthesis. For further progress and development in the Nigerian society, the contradiction between men and women, which results in women's discrimination, marginalization, and disempowerment need to be resolved and synthesized in favour of gender (men and women) empowerment and equality. Indeed, men alone cannot contribute to Nigeria's progress and development.

**Women's entrepreneurship contributions to the economy**

Entrepreneurial activity makes all the differences in the rate of economic growth, dispersal of economic activities, development of backward region or demographic class, creation of employment opportunities, improvement in the standard of living of the weaker sections of the society and involvement of all sections of the society in the process of growth (Groot, 2001; Ezeibe, 2011). Undoubtedly, the economic impact of women who constitute almost half of the population (NPC, 2006; ADB, 2007) is great and valuable.

Women's entrepreneurship accounts for a substantial portion of developing countries economic production and trade. In both formal and informal sectors of economies, women entrepreneurs own a sizable number of enterprises (Ezeibe, 2011). Bardasi, et al (2008) reports that women's participation in rural businesses is accounting for over one-third of all entrepreneurship in the rural areas and formed the majority of businesses in the informal sector in African Countries.

Women entrepreneurs create jobs for themselves and others through self-employment businesses and paid employment. Estimates by International Labour Organisation, ILO (2007) indicate that in year 2006, 41% of the total employed women in Africa are either self-employed or employ others. By doing this, women entrepreneurs generate employment and income, empower others through mentorship, skill acquisition and vocational training to start up their
own businesses and contribute to poverty reduction, gender empowerment, wealth creation and economic growth. Beyond Africa, women’s entrepreneurial contribution to the economy is also noteworthy. OECD (2004) is of the view that depending on which economy is studied, between 15% and 35% of business owners are women in the Organisation of Economic Cooperation and Development (OECD) countries like Canada, Germany, Sweden, South Korea, United Kingdom and United States.

Agu (2010) collaborates by observing that increased growth rate of savings, increased purchasing power, increased business density and increase in welfare gains result from women entrepreneurship. Ezeibe (2011) adds that women entrepreneurship reduces rural-urban migration, leads to promotion of entrepreneurial culture, increases the gross domestic product (GDP) of an economy and makes the women to be economically, socially and politically empowered to contribute to sustainable development. Women are men’s alter ego in family, community, society and nation building; national transformation and development.

**Constraints and challenges to women empowerment and entrepreneurship**

The growth and sustainability of women entrepreneurship is affected by both economic and non-economic factors which are mutually reinforcing. As regards economic constraints, women constitute half of the world’s population but the majority of the world’s poor population with about 70% residing in rural areas, with most poverty stricken being widows and female households (UNECA, 2005). Globally, poverty wears a woman face and this phenomenon has been described as the feminization of poverty. Economic and non-economic social-cultural factors coalesce into three classes of obstacles as enunciated by Abril (2009). Figure 2.1 shows how some of these obstacles interfere with the different stages of a woman’s economic empowerment and entrepreneurial sequence.

1. **Obstacles to access to and control over economic resources**
   Female illiteracy; women’s lack of information and often low levels of critical social capital (e.g. business networks), and gender discriminatory norms that preclude women from accessing and/or owning land are examples of factors which influence women’s access and control of economic resources.

2. **Obstacles to transform assets into economic opportunities and benefits**
   Exploitative and discriminatory working conditions; gender segregation in the labour market; the lack of an enabling environment for women’s businesses; restricted mobility; women’s domestic work; or women’s diminished health – as a result of gender-based violence for instance – are examples of factors which may limit women’s ability to access and/or enjoy the returns of their work (Esplen & Brody, 2007; Malhotra et al., 2002). Also, some of the factors above lead women to low productivity jobs, often in the informal sector, where their income earning capacity is limited (Mehra et al., 2005). Gender discrimination in the labour market also leads to women earning less than men and, therefore, reduces their ability to seize economic benefits (Mehra et al., 2005). At the level of economic obstacles, overall economic breakdown and high unemployment will impact women’s ability to seize employment opportunities. Similarly, deficient infrastructure can increase women’s domestic work and preclude women’s access to markets, making it more difficult to transform assets into economic opportunities (World Bank, 2006).

3. **Obstacles to control income and transform income into strategic choices**
Finally, women’s ability to control their earned income as well as to transform higher income into strategic choices depends on many factors which originate in socio-culturally defined gender norms in each society (e.g. lack of decision making power at the household level, low literacy or lack of knowledge of ones’ rights, low self-esteem and isolation, etc.).

Possible solutions to the obstacles

Groot (2001), OECD (2004) and Sheriff (2005) identify and suggest solutions to the obstacles and barriers to women economic empowerment and entrepreneurship. These are presented in table 1 below:

Table 1
Obstacles Faced by Women Entrepreneurs and Possible Solutions

<table>
<thead>
<tr>
<th>Main Problems</th>
<th>Nature of Problems (Obstacle/Barriers)</th>
<th>Suggested Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Belief Systems</td>
<td>- Low interest in pursuance of career in technology and engineering.</td>
<td>- Gradual change of belief system through better education and information with emphasis on gender empowerment measures (GEM).</td>
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<td></td>
<td>- Gender stereotype behaviour restricts women going into specific occupation and knowledge area.</td>
<td>- encourage policies/programmes that prepare rural women to be entrepreneurs.</td>
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<td></td>
<td>- Erroneous perception of entrepreneurship to be a male domain</td>
<td>- improve gender awareness and establish gender sensitive industrial policies.</td>
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<td>- Subordinate cultural status of women</td>
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<tr>
<td>Gender Imbalance</td>
<td>- Cultural values are heavily biased in favour of men resulting to sex discrimination.</td>
<td>- Women programmes to address cultural issues in favour of women</td>
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<td></td>
<td>- Low value attached to women’s work</td>
<td>- Social orientation, awareness campaign and sensitization to recognize the contribution of women in the society.</td>
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<td></td>
<td>- Women’s low social position and status.</td>
<td>- Equitable consideration and unbiased entrepreneurial opportunities between men and women.</td>
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<td></td>
<td>- Mobility problems due to traditional values.</td>
<td>- Encourage capacity building and cultural reorientation for women’s behaviour modification to reflect</td>
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<tr>
<td>Family policy and childcare</td>
<td>- Motherhood responsibilities and family obligations.</td>
<td>- Family-friendly policy to allow women to manage their time more freely and still participate in active entrepreneurial activity.</td>
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<td></td>
<td>- Competing demands on time to discharge their roles and responsibilities.</td>
<td>- Appropriate time management through time allocation and delegation of duty.</td>
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<td></td>
<td>- Lack of absolute commitment and concentration</td>
<td>- Appoint to positions of responsibility</td>
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<tr>
<td>Women’s entrepreneurial attitude and personality traits.</td>
<td>- Low need for achievement;</td>
<td>- Behaviour modification and change of attitude to embrace entrepreneurial pattern of behaviour and attributes.</td>
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<td></td>
<td>- Low level of confidence;</td>
<td>- Reinforce self confidence in women entrepreneurs through sensitization workshops and seminars.</td>
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<td></td>
<td>- Low tolerance to risk;</td>
<td>Assign challenging tasks</td>
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<td></td>
<td>- Shyness and inferiority complex</td>
<td>Build wealth position</td>
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<td></td>
<td>- Different kink of approach of Labour</td>
<td>Constant interaction with peers</td>
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<tr>
<td></td>
<td>- Issues and entrepreneurship; and</td>
<td>Assign challenging tasks</td>
</tr>
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<td></td>
<td>- High need for personal security</td>
<td>Family support</td>
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<tr>
<td>Lack of access to supply-side economic opportunities</td>
<td>- Inadequacy of both initial and working capital;</td>
<td>- Formation of women’s cooperative societies to access corporate loans</td>
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<td></td>
<td>- Lack of collateral of tangible security in their names to access institutional loans;</td>
<td>- Assistance from government to establish credit scheme targeting rural women.</td>
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<tr>
<td>Financial constraints</td>
<td>- Lack of access to loanable capital as banks and other financial institutions are skeptical on their ability to risk their funds on them</td>
<td>- Policies and programmes that support Business growth (e.g. financial assistance and cooperative marketing to be able to develop new product and improve their competitiveness in the markets.</td>
</tr>
<tr>
<td>Marketing problems</td>
<td>- Market imperfection and inefficiencies which deny the resource to organize new ventures.</td>
<td>- Technical assistance in marketing and competitive strategies.</td>
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<td></td>
<td>- Limited scope of marketing</td>
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<td>Opportunities due to poor roads and acute transportation problems.</td>
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<tr>
<td>- Lack of skills and expertise in marketing and competitiveness to access both domestic and international markets.</td>
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<td><strong>Dearth of raw materials</strong></td>
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<tr>
<td>- Inadequacies and inconsistencies of raw material supply and prices</td>
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<tr>
<td>- Policies/programmes to ensure adequate and continuous supply of raw materials to rural areas.</td>
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<tr>
<td><strong>Lack of appropriate technology and poor infrastructural services</strong></td>
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<tr>
<td>- Failure of infrastructure</td>
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<tr>
<td>- Infrastructural development projects in rural areas</td>
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<tr>
<td>- Technology obsolescence due to poor and slow adaptation to changing technology</td>
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<tr>
<td>- Programme to assist in the acquisition of modern technology.</td>
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<tr>
<td><strong>Lack of education, skill, training and experience</strong></td>
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<tr>
<td>- Lack of access to education: inadequate schools and educational materials.</td>
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<td>- Provision of more school in the rural areas.</td>
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<tr>
<td>- Women low level of education partly due to early marriage and preference to male child education</td>
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<tr>
<td>- Establishment of technical and commercial schools and encourage girls to enroll.</td>
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<tr>
<td>- Women often lack the skills required for entrepreneurship.</td>
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<tr>
<td>- Upgrading rural women entrepreneurial skills through professional assistance.</td>
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<tr>
<td>- Access to training is inadequate since more attention is focused on men.</td>
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<tr>
<td>- More training opportunities for skill acquisition targeted to women.</td>
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<tr>
<td><strong>Unstable legal and policy environment</strong></td>
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<tr>
<td>- Excessive regulation, formalities and procedural delays in licences registration and site allotment</td>
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<tr>
<td>- Reduce license and registration bureaucracy</td>
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<tr>
<td>- Political and economic instability</td>
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<tr>
<td>- Maintenance of stable economic policies</td>
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<tr>
<td>- Arbitrary changes in the administration of law, which spread the element of uncertainty among entrepreneurs.</td>
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<tr>
<td>Being more flexible</td>
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<tr>
<td>- Certain legal inequalities still exist against women in some communities due to prevailing traditional attitudes. For instance in some African communities in Ethiopia husbands consider their wife’s property as</td>
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<td>Government policies</td>
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</table>
common property, in Mali some communities deny women land inheritance (de Groot 2001:6).

| Lack information and knowledge dissemination | - Limited access to information on entrepreneurial process. | - Dissemination of information on entrepreneurship and its economic importance targeted to women. |
| - Rural women rarely attend meetings and participate in training courses | - Business and technology information to be made available. |
| | - Support for dissemination of information through network of rural NGO’s CBOs and CSOs. |

| Poor organization and networking | - Lack of relevant networks and social connections | - encourage women to form groups and associations in the rural areas in order to strengthen their positions in villages and undertake development projects. |
| | - Poor coordination among women’s NGO’s | - Dissemination of successful associative experiences; |
| | - Paucity of role models in entrepreneurship | - Cooperation with existing entrepreneurial associations |
| | - Lack of integration and women willingness to undertake associative entrepreneurial project. | |

| Insufficient support services | - Few support institutions and their inefficiencies | - Promotion and development of institutions for support services of technical kind. |
| | | - Establish special outreach mechanisms in rural areas. |
| | - Support for private sector development do not favour rural dwellers. | |
| | - Lack of ability to develop viable business plan acceptable by the support institutions. | |
| | - Lack of information and contact with the support institutes. | |

**Source:** Culled from OECD (2004:41-49); Groot (2001: 4-16); Sheriff (2005:8-9); Ezeibe (2011:96-101).

**Towards Entrepreneurship Education**

In the past, the Nigerian educational system was largely a colonial heritage which did not take the cultural values of the people into consideration (Anwukah, 2000). Rather, the British colonizing agents hoisted on the educational landscape ideas and pattern, which were
completely alien to Nigerians, thereby compelling them to unquestioningly accept and adopt a foreign educational system. Since 1841, the process of adapting to the colonial education system has been rigorous. Such situation, in the analysis of Nwafor and Nwogu (2006), sometimes leads to policy somersaults, contradiction and inconsistencies. As a result, it does appear as if the entire system is groping in the dark and without focus and direction.

Such inherited colonial curriculum failed to address the problem of our Nigerian-ness. It was more like jinks of puzzles that have failed to fall into their proper perspective. It only produced educated-colonized men who acquired the white man’s way of life, his language, his religions and, to a great extent, his culture. Most of what he received as education did not address the problems facing the Nigerian in his everyday life. Based on the foregoing account, the disappointment of the inherited colonial curriculum necessitated Nigerian curriculum reforms. At this point, one may like to know how the inherited colonial curriculum was reform or changed (Abiogu, 2009).

The movement for reforming the curricula inherited from the colonial government was not begun until several years after independence. As the awareness of the need for curricula reform solidified, a higher-gear momentum was set into motion by various governments who, one after the other, directed its educators to plan school curricula and instructional curriculum conference of 1969 (September, 8-12). In response to the growing concerns and criticisms, the curriculum reform mandate culminated in the development of the National Policy on Education in 1977, consequently reviewed in 1981, 1998 and 2004. As was portrayed in another review of the policy was started and a final draft ought to be ready by early 2007. The policy document formed the hub around which the entire primary, secondary and tertiary school curriculum spins (Abiogu, 2009).

In section 5 of the National Policy on Education document the broad goals of secondary education are meant to prepare the individuals for:

(a) useful living within the society, and
(b) higher education.

In specific terms, eight objectives for secondary education were articulated to (FRN, 2004:18-19):

1. provide all primary leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background;
2. offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
3. provide trained manpower in the applied science, technology and commerce at sub-personal grades;
4. develop and promote Nigerian languages, art and culture in the context of world’s cultural heritage;
5. inspire students with a desire for self improvement and achievement of excellence;
6. foster National unity with an emphasis on the common ties that unites us in our diversity;
7. raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens;
(8) provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

As regards tertiary or higher education, the National Policy on Education (NPE) curriculum states that the aims of higher education are (NPE, 2004; Ikelegbe & Ofulue, 2008; Maduewesi, 2004):
(a) to develop and inculcate proper values for the survival of the individual and society;
(b) to contribute to national development through high level relevant manpower training;
(c) to promote and encourage scholarship and community service;
(d) the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community.
(e) the acquisition of an objective view of the local and external environments.

The Universal Basic Education (UBE) programmes and the Millennium Development Goals (MDGs) 2 which is achieving universal basic education at the primary school level strive to inculcate basic literacy and numerical skills within the context of the local environment. All these various aims of the three levels of education in Nigeria are subsumed under the broad national educational goals which are enunciated in the NPE as follows:

i. the inculcation of national consciousness and national unity;
ii. the inculcation of the right values and attitudes for the survival of the individual and the Nigerian society;
iii. the training of the mind in the understanding of the world around; and
iv. the acquisition of appropriate skills and competence as equipment for the individual to live in and contribute to the development of the society.

A common thread that runs through the national education goals and National Policy on Education is the emphasis on values, skill acquisition and vocational training for the survival of the individual and contribution to the development of society. This is a necessary but not a sufficient condition for entrepreneurship education which is a hands-on needs- and value-driven education programme for private business and innovations, economic growth, human and national transformation and development. Even then there is a huge disconnect between policy and implementation, aims and actualization, goals and attainment, resolutions and results, objectives and achievements. Nigeria is rich in policies, plans, programmes and projects but poor in implementation because of poor leadership at various levels of governance which Achebe (1983) describes as the trouble with Nigeria. Thus, rather than have a country with a strong, and dynamic economy and sustainable development, Nigeria is steeped in diminishing learning, high rate of poverty, feminization of poverty, huge gender youth and graduate inequality, unemployment, taste and preference for and over dependence on foreign goods and technology, low economic growth, unsustainable development and abysmal regional and global competitiveness.

The situation came about by the absence, or lack of genuine implementation, of entrepreneurship in the curricula of the Nigerian education system. Thus, medical and veterinary doctors, for example, spend 6 to 7 years to study their professions, but not how to establish and run a clinic. The natural science graduates spend 4 to 5 years to study production and synthesis of various materials, but know not how to start and grow a process industry. The
fine and applied art graduates spend 4 to 5 years studying art designs and production, devoid of the skills to set up and run an art studio successfully. The graduates of education spent 4 to 5 years studying their field, but cannot dare to open and operate a school for lack of entrepreneurial drive and skills. The social science graduates spend 4 years reading about human behaviour, but lost for what to do on graduation if no white-collar job readily comes. The engineering graduates spend 5 years to study designing, but cannot embark on commercial designing on his own after graduation (Eneh, n.d.).

In Britain, it is still being advocated that children as young as nine years old should be taught trades, such as carpentry, construction, catering, hospitality, tourism and bike maintenance, because technological advances reduce the number of jobs available to unskilled workers and turn ‘an army of unemployed’ teenage drifters into ‘an army of the unemployable.’ Teaching practical skills in primary schools would stop pupils becoming disillusioned with learning. Practical skills should not be confined to those who struggle academically. Some of these children could be introduced to the trades instead of being drilled to pass national tests in English and Mathematics (Clark, 2007).

The National Policy on Education wisely provides that “Not less than 60% of places shall be allocated to science and science-oriented courses in the conventional universities and not less than 80% in the universities of technology (FRN, 2004). But, science, technology, engineering, and indeed, all fields of study need entrepreneurship study to equip the student to set up micro, small and medium enterprises in their fields of study or related or familiar fields. For a graduate of any field to be enterprise-ready, he needs to be subjected to entrepreneurship study or training. It is the absence of entrepreneurship, more than the absence of science, engineering, technology, vocational and technical education that has made the dream of producing enterprise-ready graduates a mirage for over four decades running (Eneh, n.d.).

Introduction, genuine implementation and emphasis on entrepreneurship in the curricula of Nigerian education system will prepare students at all levels of the education system to tap into the opportunities around them for self-help projects and income-generating ventures to sustain them and help their family members even while in school. And, by the time they leave school, they are already experienced big-time entrepreneurs to tap into bigger business opportunities. This way, poverty and unemployment will be mitigated.

To address Nigeria’s low economic growth, poverty and underdevelopment, and put the country on the path of sustainable development and national transformation, there is a strong need for an effective entrepreneurial formal and informal education to develop the cognitive, affective and psychomotor competences which is anchored on small and medium enterprises (SMEs) and private-sector-driven and must of necessity involve and mainstream women. This is the secret of the developed economies of Europe, America, China, India, Japan and the Asian Tigers. An analysis of Nigeria’s economy shows an economy in doldrums with high rate of unemployment, poverty and low manufacturing content. Entrepreneurship education which will create value by generating self and paid employment, income and businesses in agriculture, manufacturing and services sectors is imperative.

At present, women involvement in economic activities is marked by a low work participation rate, excessive concentration in the unorganized sector and employment in less skilled jobs. Any strategy aimed at economic development will be lop-sided without involving
women who constitute half of the world population (Ezeibe, 2011:84) and half of Nigeria’s population (NPC, 2006, ADB, 2007). Entrepreneurship spirit is not men’s prerogative. Women have played and still play key decisive roles in all fields of human and women endeavour, yet their abundant dynamic entrepreneurship spirit has not been sufficiently activated and tapped because of the patriarchal order, male dominated and defined societal values, marginalized status of women and sharp gender inequality. Interestingly, women have always excelled in their various endeavours because they are super managers who manage themselves, the men, the family and their business. Investments in women empowerment always have a multiplier effect and positive impact on family and society. Entrepreneurship education, therefore, which will empower women in business and non-business profitable ventures at the formal, non-formal and informal levels or forms of education, is an imperative for economic growth, human development and national transformation and sustainable development.

Entrepreneurship educators should teach women and girls entrepreneurial knowledge, attitude and practice and the processes involved in identifying entrepreneurial opportunities and creating situations to pursue and exploit them. Women and girls should be taught that the entrepreneur considers factors which give rise to new ventures or business. Such factors or variables as enumerated by Bygraven (1997) are:

(a) **Personal Factors**: Such as values, education, experience, tolerance, risk taking, perseverance, hardwork, achievement, motivation, age, job satisfaction, job loss and dissatisfaction, commitment, leadership traits, managerial ability, innovativeness, vision etc.

(b) **Sociological Factors**: These include family, parents, networks, role models, etc.

(c) **Internal Environment Factors**: These include strategy, structure, product, services, resources (human and fiscal capital) etc.

(d) **External Environment Factors**: These are opportunities, competition, government policies, customers and clients, suppliers, investors, bankers, media, infrastructure and social amenities, cost of doing business, etc.

Moore (cited in Aluko, et al, 1998) enumerates the entrepreneurial process to consist of innovation, triggering event, implementation and growth. This process is illustrated thus:

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Innovation → Triggering Event → Implementation → Growth.
```

Before graduation or end of training, entrepreneurial female students or women should be taught and made to be aware that innovation ideas can come from personal or sociological factors, which leads to triggering event and which has inputs from environmental factors. They should be taught also the major skills needed for success in entrepreneurship such as (Ikelegbe & Ofule, 2008:205):

1. Managerial skills
2. Accounting skills
3. Marketing and sales skills
4. General Business Competences

These and more constitute business education which is a veritable tool for entrepreneurship or entrepreneurial development.

**Recommendations and Conclusion**
It is not enough to have entrepreneurship education and develop business competences. Women entrepreneurs should be supported by state and non-state actors to succeed in entrepreneurship, empower women and to achieve gender equality. The following recommendations are therefore outlined:

1. Government should reorient education in Nigeria towards effective entrepreneurship education with strong political will for implementation.
2. Government’s budgetary allocation to education should be increased to at least UNESCO’s 26 percent minimum standard.
3. Government’s microfinance and credit policy should be targeted more on women entrepreneurs.
4. Government should provide an enabling business environment such as physical and social amenities and industrial clusters and reduce the high cost of doing business including insecurity in Nigeria.
5. There should be a robust and effective implementation of the National Gender Policy by all stakeholders.
6. There should be an ethical reorientation of men and women to dismantle cultural prejudices and shackles against women, for men to view, accept, and treat women as partners-in-progress and for women to believe in themselves by state and non state actors.
7. Constant training/retraining of women in vocations, skill acquisition and entrepreneurship by the government, nongovernmental organizations and the larger civil society such as the media is imperative. This can be achieved through formal, non-formal and informal education, conferences, seminars, workshops and mass media programmes.
8. Women entrepreneurs should be encouraged to form cooperatives and networks for effective mobilization and economies of scale.
9. Effective research, guidance and counseling and monitoring and evaluation are also needful.

In conclusion, for Nigeria’s national transformation and sustainable development, entrepreneurship education which focuses and empowers women entrepreneurs in concert with their male counterpart is an imperative. This is more so when women constitute half of the world’s and Nigeria’s population. A paradigm shift is, therefore, necessary to mainstream and economically empower women entrepreneurs. There should be a balance between women’s reproductive and productive work. Studies have shown that women have men’s competences. Agomuo and Nzewi, 2004, Nzewi, 2010, Agomuo, 2010). It is all in the brain, of gender and achievement.

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