
REPOSITIONING UNIVERSITY EDUCATION IN NIGERIA THROUGH COMPETITIVENESS, INNOVATION AND ENTREPRENEURSHIP

STELLA OFOR-DOUGLAS, Ph.D

*Department of Educational Management,
University of Port Harcourt, Port Harcourt,
River State.*

Abstract

Repositioning is the process by which transformation occurs in an organization through innovation. Repositioning university education is the process of changing the perspective of education at the university level. University education is an important contribution to the growth and development of a nation in terms of human resource development and boosting the nation's economy. The aim of it is to make their university products useful to themselves and society, be sellable in the labour market and be able to compete globally. The importance of repositioning university education is to remain relevant in a changing world, to show students that the university has something others do not have and are therefore irreplaceable. It seems that this notion is not taken seriously in improving Nigeria's economy. This paper focuses on identifying the means through which university education in Nigeria can be repositioned. The problems that work against achieving the repositioning of university education includes inadequate provision of financial assistance, non-existence of suitable technology to improve learning, lack of adequate planning, etc. The paper concluded that repositioning university education will lead to a great turn around for the university, the society, and the labour market, locally and internationally and to produce skilled manpower for competition. Out of burning innovative ideas and critical thinking, the university will be able to achieve its goals and objectives. It was suggested that improving research efforts for the development and repositioning of the university should be encouraged, team effort on the part of administrators, staff, and students to ensure repositioning is successful.

Keywords: Repositioning, University Education, Competitiveness, Innovation, Entrepreneurship

University education in Nigeria needed reformation and repositioning for a long while. This research aims at enlightening the public on the need for repositioning university education. The terms to focus on are repositioning, innovation, and entrepreneurship. They will be defined individually to give the reader a better understanding of the terms and how they can be combined to achieve the development of university education. Repositioning is the process by which transformation occurs in an organization through innovation. Repositioning university education is the process of changing the perspective of education at the university level. University education is an important contribution to the growth and development of a nation in terms of human resource development and boosting the nation's economy. The aim of it is to make their university products useful to themselves and society, be sellable in the labour market and be able to compete globally.

Repositioning is the process of transforming a situation by bringing in changes in the norm. The repositioning process in universities involves changing the usual process that the university carries out its activities so that more effective results can be produced. The importance of repositioning university education is to remain relevant in a changing world, to show students that the university has something others do not have and are therefore irreplaceable. To ensure you surpass the competing universities' standards, to obtain recognition far and wide so more people will be interested in partnering with your university. The importance of repositioning university education

- to remain relevant in a changing world;
- to show students that the university has something others do not have and are therefore irreplaceable;
- To ensure you surpass the competing universities standards;
- to obtain recognition far and wide so more people will be interested in partnering with your university.

Concept of Education

Education is the fundamental factor for the development and as such, investing in human development through education cannot be overemphasized (Umaru, 2013). Effective education is a learning experience that brings about an inherent and permanent change in a person's thinking and capacity to do things (Adeyemi, 2014). Education has often been described as the bedrock for the national development of every nation (Ray-Offor and Onyezere, 2013). Asaju and Sunday (2014) see education as a process of teaching and training in schools for the development of knowledge and skills, preparing the individual for functional living in society. Farooq (2012) suggests that education is a process in which and by which the knowledge, characters and behaviour of human beings are shaped and

moulded. Anwan and Saha (2017) declared that education makes man a right thinker and a correct decision-maker, which means it exposes man to think extensively and critically. Sahu (2013) argues that education, as provided for in various constitutions and international conventions is supposed to be a fundamental human right that should be the responsibility of government. Usoro (2016) maintains that education is the vehicle through which the human societies preserve, sustain and transfer their cultural values and ideals for the growth and development of the society; to improve the standard of living of the society. Agina-Obu (2016) added that all forms of educational activities are geared towards ensuring the attainment of identified social goals. Akpo (2015) posited that education is the process of facilitating knowledge through the transfer of skills, values, beliefs, and habits under the guidance of educators through the learners may also educate themselves in a process called autodidactic training. Akpo also maintained that education is the acquisition of knowledge planned or unplanned which enhances the all-round development of human potentials for the good of the individuals and his general society.

Innovation

Innovation means improving on an existing situation using knowledge and research obtained from observing that situation. Entrepreneurship education encourages students to dig deep in their minds and create new ideas that will help them stick out in the workforce. Therefore, entrepreneurship brings about innovation. When innovation occurs in the field of education, it is referred to as educational innovation. This simply means a change in education. It includes all changes made in an educational system. Therefore, educational innovation is a change made in an established way of doing something in the field of education or education-related matters. In higher education, innovation helps to create new methods for learning in interdisciplinary faculties, to save time and make it easier for students and lecturers in a conducive environment. At present, innovation-driven development strategies place new demands on entrepreneurship education. An in-depth study of the mechanism of entrepreneurship education, which drives innovation and development, can further improve the research on entrepreneurship education (Baum, Locke and Smith, 2001; Morris, Kuratko and Pryor 2013). Innovation can be defined as a "new method, custom, or device – a change in the way of doing things"; in other words, a successful introduction of a new way or method (Luecke and Katz according to Brewer and Tierney, 2010, p. 5). Achuonye (2008) cited in Ofor-Douglas (2018) said that innovation is derived from a Latin word: "innovatus" meaning 'altered' (to make change). David (2011) maintained that educational innovation as the deliberate identification application of ideas, information, imagination, and initiative in deriving greater values and result. Gontour &

Davireng (2015), Innovation is seen as “Implementation” of new and improved knowledge, ideas, methods, process tools, equipment, and machinery which leads to new, better products, services and processes. Maduagwu (1998) in Ofor-Douglas is of the view that innovation on the other hand is associated with modernization. It is not radical in meaning as change. It appears to be gradual in its application, e.g. introducing some innovative ideas within the existing programme. Innovative ideas emerge as a result of research findings from research institutes. Innovation is defined as incremental, radical and revolutionary changes in thinking, products, processes or organization, (Akomolafe, 2011). Oteh and Akuma (2011) submitted that innovation is a decisive operation carried out with a view to introduce a given change to be accepted and used. Agommuoh (2013) mentioned that innovation is a tool intentionally used to bring into existence and practice something new, so as to enhance performance and growth through improvement in efficiency and effectiveness based on these definitions and explanations, innovation in incentives and reward system in secondary schools will help and enhance the teachers performances which would invariably increase productivity among the teachers. This is why Hornby, 2010, refers to it as a renewing, changing or creating more effective processes, products or ways of doing things. Saloner (2011) of Stanford thinks that innovation is the key because it involves design thinking - an approach to problem solving that combines insights, ideas, and tools from the fields of engineering, design, arts, and social sciences. It is the process whereby, a new product is made available, spread through the system and infused into other operating practices.

Importance of Innovation to Universities

Encouraging self-dependence and creativity amongst students

Encouraging the use of technology and ICT in the university to develop existing manual practices

Introducing well-needed changes to the university education that benefits students and staff

Characteristics of an Innovative University

Availability of well formulated plans that will accommodate the innovation and repositioning of the school.

The use of e-learning and the digital revolution of the university system to support entrepreneurship education.

Availability of different options of entrepreneurship practice so they can have diverse skills.

Innovated teaching tactics to influence student's creativity.

Ability to organising meetings with different schools, businesses, individuals, etc who can share their knowledge with students.

An entrepreneur is an individual who creates and runs a business with the aim of making profit. The entrepreneur has to bear the risks of the business but will benefit from the profits he obtains. Entrepreneurship education is a tool for battling unemployment and poverty in a country. An entrepreneur is someone who starts a side-hustle that can eventually create a full-time sustainable business with employees: Entrepreneurs see possibilities and solutions where the average person only sees annoyances and problem (Nicole 2018). Entrepreneurship is a process which is creating long lasting solutions to poverty alleviation since it is a key driver to economic growth and development (Bruton and Ketchen 2013). Nicole (2018) maintained that entrepreneurship is the act of creating a business while building and sealing it to generate a profit. It is therefore necessary to support it and provide an appropriate environment for its practice. An environment that provides for entrepreneurship education must train the mind of students to use their creativity and acquired knowledge to adapt to the workforce after graduating. This human resource space is to have ideal educational environment for producing individuals with the mind-set of self-reliance, creativity, and high productivity in order to cope with the 21st century world of work (Aliu, 2007). Entrepreneurial competence, which is important for success, mainly refers to the ability to identify opportunities and develop the necessary resources and capital ([Kettunen, Kairisto-Mertanen, and Penttilä, 2013](#)), in addition to technical, financial, and legal knowledge ([Kuratko, 2005](#)). Student entrepreneurs use multi-party interaction to achieve knowledge iteration in the learning network; the innovation process is the result of interactions among the environment, organization, and entrepreneurs ([Anderson, Potočnik and Zhou, 2014](#)). Khegay, Babak, Filatkina and Filatkina (2017) indicate that academic entrepreneurship was originated in the second half of the 1950s. The founders of academic entrepreneurship are the USA. At the same time, this type of activity was not encouraged in the beginning. It was believed that academic entrepreneurship distracted academics from the main activity - education. However, due to the reduction in public funding for education in the mid-1970s, this type of activity began to be viewed in the academic community as one of the ways to generate income and attract students. Khegay, Babak, Filatkina and Filatkina pointed out that by the end of the 1990s approximately 20% of the academics from the most successful countries regarding competitiveness (the UK, Germany, the USA, Japan, and Sweden) had experience in academic entrepreneurship. Mollick (2012) asserted that entrepreneurship embraces talents and skills that teachers in conventional classrooms might otherwise penalize. Umunnadi (2010) stated that such knowledge will adequately equip the students to be more effective in the 21st century Nigeria characterized with science and

technology and raise a generation of people who can think for themselves and respect the dignity of labour and equally propel its citizenry into blossom economic endeavor. An entrepreneur is one who with the motive of taking advantage of the financial opportunities, potential and personal fulfilment available, shape his / her own destiny in local, national, and global economy (Duze, 2010). Duze also asserts that it involves exploring, analysing, evaluating exploiting business opportunities and rigorously pursuing such opportunities to a successful end which eventually culminates in the opening of a business enterprise. Obierika and Nwanhokor (2011) opined that entrepreneurship is a process of synthesizing and building something of value from nothing, creation and distribution of something of value and of great importance to individuals' persons, groups, organizations and the society at large. Today, entrepreneurs, the author of entrepreneurship, are the lifeblood of economies all over the world. Even in command economies like china, entrepreneurs are valued for their contributions to the economy and encouraged to innovate, to compete with companies around the world (Hur, 2018). Watson (2011) said that entrepreneurship is a process through which individuals identify opportunities of change, allocate resources, and create value through solution. An individual is said to be self-reliant when he/she can depend less on other people and his family in the management of her human and material resources. The citizens will be self-reliant when they have possible cause to access and utilize the essentials of life which includes good food, clothing, shelters, medication, transportations, and functional education (Ofoye and Asarah, 2010). It is the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on the identified opportunities so as to meet the ever changing needs of the society (Ngozi and Joshua, 2015). Ayeni (2007) and Beetseh and Ahima (2012) posited that entrepreneurship as the process of creating something new with value of devoting the necessary time, effort, assuming the accompanying financial, physical and social risks, resulting rewards, monetary and personal satisfaction and independence. Chorun, Beetseh and Ameh (2015), believe that education should produce self-reliance, job creators and not job seekers; it equips the individual for creative problem solving and innovation. It involves creating something new with skills and ideas, such things must have vakye, which leads to more wealth creation and human satisfaction. It is also the perception to change combination of initiatives, innovations, risky adventures and wealth creation, through business dreams, visions, and ideas to transform a dynamic process into an economic viable entity (Nwaeké, 2019). Mbanefo and Eboka (2018) argue that entrepreneurship could be seen as the act of identifying, initiating, organizing and bringing an idea or vision to life whether it is a new product, service, process, strategy or market.

Entrepreneurship Education

Entrepreneurship education involves teaching and learning of needed skills and knowledge to equip one to become self-reliant through being an effective and successful initiator, manager, innovator and risk-bearer of business undertaking (Ngozi and Joshua, 2015). Entrepreneurship education is concerned with fostering creative skills that can be applied in practices, education, and environments supporting innovation ([Gundry, Ofstein, and Kickul 2014](#)). Paul, (2015) argued that entrepreneurship education is aimed to achieve the following among others. He went further to say that entrepreneurship is defined as the acquisition of necessary skills matched with innovativeness, creativity, boldness, confidence, drive, energy, and courage to be able to create employment for self and for others. Entrepreneurship education is the kind of education given to people with a view to developing entrepreneurship qualities properly followed up with support services to take off and successful meaning of business (Ediagbonya 2013). Entrepreneurship education if integrated into school's administration may create a school environment which in the opinion of Ekpiken and Ukpabio (2015) can help in fostering the spirit of enterprise among student and in solving the difficulties experienced in securing jobs among young Nigerians. Singh (2015) asserted that entrepreneurship education as the process of professional application of knowledge, attitude, skills and competences.

Ekankumo and Kemebaradikumo (2011) stressed that entrepreneurship education seeks to provide students especially those in tertiary school(s) with the knowledge, skills and motivation to encourage entrepreneur studies In a variety of setting. Entrepreneurship education refers to all activities aimed at fostering entrepreneurial mind sets, attitudes as well as covering a range of aspects such as idea generation, start up, growth and innovation (Akpomi 2009). Aliu (2014) Entrepreneurship education is learning directed towards developing in young people those skills, competencies, understandings, and attributes which will equip them to be innovative, and training them to identify, create, initiate and successfully manage personal or community business and work opportunities, including working for themselves. Entrepreneurship education therefore is the education that provides training, experience and skills that prepare people with entrepreneurship knowledge, competence, and skills needed to be self-reliant, (Mezieobi, 2013).

The Intuition

Benefits of Entrepreneurship Education to Nigeria Economy

A number of benefits in entrepreneurship education have been advanced in the literature. As encapsulated in the thesis developed by Tiryaki (2010) cited in Ogundele and Egunjimi (2016) which includes:

Provision of employment opportunities: Entrepreneurial activities boost employment opportunities and reduce the number of job seekers. Consequently, many idle youths are actively engaged undertaking one economic activity or the other.

Effective resource utilization: In this regard, the entrepreneur utilizes natural resources thereby attracting resources from less productive sectors to more productive areas.

Equitable distribution of income and wealth: Entrepreneurial activities in the rural areas create new jobs thereby increasing local incomes and raising the quality of life in the rural communities. Such entrepreneurial activities effectively connect the rural communities to the larger urban dwellers.

Facilitation of technological transfer/adaptation: Opportunities for developing and adapting appropriate technological approaches are provided by entrepreneurs. This facilitate the absorption of all kinds of workers- skill, semi-skilled and unskilled.

Fostering entrepreneurship

As the world keeps growing and changing, new ideas are leading to new experiments that are revolutionising the world as we know it. There is now a need to adopt entrepreneurship in universities so students will not be left behind in the changing world. The youth are the future of tomorrow and the university can be a guide as to how they use their knowledge to change the world.

Universities should corporate with private companies or individuals who can advance their knowledge or fund their research.

Building an environment where creative thinking is encouraged.

Promoting acceptance of diverse ideas and opinions.

Doing away with nepotism and sectionalism.

Improving the use of technology in practice and study

Importance of Entrepreneurship:

Entrepreneurship makes an employment opportunity which reduces the rate of unemployment in a county.

Entrepreneurship makes room for new ideas and creativity in business

It encourages job seekers to be self -dependent and start their own businesses

Increase in a country's economic growth as a result of more entrepreneurs.

Entrepreneurship education helps students develop skills that help them become self - dependent.

It teaches students skills they can use on the side of the workplace such as cooking, public speaking, fast typing, teamwork, punctuality, etc.

Teach students to adapt to a changing environment.

Help students change society for the better.

Competitiveness

Competition is a natural thing to experience in life and it can be seen in every area of life at school, at work even amongst family. So what then is competition? Different definitions are offered as to the meaning of competition. A definition of competition can be the existence of a situation that requires one to challenge others to be the best at reaching a similar goal thereby coming out on top. It can also be described as the struggle or contest involving two or more people who strive to obtain the same goal. Competitiveness is therefore the display of competitive behaviour. Competitiveness is an essential practice in Nigerian universities especially amongst students. It is therefore necessary to discuss its terms and relevance to the university community. If people do not see competition, they might not push themselves to do things they thought they could not. Competition serves as a means to improve oneself. Competition also improved the state of an organisation. It is therefore necessary to build on the need for competitiveness. Some of its importance is as follows:

Importance of Competitiveness

Competitiveness promotes hard work and individual development.

Competitiveness in the workplace gets you higher earnings

Competitiveness builds creativity and ingenuity bringing about new inventions or ideas that could change the world.

Competitiveness eliminates indiscipline.

Problems Nigerian Universities Face when Attempting to Achieve Repositioning

Universities that lack adequate funding have a hard time providing facilities that students and staff need to learn effectively.

Universities do not train students on how to survive the workforce after graduating.

The non-existence of suitable technology to improve learning.

Lack of adequate planning in managing the university.

Students are being admitted to a faculty they did not initially choose thus leading to difficulty in assimilation or disinterest in the study.

Lack of skilled academic staff and school administrators drives the university away from innovation.

Lack of teacher training programs, workshops or seminars that could help teachers be more innovative

1. Bribery and corruption in the university system

Some staff are not willing to change as the university demands for innovative practices.

3. Misallocation of resources to staff and activities that do not contribute to the innovation of the university.

4. Sectionalism and nepotism in the university.

5. Unqualified leaders in charge of managing the university.

Conclusion

The paper concluded that repositioning university education will lead to a great turn around for the university, the society and the labour market. It will produce skilled manpower for competition. Out of burning innovative ideas and critical thinking, the university will be able to achieve its goals and objectives.

Suggestions

It was suggested that improving research efforts for development and repositioning of the university should be encouraged, team effort on the part of administrators, staff and students to ensure repositioning is successful. The following measures can also be adopted:

1. The organisation of seminars, meetings, webinars, etc that talk on the importance and necessity of entrepreneurship education to students and society.
2. Universities should promote the competitive spirit among the staff and students.
3. Universities should screen all lecturers to ensure they are qualified to teach students properly.
4. Development of the university's standard of teaching, infrastructure, and regular maintenance of facilities to attract high standard students and lectures
5. Universities should rid themselves of sensationalism and discrimination. They should promote teamwork, good sportsmanship, and unity even in competition.
6. Universities should focus on the needs of staff and students.
7. Universities should encourage students to study different areas of life to acquire knowledge that makes them different from the average student.
8. Ensuring a university is the best at what it does will attract more students.

9. Set an objective for what the university wants to achieve per semester or academic year.

References

- Agina-Obu, T.N. (2018). *The Nigerian socio-cultural milieu and school curricular offerings: The need for integration and synergy between town and gown*. Inaugural lecture series no.11 28th June, Ignatius Ajuru University of Education, Port Harcourt.
- Agommuoh, P.C (2013). *Educational Reforms and innovation: improving the quality of basic science teaching in Nigeria*. In Kpangban, E. Eya, P.E, & Igbojinwaekwu (ELS) Reforms and innovation in Nigeria education. Onitsha: west and Solomon.
- [Akomolafe, C.O. \(2011\). Managing innovations in the educational system in Nigeria: A focus on creating and sustenance of culture of innovation. Journal of emerging trends in educational research and policy studies \(JETERAPS\) 2\(1\); 47-52.](#)
- Akpo, B. (2015). *Education for emotional balance*. In D.I. Denga (Ed) *Educational fitness for sustainable development in Nigeria*. Calabar: Rapid Educational Pub. Ltd.
- Aliu.S.(2014)*Basic entrepreneurship education training for teachers in post basic institutions staola centre for entrepreneurship Development 1,6*
- Anderson, N., Potočnik, K., & Zhou, J. (2014). *Innovation and creativity in organizations: A state-of-the-science review, prospective commentary, and guiding framework*. *Journal of Management*, 40(5), 1297–1333.
- Anwan E. & Saha O. (2017). *Impact: International Journal of Research in Business Management (impact: IJRBM) ISSN (P): 2347-4572; ISSN (E): 23 23-886X Vol 5, Issue 9*.
- [Asaju, K. & Sunday, A. O. \(2014\). Functional education in Nigeria: A catalyst for effective property alleviation. Research Journal in Organizational Psychology and Educational Studies 3\(4\). 313-318.www.emergingresource.org.](#)
- Ayeni, J.O.S., (2007). *Participatory management plan of mala-duma lake and forest reserve. Prepared for Environ-Consult and submitted to the NPSB Abuja, Nigeria, PP.94*.

- Baum, J. R., Locke, E. A., & Smith, K. G. (2001). *A multidimensional model of venture growth*. *Academy of Management Journal*, 44, 292–303. <https://doi.org/10.5465/3069456>
- Brewer, D. J., & Tierney, W. G. (2010). *Barriers to innovation in U. S. higher education*. American Enterprise Institute conference, „Reinventing the American University: The Promise of Innovation in Higher Education“. Revised draft, June 28, 2010, 1-35.
- Chorun, M.T., Beetseh, K. &Ameh, E. (2015). *Entrepreneurship Education for Library and Information*
- David, L.(2011). *The most common Bevies to Education Region St. Louis: C.V Mosby Co.*
- Duze, C. O. (2010). *Entrepreneurship Education in Nigeria. Funding Mechanism*. *African Research Review*, 4(4), 17.
- Ediaghonya, K. (2013) *The roles of entrepreneurship education in ensuring economic empowerment end development*. *Journal of Business Administration and Education*. University of Benin, Benin City, Edo State 4(1), 36.
- Ekankumo, B & Kemebaradikkumo, N. (2011). *Entrepreneurship and entrepreneurial education (EE) strategy for sustainable development*. *Asian Journal of Business Management* 3(3), 196-202.
- Ekpiken, W. E., &Ukpabio, G. U. (2015). *Entrepreneurship education, job creation for graduate employment in south-south geographical zone of Nigeria*. *Brock Journal of Education*, 3(1), 23–31.
- Gontour, S. & Davireng, M. (2015) *Innovation and transformation in teaching and learning of Business education in Nigeria: A case study of two colleges of education in Plateau State* Conference proceedings of Association of Business Educators of Nigeria. 2(1), 72.
- Gundry, L. K., Ofstein, L. F., & Kickul, J. R. (2014). *Seeing around corners: How creativity skills in entrepreneurship education influence innovation in business*. *International Journal of Management Education*, 12, 529-538.

- Hur, I. (2018). *History of Entrepreneurship*. www.bebusinessd.com/history/history-of-entrepreneurship.
- Inegbenebor, A. U. (2005). *Education for Entrepreneurship: A Paper Presented at the Inaugural Conference of the Academy of Management Nigeria held at Abuja on November 22nd and 23rd 2005*
- Kettunen, J., Kairisto-Mertanen, L., & Penttilä, T. (2013). *Innovation pedagogy and desired learning outcomes in higher education. On the Horizon, 21*, 333–342. <https://doi.org/10.1108/OTH-08-2011-0024>
- Khegay, E.V., Babak, L.N., Filatkina, M.D., Filatkina, I.D. *Knowledge Management at the Higher Education Institution as a Factor of Academic Entrepreneurship Development. Journal of Creative Economy*. Vol 1, year 2017, number 11, p. 45-60.
- Kuratko, D. F. (2005). *The emergence of entrepreneurship education: Development, trends, and challenges. Entrepreneurship Theory and Practice, 29*, 577–598. <https://doi.org/10.1111/j.1540-6520.2005.00099.x>
- Mbanefo, M.C. & Eboka, O.C. (2018). *Acquisition of innovative and entrepreneurial skills in basic science education for job creation in Nigeria. Science Education International, 28(3)*, 207-213.
- Mezieobi, K.A. (2013). *Contemporary issues in social studies education in Nigeria*. Owerri; Priscilla Omama Publishers.
- Mollick, E. (2012). *People and process suits and innovators: the role of individuals in firm performance. Strategic Management Journal. Vol 33 Issue 9*.
- Morris, N. M., Kuratko, D. F., & Pryor, C. G. (2013). *Building blocks for the development of university-wide entrepreneurship. Entrepreneurship Research Journal, 4*, 45–68. <https://doi.org/10.1515/erj-2013-0047>
- Ngozi, N., & Joshua, M. (2015). *Entrepreneurship education; a panacea for curbing graduate employment in Nigeria. International Journal of Teaching and Education, 3(3)*, 101–111.

- Nicole M.F. (2018). What is Entrepreneurship meaning retrieved October 2,2018 from <http://by.oblero.com>
- Nwaeke, G.C. (2019). *Entrepreneurship education for sustainable national development: A model for Nigerian universities*. A paper presented in the 18th Annual National Conference of Association for Academic Review and Development (AAR
- Obierika, O.L &Nwanehokor, C. (2011). *Re-appraising entrepreneurship education for functionally and self-reliance*. *Journal of Quantitative Education* 7(2) 51-57.
- Ofor-Douglas, S. (2018). *Innovation, Culture and Higher Education for National Integration*. *Academic Scholarship Journal*. 15(1), 73-81.
- [Ofoye, O.I. &Asarah, M. \(2010\). *Skills acquisition through fine and applied arts in Nigeria: Problems and prospects*. *Journal of Qualitative Education*. 6\(1\).139-145.](#)
- Ogundele, M.O. & Egunjimi, F.H. (2016). *Entrepreneurship education: an instrument for sustainable economic development in Nigeria*. *Specialty Journal of Psychology and Management*, 2(3), 53-5
- Oteh, J. E., &Akuma, N. (2011). *Curriculum development and innovation*. Eagle and Joy Educational Publishers, Aba-Abia state, Nigeria.
- Paul, E. O. (2015). *Entrepreneurship education*. OZYBEL publishers.
- Ray-Offor, I. P., & Onyezere, C. C. (2013). *Entrepreneurial education and national development*. The place of functional education. *Journal of Pristine*, 7(1), 48–55.
- Sahu, A. S. (2013). *The Commercialisation of Education in India: Lies in the Constitution*. Retrieved from <http://Snash.blogspot.com/2013/03/the-comm,30/5/2018>
- Saloner, G. (2011). *Innovation: A leadership essential*. BizEd, X, (1), 26-30.
- Singh, S. K. (2015). *Entrepreneurship Education: Concept, characteristics and implication for Teacher Education*. *International Journal of Education*, 5(1), 21–35.

Umaru, R.I. (2013). *The State of Education In Nigeria: The Way Towards Vision 2020*.

Umunadi, E.K. (2014.). *Entrepreneurial, Technical and Vocational Skills Required for Self Reliance and Job Creation in Nigeria*. *British Journal of Education*, 2 (6), 48-56.

Usoro, E.B. (2016). *Towards transformation of higher education in Nigeria: A practical reality*. *Journal of pristine* 12(1) 1-12

Watson, T.J. (2011). “*Ethnography reality and truth: the viral need for studies of*

“*how things work*” in organizations and management” *Journal of Management Studies*, 48 (1), 202-217.