

Systematic Literature Review on Entrepreneurship and Direction for Future Research in Nigeria

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Abstract

In spite of the integration of entrepreneurship in Nigeria's curriculum as a way of reversing graduate joblessness trend by providing necessary teaching in entrepreneurial abilities so as to enable students to consider self-employment as a worthwhile career choice, little success has been recorded because graduates unemployment continue to skyrocket with 23.13% of unemployment rate as of 3rd quarter of 2018. Based on the foregoing, a systematic review of entrepreneurship and direction for future research in Nigeria were carried out. We employed a substantial review method, because review literature offers organized and logical procedures for disparagingly analyzing research studies. Specifically, the search strings in the preceding section returned a total of 313 resources across the eight databases (Googlescholar, Emerald, Academia.edu, E-Library, Eric, Research Gate, Ebsco Host and Taylor & Francis). The screened articles exclude duplicates, articles not related to the three questions for the study. This resulted in a total of 45 papers that were repossessed for in-depth study and pondering on entrepreneurship. A total of 38 useful articles were retained for review and synthesis to produce an amalgamation of evidence-based conclusions. Findings revealed that despite the fact that studies in the past focused mainly on the area of entrepreneurship, yet, it has not solved the problem of joblessness in Nigeria. Based on the foregoing, it was suggested that future research should be focused on both theoretical and practical entrepreneurship education in secondary and higher education so that unemployment in Nigeria can be drastically reduced.

Keywords: Entrepreneurship, Literature Review, Future Direction, Nigeria.

1 Introduction

Entrepreneurship refers to a process which involves operating a novel business, which is initially a small business. Entrepreneurship is on the rise due to a host of pull reasons. This is due to failure on the part of governments to make available businesses that will be adequate to sustain families or individuals. In some Sub-Saharan African countries, they have largely resorted to learning an extra skill that is different from their fields of proficiency. The cases actually bring more income than their day jobs. The youths in the region are beginning to influence the improvement of technology so as to generate employment for themselves. Social media especially has become a means for goods to be marketed (Babatunde & Durowaiye, 2014; Garuba, 2010; Lawal & Yusuf, 2019; Ihugba, Odii, & Njoku, 2013).

In developing economies, entrepreneurship is one of the approaches which the countries considered and embraced to reduce mass poverty, unemployment and increase self-reliance among. Therefore, entrepreneurship entails the thinking of self-reliance such as creating a new set of attitudes and cultures for the accomplishment of desired objectives (Halliru, Musa & Nasiru, 2018). Regrettably, the government's good gesture and concerns is focused on higher institutions at the desertion of the lower levels of education which are basic foundation for higher learning (Akanwa & Akpanabia, 2013; Maxwell, Falola, Ibidunni & Inelo, 2014; Obioma, 2012; Ofoha, 2011).

Meanwhile, unemployment rate in Africa is projected to exceed 30% in 2019 and that there is tendency that young people are likely to be jobless than adults. Specifically, the unemployment rates predicted for 2019 ranged from 1.8% for Ethiopia, 18.2%, 27.3% for South Africa, and 6.0% for Nigeria (International Labor Organization, 2019). National Policy on Education has it that the inclusion of entrepreneurship into curriculum is surely a way of reversing unemployment trend by providing desired training so as to enable people consider self-employment as a worthwhile career choice (National Policy on Education, 2013). Sadly, little success has been recorded because the statistics of unemployment in Nigeria continue to rise precipitously with 23.13% as of last quarter of 2018 based on the report released by the National Bureau of Statistics (National Bureau of Statistics, 2018).

To address the foregoing issue in consonance with the Sustainable Development Goal's (SDG) 2030 Agenda for Sustainable Development embraced by the UN in 2015, which unambiguously provides a common plan for harmony and wealth for people, it is believed that a comprehensive review of existing studies on entrepreneurship will help to usher new research direction that will help to propel the development of the country. Meanwhile, studies indicate that the correlation between education and entrepreneurial performance such as firm survival is explicitly positive (Van der Sluis, Van Praag & Vijverberg, 2008; Yusuf, Jimoh & Bolaji, 2019). Based on the foregoing, therefore, this study examined a systematic literature review on entrepreneurship and direction for future research in Nigeria.

1.1 Research Questions

- i. Are there empirical studies on entrepreneurship?
- ii. What are the theories and models that are related to entrepreneurship?
- iii. How can future research on entrepreneurship in Nigeria be directed?

1.2 Research Objectives

- i. To examine empirical studies on entrepreneurship
- ii. To identify relevant theories and models that are related to entrepreneurship
- iii. To suggest direction for future research on entrepreneurship in Nigeria

2 Methods

2.1 Article Source

In order to provide adequate answer to research questions formulated for the study on systematic review on entrepreneurship and direction for future research in Nigeria, we employed a substantial review method in this paper because literature offers organized and systematic procedures for thoroughly analyzing research studies (Petticrew & Roberts, 2008; Pickering & Byrne, 2014). Systematic review process enables researchers to make use of a transparent review procedure to source for and evaluate the results of relevant research in advance so as to ensure that the application can be reiterated (Evans, Stevenson, Lasen, Ferreira and Davis 2017). This approach was adopted to primarily explore the perspectives and ideologies in entrepreneurship education and what shared meaning (if any) they hold for educators. Furthermore, we sought to answer questions that relate to how entrepreneurship education can be used to foster societal wellbeing in Nigeria. We strongly believe that while the systematic review offers unambiguous methodological procedures to create a blend of evidence-based approach, however, the researchers recognized the fact that our prejudices in interpretation and the precincts resulting from the information provided or otherwise misled by the authors of the downloaded and reviewed research papers. Meanwhile, the search engines displayed in Table show the sources of getting articles that are related to the context of the current study:

Table 1 Article Source

S	Source
/N	
1	Google Scholar
2	Academia Edu
3	Research Gate
4	Ebsco Host
5	Taylor and Francis
6	Emerald
7	Eric
8	E-Library
9	Science Hub
10	Science Direct

Furthermore, entrepreneurship is a broad area of study with several aspects of discourse, and because we intend to ensure that data sources reflect the questions raised for subjects under study were covered for review. We then chose to utilize the above databases in our search. Authors' choice of these databases was to explore entrepreneurship from a niche area that is within the area of entrepreneurship. We also found that these databases have helped scholars who carried out substantial reviews on entrepreneurship education, so we chose to retain these databases in our search for research articles. Our initial search using the keyword- "Entrepreneurship Education for Economic Growth" returned hundreds of thousands of research paper across the databases.

2.2 Procedure for Article Selection and Screening

The search strings in the preceding section returned a total of 313 resources across the eight databases (Google Scholar, Emerald, Academia Edu, E-Library, Eric, Research Gate, Ebsco Host and Taylor & Francis). We then screened these results to exclude duplicates, articles not related to the three questions posed in this study for review. This we did by analyzing the paper titles, author keywords as well as abstract. This resulted in a total of 45 papers that were saved for in-depth reading and consideration. Finally, a total of 38 articles were retained for full review and synthesis (Creswell & Clark, 2017; Johnston, 2017).

2.3 Method of Article Analysis

Papers relating to the three questions raised in this study were consolidated to produce an amalgamation of evidence-based conclusions. Thereafter, we provided submissions on each of the questions raised in the papers. These were further discussed vis-a-vis a direct comparison with the submissions of the authors in the selected research papers (Creswell, 2014; Sekaran & Bougie, 2010).

3 Results

3.1 Research Question One: Are there empirical studies on entrepreneurship?

In an attempt to provide response to first research question, it was discovered that several studies have been investigated on entrepreneurship part of which Gamede and Uleanya (2017) examined the impact of entrepreneurship in secondary schools in South Africa. Data was collected via quantitative research method through the use of questionnaire which was administered to 371 students in the countries. The study concluded that phases of entrepreneurial skills are included in the curriculum of secondary school students in the country. Therefore, the study recommends that entrepreneurship in secondary schools must be given utmost importance by education stakeholders, and should be treated with cautious concern. Also, Okolie, Elisha, Afam, Patrick, Nworie, Emammuel and Joseph (2014) explored the role of entrepreneurship training on students' business intention in Nigeria where stratified and purposive sampling techniques were employed to select 560 students. Instrument designed for the study was subjected to face and content validity as well as pilot study. Findings of the study show that skills acquisition and business development have been gained by the students as a result of student knowledge in entrepreneurship education. It was therefore suggested that entrepreneurship training should be more practical oriented instead of theories, which we are more prone to in many of our higher education today. To buttress the above point, Ibrahim and Olatunde (2015) investigated the impact of teaching creativity and entrepreneurship in higher institutions in Nigeria. The study used mixed method approach (survey and interview) for data collection. Specifically, it combined both descriptive survey and focus group discussion with a sample comprised of 1108 undergraduate students. Data collected were analyzed using inferential and thematic methods. Findings revealed a significant influence on the relationship between teaching creativity and entrepreneurship on employability of undergraduates. The study recommends that entrepreneurship training should be given more attention so that students can be able to acquire skills that are needed for them to be self-reliance in future.

Ekundayo and Babatunde (2014) focused on the connection between entrepreneurship and business objective among undergraduate students in Nigerian universities. Survey was used to collect relevant data from 120 undergraduates. Findings reveal that entrepreneurship influenced business intention. The study concludes that in spite of the momentous role played by entrepreneurship education as a contributing factor in unemployment reduction, youths in Nigeria should be further supported so as to wrestle the from challenges. In the light of the foregoing, it was recommended that stakeholders, such as government and corporate organizations, should create a more enabling environment for youth to embrace entrepreneurship. In the same vein, Karimi, Klashani and Bakhshizadeh (2012) examined the influence of entrepreneurship education on business intention in Nigeria using a sample size of 268 undergraduate students. It was found that entrepreneurship is a predictor of business intention. Similarly, Uzoegwu and Egbe's (2014) study focused on the inclusion of entrepreneurship in the curriculum for self-reliance in Nigerian universities where final year students who had taken entrepreneurship course in University of Nigeria were sampled. The results indicate that entrepreneurship training is an important factor that can ginger students' intention. The study

recommend among others, that entrepreneurship should not only be taught as a general studies course; rather, it should be combined with practical aspect of entrepreneurship. Likewise, Gbemisola and Adeola (2015) studied the impact of entrepreneurship programme in Rural and Urban Areas of Oyo State, Nigeria with a sample of 37 teachers and 317 students from rural areas. Findings revealed that both teachers and student are interested in entrepreneurship programme. It was recommended that adequate delivery of equipment and relevant facilities should be available to train students on entrepreneurship. .

Furthermore, Onah (2006) focused on entrepreneurship training and students' intention in Enugu State, Nigeria with a sample size of 378 students. Findings reveal that accounting and management skills are the necessary tools for the self-development. In a related study conducted by Agu and Chiaha (2013) which focused on entrepreneurship and business intention using a sample size of 320. Results revealed that entrepreneurship education enabled graduates possess employability skills. Abiodun and Oyejoke (2017) focused on the association between entrepreneurship and business intention in Ogun State, Nigeria. Findings established that entrepreneurship is positively related to students' entrepreneurial intentions. In the light of the foregoing, it was therefore recommended among others that entrepreneurship education should be practical-based with a view of having greater involvement in classroom interactions, which would further increase motivation.

Moreover, Onuma (2016) investigated entrepreneurship in Nigerian tertiary institutions. The study used all the final year students that are domiciled in the Educational Management of Ebonyi State University. The study found that entrepreneurship is a predictor of students' intention in business. It was therefore recommended that effort of National University Commission with the University to identify other entrepreneurship programmes to address graduate unemployment on graduation is needed. In the studies carried out by Ogundele, Akingbade and Akinlabi (2012) which examined entrepreneurship training as a strategic tool for alleviating poverty in Nigeria with the use of stratified and random techniques to select 250 participants. Data were gathered using a questionnaire, while regression analysis was adopted to measure the relationship between entrepreneurship and poverty reduction. The outcome of the study revealed that entrepreneurship is significantly related to poverty alleviation. In detail, youth empowerment is positively to students' technical skill. The study recommends that empowerment of students is a strong measure that can be used for poverty alleviation.

In the same vein, Garuba (2010) conducted a study to identify students' entrepreneurial aptitudes for self-employment. The study population encompassed of 514 entrepreneurs in 5 State of South-East (Abia, Anambra, Ebonyi, Enugu and Imo states) Nigeria. Findings revealed that entrepreneurial skills are required to build enable to become entrepreneurs. Similarly, studies conducted by Anaele (1997) and Anyakoha (1999) found that technical entrepreneurship training and impact the necessary skills leading to the production of personnel who will be innovative and self-reliant. Agu, Chiaha and Ikeme (2013) studied entrepreneurship pedagogy in Nigeria with two research questions and hypotheses were articulated to guide the study. Survey method was adopted for the study with a total sample size of 254 students. Findings indicate that business plan competition (BPC) pedagogy is typically used in Nigerian universities. Thus, this is in line with a study conducted by Ikeme (2012) who established that for entrepreneurial skills in students; skillful resource persons should be put in place to achieve the desired goal.

With reference to the study conducted by Olaleye (2009) using three Universities in South-West Nigeria on entrepreneurship. Findings indicate that 92% of the students had intention of their business ideas. The study recommends that those factors that are militating against entrepreneurship need to be addressed if Nigeria is to achieve the millennium development goals by 2015. According to Izedonmi and Chinonye (2010) they found that entrepreneurial features are diverse and that students' exposure to entrepreneurship for a period of four years is capable of aggravating their intention of becoming entrepreneurs. Akpomi (2008) carried out a research on entrepreneurship among graduates-to-be of business/management faculties and economic development in Nigeria with a sample of 500 final year students selected through random sample. Findings show that there are numerous challenges that are facing students' intention to start business, which include lack of initial capital, inadequate preparation and inadequate facilities.

Additionally, Akhuemonkhan et al (2013) studied the factors that are affecting students' intention in business in Nigeria. It was found that entrepreneurship development could be an effective tool for poverty reduction and that despite the prospect of entrepreneurship, it is faced by challenges such as paucity of funds and power problem. Evans-Obinna (2016) assessed the nexus among between entrepreneurship and intention. Findings reveal that entrepreneurship is an instrument that can be used to banish poverty if given utmost attention and priority by the government. The study concludes that inadequate funding and inadequate facilities are responsible for students' inability to start business. The study recommends that the Nigerian government should embrace the policy of setting aside 26% of its annual budget for education as suggested by UNESCO. In the same vein, Adeoye (2015), Adebayo and Kolawole (2013) investigated the effective implementation of entrepreneurship in Nigeria and concluded that entrepreneurship enhanced economic development of a country by generating employment and foster the rapid growth of Micro, Small and Medium Enterprises (MSMEs) in Nigeria.

Research Question Two: What are the theories and models that are related to entrepreneurship?

In order to provide adequate response to research question two via extensive review of literature, we were able to identify relevant theories and models that can be used to explain the concept of entrepreneurship which can be used to reduce unemployment and banish poverty in the society. The theories and models include human capital theory, achievement theory, risk taking theory, Schumpeter effect, refugee effect, poverty theory, the three levels of Wennekers and Turik's entrepreneurship growth model, Isaac, Visser, Friedrich, and Brijlal model.

Human Capital Theory (HCT): Literature indicates that the theory advocates for education as one of the veritable tool for human capital development. It is also based on the premise that it stimulates labour productivity (Gillies, 2017; Hayek, Thomas, Novicevic & Montalvo, 2016; Slaghter, Pelinescu, 2015). Specifically, human capital theory according to Olaniyan and Okemakinde, (2008) inspires spending on nation's personnel because spending on training is a productive investment in physical assets. For instance, human capital development via quality education is a key reason that propels the economic progression and sustainable expansion in some of the Asian countries, which include Hong Kong, Singapore and Taiwan. Nemeth (2017) opined that entrepreneurship training is an incentive for creating new ideas. In addition, studies by Taylor & Rosinger, (2015) established a correlation between the level of entrepreneurial and new product growth in knowledge-based economies that devotes massively in technology and related development elements.

Need for Achievement Theory (NAT): Studies shows that the theory was propounded David McClelland, which explains the viability of strong association between economic expansion, entrepreneurial actions and need for achievement. The promoter of the theory explains that there is a relatively larger amount of innovative activities in the society, where the average level of need achievement is relatively high. The important of the theory is there is greater propensity for learners to initiate their own businesses when they are adequately motivated to have high need for achievement in life through education (Dull, Schleifer & McMillan, 2015; Liu, Chinn & Robinson, 2017; Palmer, Chinn & Robinson, 2017).

Risk Taking Theory (RTT): Another theory that supports entrepreneurship as a worthwhile activity is the risk-taking theory that was propounded by Richard Cantillon and John Stuart Mill. The theory is based on the assumption that entrepreneurship stimulates individuals to take calculated risk for which future stream of benefits are certain and people taking big risk have to deal with a great responsibility (Ferris & Javakhadze & Rajkovic, 2019; Isaak, 2017; Li & Ahlstrom, 2018). This simply connotes that entrepreneurship advances the potentials and abilities of individuals to own up to risk-taking for which economic benefits are guaranteed.

The Schumpeter Effect (TSE): Schumpeter effect is based on the assumption that unemployment is inversely related to start-ups that is otherwise called entrepreneurship. In other words, it is assumed that when businesses are established in the, employability is stimulated through the power of creative destruction. Put differently, many authors are of the view that high level of joblessness is closely associated with a low degree of entrepreneurial happenings, that is, where people are not motivated to set up new businesses, the unemployment rate would be very high. Generally, the implication of Schumpeter effect according to (Al-Dhaafri & Al-Swidi, 2016; Ferreira & Lisboa, 2019; Gök & Peker, 2017) is that joblessness tends to be very high because people have lower endowments of entrepreneurial talents that are required to start and sustain a new business.

The Refugee Effect (TRE): Studies indicate that refugee effect offers explanation on the basis that unemployment give births and fast-tracks entrepreneurship action. The model is dated back to Oxenfeldt in 1943 which suggests that individuals habitually turn to self-employment as a way of keeping body and soul together when challenged with the blow of joblessness and hopelessness. Individuals are known to make a decision among three challenging situations, viz-a-viz unemployment, self-employment and employment (Aubry, Bonnet and Renou-Maissant (2015). Therefore, refugee effect presumes that an upsurge in unemployment will eventually lead to an increase in starting a new business because the opportunity cost of not starting a new business has decreased (Fritsch & Adăscăliței, 2016). Similarly, Vegetti and Adăscăliței (2017) observed that new firms hire the desired personnel to work for them, thus assisting to reduce the level of unemployment.

Poverty Theory: Based on extensive literature review, we found that poverty theory is classified into four outlooks. The four outlooks are: the Conservative, the Liberal Reformists, the Radical Structural/Marxists and the Social Exclusion. Specifically, the conservative theories, namely individualistic and culture of poverty suggest that the poor are blamable for their poverty (Bruton, Alhstrom & Si, 2015; Sutter, Bruton & Chen, 2019). The liberal reformists, which deals with situational theory of poverty, is based on the fact that poverty results from experiences that individuals pass through (Idris & Agbim; Kareem, 2015; Wu & Si, 2018). On their part, the radical structural/Marxist perspective contended that capitalism produces poverty due to its manipulative syndrome. The social exclusion theory is grounded on poverty resulting from people who tend to be barred from effective partaking in a society's activities due to discrimination. Taken together, entrepreneurship training tends to highlight the assessment of skills, understanding of entrepreneurial process that is needed for alleviating

poverty via the creation of new business, thereby making entrepreneurs generate opportunities (Ogboru & Abiniku, 2011; Si, Yu, Wu, Chen, Chen & Su, 2015).

Wennekers and Turik's Model: Research indicates that Wennekers and Turik's Model is based on the premise that entrepreneur is not void of institutional influences nor is the entrepreneur free from influences of the micro and macro economy. Specifically, there are three levels of Wennekers and Turik's framework that shows that entrepreneurship is linked with economic growth. First is the individual level, which is the base of entrepreneurship. The individual level is described as the smallest divisible unit in the framework which opined that entrepreneur is influenced by certain conditions for entrepreneurship such as psychological endowments and institutional culture (Elia, Secundo & Passiante, 2017; Rodrigues, 2017). These conditions for entrepreneurship affect other crucial elements of the entrepreneurs, which include their attitude, and skills. This ultimately supports new business for the development of products in the market. From the individual level, the entrepreneur takes action at the firm level where he/she transforms their qualities into action. This takes the form of creation of a new business at either a large or small firm. Therefore, the availability of competition will provide for vital feedback for development from successes or failures of other firms. This allows other businesses to grow other sectors of the economy. This also provides for feedbacks into the individual level and in turn affects the entrepreneurial attitudes and actions. Provided that the required business and cultural incentives are in place, the entrepreneurial procedure strengthens its self. This allows for motivations for other firms to enter the marketplace with a view to spurring economic expansion (Liñán & Jaén, 2018; Nieuwenhuizen & Swanepoel, 2015). The figure below shows Wennekers and Turik's model:

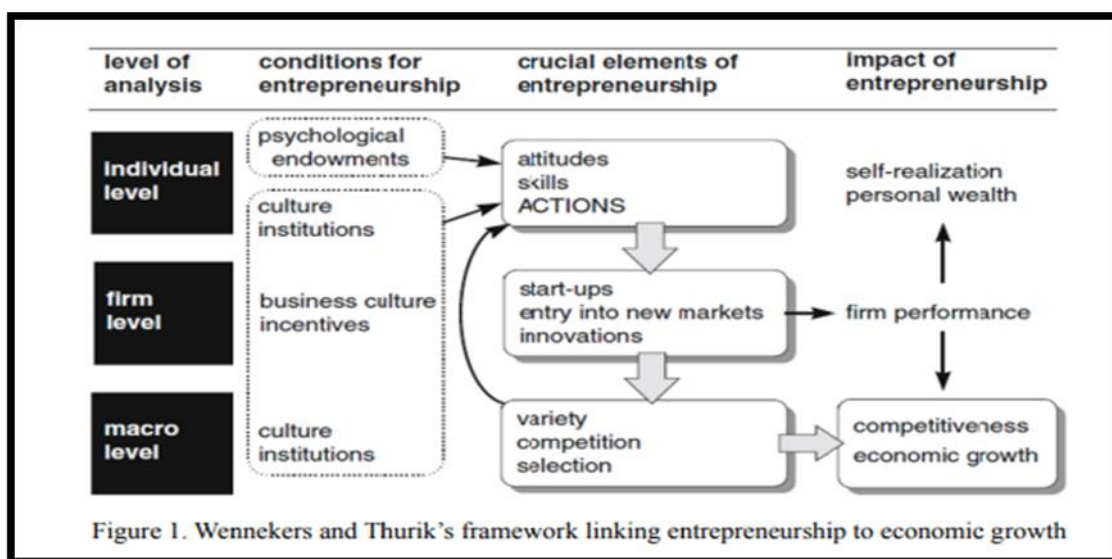


Figure 1: Wennekers and Turik's Model

Isaac, Visser, Friedrich, Brijlal's Model: This model explains the stages in entrepreneurship education and training. The first stage which happens to be the basics stage helps the students to gain a prerequisite basic skill on entrepreneurship as a beginner. It also helps the students to identify career options as to what form of entrepreneurial skills they would like to venture into during and after school. Lastly, with entrepreneurship educations, students can easily understand the economy and free enterprises. The second stage which is the same as competence and awareness stage helps the students in discovering entrepreneurship competencies and understand problems that have to do with employees. The creative and application stage, which is regarded as the third phase, equip students with entrepreneurship competencies because it helps them to apply specific occupational training that will provide them

opportunities to establish new businesses. More so, the start-up stage, which is the fourth stage, helps students to be self-employed. It also helps to develop policies and procedures for existing or new business. The last stage which is the fifth stage (growth) prepare the students to solve business problems and expand existing business. In between stage three and four is job experience, job training and education which aid in ensuring that the students are well educated on entrepreneurship which in turn helps them to create either new or existing business (Magaji, 2019; Nwokolo, 2015; Ruswanti, 2016). Figure below depicts Isaac, Visser, Friedrich, Brijlal's model:

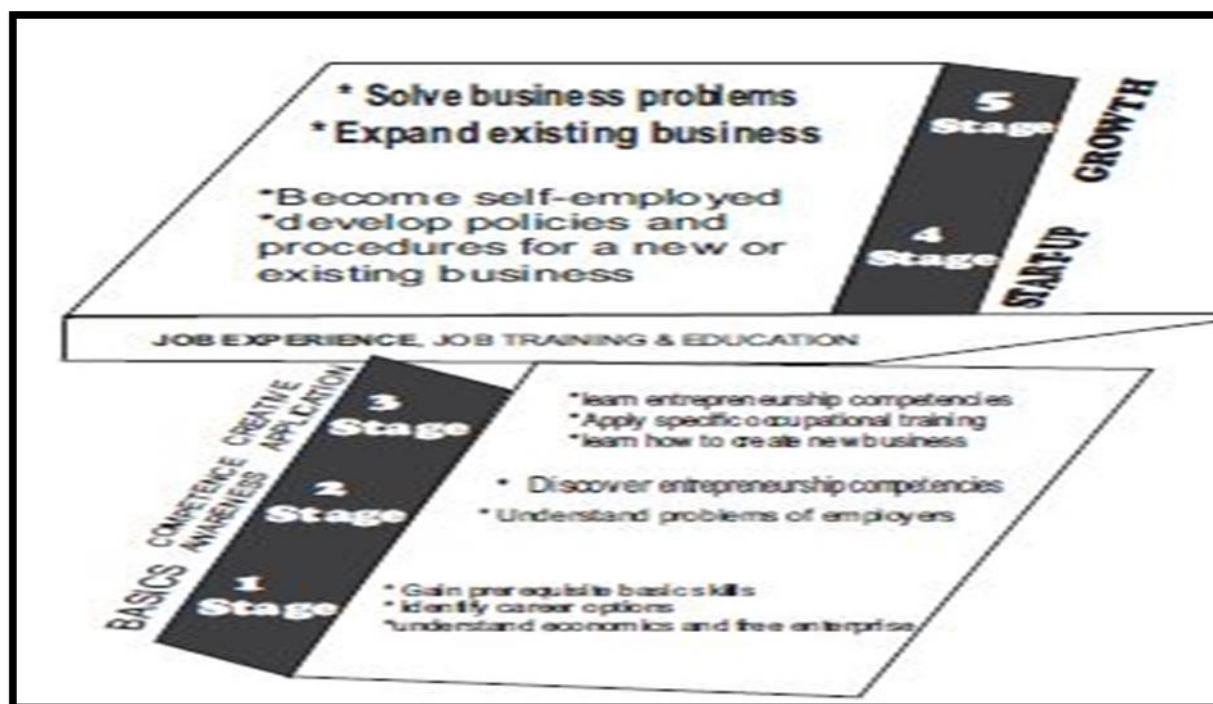


Figure 2: Isaac, Visser, Friedrich, Brijlal's Model

GEM Model: The application of GEM Model is well documented in literature review. The model assumed that when considering the nexus between entrepreneurship and economic growth, it helps to distinguish between entrepreneurial prospects and entrepreneurial ability. Specifically, what drives entrepreneurial action is the perception of entrepreneurial opportunities that are shared with the skills to exploit them. Therefore, when opportunities are met with skills to pursue them, the outcome is the conception of new firms and, inevitably, the destruction of surviving firms because new firms frequently displace inefficient or out-dated existing firms. This process of “creative destruction” is captured in the model by business churning (Faghih, Bonyadi & Sarreshtehdari, 2019; Fuentelsaz, González, Maícas & Montero, 2015). Despite its negative meaning, creative destruction actually has a positive impact on economic growth as declining businesses are phased out as new businesses competitively manoeuvre their way into the market. Thus, these dynamic transactions occur within a particular context, which is referred to in the GEM Model as “Entrepreneurial Framework Conditions”. It includes variables such as availability of finance, good government policies and programs that are designed to support new businesses, commercial infrastructure, social and cultural norms, and internal market openness. Economic growth, in its truest sense, reflects both sets of processes. The relative contributions vary among countries. In synopsis, the fundamental aim of GEM is to understand how the entrepreneurial process operates and how its

contribution to economic growth varies across countries (Martin, 2019; Parra, Cusi, Matiz & Orozco, 2016). The figure below explains the nature of GEM model:

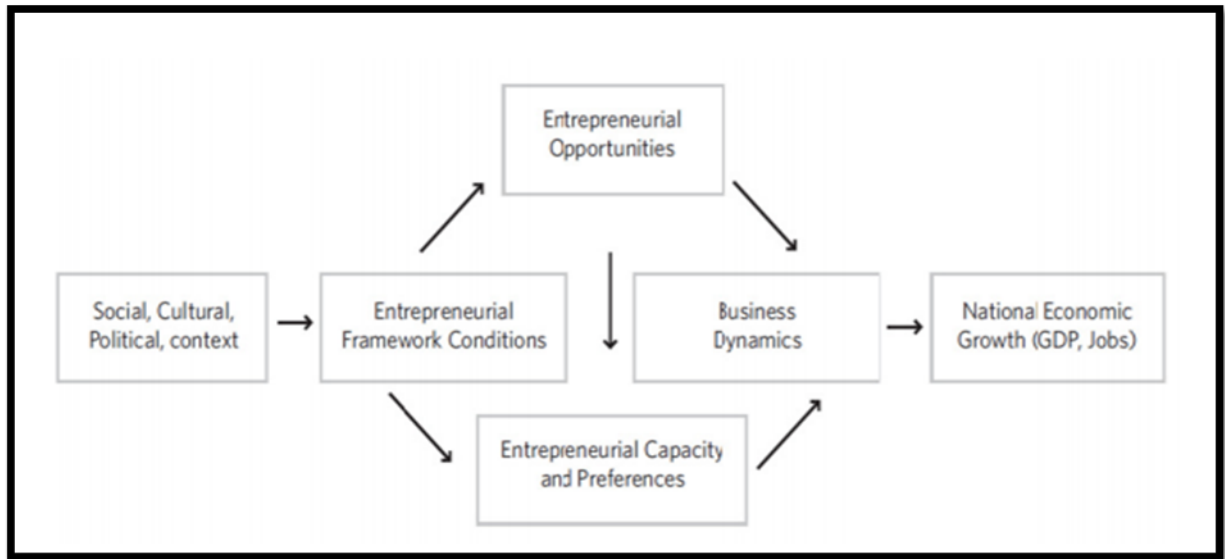


Figure 3: GEM Model

PNPV Training Model: The PNPV Training Model is based on a serious game, which is used to transmit curricular educational subjects through an innovative tool capable of stimulating transversal skills specific to an entrepreneurial mindset (Almeida, 2017; Lamrani, Chraibi, Qassimi, Hafidi & El Amrani, 2017; Yusoff, Kamsin, Shamshirband & Chronopoulos, 2018). According to the postulation that simulated that locations make learning experiences more effective. The PNPV training model combines:

- i. Classroom activities centered on a serious game
- ii. The online learning activities allow students to explore the business concepts introduced during the game by means of educational resources accessible through a learning management system

The model aims to inspire competition and dynamics among students, developing teamwork, and to create a simulated environment closely resembling the real world. Moreover, the teacher plays a central role in this model. He/she has to introduce the business concepts that are addressed during the game, and to explain the results of the game during the debriefing activities, highlighting good or bad choices made by the students and their effects on the market. The students need to be fully engaged in the educational path, which lasts about 2 months and consists of eight meetings. Each meeting includes a brief introduction, play session, debriefing activities and, finally, the presentation of business concepts to be studied at the next meeting. At the commencement of the meeting, the teacher briefly recalls the entrepreneurial concepts that the students have been studying for a week through the educational cards available in the Moodle platform (Havlik, Deri, Rannat, Warum, Rafalowski, Taveter & Meriste, 2015). Figure 4 shows the educational subjects proposed in the PNPV training model that are coherent with the National guidelines described in the previous paragraph:

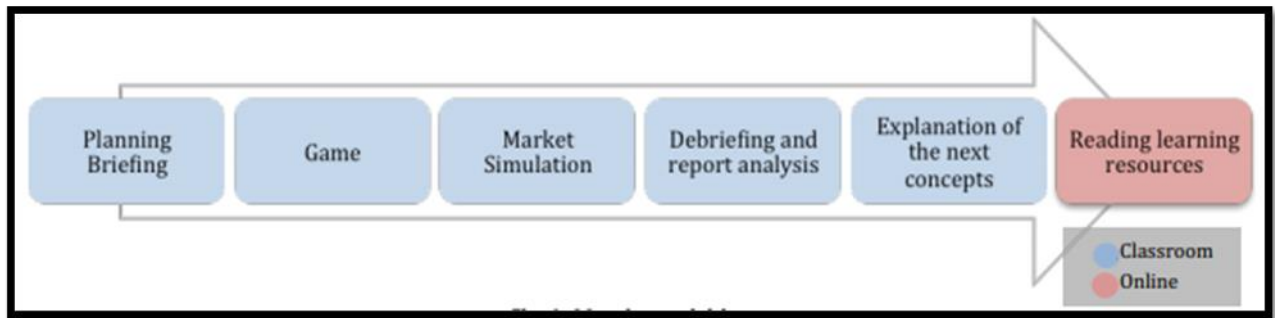


Figure 4: PNPV Training Model

Offusio, Nwolodo and Dede's Model: This model advocates that students while in school will obtain necessary training and skills that will enable them to identify an opportunity to exploit for eventual creation of their venture. Therefore, there is need to incorporate and fully integrate entrepreneurial education in schools with a view to ameliorate persistent problems of graduates unemployment in Nigeria. It is against this background that the model advocates full incorporation and effective implementation of entrepreneurial education in tertiary institutions. The model is based on the premise that entrepreneurial education leads to social value and re-orientation where the government gives their support where necessary to stimulate the entrepreneurial knowledge in the students so as to reduce the rate of unemployment to the barest minimum. This will result to entrepreneurial skills training and development, entrepreneurial career, and opportunity identification. Entrepreneurship education in the long run according to the authors gives for business start-up and or venture creation which to a large extent will solve the problem of unemployment rate as most of these students will become their own boss than being a job seeker. Business start-up metamorphoses to entrepreneurial development which aids the economic growth of the country (Onuma, 2016). Below is Offusio, Nwolodo and Dede's Model on entrepreneurship education:

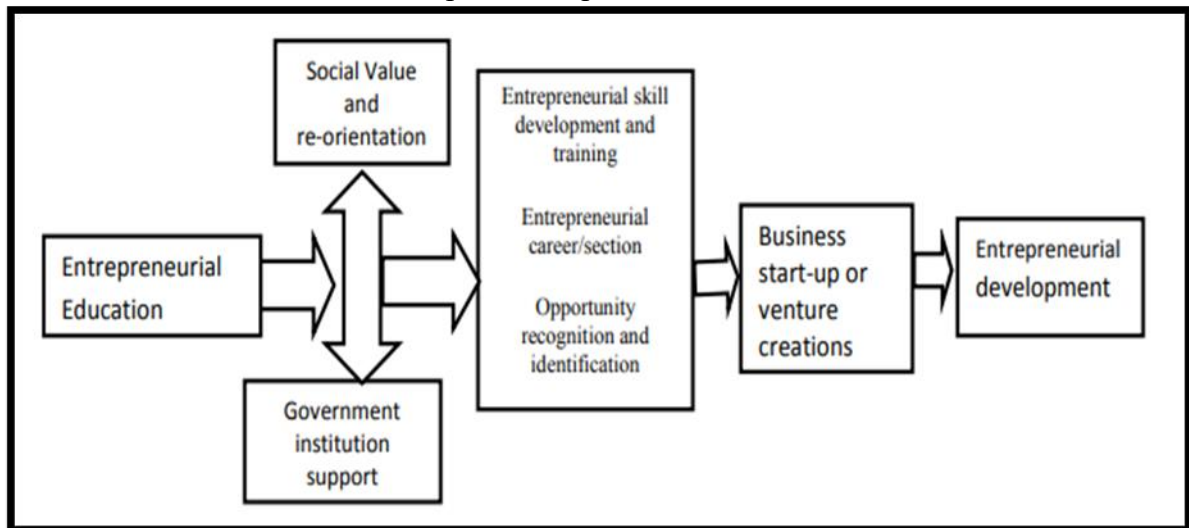


Figure 5: Offusio, Nwolodo & Dede's Model

Research Question Three: How can future research on entrepreneurship in Nigeria be directed?

Based on the volume of the papers downloaded from different sources, and subsequent systematic review of the selected papers on entrepreneurship, therefore, the future research on entrepreneurship in Nigeria should follow thus:

1. Future studies should focus on infusing practical entrepreneurship education into secondary curriculum. This will help secondary school students in Nigeria to embrace various

entrepreneurial skills that are needed to prepare them ahead of future unemployment challenges that may arise.

2. Since practical entrepreneurship has been incorporated into universities' curriculum in Nigeria, future research should focus on factors affecting effective implementation of entrepreneurship education. This will enable the researchers to identify various factors that are militating against the success of entrepreneurship in Nigerian universities.

3. Studies indicate that attention is yet to be focused on entrepreneurship programme in various polytechnics in Nigeria, therefore research is needed to establish students' exposure to entrepreneurship skills.

4. Studies show that research has not been documented on students' entrepreneurial programme in colleges of education in Nigeria, thus studies are needed to investigate students' perceived level of entrepreneurial intention in colleges of education.

5. Research to date indicate that area of technopreneurship is yet to be explored in Nigeria, thus studies are needed on how technopreneurship education can be incorporated into universities, polytechnics, monotronics and colleges of education as a way of reducing youth unemployment in Nigeria.

6. Studies are needed on perceived level of women involvement in entrepreneurship. This will enable the researchers to assess the level of female involvement in entrepreneurship. Also, studies could be focused on factors affecting women participation in entrepreneurship.

7. Research is needed to investigate the challenges that are militating against entrepreneurship in Nigeria. This will enable stakeholders on how to proffer solution to the challenges.

8. Studies on stakeholders' perceived measures for improving entrepreneurship programme in Nigeria are needed.

9. A comparative study between Nigeria and China to assess how entrepreneurship is used to reduce poverty in the two countries, this will enable researchers on how China has performed creditably well in driving away their citizen from poverty.

10. A comparative study between Nigeria and India is needed to gauge the level of entrepreneurship performance between the two countries.

11. A comparative study between Nigeria and Brazil is needed to examine the level of progress on entrepreneurship between the two countries.

12. A comparative study between Nigeria and United States of America (USA) is needed to examine the level of progress on entrepreneurship between the two countries, so that initiatives of the USA on entrepreneurship development can be tapped.

13. A comparative study between Nigeria and Germany is needed to assess the level of progress on entrepreneurship between the two countries.

14. A comparative study between Nigeria and United Kingdom is needed to examine the level of progress on entrepreneurship between the two countries.

15. A comparative study between Nigeria and United States of America (USA) is needed to examine the level of progress on entrepreneurship between the two countries.

16. Studies are needed to provide template for Nigerian government on how funds can be effectively disbursed for entrepreneurship development in Nigeria.

4 Conclusion

In view of the findings of the study through systematic literature review on entrepreneurship, this study has successfully provided answers to the three research questions generated to guide the study. Specifically, it can be said that entrepreneurship remains an instrument that can be used to banish poverty and propel the economy of Nigeria if adequately planned and executed in line with the resources available. With reference to United Nations on the growing population of Nigeria, which currently stands at 203 million, adequate research is needed to stem the unemployment trend, this will help in reducing social vices among youth.

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