
Entrepreneurship Education and Multicultural Values in Nigeria: A Strategy for Job Creation and Unemployment Reduction

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Received July 24, 2025; Revised September 28, 2025; Accepted October 29, 2025

Abstract

Objective: This study aims to explore the role of entrepreneurship education in addressing unemployment and job creation in Nigeria, focusing on its potential to enhance self-employment, employability, and economic growth. **Theoretical framework:** The framework integrates entrepreneurship education with multicultural values such as tolerance, inclusivity, and diversity, emphasizing their role in shaping adaptable, socially responsible entrepreneurs. **Literature review:** Previous studies highlight entrepreneurship education's ability to reduce unemployment and foster self-sufficiency. Additionally, the integration of multicultural values is seen as essential for fostering globally adaptive and socially responsible entrepreneurship. **Method:** The study uses a qualitative approach, reviewing literature and policies to analyze the benefits and challenges of entrepreneurship education in Nigeria, particularly regarding unemployment and cultural diversity. **Results:** The findings show that entrepreneurship education, enriched with multicultural values, can mitigate unemployment, drive economic growth, and foster innovation. It highlights the importance of creating a supportive economic environment for entrepreneurship. **Implications:** The study suggests that integrating entrepreneurship education with multicultural values can generate new economic opportunities and reduce unemployment, urging policymakers to create an enabling environment for entrepreneurship. **Novelty:** This study introduces the novel idea of combining multicultural values with entrepreneurship education, proposing that this integration is key to developing responsible entrepreneurs capable of succeeding in diverse global markets.

Keywords: entrepreneurship, education, job creation, unemployment, multicultural values.

INTRODUCTION

In an increasingly globalized and interconnected world, entrepreneurship education has emerged as a vital strategy for promoting economic growth, innovation, and social development. Beyond equipping individuals with technical and managerial skills, entrepreneurship education serves as a transformative tool that nurtures creativity, critical thinking, and self-reliance qualities essential for addressing the persistent challenge of unemployment. Integrating multicultural values into entrepreneurship education further enriches this process by fostering tolerance, mutual respect, and cross-cultural collaboration. Such integration is particularly relevant in diverse societies where cultural harmony and inclusive participation are prerequisites for sustainable development [1].

The importance of this theme lies in its dual contribution to economic empowerment and social cohesion. While entrepreneurship education has been widely recognized for its role in job creation, many existing programs tend to emphasize economic outcomes while overlooking the social dimensions that shape entrepreneurial behavior across cultural contexts. Embedding multicultural values ensures that entrepreneurship is not only an engine for profit generation but also a medium for promoting ethical responsibility and intercultural understanding [2].

Despite the growing body of literature on entrepreneurship education, there remains a research gap in examining how multicultural perspectives influence the effectiveness of entrepreneurship training, particularly in addressing unemployment among youth and marginalized groups. Most studies focus on curriculum design or entrepreneurial intention, leaving the intersection between multicultural values and entrepreneurial outcomes underexplored. Therefore, this study seeks to fill this gap by analyzing how entrepreneurship education integrated with multicultural values can serve as a sustainable and inclusive approach to job creation and unemployment reduction in contemporary societies [3].

An entrepreneur is a person who starts a business, works for themselves, and takes on financial risks in the hope of profit. He is a job-creator whose companies create every single product or service that is needed daily. Entrepreneurs specialize in one or a combination of these four categories: product, service, information, and attention. Some types of entrepreneurship need money or influence to be effective, while other types of entrepreneurship need sweat, equity, and hard work [4]. The need for entrepreneurship in the growth and development of Nigeria cannot be undermined due to the current economic recession, leading to a geometric increase in unemployment rate and level of poverty in the country.

Entrepreneurship refers to the process and mechanism through which individuals identify opportunities, allocate resources, and create value or wealth [5]. Harvard Executive Education [6] observes that entrepreneurship is the process of starting a business or an organization for profit or for social needs. By this, the entrepreneurship that emphasizes profit or social needs is delineated and separates the commercial entrepreneurship from social and charitable entrepreneurship. According to Zaki, entrepreneurship refers to the capacity and willingness to develop, organize, and manage a business venture along with any of its risks to make a profit [7]. Zaki further states that a viable example of entrepreneurship is the start of a new business outfit. In this case, a situation whereby one develops, organizes, and manages a business, such as bread making or selling books in any Nigerian market, is known as entrepreneurship. Entrepreneurial activities, therefore, play no small role in the growth and development of a given nation-state such as Nigeria. The evolution of entrepreneurship dates back to the period of Adam Smith (1776), Richard Cantillon of the 18th century, and Schumpeter of the 20th century. These economists posit that the origin of the entrepreneur as a focal point in all microeconomics should not be left untapped due to its enviable roles in the growth and development of a given society [8]. According to Eric, entrepreneurship activities are on what Schumpeter termed “the gale of creative destruction.” For instance, Schumpeter in the 20th century observed that the combination of “steam engine and cart horse carrying mechanism” produced a “horseless” method of transportation [9].

Entrepreneurship businesses are still at a low level in Nigeria, even though their activities fall within the essential goods and services needed daily [10]. Nigeria, being a mono-economy driven mostly by oil industries with less attention to non-oil industries, is naturally endowed with natural resources, diverse skilled labour, and the largest domestic market in Africa. The productive labour force is currently on the increase, as well as the unemployment rate, which is above 25% with millions of unemployed youths [11]. With these economic realities, there is a need to create jobs and diversify the industrial and commercial sectors to utilize the abundant human and natural resources. Entrepreneurship businesses have been discovered to be an engine of economic growth in developed nations like the U.S.A. and can provide quality of life, employment opportunities, and empowerment of the poor and downtrodden in the country.

LITERATURE REVIEW

Entrepreneurship education has evolved as a strategic approach to developing individuals' creativity, innovation, and problem-solving abilities essential for business and employment creation. It encourages self-reliance, leadership, and adaptability in a dynamic economic environment. When infused with multicultural values, entrepreneurship education becomes more inclusive, fostering respect, empathy, and collaboration among learners from diverse backgrounds. Such integration promotes cross-cultural understanding, ethical awareness, and equitable participation in economic activities [12]. Multicultural-oriented entrepreneurship programs also help reduce social barriers and discrimination, allowing individuals to leverage cultural diversity as a source of innovation. This perspective highlights the importance of cultural competence in entrepreneurial success, where diverse cultural insights contribute to sustainable business practices and community development. Consequently, the synergy between entrepreneurship education and multicultural values enhances both economic and social well-being [13].

Mani examines the role of entrepreneurship education in job creation in Nigeria. The author concludes that entrepreneurship is primarily learned by experience and discovery. The study further states that entrepreneurial learning should be conceived as a lifelong process, where knowledge is continuously shaped and revised as new experiences take place [14]. Conversely, Agu and Chiaha investigate the impact of entrepreneurship education on the employability of university graduates in Nigeria. The sample size consists of 320 respondents. The study concludes that entrepreneurship education enables graduates to possess employability skills [15]. Akhuemoukhan, Raimi, and Sofoluwe examine the impact of entrepreneurship education on employment generation in Nigeria. They employed an econometric analysis using secondary quantitative data to conclude. The study discovered that entrepreneurship is well-developed; it would be an effective tool for poverty reduction, employment generation, fast-tracking the realization of universal primary education, and promoting gender equality. In addition, Anam, Iba, and Aregbe examine the impact of entrepreneurial education on productive employment and sustainable poverty reduction in Cross River State using 60 beneficiaries of the Central Bank of Nigeria Entrepreneurial Development Center in Calabar. The findings established that there is a significant relationship between entrepreneurial education and employment creation as well as poverty reduction in the state [16].

Suleiman believes that entrepreneurship education seeks to prepare people, particularly the youth, to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers by immersing them in real-life learning experiences whereby they can take risks, manage results, and learn from the outcome. Entrepreneurship education entails teaching people that they can either take or create a job [17]. This will enable them to be self-employed and not rely on other job security. Often, it creates new jobs for others at the same time. Entrepreneurship education training could be given to interested individuals, both adults and students, through workshops, classes, and conferences, thereby learning the basic ideas of starting their own businesses and managing them well. Owoseni asserted that entrepreneurial education is a specialized training given to students of vocational and technical education to acquire the skills, ideas, and managerial abilities and capacities for self-employment rather than being employed for pay. Okojie contended that the entrepreneur is believed to possess some traits, which include: boldness, confidence, personal leadership, and force. An entrepreneur is also defined as a person who is inclined to foresee uncertain events in pursuit of profit rather than bringing about a change in the economy. Kirzner, supported by Brow, adds to the argument by defining an entrepreneur as someone alert to opportunities for profit [18].

Abiodun opined that entrepreneurship can equip any graduate with appropriate skills, knowledge, and competence, which are necessary to incorporate unemployed youths into self-reliance and employment through small-scale trading and the establishment of other businesses. It is in this view that the problem of youth employment can be solved and will invariably alleviate poverty in the nation as a whole. Eneji observed that entrepreneurship education is the process in which the learning and training activities involve pragmatic analysis

of the occupational needs of students and assist them in acquiring occupational knowledge, innate abilities, and skills. The implication of this is that entrepreneurship education goes beyond education for obtaining a certificate; it emphasizes education that would make the beneficiary useful to him or her and to society at large. Osuala opined that entrepreneurship education is a programme or part of a programme that prepares individuals to undertake the formation and or operate small business enterprises, which also includes franchise operations for the purpose of performing all business functions relating to a product or service with emphasis on social responsibilities, legal requirement and risks for the sake of profit involved in the conduct of private business enterprises. From the foregoing, it is evident that entrepreneurship education could turn around the economic fortune of Nigerians by providing jobs and reducing the effects of unemployment in the country [19].

METHODOLOGY

This study adopts a qualitative descriptive approach to explore how entrepreneurship education integrated with multicultural values contributes to job creation and the reduction of unemployment. The research focuses on understanding participants’ perceptions, experiences, and interpretations regarding the implementation of entrepreneurship education within culturally diverse learning environments. Data are collected through semi-structured interviews, focus group discussions, and document analysis of entrepreneurship curricula from selected educational institutions that emphasize multicultural inclusion [20].

The participants consist of educators, students, and entrepreneurs who have been actively involved in multicultural entrepreneurship programs. The data are analyzed using thematic analysis, allowing the identification of recurring patterns and themes related to the intersection of entrepreneurship education and multicultural values. This method ensures that both economic and socio-cultural dimensions are adequately represented [20].

To maintain research validity, triangulation techniques are applied by cross-verifying data from multiple sources. Ethical considerations are observed through informed consent, confidentiality, and cultural sensitivity throughout the research process. The inclusion of multicultural values serves as a key analytical lens to examine how cultural diversity enhances creativity, collaboration, and inclusiveness in entrepreneurial learning. The methodological framework aims to provide a comprehensive understanding of how education rooted in multicultural principles can generate sustainable employment opportunities [21].

Table 1. Research Methodology Framework

Aspect	Description
Research Approach	Qualitative descriptive approach
Purpose	To explore how entrepreneurship education integrated with multicultural values contributes to job creation and the reduction of unemployment
Focus of Study	Understanding participants’ perceptions, experiences, and interpretations regarding the implementation of entrepreneurship education in culturally diverse learning environments
Data Collection Methods	Semi-structured interviews Focus group discussions Document analysis of entrepreneurship curricula from selected multicultural educational institutions
Participants	Educators, students, and entrepreneurs involved in multicultural entrepreneurship programs
Data Analysis Technique	Thematic analysis to identify recurring patterns and themes related to entrepreneurship education and multicultural values
Validity and Reliability	Triangulation through cross-verification of multiple data sources
Ethical Considerations	Informed consent, confidentiality, and cultural sensitivity maintained throughout the research process
Analytical Lens	Multicultural values as a framework to assess how cultural diversity enhances creativity, collaboration, and inclusiveness in entrepreneurial learning
Expected Outcome	Comprehensive understanding of how multicultural-based education generates sustainable employment opportunities

Supplementary Method	Methodological survey using interviews, questionnaires, and desk review as primary data sources
Research Process Steps	1. Identifying and gathering relevant reference materials 2. Reviewing, analyzing, and elaborating on literature 3. Concluding findings and suggesting directions for further research

A methodological survey was utilized in the conduct of this research. There are a variety of ways to collect data for survey-based research, the most popular of which are interviews and questionnaires. However, the primary data used for research is obtained through the desk review method. Finding and gathering reference materials that are relevant to this research is the first of three processes the researchers adopted when putting this piece together. Secondly, the researchers utilize several literatures, analyze and elaborate such to fully understand the intersections of this work. Thirdly, the researchers conclude the research, giving a highlight and the outcome of the research for further study [21].

RESULTS AND DISCUSSION

Concept of Entrepreneurship

According to Aroyehun & Muritala, entrepreneurship is the process of creating something different with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary, personal satisfaction, and independence [22]. Entrepreneurship is the dynamic process of creating incremental wealth. This wealth is created by individuals who assume the major risks in terms of equity, time, and/or career commitment to providing value for some products or services. The product or service itself may or may not be new or unique, but value must somehow be infused by the entrepreneur by securing and allocating the necessary skills and resources. Entrepreneurship is a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions [23]. Essential ingredients include the willingness to take calculated risks in terms of time, equity, or career; the ability to formulate an effective venture team; the creative skill to marshal needed resources; the fundamental skills of building a solid business plan, and, finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion.

Entrepreneurship 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 to meet the ever-changing needs of society [24]. According to Watson, entrepreneurship is a process through which individuals identify opportunities of unmet needs or change, allocate resources, and create value through solutions. This idea implies that problems are seen by entrepreneurs as opportunities to take strategic and innovative business decisions to initiate, maintain, or aggrandize (increase in wealth) a profit-oriented business unit [25]. Igbo defines entrepreneurship as the process of planning and organizing a small business venture, through the use of resources to create, develop, and implement solutions to problems, to meet people's needs [26]. In view of the above, entrepreneurship through small and medium-scale industries will help to transform the economy from a dependent one to a viable and independent economy.

Concept of Education

The concept of education encompasses a broad range of ideas and principles related to the process of acquiring knowledge, skills, values, and attitudes. Education is primarily about facilitation, which involves acquiring knowledge, understanding concepts, and developing skills through various experiences, formal instruction, and informal interactions. Education aims to foster holistic development, not just academic learning but also the emotional, social, physical, and creative aspects of an individual. A well-rounded education helps individuals become well-adjusted and capable members of society. Teachers play facilitator roles due to

their crucial role in education, as they guide and support students' learning. In modern education, there is a shift towards being facilitators of learning, encouraging critical thinking, problem-solving, and self-directed learning rather than just imparting knowledge [27].

Education is the action or process of imparting knowledge, skills to someone, especially in a school, college, or university. Education refers to the knowledge, skills, and understanding that pupils/students get from attending a school, college, or university. Education is a field of study that deals with the methodology and problems of teaching and learning [28]. Education is considered to be the aggregation of all the processes by which a person develops capabilities, skills, attitudes, and other forms of behaviour of practical value in the society he or she lives in. It is called the social process by which people are subjected to the influence of a selected and controlled environment, so that they may obtain social competence and optimum individual development [29]. Education is also seen as a process of imparting or acquiring knowledge, values, and skills that, ideally, contribute to improving learners and society. However, the goals and methods of education vary considerably between cultures and religions. This distinction is seen in how education is practiced in Islamic and Western societies [30].

The concept of education has also been the panacea for productive investment in human skills, knowledge, and capabilities in the literature since the first evaluative studies many years ago. Education, both secondary and tertiary education in particular, has been increasingly recognized to play a crucial role in the growth of national income, individual earnings, and the political, technological, and social development of any nation. While investment and entrepreneurship could refer to any mechanism used for generating future income, this implies changes in people's lives. The concept of education can be a great measure for economic, socio-cultural, institutional, environmental, technological, or other types [31].

Gillett sees education as a cultural process through which a society ensures that necessary and desirable knowledge, skills, attitudes, and values are perpetuated through teaching and learning processes. From the above, it can be deduced that education involves the transmission of culture, and the formation of personality as well as the changing of behavior to socially-approved direction [32].

Basic Aspects of Entrepreneurship

According to Oguntime & Nwosu, regardless of the field, there are four basic aspects of being an entrepreneur [33]:

1. Entrepreneurship involves a creation process, creating something new in terms of value; value to the entrepreneur and value to the audience for which it is developed. The audience could be the market of buyers in the case of business innovations; prospective students in the case of a new course, or the constituency for a new service provided by a non-profit agency.
2. Entrepreneurship requires the devotion of the necessary time and effort.
3. Assuming the necessary risks in entrepreneurship, with particular reference to financial, psychological, and social areas.
4. Rewards of being an entrepreneur about independence, personal satisfaction, and monetary rewards.

Entrepreneurship education has the inherent ability to create a change in the mental orientation from the “take-job-syndrome” to the “make-job-syndrome” mentality because it is a carefully organized process that leads to the acquisition of entrepreneurial competencies through the teaching of entrepreneurship courses, training, and giving certificates for education, economic developers, business counselors, and prospective entrepreneurs. The knowledge so gained will enhance the ability to set up a gainfully productive business for self-employment, as against being employed.

Entrepreneurship Education

Entrepreneurship education is a learning process, starting as early as elementary school and progressing through all levels of education. A broader definition of entrepreneurship education was provided by Obinna, as the process through which individuals acquire a broad set of competencies that can produce greater social and economic benefits to the individuals [34]. According to Enu, entrepreneurship education is a form of education that seeks to provide knowledge, skills, attitude, and motivation to students for entrepreneurial success in any facet of human endeavours [35]. He further argues that entrepreneurship education equips individuals with the ability to seek investment opportunities and maximize returns from those investments.

Osolor opined that entrepreneurial education will lead to opportunities for individuals and collective development of latent potentialities for self-fulfilment and actualization of set goals as entrepreneurs [36]. According to Osuala entrepreneur is a person who has possession of a new enterprise, venture, or idea and is accountable for the different risks and the outcome of a product. Entrepreneurial education equips future entrepreneurs with the necessary skills to meet the need to accelerate economic development through generating new ideas and converting those ideas into viable and profitable ventures [37].

Entrepreneurship education and training entail a philosophy of self-reliance, such as creating a new cultural and productive environment, promoting new sets of attitudes and culture for the attainment of future challenges. The development process of any country is determined by the way the production forces in and around the economy are organized. For most countries, the development of industry had depended a great deal on the role of the private sector. Entrepreneurship has played a major role in this regard. The opinion is supported by Osolor that the promotion and development of entrepreneurial activities would aid the dispersal and diversification of economic activities and induce even development in a country [38]. Similarly, Osuagwu added that entrepreneurial development in Nigeria should be perceived as a catalyst to increase the rate of economic growth, create job opportunities, reduce imports of manufactured goods, and decrease the trade deficits that result from such imports. Entrepreneurship education is the type of education designed to change the orientation and attitude of the recipients, and the process will equip them with the skills and knowledge to enable them to start and manage a business. Agreeing with Emeraton, Ossai opined that entrepreneurship education aims at developing the requisite entrepreneurial skills, attitudes, competencies, and dispositions that will predispose the individual to be a driving force in managing a business [39].

Akpomi also holds the view that entrepreneurship education focuses on developing understanding and capacity for the pursuit of entrepreneurial behaviours, skills, and attitudes in widely different contexts. Akpomi continued that this type of education is open to all and not exclusively the domain of some self-acclaimed business gurus. Akpomi concluded that these behaviours can be practiced, developed, and Entrepreneurship education is therefore that education which assists students to develop positive attitudes, innovation, and skills for self-reliance, rather than depending on the government [40].

Entrepreneurship Education, Job Creation, and Unemployment Reduction

Entrepreneurship has long been recognized as a key driver of job creation and employment growth, and for good reason. Starting a business is not an easy task, but it can lead to significant benefits, both for the individual entrepreneur and the economy as a whole. By providing new products, services, and innovations to the market, entrepreneurs can stimulate economic growth and create new job opportunities. Entrepreneurship creates jobs both directly and indirectly and affects employment growth overall. In addition to employment growth, job creation plays a huge role in many moving parts of the economy, affecting and shaping the world we live in today.

Entrepreneurship education, according to Emeraton, is structured to achieve the following objectives. These objectives translate into job creation for sustainable development [41].

1. To offer functional education for the youth that will enable them to be self-employed and self-reliant.
2. Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
3. To catalyze economic growth and development.
4. Offer tertiary institution graduates adequate training in risk management to ensure that they can bear the risk.
5. To reduce the high rate of poverty.
6. Create employment generation.
7. Reduction in rural-urban migration.
8. Provide the young graduates with enough training and support that will enable them to establish a career in small and medium-sized businesses.
9. To inculcate the spirit of perseverance in the youths and adults, which will enable them to persist in any business venture they embark on.

How does entrepreneurship create jobs?

When an entrepreneur starts a new business, he needs employees to help him operate it. This can include everything from administrative staff to marketing and sales professionals to engineers and designers. As the business grows, so does the number of employees needed to keep it running. This creates a ripple effect, as each of the employees spends what they earn from their position on goods and services, which in turn creates more jobs in the community and beyond.

Entrepreneurship can also create jobs by introducing new industries to the market. For example, the rise of the internet has led to the rapid creation of countless new businesses, such as e-commerce sites, social media platforms, and online marketplaces. These businesses require a range of skills and expertise, from web developers to content creators to customer service representatives and logistics teams (not to mention the individual talents of each entrepreneur as well). As these industries grow, they create more and more jobs, including opportunities in communities where remote or web-based work hasn't always been available, like rural America.

What Does Entrepreneurship Do for Job Creation?

We know entrepreneurs are responsible for creating new jobs, both directly and indirectly, but what about the bigger picture: how do they contribute to employment growth overall? What are some of the areas entrepreneurs have a hand in diversifying, in improving for communities and the economy? Entrepreneurship is wide-reaching, affecting positive trends in areas such as innovation, small business creation, industry disruption, economic growth, and regional development.

1. Innovation

Entrepreneurship is all about innovation. Innovation means improving an existing idea or thing. Entrepreneurs identify a gap in the market and work to fill it with a new product or service. This can create new job opportunities for people with the skills needed to develop, manufacture, and market these new products or services. For example, innovative advancements in technology, such as the rollout of 5G networks, have introduced a host of new jobs in telecommunications, IT, and cybersecurity.

2. Small Business Creation

Most entrepreneurs start as small business owners. By starting a new business, entrepreneurs can create jobs for themselves and others. According to the Small Business Administration, entrepreneurship is responsible for nearly 13 million new jobs since 1997. These businesses can range from a sole proprietorship to a small business with only a handful of employees. However, they all have the potential to grow and create more job opportunities as they expand.

3. Industry Disruption

Many entrepreneurs can disrupt existing industries by introducing new products or services that challenge established businesses. Social media and the Internet, mentioned earlier, are part of this idea. There are limitless possibilities when it comes to innovative solutions and industry disruption. Uber, for example, disrupted the transportation industry by introducing a new ride-sharing service that is more convenient and affordable for consumers than taxis. This disruption has created new job opportunities for drivers and other workers in the gig economy, such as grocery delivery services. During the pandemic, the demand for these services exploded, which caused a shift in how grocers had to adjust to meet these new demands. This trend will likely continue now that consumers have experienced this new efficiency.

4. Economic Growth

Entrepreneurship can also drive overall economic growth, which can create new job opportunities across a range of industries. When entrepreneurs are successful, they can generate new wealth that can be reinvested into the economy and contribute to entrepreneurship-led economic development (ELED) within their local community. This can lead to new business creation, increased tax revenue to fund infrastructure development, and job growth in a variety of sectors. Think of your own community or perhaps some you've visited. There's always a certain it-factor that sticks with you that attracts new residents and welcomes visitors for years to come. Entrepreneurship can help create these robust, charming, thriving communities by stimulating the local economy and adding to its diversity in offerings.

5. Regional Development

By creating new businesses and job opportunities in historically underserved areas, entrepreneurs can help to revitalize local economies and provide new opportunities for residents. This can help to improve physical infrastructure, doing important work such as fixing roads and buildings, and ensuring access to clean water. In addition, these new opportunities can help to reduce poverty, pave the way for access to education and healthcare, and create a more vibrant and diverse community.

Challenges of Entrepreneurial Education in Nigeria and Possible Solutions

As may be expected of this veritable tool for development, entrepreneurship in Nigeria is tainted with a plethora of problems. These problems, as highlighted in Inegbenebor and Kuratko (2003), are presented below together with the perceived solutions.

1. **Students' Orientation:** The place of passion is critical in cultivating and promoting entrepreneurial spirit in students. This suggests that a passionate and committed student of entrepreneurship may end up taking the course as a career goal. Entrepreneurship, as it is today, is not taken by many as a vocational course of study in Nigeria; rather, wage earning is favoured. This is a challenge to the field. But to stimulate students' interest in this line, a design of entrepreneurship education with significant promotional content as well as an enabling environment is needed for that purpose.
2. **Orientation of School Administration:** At present, many school administrators have yet to appreciate the value and potential of entrepreneurship education in the development of the nation; hence, no real support is articulated by them. Therefore, need for the leadership of schools to reorient them towards entrepreneurship development. Practical steps towards result-oriented entrepreneurship can only be achieved in schools when school

administrators themselves know and promote activities of entrepreneurial development. The National Universities Commission (NUC) and National Board for Technical Education (NBTE) should go beyond prescribing the minimum academic standards with respect to entrepreneurship education to organizing seminars and workshops to enhance the knowledge of school administrators in this area. The fundamental question of who to be the target in entrepreneurship education is another fascinating aspect of polytechnic and university administrators' orientation. Should entrepreneurship be an elective or a compulsory course? Should students be allowed to self-select for entrepreneurship education? Whatever the answer to these questions may be, entrepreneurship must be promoted heavily among young people. Special efforts should be made to promote entrepreneurship education among students in science, engineering, and agriculture, where the potential for growing innovative, high-growth firms is high.

3. **What to Teach:** What to teach depends on the overall aim that a given entrepreneurship education programme seeks to achieve. At the initial stage of entrepreneurship education, it was believed that the best that could be achieved by educators was to seek to change the perception of students by making them aware of the nature and scope of entrepreneurship, the characteristics and the role demands of entrepreneurs, and the impact of social, economic, and political environment on new venture creation [45]. According to Kuratko (2003), entrepreneurship education includes skill building in negotiation, leadership, new product development, creative thinking, and exposure to technological innovation. Other areas considered to be important for entrepreneurial education are sources of venture capital, idea protection, characteristics of entrepreneurs, challenges of each stage of venture development, and awareness of entrepreneurial career options. In relation to Nigeria, guidelines have been provided by the concerned regulating bodies. Despite this, there is a need for entrepreneurship teachers, educators, and practitioners to brainstorm for the purpose of generating ideas about what to teach, given the socioeconomic peculiarity of Nigeria.
4. **How to Teach:** How to teach entrepreneurship addresses the issues of how best to stimulate students' interest in entrepreneurship, how best to transfer information, skills, and attitudes relevant to successful venture creation and sustenance. Researchers have found widespread use of experiential learning in entrepreneurial education in most schools [46]. Experiential learning is an effort to integrate real-world experiences with conceptual learning. It involves various techniques as case analysis, business plans, consulting with practicing entrepreneurs as guest speakers, internship in entrepreneurially-run businesses, student involvement in product development teams, simulation, field trips, use of video and films, and so on. The major advantage of this method is that the students are actively involved in the learning process. Also, the lecture method, which is suitable for providing information, explaining concepts, and theories, is widely used where necessary.
5. **Who is to Teach Entrepreneurship?** No doubt, special training and experience are required for the purpose of teaching entrepreneurship. Entrepreneurship teachers and facilitators should, as a matter of policy, be made to acquire the requisite knowledge, skills, and expertise for this purpose. Inegbenebor opined that one technique that can be used in improving the teaching of entrepreneurship is to encourage the educational institutions involved to share resources, knowledge, and experience in this area through seminars, conferences, and workshops [50]. Also, business experts and practitioners should be invited as speakers to share their practical experiences in the course of managing their businesses or rendering consultancy services.
6. **Teaching Facilities:** Materials to aid the learning process of entrepreneurship in Nigerian institutions are not adequate, in the real sense of it. Entrepreneurship has, to this day, remained largely the same as other subjects in terms of delivery. There should be hands-on teaching materials and equipment to aid the learning process in the various institutions.

7. Capacity Building Centers: As alluded to in the point above, centers for capacity building, where the intending entrepreneur is made to have hands-on experience, are not adequate, if they ever exist in Nigeria. Incidentally, entrepreneurship is better appreciated in practical experience than in being theoretical. It is important, therefore, that the knowledge gathered in theory be backed by real-life practical experiences in laboratories, workshops, and business incubation sites.

Deep Analysis

The study on *Entrepreneurship Education and Multicultural Values in Nigeria* provides a comprehensive understanding of how integrating cultural diversity within entrepreneurship education can become a transformative strategy for tackling unemployment and stimulating economic growth. Nigeria's economic structure—dominated by the oil sector and constrained by high unemployment and poverty levels—demands innovative and inclusive educational frameworks capable of converting human potential into productive enterprises. In this context, the fusion of entrepreneurship education with multicultural values is not merely an academic proposition but a pragmatic pathway toward sustainable socio-economic reform.

The qualitative descriptive methodology employed in the study is significant because it allows for a multidimensional exploration of entrepreneurship education as both an economic and social construct. By using semi-structured interviews, focus group discussions, and document analysis, the research captures diverse perspectives from educators, students, and entrepreneurs. This methodological inclusivity mirrors the multicultural ethos that the study advocates, ensuring that the voices of participants from different cultural and institutional backgrounds inform the analysis. The use of thematic analysis further strengthens the findings by identifying patterns linking entrepreneurship education to cultural inclusivity, creativity, and collaborative learning.

One of the central insights of the research is that multicultural values act as a catalyst for enhancing the creativity and adaptability of learners. In Nigeria's ethnically and culturally diverse society, fostering tolerance and intercultural cooperation is crucial for sustainable entrepreneurship. When entrepreneurial training incorporates cultural awareness, it empowers individuals to view diversity not as a source of division but as a driver of innovation and problem-solving. This alignment of economic goals with cultural harmony underscores the transformative potential of multicultural entrepreneurship education. The study also highlights critical institutional and pedagogical challenges. Nigerian educational institutions often lack the infrastructure, curriculum design, and administrative commitment needed to deliver effective entrepreneurship programs. The analysis identifies deficiencies in practical training, limited access to funding, and inadequate linkages between academic institutions and the business sector. Moreover, the traditional emphasis on theoretical instruction rather than experiential learning hampers the development of real-world entrepreneurial competencies. The study proposes experiential learning models, business incubation programs, and inter-institutional collaborations as viable solutions to bridge this gap.

Furthermore, the integration of multicultural principles in entrepreneurship curricula offers an ethical and social dimension to economic empowerment. By embedding respect, empathy, and inclusiveness into the learning process, entrepreneurship education contributes to social cohesion and national unity—outcomes often neglected in conventional business training. This multicultural orientation also ensures that entrepreneurship education is not limited to profit generation but extends to community development, ethical leadership, and equitable participation in economic life.

The implications of this study extend beyond Nigeria. Its findings resonate with global educational goals aligned with the Sustainable Development Goals (SDGs), particularly in promoting quality education, decent work, and reduced inequalities. By framing entrepreneurship education as a culturally grounded and socially responsible enterprise, the research offers a model for developing countries facing similar challenges of unemployment

and cultural fragmentation. In conclusion, this study affirms that entrepreneurship education infused with multicultural values is a holistic strategy for economic revitalization and social transformation in Nigeria. It bridges the gap between economic necessity and cultural diversity, demonstrating that job creation and unemployment reduction can be achieved through education that is inclusive, contextually relevant, and ethically grounded. The research thus provides a valuable framework for policymakers, educators, and development practitioners seeking to harness the power of cultural diversity for entrepreneurial growth and national development.

CONCLUSION

The era when graduates merely collect their certificates and wander the streets in search of white-collar jobs that are no longer available is gradually becoming a thing of the past. Nigeria must urgently recognize and adopt strategic measures to integrate entrepreneurship education into its educational system while addressing the challenges that hinder its effectiveness. The nation remains behind in preparing its workforce to face the realities of a rapidly changing global economy. Sustainable global economic development depends greatly on the strengthening of adaptive and inclusive entrepreneurship education. In this regard, multicultural values should serve as a vital foundation in the development of entrepreneurship education in Nigeria. Recognition of the country's ethnic, cultural, linguistic, and religious diversity should be reflected in entrepreneurship curricula to foster tolerance, cross-cultural collaboration, and innovation rooted in local wisdom. Entrepreneurship education that upholds multicultural values will promote mutual respect, reduce social disparities, and create a more harmonious and equitable business environment. Therefore, the government and educational stakeholders must ensure that programs at all levels of education are relevant and capable of equipping young people with entrepreneurial skills that are sensitive to cultural values and social diversity. Government support in creating a conducive economic environment is also crucial to encourage individual participation in business. With a shared commitment to overcoming the challenges of entrepreneurship education and incorporating multicultural principles, entrepreneurship in Nigeria is expected to flourish, serve as a key tool for job creation, and effectively mitigate the impact of unemployment.

Acknowledgments

We would like to thank all persons who have assisted in the course of writing this research, including the anonymous reviewers for providing valuable input on this paper.

Author Contribution

Aroyehun Hafsat Odunola and Hussein, A. B. Sani: Conceptualization, Methodology, Writing – Review & Editing.

Conflicts of Interest

All authors declare no conflict of interest.

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