

Impact of Entrepreneurial Skill on Attaining Sustainable Development in Business Education

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Abstract: During the year 2000, the Millennium Development Goals were established. In order to build growth that lasts, entrepreneurial abilities are crucial. Another definition of entrepreneurial skills is the ability to successfully navigate the challenges of being self-employed or an entrepreneur in today's fast-paced business world. Entrepreneurial and vocational abilities were forged in the face of such enormity. Both abilities are part of the vocational curriculum in business school. For a better world by 2030, the SDGs have 17 overarching goals and 169 specific targets. As a successor to the Millennium Development Goals, the Sustainable Development Goals were established in 2015 to tackle many aspects of global poverty. Business education is a key component of the four pillars of political, economic, social, and educational indicators. University of Lagos and Federal College of Education in Affiliation with the University of Benin 100-level students made up the population. After collecting data from respondents using the multistage sample technique, we analysed it using standard deviation. In order to help students, develop the entrepreneurial skills necessary to achieve the Sustainable Development Goals, it was suggested that the government include more entrepreneurship initiatives and courses in the business school curriculum. In order to enhance the academic reputation of acquiring entrepreneurial skills, institutions of business education should organise workshops, seminars, and conferences.

Keywords: Business Education; Entrepreneurial Skill; Sustainable Development Goals; Fundamental Information; Government and Policymakers; Post-Secondary Educational Institutions; Different Dimensions.

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1. Introduction

Without a doubt, education is one of the most important instruments for advancing a country. A key tool for both national and sustainable development, education entails acquiring the fundamental information and developmental skills required for technological advancement and socio-political development, both of which spur economic progress [2]. Since education is one of the key drivers of the Sustainable Growth Goals (SDGs), the focus of education at our tertiary institutions is moving away from traditional methods and toward emphases on entrepreneurial growth [3]. In order to achieve economic progress, all well-meaning nations across the globe are now placing a strong focus on entrepreneurial education. Policies and initiatives on entrepreneurship are now designed to cultivate a genuine entrepreneurial mindset among individuals from all the various facets of Nigerian life [4]. Due to its ability to spark economic growth and development, education about entrepreneurship is becoming increasingly important, and this is a focus for many nations worldwide [5].

The Nigerian government and policymakers cannot stand by while other nations make headway in the shared effort to address macroeconomic issues like inflation, unemployment, poverty, and other related socio-economic ills. Because Nigeria's

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economy has continued to grow for a long time, it is now critically necessary for all individuals and institutions to embrace entrepreneurship education to achieve the nation's growth and development goals [13]. Sustainable development has gained importance for all well-meaning governments worldwide through entrepreneurial education.

The country's continued status as a developing nation over the years, according to Mohammed et al. [29], has further supported the claim that individuals and businesses must completely embrace and use the concepts of entrepreneurship. This is evident in the many educated school dropouts today searching for work on the streets of our towns and cities with valid educational credentials. According to Dumitru [6], graduates of postsecondary institutions now face a full-blown challenge due to the occurrence. It's a sad state of affairs when young people who should be contributing members of society turn into vagrants, hopping around the town, state, and nation in pursuit of better opportunities for which they are ill-prepared and unprepared. Consequently, this supports Cronert's [1] claim that it is urgent to thoroughly re-evaluate the kind and caliber of education young people in Nigeria's post-secondary educational institutions can receive.

Sustainable development goals, according to Aribisala [25], have failed to foster an entrepreneurial spirit because of widespread national uncertainty. Also, Agi et al. [7] thought that universities should try to turn out graduates who can make a difference in the world, both economically and socially. Upon completion of their studies, graduates have the opportunity to make a positive impact on the world around them by using what they have learned in the workplace. Kidnapping, prostitution, ritual killings, people trafficking, fraud, gambling, and oil pipe vandalism are just a few of the many crimes that have increased as a result of this [26]. The unemployment rate increased from 10.4% in the last quarter of 2015 to 12.1% in March 2016, as reported by the National Bureau of Statistics in 2016. Furthermore, Nigeria does not look good on the Human Development Measure (HDI), which ranks nations according to their wealth, placing 152nd in this index. According to Kem [8], practical policies should be put in place to achieve the sustainable development goals.

The creation of entrepreneurship education is embedded in every curriculum, creating job formation among youths. The youth without admission to create a miasma brings more challenges that outweigh entrepreneurship education's success [25]. Including entrepreneurship education in the tertiary curriculum aims to promote entrepreneurial spirit, culture, and competencies to address the lack of employable skills and jobs among graduates. Kem [9] opined that entrepreneurship education involves acquiring skills, knowledge, and attitude. It is based on renovating and modifying global knowledge for the youth towards the economy [25]. Despite this, there has been an increase in the number of unemployed graduates in Nigeria after the inclusion of Entrepreneurship Education in 2005.

Groenewald and Kilag [10] believe that with functional academic and educational institutions through Entrepreneurship Education, these goals that are directed toward improving the welfare of human beings worldwide are achievable. A functional educational system has a key role if these goals are to be attained in sustainable development goals. Entrepreneurship education is intended to enhance students' entrepreneurial ability to start businesses and become self-employed when they graduate, irrespective of their study disciplines. Entrepreneurship education aims to drastically reduce graduate unemployment, reduce hunger, achieve food security, and improve nutrition and sustainable agriculture primarily through graduates becoming job and wealth creators post-graduation rather than job seekers hunting for non-existent jobs in the job market.

2. Review of Literature

The United Nations 17 Sustainable Development Goals are as follows [28]:

- Goal 1: Finally, put an end to global poverty.
- Goal 2: Promote sustainable agriculture, put an end to hunger, and ensure everyone has access to healthy food.
- Goal 3: Support the health and happiness of people of all ages.
- Goal 4: Promote possibilities for lifelong learning and guarantee that all students have access to high-quality education.
- Goal 5: Realize parity between the sexes and provide voice to every girl and woman.
- Goal 6: Make sure everyone has access to water and sanitation, and that it is managed sustainably.
- Goal 7: Every person should be able to rely on and use modern, affordable, sustainable energy.
- Goal 8: Provide affordable, reliable, sustainable, and contemporary energy to all.
- Goal 9: Create innovative spaces, encourage inclusive and sustainable manufacturing, and strengthen infrastructure.
- Goal 10: Minus disparities in wealth and power across nations.
- Goal 11: Achieve sustainable, resilient, welcoming, and safe urban environments for all people.
- Goal 12: Ensure sustainable consumption and production patterns
- Goal 13: Take urgent action to combat climate change and its impact.
- Goal 14: Conserve and sustainably use the oceans, seas, and marine resources for sustainable development.
- Goal 15: Ensure inclusive, safe, resilient, and sustainable cities and human settlements.

- Goal 16: Create peaceful, inclusive societies for sustainable development, provide justice, and build effective, responsible, and inclusive institutions at all levels.
- Goal 17: Improve implementation and revive the global sustainable development partnership.

An expert drill designed to help pupils develop their capacity for self-sufficiency and self-employment was described by Groenewald et al. [11] as entrepreneurship education. A self-sufficient nation with a thriving economy, he continued, can only be achieved through the acquisition of managerial abilities through entrepreneurial education. Management abilities include the ability to plan and organise. As a business educator, you need to be able to keep things running well on a daily basis, according to Groenewald et al. [12]. Scholars have continued to grapple with the elusive nature of the term "entrepreneurship" due to its multi-faceted nature [15]. The French economist "Richard Centillon" is often believed to have coined the term "Entrepreneur" in the early 18th century.

In his work "Essai Sur la Nature du Commerce en General," which was published in the British Journal of Education, he states that anyone who buys production processes at a particular price and then mixes them to make new items is an entrepreneur. According to academics, when the idea of entrepreneurship was first put out, the majority of scholars assumed that it required certain traits and skills from unique people [13]. Later on, the phrase was refined to reflect the differences between entrepreneurs and investors, who had distinct expectations for the course of action to be taken. This stage was spearheaded by "Jean Baptist," who described an entrepreneur as someone who transfers economic resources from a less developed area to one with better productivity and better outcomes. American researchers stress that "the academic subject of entrepreneurship has grown substantially over the previous 35 years" [13] while discussing the early days of the concept.

Entrepreneurial figures from Nigeria's pre-colonial era, like "Governor Nana Oloma of Iteskiri," Eyo Honesty, and "King Jaja of Opobo" (in what is now Delta, Calabar, and Rivers states, respectively), were appropriately recognised for their ability in this area. The African Association, renamed the United African Company (UAC) in 1929, was founded as a direct result of their actions. Aliko Dangote, Mike Adenuga, Femi Otedola, Frank Nneji, Folorunsho Alakija, Isaac Durojaiye, Oba Otudeko, and Jim Oviah are just a few of the many great entrepreneurs to come out of Nigeria throughout the years. Even though there have been fruitful business endeavours and advancements in entrepreneurial ideology and practise, the challenge of effectively teaching entrepreneurship persists.

But succeeding in the nation's educational policy and turning out graduates who can support themselves requires an entrepreneurial spirit. There is an entrepreneurship component to introductory business courses. Therefore, it is commonly thought of as training in business attitudes, competencies, and skills or education "for and about" business. Graduates with a business degree, for example, have their pick of private and public sector employment opportunities. In order to be successful in developing their entrepreneurial skills, students in business education, according to Wang and Shen [14], need to gain management abilities. In addition, he emphasised that managerial competences are necessary for students to learn in order to plan, organise, supervise, direct, control, and coordinate the company enterprise. This is in line with what Neck Patricia [16] said, that in order for students to be successful in business, they need to develop certain competencies. These competences, in his view, aid in comparing actual results to planned outcomes and in coordinating the activities of individuals and teams to accomplish organisational objectives.

All levels of schooling, from elementary to university, offer business education, which is a vast and varied field. Office work, distribution, marketing, accounting, teaching, administration, management, typing, stenography, and secretarial studies are all part of this field of study [18]. One definition of business education is "the study of business with the express purpose of preparing students for careers in business" [19]. The capacity of a business education programme to help certain students get into certain occupations or start their own businesses once they graduate could be a measure of its worth [20].

Students in today's world require business education, says the Association of Business Educators of Nigeria (2017), since it helps them build the mindset and abilities they'll need to succeed in the workplace and in life. The scholars believe that sustainable development should be the ultimate goal of business education. Its entrepreneurial programmes encourage industrialization [21]. Additionally, it promotes sustainable growth and social fairness. Providing students with knowledge about all parts of business and giving them practise with skills like leadership and communication are the goals of business education, according to Flores et al. [17]. Moreover, it prepares the beneficiaries to work for themselves. The productivity and creativity of a nation's young are its most important development factors. Encouraging young empowerment should be a priority for parents, educators, and policymakers. In the midst of our so-called oil boom, Nigeria appears to be experiencing economic hardship.

Overemphasis on credential worth at the expense of career-relevant abilities is a major flaw in Nigerian educational systems [22]. Rather of acquiring the information and abilities that should enable them to be self-sufficient, the individual relentlessly pursues the credential, or the Golden Fleece [23]. First and foremost, people are hoping—and rightfully so—that the

government would promote economic diversity by providing sufficient funding for private businesses and internships at universities [24]. As a result, there has to be a shift in educational priorities in order to foster more innovation and entrepreneurship among today's young. In addition to incorporating entrepreneurship into the curriculum, there are other targeted initiatives that can be implemented in Nigerian tertiary institutions to foster entrepreneurial skills. It has been identified that graduates of business education programmes possess the following entrepreneurial abilities that contribute to sustainable development:

- Establishment of entrepreneurship development centers.
- Establishment of small and medium-scale establishment resource centers.
- Establishment of some clubs in the tertiary schools.
- Organize business plan competitions.
- Introduce networking events through workshops, seminars, symposia, lectures, and stakeholder meetings, where ideas could be exchanged.
- Identify entrepreneurship business opportunities.
- Keynote speeches and lectures should not be substitutes for mentoring and engagement with role models.
- Students in the fields of mass communication, medicine, and business education, among many others, could benefit from onsite field trips to industrial sites and facilities, such as media houses, pharmaceutical businesses, and contemporary educational institutions.
- Instruct your pupils to become fully self-sufficient by helping them become experts in at least one field.
- Instil in the pupils a love of learning and an understanding of current information, communication, and technology so that they may skilfully navigate both their local and global surroundings.
- The goal is to devise plans for a career/entrepreneurship centre that will provide students with guidance and counselling regarding their post-graduation professional paths.
- A school-based venture would be great if kids could use the school as a kind of incubator to come up with ideas for small enterprises and then run them.
- Students who have demonstrated excellence in their practical work under site supervision should be recognised with an invention. This will inspire students to start their own firms once they finish school.

2.1. Statement of Problem

Entrepreneurship education, especially at the university level, is a veritable tool for achieving sustainable development. It has enormous benefits if properly implemented and managed. Suppose the appropriate and necessary measures are employed to pursue this laudable program [27]. In that case, many graduates from Nigerian universities will transform from job seekers to job and wealth creators, from food consumers to food producers, from importers of goods and services to major exporters of goods and services [30]. The living standard will increase, and the poverty rate will be reduced. These are good indices for the attainment of the sustainable development goals.

However, it is contentious whether the current practice of managing entrepreneurship education in universities is proper or adequate to enhance the attainment of sustainable development goals in Nigeria [31]. The higher institution is not fully funded to enhance true entrepreneurs who can create or be job creators without depending on white-collar jobs. The big question, which is also now the motivation for this study, is, how can we manage entrepreneurship education in our institutions in Nigeria to attain sustainable development goals? This problem formed the focus of this study. This study investigates how entrepreneurship skills can be brought about by attaining sustainable development goals in Nigeria among business education students in Lagos.

2.2. Purpose of the Study

The study investigates how entrepreneurship skills can be brought about by attaining sustainable development goals in Nigeria among business education students in Lagos State. The specific objectives are:

- To examine ways to manage entrepreneurship education in tertiary institutions to attain sustainable development goals.
- To determine the challenges of managing entrepreneurship education in tertiary institutions to attain sustainable development goals.
- To identify the relevance of business education towards attaining entrepreneurial skills related to Sustainable development goals in the 21st century.

2.3. Research Questions

The following research questions will be raised to guide the study;

- How can we manage entrepreneurship education in tertiary institutions to attain sustainable development goals?
- What are the challenges of managing entrepreneurship education in tertiary institutions to attain sustainable development goals?
- What is the relevance of business education towards attaining entrepreneurial skills related to sustainable development goals in the 21st century?

3. Methodology

This study utilised descriptive survey research, which relies on questionnaires. Both the University of Lagos and the Federal College of Education (Technical) in Affiliation with the University of Benin's Business Education undergraduates made up the population of this study. One hundred (100) students majoring in business were chosen at random; among them were twenty-four (24) men and seventy-six (76) females. The tools were tested for reliability and validity using procedures that were suitable for the research. In order to examine the data that was collected from the respondents, standard deviation was utilised.

3.1. Results and Discussion of Findings

Table 1: How can we manage entrepreneurship education in tertiary institutions to attain sustainable development goals?

No.	Items	X	SD	Remarks
1.	Completion of entrepreneurship education-related courses for the skill acquisition program at the University	3.24	0.6499	Accepted
2.	Provision of financial encouragement to start or grow their business	3.05	1.0253	Accepted
3.	Provision of digital multimedia for teaching entrepreneurship education programs	2.25	1.2114	Rejected
4.	Assessing and evaluating the success of entrepreneurial skills in relationship with SDG	2.74	0.6345	Accepted
5.	Entrepreneurship education programs in attaining entrepreneurial skills to be made optional	2.23	1.2128	Rejected
6.	Application of diverse means to enhance entrepreneurial skills and mindset among students	3.17	0.6523	Accepted
	Grand weighted Mean	2.78	0.8977	Accepted.

Source Field Survey, 2024

Table 1 revealed the respondents' mean rating and standard deviation. The responses to items one to six in the questionnaire were analyzed, and the study revealed ways we can manage entrepreneurship education in tertiary institutions to attain sustainable development goals. The grand weighted mean was 2.78, and the SD stood at 0.8977.

Table 2: What are the challenges of managing entrepreneurship education in tertiary institutions to attain sustainable development goals?

No.	Items	X	SD	Remarks
7.	Lack of adequate digital facilities	3.39	0.6147	Accepted
8.	Inadequate trained entrepreneurship education lecturers	3.5	0.6403	Accepted
9.	Mismanagement of funds allocated to entrepreneurship education in tertiary institutions	2.96	0.7736	Accepted
10.	Inadequate funding of entrepreneurship education to attain SDG program	3.09	0.6102	Accepted
11.	Poor implementation and bad monitoring of entrepreneurship education program	2.92	0.7731	Accepted
12.	Unfriendly business environment policy framework in Nigeria	3.17	0.6148	Accepted
13.	Inadequate collaboration between tertiary institutions and corporate organizations in the attainment of SDG program	3.41	0.6902	Accepted
	Grand weighted Mean	3.20	0.674	

Table 2 above, with the grand weighted mean of 3.20, shows that most respondents agreed that all items 7-13 were accepted. It shows that an unfriendly business policy framework is a norm and that there is inadequate collaboration with tertiary institutions and corporate organizations to attain the SDG program.

Table 3: What is the relevance of business education towards attaining entrepreneurial skills related to sustainable development goals in the 21st century?

No.	Items	X	SD	Remarks
14.	Provision of adequate infrastructure towards attaining SDG goals among business education graduates in the acquisition of entrepreneurial skill	3.28	0.5306	Accepted
15.	Redesigning of business education curriculum to boost entrepreneurial skills to meet SDG goals	3.17	0.6790	Accepted
16.	Training facilities in pedagogical approaches toward the acquisition of adequate skills	3.06	0.4917	Accepted
17.	Government intervention and encouragement	3.32	0.4665	Accepted
18.	Establishment of entrepreneurial centers for practical purposes within every tertiary institution	2.76	0.5981	Accepted
19.	Effective collaboration of students and entrepreneurs for mentoring, coaching, and internship	2.93	0.6458	Accepted
	Grand weighted Mean	3.09	0.5686	

3.2. Discussion of Findings

Investigating the impact of entrepreneurial skills on attaining sustainable development goals, the findings in Table 3 clearly showed that entrepreneur education helps develop vocational knowledge and prepares students for self-employment and attainment of SDGs. The responses also affirmed that entrepreneur courses help acquire skills and competencies that make one self-employed and self-reliant.

Therefore, entrepreneur education helps to create mass employment; there should be improvement in the development of vocational knowledge and skills needed for employment in business careers. From the analysis findings in Table 1, it was discovered that entrepreneurial education solves the unemployment problem by providing basic skills that equip students to be self-reliant. Therefore, adequate programs should be implemented to stimulate skilled human resources development to reduce unemployment and attain sustainable development goals in Nigeria.

A critical look at Table 2 shows that inadequate funding, human resources, inadequate modern equipment, and academic inferiority are major problems facing entrepreneurship education in pursuing sustainable development goals in Nigeria. Therefore, emphasis should be placed on entrepreneurial education to effectively provide the requirements for achieving sustainable development goals in our country. There is a need for adequate funding, human resources, and modern equipment. Government financial institutions should also put more effort into developing and improving entrepreneurship education.

4. Conclusions

From the analysis and presentation made so far, it can be seen that entrepreneurship education is a course that is indispensable in higher institutions because it introduces the students to the world of work and enlightens them on vocational skills as well as making them self-employed in an area like in business education and so on. However, it is regrettable to say that the lack of adequate facilities to teach and learn the subject has jeopardized the mission of entrepreneurship education, which is to educate individuals about skill acquisition. The study's findings highlight entrepreneurship education's definite role in society. We have also observed that the time has come for Nigeria to 'create' Nigerians who can 'create' their employment. We have noted that to attain sustainable development goals in Nigeria, the need to improve the curriculum to address society's needs and demands can not be toyed with. There is a necessity for a clear purpose in schooling at every stage of a student's life, right from primary school. To our mind, this is the surest way our young men and women can be trained to be enterprising and self-reliant, participate in the rapid socio-economic development of our nation, and live successfully in our future world of the 21st century.

4.1. Recommendations

‘What is worth doing at all is worth doing well.’ Suppose the government feels convinced that there is a need for entrepreneurship skills in the country and has identified entrepreneurship education as one of the courses needed by the learners of all education schools. In that case, urgent steps should be taken to rectify the deplorable state in which this field of study is present in our universities.

In light of the problems highlighted in this study, the researcher wishes to make the following recommendations:

- Workshops, seminars, and conferences should be organized by business education institutions, aiming to improve the academic image of entrepreneurship education as a course.
- Guidance and Counselling section should be opened in every business education department in our institutions.
- The government should provide all institutions offering entrepreneurship education with specialized lecturers.
- The government should promote entrepreneurship education in higher institutions so that there will be a reduction in the unemployment problem in Nigeria’s labour market.
- Schools’ environments where entrepreneurship education is provided should have adequate modern equipment.
- Financial institutions and various economic settings should promote the development of entrepreneurship education.
- The government should endeavor to encourage guidance and career counseling by training more guidance counselors.
- The government should set up reliable and efficient machinery to ensure that all funds disbursed for executing entrepreneurial skills are used for the right project.
- There should be a long-range forecast and a plan for the national needs to train the needed human resources.

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Data Availability Statement: The datasets produced and scrutinized during this study can be fully accessed. Obeying transparency ethics of research, this project invites fellow researchers to utilize, reproduce and extend the project data for further exploration. For inquiries regarding access to the data, don't hesitate to get in touch with Adekola, R.A. via email at adekolaabolore@gmail.com.

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Ethics and Consent Statement: This study adhered to the ethical standards and guidelines set forth by our institution. The university's ethics committee and supervisor reviewed and approved all research protocols involving human subjects. Informed consent was obtained from all participants involved in the study, and they were assured of the confidentiality and anonymity of their information. The ethical conduct of this research aligns with the principles outlined in the study involving human subjects.

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