Abstract
In this paper, aspects of education have in common the improvement of the intellectual capabilities of the beneficiaries acquisition of some essential skills and elevation of the person from the position of low status to higher value and recognition. Education stimulates creativity and innovations. The paper defined an entrepreneur, entrepreneurship education, three major areas of home economic, business ownership, socio-economic development in Nigeria, different ways vocational education combat unemployment and poverty in families, growth of vocational technical education, roles of entrepreneurship education in economic development and career education. One of the ways of encouraging entrepreneurship education in Nigeria, exposing Nigeria entrepreneur to digital world, conclusion and recommendation were made.

Introduction
Education from the time of Plato to the present day, has remained a difficult and contentious concept to define. It does not seem that educationists do not know what education is, rather different perceptions have given rise to various descriptive and stipulative definitions that arouse philosophical challenges (Schfield 1972).

There are four categories of education pre-primary, primary, secondary and tertiary levels of education. Also in tertiary levels we have various types of professional education such as teacher education, nursing education, technical education, business education, agricultural education, home economics education, entrepreneurship education, accounting education, computer education, maths education, physical and health education etc.

in the explanation of education, four essential criteria are involved namely; content, process, methods and the effectiveness of the product. The content of education differ likewise the process and the methodological approaches equally differ so as to ensure consonance, adaptability and effectiveness. All aspects education have in common, the improvement of the intellectual capabilities of the beneficiary, acquisition of some essential skills and elevation of the person from the position of low value of status to higher value and recognition.

Education not only eliminates ignorance and superstition from those who pursue it but also free their mind for quicker perception of issues; it aspires the spirit of enquiry and experimentation, it stimulates creativity and innovation. Education equally instills some sort of discipline and cultured behaviour in the beneficiaries. If it were a professional type of education, there are professional ethics in various areas of speciality.

The Entrepreneur and Entrepreneurs Education
Entrepreneur is a person that is self-employed. Owners of small business firms may also be called entrepreneurs because they chose to assume risks, identify business opportunities, gather resources, initiate action and establish organization to meet the demand of the market opportunity (Nelson and Leach in Osuala 2002).

An entrepreneur is also defined as either the originator of a new business venture or a person who tries to improve an organizational unit by initiating productive changes (Nwaokolo 2003).

The entrepreneur is an individual or group of person who sees environmental change
as an opportunity and uses it to produce new goods and services. The entrepreneur takes the lead in combining raw materials, capitals, labour and other inputs in the production of goods and services. An entrepreneur is also a person who takes business risks, financial responsibility, dictates the pace of the business earns the interest alone and also bears the loss alone (Osuala 2002).

One important characteristics, of (he entrepreneurs is that they possess the ability to cope effectively in ever changing situation. They have the ability to identify opportunities to which others are blind. They have an optimum of confidence in themselves well beyond others. An entrepreneur can therefore, be said to be a person that is determined.

As a home economist, an entrepreneur is someone who is determine to use the skills acquired in clothing and textiles, food and nutrition, child development and care, home management to establish a business of her own in which she earns the profit, bears the losses and finances alone.

(1) She is self-employed
(2) She operates alone in business.
(3) She takes the risk of losing or succeeding.
(4) She combines other factors of production.
(5) She finances her business alone.
(6) She identifies new business opportunities
(7) She is creative and innovative.

Entrepreneurship is defined as the process of using available capital in any form for business endeavours in open and free market economy for the solve in purpose of marking profit. (Osuala, 2002). Also, defined entrepreneurship as the ability to set up business enterprises as different from being employed.

This ability according to him, involves the acquisition of skills, ideas and managerial abilities necessary for self-reliance. The concept of entrepreneurship has been associated with several activities concerned with the establishment and operating of business enterprises.

(a) Identification of investment opportunities.
(b) Decision making as to the opportunities to exploit, promote and establish.
(c) Aggregation of the scarce resources required for production and distribution.
(d) Organization and management of human and material resources for the attainment of the objective of the enterprises.
(e) Innovation
(f) Risk bearing.

Home economists have been involves in the economic life of our societies and workers and entrepreneurs. They are producers as well as vendors of clothing and textile articles, food for household consumption as well as for sale in the market. The home economists are also equipped to engage in clothing construction, trading on toys, knitting and crocheting materials and others kinds of small scale retailing services such as handicraft production. Ossai in (Ezema, Paul, -Anioko, Okwuolise, Eheli and Ani 2005).

Three Major Areas of Home Economics Business Ownership

1. Home Management Business Ownership: Home Economist in this area can embark on Advertising and Promotion. They can work as promoters in industries that manufacture household equipment, furniture, health and growing products as well as food, textiles etc. they should tell people about new products and convince them to buy (Anyakoha 2000).

2. Clothing and Textiles: The business can be inform of sole proprietorship or partnership. A shop is opened to create new designs for garments (fashion and designing).

3. Food and Nutrition Business Ownership: A home economist can establish a business area to form of sole proprietorship, partnership, private limited liability company etc. (Anyakoha, 2000).
Successful Transfer of Foreign Technology into Nigeria

There must be entrepreneurs to organize and manage production and bear the risk of remediing the deficiencies in our industry and socio-economic climate. It is only people with entrepreneurial capabilities that can bulldoze through the formidable restrictive bottlenecks in the way of effective foreign technology transfer. While it is the task of government to foster the needed entrepreneurial atmosphere through provisions for education training, extension services, to farmers and respect for the role of private initiatives there should be within Nigerian productive population a substantial proportion with entrepreneurial motivations.

The National Policy on Education with its 6-3-3-4 system was predicated upon life long education in which educational activities would be "centred on the learner for maximum self-development and fulfillment". At the primary level, in school education is essentially basic in type and the content is general education. At JS level, the type is basic and pre-professional, hence the content is general" and pre-vocational education. At SS level, the type is also basic and pre-professional but the content is vocational and general. At tertiary education level, the type is essentially professional and the content is totally vocational. This policy in an appropriate reference point for the use of education as an instrument par excellence for national development.

Unfortunately, there appears to be some flaws in our implementation strategies such that certain targeted objectives are not fully realized. For instance part of the aim of higher education according to the National policy on education are: (1) the development of the intellectual capacities of individuals to understand and appreciate their environment. (2) The acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community.

Socio-Economic Development in Nigeria

In considering socio-economic development in Nigeria, we must combine our natural resources, labour, capital and technology in order to achieve a state of affluence. Economic theories border in the various strategies for manipulating the factors of production, mainly land, labour and capital.

Entrepreneurs perform critical role in the production process: the entrepreneurial function is the control and management of an enterprise. It adjusts the enterprise to the dynamic situations in which it is being conducted, coordinating factors to achieve the maximum return to capital invested by the owners (Witchead, 1981).

He maintained that the modern entrepreneurs need not be owners of the enterprise of even partners with personal interest in the affairs of the business ventures but rather " professional managers who may also own a few shares"

Education as an investment that consumers, a significant percentage of our Gross National Product (GNP) in really an economic input aimed at improving the human capital. Therefore at the level of appraising the output of educational system, are should differentiate the contributions of labour from the contribution of acquired human ingenuity and skill which are the effects of formal education, on the job-training various forms of skill acquisition including vocational, technological transfer as well as contribution of scientific research and technological innovations.

Approved Vocationalism for Combating Unemployment and Poverty Among Families

Vocational education has been with Africans even in the pre-colonial days although, not in a formal sense. With many African nations gaining political independence from Britain, vocational education became formalized in our institutions. Be it in Ghana, Nigeria, Ivory Coast, Kenya etc vocational education was set up to;
alleviate unemployment
re-orient student attitude towards rural society and therefore halt urban migration.
transmit skills useful in employment (Lissis and Hogan 1983).

These laudable objectives have not been meaningfully achieved because of poor implementation of vocational programmes and curriculum inadequacies all over Nigeria. At the second international congress on technical/vocational education held in Seoul, South Korea, UNESCO (1999), concluded that, Africans are not adequately equipped or prepared to face the challenges lying ahead.

In the light of the foregoing, this paper seeks to sensitive educational planners in the continent towards a new vocationalism geared towards improved implementation sufficient grounding and preparation for entrepreneurship in the vocational education sub-sector.

The Success of Vocational Education in Achieve Desired Results
The summary of UNESCO (1999) on Africa also captures the same need when it states that, Technical and Vocational Education graduates often remain jobless despite the immense possibilities for employment in the sector hence the need to promote, the entrepreneurial spirit and in corporate training for self-employment. It is against this background of unachieved unemployment reduction and enhanced economic growth, that this paper reappraises the situation and makes a case for entrepreneurship education to be in home economics syllabus. Entrepreneurship education is desirable for all manners of educational disciplines but the thrust here, is, entrepreneurship in the domain of technical vocational education with the broad objectives of unemployment reductive and poverty alleviation.

Vocational Technical Education in Nigeria National Growth and Development
Vocational Technical Education is the type of education or training designed for 

"preparing the individual learner to earn a living (to be self-reliant) or increase his earnings in an occupation where technical information and understanding of the laws of science and technology is applicable to modern design, production, distribution and services are essential for success" (Robert, 1971).

It is with the realization of this unique role that emphasis is placed on vocational technical education when there is a decline in the economy or when unemployment is high. Many authors believe that the present attention being given to vocational technical education in Nigeria is because of the socio-economic problem facing the country currently. Amaefule (1998), agrees with this and adds that, this is in conformity with the aims objectives of the Old National Policy on Education 1981, which stress the survival of the individual by acquisition of appropriate skills, abilities and competencies as equipment to enable individuals to live and effectively contribute to the development of the society.

Nwaokolo and Otubelu (1995), stated the mission of technical and vocational education includes helping the entire system of education to succeed as expected. They maintained that, one of the missions of vocational technical education as to enable their learners acquires the ability to float technology-based businesses on graduation.

Effective realization of this objective demands that vocational technical education be administered using appropriate tools and equipment in order to emphasize learning-by-doing. Prosser (1949), suggests the under-stated principles for vocational technical education:

1. For vocational technical training to be effective, the training should be fashioned in the same way, same operations using the same tools and machines as for the occupation being prepared.
2. Vocational technical education is effective to the extent that the individual is trained directly and specifically in the thinking and manipulative habits required in the desired occupation.
The environment in which the trainee is prepared should resemble the environment he must eventually get employment in.

For vocational technical education to be effective, it should permit each individual to develop his interest, aptitude and intelligence to the highest level possible.

For effective teaching of vocational technical education, the trainers should have the required experience in the application of such knowledge and skills they want their trainee to acquire.

Effective vocational technical education is designed for people who need it, want it and can benefit from it.

For vocational technical education to be efficient, it must meet the specific training needs for a group at a time it is needed, and in such a way that it can maximally profit by the instruction.

For every occupation there is a minimum level of preparation needed in order to enable the trainee obtain and retain employment in that occupation and of the preparation is not attained up to that level the occupation will neither benefit the trainee nor the society.

Vocational education is socially efficient to the extent that its method of instruction and its personal relations with the learners give consideration to the peculiarities of the group it is designed to serve.

Roles of Entrepreneurship Education in Economic Development

1. Entrepreneurship Fosters Economic Development of a Nation: Encouraging the production of more goods and services. It helps in purchasing infrastructural facilities, which invariably lead to the development of that nation.

2. Entrepreneurship helps to create new technologies products and services, entrepreneurship helps to create creativity and innovations in the society which leads to the generation of a new idea and translation of the new idea into a new company; a new technology, new product and new services. All these lead to development of the nation. Entrepreneurship changes and regenerates market competition; This idea shows that entrepreneurship make people to think about the competitiveness in business. This is because business competition is head of progress. It makes entrepreneurs stir up the waters of competition i.e the local and international market people. This invariably lead to economic development of a nation. Entrepreneurship increases productivity. Entrepreneurship helps to raise higher productivity by improving production, technique research, development and investment in new plant and machinery. Another important influence on productivity growth by entrepreneurship is macroeconomics policy and government relation. In this case, entrepreneurs help to control and contain the relative impacts of these macroeconomics policies. For example, decision on taxation, development costs, spending and money creation, regulatory control, and other external factors such controls help to increase productivity. Entrepreneurship creates employment. It has been emphasized that entrepreneurial activities create employment for the teaming population of the nation. Through the creation of Small and Medium Scale industries (SME) which afford 'private individuals and groups to start business with minimal resources requirement. In Nigeria for instance, it is documented that SME businesses employ about 30% of the entire working population. This was sub-stated by Ezema, Paul, Arioike, Okwudise, Chikwe, and Arigh (2005), that entrepreneurship through SME generates twelve times the employment by large and medium scale plants. Entrepreneurship helps in utilization of resources. Through the entrepreneurial activities it was observed that small and medium scale enterprise help to mobilize
resources that would otherwise remain idle in the hands of people and employ and employ productivity (Ezema et al 2005).

**Exposing the Nigerian Entrepreneur to Digital World**

The on-going computers, telecommunications and office equipment trade exhibition organized by the American Embassy is set to empower Nigerian entrepreneurs to embrace up for the challenge of the digital age (Famakinwa, 2001).

The challenge is to make Nigerian entrepreneurs aware of the opportunities digital technology can offer them. Digital revolution describes the influence of ICT on the entire spectrum of human modern life including business finance, economics and other activities.

The entrepreneur of today world continues to be the global leaders of tomorrow. Those who embrace technology and seek to improve their businesses through technology, hold the key to tomorrow's prosperity. (Famakinwa, 2001).

As has been noted by economists and industry leaders across the world, globalization is a reality, which must be embraced.

The world continues to shrink as technology continues to expand. Physical borders mean less as the World Wide Web (www) and modern telecommunications allows us to do business with partners in any corner of the world. An entrepreneur located in Nigeria is as capable, thanks to technology, as another in Asia, for servicing clients in Europe or U.S.A. if he could embrace the potentials offered by ICT convergence.

The effective use of ICT by entrepreneurs could help Nigerian in stopping brain drain, alleviate poverty and build infrastructure for successful participation in the digital economy, which will be driven completely by ICT.

**Career Education: One of the Strategies for Encouraging Entrepreneurship Education in Nigeria.**

The American Institute for Research (1990), defines career education as; the development of the skills and knowledge through which individual students may fulfill their own unique needs with regard to occupational choice, social responsibility, leisure time activity and personal development.

Contemporary Nigeria youths seems to be in a hurry to enjoy the luxuries of material wealth while very little thought is given to productive endeavors. This has resulted to increased cases of fraud, armed robbery, and scandalous "419". Career education should seek to orient young Nigerians towards creative and honourable means of livelihood. Various methods should be used to ensure career awareness in primary schools, career exploration in junior secondary school, career preparation in senior secondary school and entrepreneurship-education at tertiary level. Entrepreneurship education should include endeavors directed toward the expansion of vocational and occupational course-offerings expansion of work experience and work-study programmes.

**Recommendation**

The following recommendations were made:

1) Career education should be taught in primary and secondary schools.
2) Entrepreneurship education should also be included in primary and secondary school curriculum.
3) Computer education should be made compulsory in primary secondary and tertiary institutions to enable everybody to become computer literate.
4) Entrepreneur needs to acquire skill and knowledge for effective utilization of ICT.
5) Computer literacy is a necessity, not a luxury in the emerging information world.
6) There is an urgent need to create an environment, information technology tools products and facilities in other to become significant players in the digital revolution.

**Conclusion**

Entrepreneurship education is very important as a means of redirecting graduates to self-employment. Care should be taken however, to ensure that the young graduates gets all the information he/she requires for a successful launch into the industrial world. Nigerian Entrepreneurs are encouraged to become computer literate. The effective usage of Information Communication Technology by entrepreneur will help Nigerians in stopping brain drain, alleviate poverty and build infrastructure for successful participation in the digital economy. The downsizing and restructuring established companies has given many people reason to think about starting their own business.

**References**


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