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Improving the Quality of Education in Nigeria for Sustainable Development: Challenges and Prospects

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Abstract:

Nigeria needs education that will empower its citizens, especially the youths to develop their environment. Entrepreneurship Education in Nigeria was born out of the concern to solve unemployment problem. Consequently, Entrepreneurship Education was introduced into higher institutions and Senior Secondary Education Curriculum (SSEC) in Nigeria. The study adopted secondary method of data collection and was content analyzed. It was established in this study that effective Entrepreneurship Education is a tool for sustainable development and that the challenges hindering the success of Entrepreneurship Education in Nigerian Senior Secondary Schools are: (1) Lack of finance; (2) Lack of practical; (3) Lack of trained Entrepreneurship Education teachers; (4) Imposition of a skill on all the students; (5) Lack of infrastructural facilities; and (6) Students' lack of entrepreneurial attitude. The recommendations based on the findings are: (1) Making the study of Entrepreneurship Education a practical learning (2) Provision of adequate funding by the government, and financial support from corporate bodies (3) Training and re-training of Entrepreneurship Education teachers (4) Provision of infrastructural facilities by the government; and (5) The encouragement of students to develop interest in vocational studies.

Keywords: *Quality education, Nigeria, sustainable development, challenges, prospects.*

1. Introduction

It is a fact that unemployment as a cankerworm has eaten deep into the fabrics of the economy of our nation and society at large. It has caused a lot of havoc. The rate of unemployment is quite alarming, especially among young secondary school leavers and graduates. As a result, there is no meaningful development in the country. Many youths in Nigeria have no means of livelihood, and this has given birth to crime wave in our society such as armed robbery, killings, kidnappings, and cybercrimes are committed by most of these youths due to harsh economic situations they are going through. Many of these youths leave school into the streets with nothing to do because they were not equipped with technological, entrepreneurial and managerial skills. Second, many workers do not have the training and re-training required for them to continue to be relevant in their jobs. This can make them lose their jobs, only to be thrown back into the job market to increase the number of job seekers.

Our country is highly import-oriented society because of scarcity of human resources with skills needed for industrialization. Considering the state of the country, the then Minister of State for Education and the Acting Minister of Education, Mr. Nyesom Wike, said that, "entrepreneurship education would be infused into the 34 trade subjects of the Senior Secondary Education Curriculum and students would be required to offer one of the trade subjects". He further said that "the current trade subjects in secondary schools did not adequately cover the skills needed to enhance entrepreneurial knowledge, productive skills and creativity" (Aminu 2013).

The Minister noted that the United Nations Industrial Development Organization (UNIDO) observed that many people were unable to sustain business ventures due to lack of necessary skills and competences required to investigate the market and discover business opportunities. And as a result, there is the need to expand the entrepreneurial foundation of the nation fully develops the entire human resource base of the country. The plan according to the Minister, suggests that for Nigeria to become a modern and industrialized nation, particular attention must be paid to education that focuses on critical human resources with technological, entrepreneurial and managerial skills to serve our economy.

Consequent on the need for human resources with technological, entrepreneurial and managerial skills to serve the Nigerian economy, the Nigeria Educational Research and Development Council (NERDC) was given mandate to collaborate with the United Nations Industrial Development Organization (UNIDO) for the fusion of the subject into the schools' curriculum. Entrepreneurship Education (EE) was initiated to equip our youths with entrepreneurial and managerial skills needed for self-employment and sustainable development of our society.

However, Entrepreneurship Education has some challenges to overcome in order to achieve the purpose of the plan. Funding, inadequate man power and lack of entrepreneurial attitude are the major challenges confronting Entrepreneurship Education in Nigerian Senior Secondary Schools. The prospects of the plan depend on how successfully these challenges are handled.

2. Conceptual Clarification: Quality Education and Sustainable Development

Oni (1978) cited in Amadi (2011:2) stated that “education is one of the basic means of human and cultural self-realization as well as a means of realizing the productive power of a nation”. The very concept of development according to him implies the constant improvement in the quality of life in a nation through the improvement of the productive capabilities of individuals. From Oni’s assertion, it can be deduced that education is one of the ways of achieving self-realization of the individuals in the society and it is also through education that a country can realize its productive power. Furthermore, development has not taken place if there is no improvement in the productive capabilities of the individuals in a country which will lead to the improvement in the quality of life of the people.

Education concerns the individual and society. It is the act of systematic development or training of the mind, capabilities or character through instruction or study. Education can be defined as production and reproduction of knowledge of the people’s way of life (i.e. their culture) with the aim of preserving and maintaining the social structure that will be able to guarantee social order and changes in the society (Amadi 2011:1). In the words of Dewey cited in Aggarwal (2008:6) “education is the development of all those capacities in the individual which will enable him to control his environment and fulfil his responsibilities. In line with Dewey’s definition of education is Nunn’s definition which states that “education is the complete development of the individuality so that he can make an original contribution to human life to his best capacity (Nunn cited in Aggarwal 2008: 6). From the foregoing, it is clear that education has to do with the development of the individuals in the society, and when human beings are trained, they will effect development in the country through what they have learnt. Without the training of human beings, development cannot take place, and the quality of development in a nation depends on the quality of education given to the citizenry.

Talawar cited in Natesan (2010) avers that quality education is defined by five key dimensions, that is, what learners bring, environments, content, processes and outcomes. This definition of quality education starts with a focus on an adequate number of schools, books, pencils and trained teachers, and the number children who finish school. It moves beyond this to consider what goes on inside and outside school. It encompasses education for human security, for community development and for national progress. It is an enormous challenge. It is also an immense opportunity.

In agreement with Talawar, I state that education has quality and there are indicators of quality education which are:

1. Sufficient number of schools for learners at all levels of education - primary, secondary and tertiary education.
2. Schools with good infrastructural facilities such as well-equipped science laboratories, arts studio, standard buildings with spacious classrooms, tables, desks and chairs for teachers and learners, and so forth.
3. Qualified trained and retrained teachers. That is, teachers who are academically qualified to teach the classes and subjects they handle. Who have been trained to teach through workshops and who are to be retrained while on the job.
4. Learning materials for all learners.
5. Educational content that would equip the learners to be independent members of the society.
6. Finally, quality products. Products of quality education would not depend on the government to provide jobs for them after school, but they create jobs for themselves.

Quality education is a big task to accomplish, but the benefits are large. It guarantees human security and yields sustainable development. It requires huge amount of money for the provision of the necessary things needed. Education facilitates development. It is the instrument for the realization of development. By education, I mean the type of education which makes an individual creative and independent.

On the other hand, development is defined by Kegley (2007:144) to mean “the processes, economic and political, through which a country develops to increase its capacity to meet its basic human needs and raise their standard of living”. And, he defined sustainable development as “economic growth that does not deplete the resources needed to maintain growth” (Kegley 2007:17). Man is the focus of development. Without human beings, development would not be possible. It is human beings that make development to take place and they are the ones that enjoy the benefits of development. Development is the activities of a country towards the progressive improvement of its political and economic environment for better living conditions. Development is a process; it is not a state or a condition. By development, a country continuously makes efforts toward the transformation of its political and economic structures in order to provide its citizens the basic necessities of life such as potable water, food, clothing and housing. There is no point a country is said to have attained development and does not need to develop again. Although some countries are ahead of others in terms of development, hence, they are called developed countries, yet, they have to continue developing, if not they will turn underdeveloped and become irrelevant to their citizens due to failure to satisfy their basic need. In sustainable development, a country does not exhaust all its resources as the future generation are reserved the resources to continue living.

Sustainable development was described by the 1987 Bruntland Commission Report cited in UNESCO (2015) as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. UNESCO (2015) pointed out four dimensions to sustainable development as “society, environment, culture and economy” which they aver are intertwined, not separate. For them, “sustainability is a paradigm for thinking about the future in which environmental, societal and economic considerations are balanced in the pursuit of an improved quality of life. For example, a prosperous society relies on a healthy environment to provide food and resources, safe drinking water and clean air for its citizens”. They went on and said that one might ask:

What is the difference between sustainable development and sustainability? Sustainability is often thought of as a long-term goal (i.e., a more sustainable world), while sustainable development refers to the many processes and pathways to achieve it (e.g. sustainable agriculture and forestry, sustainable production and consumption, good government, research and technology transfer, education and training, etc.) (UNESCO 2015).

For Nigeria to develop there must be development of man and his capacities. Until our leaders consciously plan to improve the lives of the common man, development cannot be achieved. When the needs of the citizens are met, they will develop their environment. Therefore, no nation can develop without good governance. Ake (1996) is of the opinion that the development as supplied by Western liberals can never ensure development in Africa. In his book *Democracy and Development in Africa*, Ake explained why African countries have remained underdeveloped after many years of independence. He remarked that the problem in Africa is not so much that development has failed but that it never started. Ake avers that at the beginning of the independence period, African leaders with few exceptions were so absorbed in the struggle for power and survival, and were so politically isolated by their betrayal of the nationalist revolution that they could not launch a national development project but instead opted for dependent development, letting their metropolitan patron determine the agenda and find the resources to implement it. Thus, policy making was largely divorced from political responsibility and development strategy, and was dissociated both from social needs and from the cultural and historical. Development could not proceed in a situation in the national leaders had no vision or agenda of its own relied on outsiders. Gestures continue to be made forward towards development as African leaders adopt ad hoc and often opportunistically and confusedly, the latest of the international development community – import substitution, export promotion, integrated rural development, structural adjustment, et cetera with little concern for the realities of African conditions.

Ake asserts that if Africa is marginal to the rest of the world, but the marginalization of Africans in the development of Africa. That, this is why the development project in Africa cannot get started because development is something that people do by themselves and for themselves, or it does not happen. Ake, therefore, advocated for the rejection of Western liberal democracy for an African grown democracy.

In analyzing the Ake's thesis, it is obvious that he belongs to Marxist school of thought who employs dependency approach to explain, analyze, and predict African development (Nigeria inclusive). His book utilizes the class analysis theory in dealing with the development problems in Africa. This theory holds that what is more important is to understand the internal class structure, their dynamics, their mode of operation and how they relate with each other. Marxists argued that unless we understand how classes relate with each other and the consequences of their relationship, it will be difficult to appropriate the problems of African countries.

Ake's thesis is akin to dependency theory and class analysis which tend to explain why third world countries are yet to experience development. Hence, Ake was able to clearly show how African countries cannot develop if the leadership fail to show good interest in real development which is home grown. Any attempt to continue with the current trend where development policies are drawn by institutions in Washington will only lead to underdevelopment.

3. The Challenges Confronting Education in Nigeria

The challenges of Nigeria's education system pointed out by four different professors as reported by Adeoti (2015) include the following:

- Lack of qualified teachers
- Neglect of teacher education
- Inadequate basic infrastructure
- Over-crowded classrooms
- Inadequate learning and teaching materials
- Teacher incompetency

The former Executive Secretary of National Universities Commission (NUC), Prof. Peter Okebukola, at a lecture he delivered at Tai Solarin University of Education (TASUED) Ijebu Ode, Ogun state, discussed the challenge of qualified teachers and identified the reasons for inadequate manpower. He is of the opinion that the low rating of teaching profession is revealed in the scanty applications for admission into education faculties and colleges of education. In his words

In 2011, of the more than 1,300,000 applications for university admissions, less than five percent applied for courses in education. Worse still, only few applications were received for the colleges of education. These data point to the lack of interest of candidates for career in the teaching profession.

He went further to lament that the search for greener pastures in the early 80s forced many highly qualified teacher trainers to migrate, leaving behind a large number of inexperienced lecturers in the universities and colleges of education. Professor Okebukola also identified lack of motivations for teachers as one of the reasons for poor performance of teachers (Adeoti 2015).

The Vice-Chancellor of the TASUED, Prof. Segun Awonusi, on his part decried the neglect of teacher education which he described as the bedrock for all educational attainment because all areas of human endeavor required teacher education. He said "it is obvious that no nation can rise above the level and competence of its manpower. When the teacher education is not well managed, the tendency is for the educational system to be adversely affected". He observed that the introduced crash programme for teachers had become permanent and has led to producing teachers that are not competent in core subjects.

For Prof. Kayode Oyesiku of Olabisi Onabajo University (OOU), Ago-Iwoye, Ogun state, many faculties of education and colleges of education are using outdated curriculum, many teachers are teaching students with methods they learnt about fifteen (15) years ago. He, therefore, suggested that every teacher in primary and secondary school must go for retraining in a particular subject he or she is

handling. In his opinion, the retraining should be made mandatory through the respective state ministries of education. He also said the training should be certified, which will help to put the teachers on their toes. He avers any teacher aspiring to become a principal or a headmaster/headmistress must go for training in institutional administration and certified qualified for the position.

Prof. Duro Ajeyalemi of University of Lagos, at a two-day national workshop on “Counting Crisis of Secondary School Education in Nigeria: Confronting Old and New Challenges” held in Abuja identified the problems of the education system as adequate basic infrastructure, overcrowded classrooms, inadequate learning and teaching materials and teacher incompetency, among others. He explained that among the problems teacher factor had been identified as the most crucial. He stated that “the majority of trainees are of low caliber in terms of entry qualification or interest; teacher training is often the last resort after failing to get into more lucrative and satisfying occupations”. He, however, suggested in-service programmes for teachers.

Teacher education and retraining of teachers is important and should be given serious attention as one of the top reasons for the failing standard of education in Nigeria. Many teachers are in the teaching profession by accident due to unemployment problem in the country, especially in private primary and secondary schools. Many of those teachers have no training in education, not to talk of retraining programmes. Even some admission applicants who applied for education courses did so because educational courses are not competitive. Another challenge confronting education in Nigeria is lack of motivation for teachers. Most public and private schools owe teachers. They often delay the payment of teacher’s salaries. A hungry teacher can never put his/her best in teaching. An age-long adage says *a hungry man is an angry man*. An angry teacher can never impart any meaningful knowledge on the pupils and students. It has been said that *teachers reward is in heaven*. But, I am sure teachers would want their reward to start here on earth.

Education is to be carried out in comfortable atmosphere and environment. Therefore, inadequate basic infrastructure and overcrowded classrooms is a big challenge to Nigerian educational system. Odia and Omofonmwan (2007) stated that “the country in general and the neglect of the maintenance of the physical facilities” is one of the problems in Nigeria’s education system. They went on to say that “educational and living conditions have deteriorated in many of these schools, classrooms, libraries and laboratories are nothing to write home about, all leading to decline in academic standards”. It is no longer new that most primary and secondary schools in Nigeria are in a sorry state in terms of infrastructure. They are characterized by dilapidated classrooms and other school buildings without ceilings, absence of well-equipped libraries and laboratories, overcrowded classrooms with insufficient furniture, and so forth. Effective learning cannot be carried out in a learning environment that is described above. Private primary and secondary schools are not left in this menace. And, the government is in the position to adequately fund public schools in the country as well as close down any private school that does not have the infrastructural facilities for learning-teaching process.

Another problem of education system in Nigeria is inadequate learning materials and teaching aids. As discussed earlier on quality education under sub-topic “conceptual clarification, one of the indicators of quality education is availability of learning and teaching materials. Learning materials include: pen, pencils, exercise books, workbooks, textbooks, graph books, drawing books, painting materials, et cetera. And teaching aids include: libraries, well-equipped science laboratories, home economics laboratories, fine arts studio, et cetera.

Teacher incompetency is also a challenge confronting Nigeria’s education system. Teacher incompetency is prevalent in private primary and secondary schools where a teacher is employed to teach subjects that are not related to his/her discipline. Real life examples are one, a case of a teacher who studied biochemistry in the higher institution assigned to teach Civic Education, Computer, and Physical and Health Education (PHE) in a junior secondary school. And second, a case of a Fine Arts teacher who was employed to teach Fine Arts, Civic Education and Social Studies. Imagine the kind of impart those teachers can make on the students. It is clear that a teacher can never effectively teach any subject he/she did not study.

In addition to the Nigeria educational problems as identified by the above-mentioned education experts is the problem of educational content that does not equip the learners to be independent. Till now, many Nigerian tertiary institutions graduates and secondary school leavers lack jobs and depend on their parents and guardians for their basic necessities, and this is worrisome. However, this study focuses on Entrepreneurship Education as a means of equipping the increasing Nigerian youths for economic independence and sustainable development for the country.

4. Entrepreneurship Education in Nigeria Senior Secondary Schools as a Tool for Sustainable Development

Nigeria just like other African countries is being confronted by the challenges of globalization and trade liberalization. The Structural Adjustment Programme (SAP) meant a considerable reduction in job recruitment in the public sector thus leading to graduate unemployment and/or underemployment with consequences such as youth restiveness and insecurity of lives and property. As a result

In 2006, the Presidency directed all Nigeria higher education institutions to include Entrepreneurship Education (EE) as a compulsory course for all students with effects from the 2007/2008 academic session (Aliu and Ibe 2008).

Entrepreneurship Education has been introduced into Nigerian tertiary institutions some years back as a means of equipping Nigerian youths to be independent citizens. The Nigerian government realized that Entrepreneurship Education can facilitate development in the country by empowering the youth to be job creators, rather than depending on the government for job creation. Nigeria needs youths that will create jobs for themselves and others. Unachukwu (2009) opines that Nigeria in the face of the global economic crisis requires graduates who will be job creators and not job seekers. Johnson (2012) avers that Entrepreneurship Education is important as a key driver of our economy.

According to the United States Department of Labour,

Entrepreneurship Education offers a solution. It seeks to prepare people, particularly, the youth to be responsible, enterprising individuals who become entrepreneurs and/or interpersonal skills, all of which are highly transferrable skills, sought by employers.

The United States Department of Labour further opines that the benefits of Entrepreneurship Education include: opportunity to exercise leadership and develop planning, financial literacy, and money management skills to prepare young people for responsible citizenship and the world of work. Fostering entrepreneurship attitudes and skills in secondary schools raises awareness of career opportunities, as well as, of ways young people can contribute to the development and prosperity of their communities". It further explains that entrepreneurial attitudes help to reduce youth vulnerability, social marginalization and poverty.

Entrepreneurship Education in Coleman Foundation is "business ownership and the creation of for-profit ventures". In Coleman perspective, Entrepreneurship Education involves "accepting and managing risk, exercising significant personal control and contains the potential for personal reward" (The Coleman Foundation 2013). Cleveland (2013) stated that "Entrepreneurship Education means different things to educators... from primary grades to the university, from vocational education to an MBA. At each level of education, it is reasonable to expect different outcomes as students mature and build on previous knowledge. But the overall remains to develop expertise as an entrepreneur" the point Cleveland is that Entrepreneurship Education is a lifelong process with an ultimate goal of building up entrepreneurial attitude and expertise in individuals. Just as UNESCO (2008) explained youths are to be introduced to Entrepreneurship Education early in life in order to acquire the necessary knowledge and practical skills required for the outside world and development. Therefore, the introduction of Entrepreneurship Education as one of the compulsory subjects in Nigerian Senior Secondary Schools is a welcome development.

The new curriculum structure for the 3-year Senior Secondary Education was a decision reached during the tenure of Prof. Ruquyyatu Ahmed Rufai as the Minister of Education. The decision was made public at a meeting between the Minister of Education and the Commissioners of Education from the 36 states and the Federal Capital Territory in Abuja on Thursday, March 15, 2012 (Alechenu 2012). The new curriculum known as Senior Secondary Education Curriculum (SSEC) is

"aimed to producing secondary school graduates who are well prepared for higher education as well as having relevant functional trade and entrepreneurship skills needed for poverty eradication, job creation and wealth generation" (Ochayi 2011).

The new curriculum introduced trade subjects into Nigerian Senior Secondary Schools.

"Among the trade subjects are auto body repair and spray painting, auto electric work, auto mechanical work, auto parts merchandising, air conditioning/ refrigeration, welding and fabrication, radio/TV and electrical work, block-laying, painting and decoration, plumbing and pipe-fitting, mechanical woodworking, carpentry and joinery, furniture making and catering. Others are garment-making, textile trade, cosmetology, leather goods manufacturing, data processing, store keeping, GSM maintenance, photography, tourism, mining, fisheries, animal husbandry, marketing and salesmanship" (Adesulu 2013).

The incorporation of trade subjects into the Senior Secondary Education Curriculum is a brilliant idea, and it has the capacity to move Nigeria from a developing country to an advanced economy. When Nigerian youths are properly trained in the above-mentioned various fields of endeavour, for the three (3) years Senior Secondary School period, the result will definitely be sustainable development.

5. Problems Hindering the Success of Entrepreneurship Education in Nigerian Senior Secondary Schools

Unachukwu (2009) stated that "entrepreneurship spirit is a pre-requisite to entrepreneurial society and culture". This spirit, she said, is required for the overall economic growth of any nation, especially developing ones like Nigeria. Dangote as stated by Odjegba (2005) cited in Unachukwu (2009) opines that "entrepreneurship is built on vision, focus and determination. It is built on standards management practices, enabling environment and access to fund". In her paper, Unachukwu tried to address issues and challenges in the development of Entrepreneurship Education in Nigeria. The problems of Entrepreneurship Education in Nigeria, according to her work, include major issue like the need for a policy framework for youth entrepreneurship. Other problems she identified that hinder the development of Entrepreneurship Education are finance, manpower and education, inadequate infrastructural facilities, an entrepreneurial attitude, among others.

The inclusion of Entrepreneurship Education into Nigerian Senior Secondary Curriculum is a wonderful policy. But, the challenge with it just like other good policies that have been made in Nigeria is poor implementation. If the Entrepreneurship Education plan is well implemented in Nigerian Senior Secondary Schools and tertiary institutions, unemployment problem in Nigeria will be a thing of the past, or at least reduced to the barest minimum.

The five major challenges hindering the success of Entrepreneurship Education in Nigerian Senior Secondary Schools are:

1. Funding/finance
2. Lack of facilities
3. Lack of trained manpower
4. Lack of political training; and
5. Lack of entrepreneurial attitude.

As a researcher, I visited three Government Senior Secondary Schools in Abuja Municipal Area Council (AMAC) Abuja in year 2013, and I was able to interact with Entrepreneurship Education subject teachers in two of those schools, and below were my findings:

1. Each of the schools taught only one out of the thirty-four trade subjects.
2. The students were taught Entrepreneurship Education subjects as theory, not practical.
3. The Entrepreneurship Education subject teachers were not specifically and practically trained to teach Entrepreneurship subjects (only that they are graduates).
4. There were no facilities such as farms, workshops, et cetera put in place for training the students in the various identified fields mentioned by NERDC that are to be taught.

5. The students lacked entrepreneurial attitude as they studied Entrepreneurship Education subjects like every other subject. From the foregoing, the challenges hindering the success of Entrepreneurship Education in Nigerian Senior Secondary Schools are discussed under the following points:

5.1. Lack of Practical Teaching

The trade subjects that are introduced into the Senior Secondary Education Curriculum (SSEC) are taught in theory, not practical. The students will hardly acquire any skill through theoretical teaching. If any skill under the Entrepreneurship Education plan (both in Senior Secondary Schools and tertiary institutions) will be imbibed, it must be taught and learnt in practical terms. For the youths in this country to be independent, they must acquire skills in various fields through practical teachings. Meaningful Entrepreneurship Education must be a practical learning-teaching process. Through the practical, Nigerian secondary school leavers and graduates will no longer be certificate holders without practical skills. They will rather be individuals who have been trained to develop their environment.

5.2. Lack of Funding

Entrepreneurship Education in Nigerian Senior Secondary Schools is not well financed. All the thirty-four trade subjects that were introduced into the Senior Secondary Education Curriculum (SSEC) need practical sections for the students to acquire the skills. For example, for the students to learn garment-making (how to sew clothing), there must be sewing machines, cutting tables, scissors, measuring tapes, weaving machines, and so forth. Auto repair and spray painting, or auto mechanic work needs workshop with necessary working tools. All the trade subjects need practical sections and continuous practice for the students to acquire the skills. And, practical and continuous practice requires funding.

5.3. Lack of Trained Entrepreneurship Education Teachers

The teachers who are teaching trade subjects are just graduates in the fields related to the trade subjects they are employed to teach. These teachers were not given special training in the trade subjects they were assigned to teach.

5.4. Teaching a Single Trade Subject

The Entrepreneurship Education plan as explained by NERDC and the then Acting Minister of Education from the paper meant that the students are to choose one of the trade subjects based on their talent and area of interest. But in practice, all the students are imposed one of the trade subject which their particular school decided to teach. This is a problem because the students were not allowed to choose the skill of their choice.

5.5. Lack of Infrastructural Facilities

Effective teaching and learning of Entrepreneurship Education requires infrastructural facilities such as farms, workshops, electricity, et cetera. The facilities will enable the students to practice the skills as they will do it when they leave school in order to develop their environment.

5.6. Students' Lack of Entrepreneurial Attitude

Most students in Nigeria lack entrepreneurial attitude. They prefer white collar jobs to owning personal businesses. Some graduates of tertiary institutions feel less of a graduate because they are not working in offices. This is the reason why some of them acquiring a skill and are doing well in their respective endeavour still struggle to get office jobs and close down the businesses they have established, instead of thinking of expansion of the business in order to be employers of labour (job creators).

5.7. Conclusion

This study researched on the improvement of the quality of education to learners in order to achieve sustainable development. Entrepreneurship Education is studied as a tool for achieving sustainable development in Nigeria. This study revealed that Entrepreneurship Education is not effective in Nigerian Senior Secondary Schools due to the hindrances it has to overcome. These challenges include lack of funding, lack of infrastructural facilities, and lack of entrepreneurial attitude, among others. The challenges hindering the success of Entrepreneurship Education in Nigerian Senior Secondary Schools can be address, and when this is done, the Nigerian youths will develop their environment.

5.8. The Way Forward

The following are the recommendations based on the findings in the study:

1. Entrepreneurship Education in Nigerian Senior Secondary Schools and higher institutions should be made a practical subject, and not a theoretical one.
2. Government should provide adequate funding for the study of Entrepreneurship Education in schools. Corporate bodies should financially support the study of Entrepreneurship Education in school in their neighbourhood.
3. The government should ensure the training of teachers of Entrepreneurship Education through seminars, workshops, et cetera, organized by Ministries of Education both at the Federal and State levels.
4. The government should provide the facilities for the teaching of the thirty-four trade subjects.
5. Parents and teachers should encourage students to develop interest in vocational studies.

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