

Developing the entrepreneurial skills of Nigerian business education students for sustainability: Policy and practice imperatives

Olusegun Ezekiel Alao* , University of Lagos, University Road Lagos Mainland Akoka, Yaba, Lagos, Nigeria.

Priscilla Onyinye Alao, University of Lagos, University Road Lagos Mainland Akoka, Yaba, Lagos, Nigeria.

Taiwo Michael Elijah, University of Lagos, University Road Lagos Mainland Akoka, Yaba, Lagos, Nigeria.

Suggested Citation:

Alao, O.E., Alao, P.O. & Elijah, T.E. (2023). Developing the entrepreneurial skills of Nigerian business education students for sustainability: Policy and practice imperatives. *Contemporary Educational Researches Journal*. 13(4), 251-263. <https://doi.org/10.18844/cerj.v14i4.8972>

Received from April 11, 2023; revised from September 15, 2023; accepted from November 2, 2023

Selection and peer review under the responsibility of Assoc.Prof. Dr. Deniz Ozcan, Ondokuz Mayıs University, Turkey.

©2023 Birlesik Dunya Yenilik Arastırma ve Yayıncılık Merkezi, Lefkosa, Cyprus.

Abstract

Despite the innumerable natural resources available in Nigeria for innovative job creation in green entrepreneurship, the rate of youth unemployment continues to escalate uncontrollably. This unpleasant situation stirred up the concern and commitment of the world leaders to embark on policy and practice of innovative and sustainable entrepreneurship education for proper empowerment of youth towards sustainability of the world economy. Business Education, as a vocational program, has not adequately aligned its curriculum policy and practice with the teaching and learning of green entrepreneurship in Nigeria. The study aims to analyze the entrepreneurial skills of Nigerian business education students for sustainability. The study focuses mainly on the ideal policy and innovative instructional practices, such as management and recycling of wastes, commercialization of green products, and engagement in agribusinesses, among others, that can be explored to adequately empower students of Business Education undergraduate programs for the realization of optimum social, economic and environmental sustainability in Nigeria.

Keywords: Business education; empowerment; green entrepreneurship; policy and practice; sustainability

* ADDRESS FOR CORRESPONDENCE: Olusegun Ezekiel Alao, University of Lagos, University Road Lagos Mainland Akoka, Yaba, Lagos, Nigeria.

E-mail address: ealao@unilag.edu.ng

1. Introduction

The teaching and learning of entrepreneurship education occupy a prominent position in Nigeria's educational practices since its recognition as a sure panacea to unemployment and its associated crises. However, students' orientation as well as the implementation strategies of entrepreneurship education in Nigeria seem to be more theoretical than practical approaches. Students' entrepreneurial achievements are mostly evaluated using written examination instead of practical-based approaches.

In the recent economic struggles in Nigeria, both before and after the COVID-19 pandemic lockdown, many Nigerians are suffering from chronic poverty and hunger, as well as malnutrition. This is a suitable time for the Nigerian educational system and curricula to be adjusted towards sustainability using innovative entrepreneurial approaches that uphold environmental integrity, economic viability, and a just society. One of the major innovative entrepreneurial approaches that can empower the youth and graduates for the sustainability of the Nigerian economy is green entrepreneurship.

The numerous endowed natural resources in Nigeria should be tapped and used productively at low cost for the benefit of the individuals and society. Students' orientation and engagement in green entrepreneurship are sine qua non to usher the Nigerian economy into sustainable development. However, Nigerian educational policy and practice have not fully explored the potential of green entrepreneurship in empowering tertiary institution students for job creation and environmental sustainability. It is quite surprising and pitiable that major aspects of the education curricula in Nigeria seem not to be adequately aligned with societal needs, especially the neglect of green entrepreneurship content in Business Education curricula at tertiary institutions.

1.1. Purpose of study

Most tertiary institutions in Nigeria are still subjecting their entrepreneurship pedagogies to traditional approaches of purely classroom teaching and written examination as the main evaluation method (Alao et al., 2021). Specifically, the Business Education curriculum in Nigeria is yet to include the policy and practice of green entrepreneurship in the academic and professional preparedness of its recipients (Kabiamawei et al., 2018). Students and graduates of the Business Education program at tertiary institutions in Nigeria need to recognize opportunities in green entrepreneurship for job creation, wealth formation, and employment generation, and to drive the Nigerian economy towards sustainability (Sargani et al., 2020). The study aims to analyze the entrepreneurial skills of Nigerian business education students for sustainability.

2. Method and materials

To find pertinent research about the development of entrepreneurial abilities among Nigerian business education students for sustainability, we ran a thorough literature search approach, which we followed in conducting our narrative review. A systematic search was conducted using terms such as "entrepreneurial skills," "Nigerian business education students," "sustainability," "policy," and "practice" to access electronic databases, including PubMed, Google Scholar, Scopus, and Web of Science.

To extract pertinent information from the chosen publications, data extraction was done. This information included study aims, methodologies, important findings, policy recommendations, and practical consequences. A narrative method was used in the synthesis of the data, where themes and patterns from the literature were found and described in detail.

Ethics clearance was not necessary for this evaluation because it included an examination of already published material. Throughout the review process, ethical guidelines including accurate citation and source acknowledgment were rigorously followed.

3. Results

3.1. The concepts of green entrepreneurship, empowerment, business education, and sustainability

The teaching and learning of entrepreneurship in schools help develop an entrepreneurial mindset in the learners for self-employment empowerment to turn problems into golden business opportunities in society (Keoy, et al., 2022; Wu & Lin 2020). Entrepreneurship education is for the learners to develop competencies and skills for turning creative ideas into entrepreneurial actions (Lindner, 2020). Green entrepreneurship focuses majorly on environmental sustainability without neglecting the economic and social impacts of the business practices on the entire economy (Kabiamawe, et al., 2018; Zeng & Ren 2022; Khan et al., 2021). Oyebanjo (2018) maintained that green entrepreneurs focus on risk-taking businesses or individuals who develop new products or services that make the green economy a reality. Anarabaonye, et al., (2019) refer to green entrepreneurship as practices that involve recycling of waste, tree planting, renewable energy production, and information dissemination. Brahmabhatt, et al., (2017) explained green entrepreneurship as an entrepreneurial effort and activity that uses new technologies to develop green products and services necessary for achieving a green economy in its natural environment.

Akinyemi and Adejumo (2018) recognized policies as plans or actions agreed to be carried out by an organization or group of people. Akinyemi and Adejumo (2018) and Soleas (2021) also referred to entrepreneurship policies as plans or courses of action that guide or influence entrepreneurial practices in a society. The teaching and learning of entrepreneurship and the selection of courses or content to teach as well as the approaches used are all guided by the existing educational policies in every society. There cannot be a radical change or improvement in the practices of emerging entrepreneurship in Nigeria if the policy guiding educational practice does not explicitly promote it. Therefore, empowering and positioning Business Education students and programs respectively for sustainability in Nigerian tertiary institutions demands the support of corresponding policy and practice.

Empowerment is a term that is widely used in diverse fields of study such as community development, psychology, education, economics, and others. Therefore, empowerment related to social development groups focuses on the poor, the youth, the adult, the vulnerable, the school dropouts, the unemployed graduates, the women, the physically challenged, the rural people, and the marginalized (Kyle Jr 2020). However, the appropriate definition of empowerment must include the creation of an enabling environment that encourages people's full participation in decision-making to achieve poverty eradication, social integration, decent work, and other issues included in the Sustainable Development Goals 2030 (Sustainable Development Solutions Network, 2012).

Empowerment may be referred to as the ability to acquire the needed knowledge, skills, attitudes, and values to effect a revolutionary change and improvement on self as well as on the community. The change brings about self-emancipation and complete societal liberation from the social, economic, and environmental ills and threats (Babalola & Tiamiyu, 2013). The remarks of the United Nations Secretary-General, Mr. Ban Ki-moon at the international conference in 2012 titled "People's Empowerment and Development" in Dhaka, Bangladesh, portrayed the centrality of empowerment in the attainment of 'the future we want'. Empowerment is the basis for the attainment of protection of human rights, promotion of job creation, ensuring quality and functional education, and other items on the sustainable development agenda for 2030. Empowerment is the process of ensuring that people have access to opportunities to lead a self-reliant life, full of dignity and security (UNSDN, 2012). It can be deduced

from the concept of empowerment as explained by several authors in the reviewed literature that empowerment is what business education students, the youth, the unemployed graduates, the school dropouts, the marginalized, and the socially excluded need for them to be properly integrated as beneficiaries of the sustainable development agenda 2030.

Business Education is a vocational education that offers multiple career opportunities, apart from the teaching career, to its recipients. Edokpolor and Owenvibiugie (2017) also consider Business Education as a vocational and technical education that is capable of providing the requisite knowledge, skills, and attitudes needed for proper functioning in diverse occupational areas. The key aspects of Business Education as documented in the Core Curriculum and Minimum Academic Standards for the Nigerian University System are Office Technology and Management, Accounting, Marketing, and Entrepreneurship (National Universities Commission, 2022). As a vocational education, the Business Education curriculum focuses on empowering the recipients with entrepreneurial competencies to fight poverty, and unemployment, and solve other social, economic, and environmental problems in the society. Business Education students are expected to become competent teachers who can effectively impart business competencies to the learners as well as competent business owners, who create empowerment opportunities for others. The sustainability of the Nigerian economy can only be achieved when the best mechanisms and policies are put in place to adequately proffer lasting solutions to challenges in our communities.

Sustainability or sustainable development, as it is otherwise called, can be defined as development that satisfies the necessities of today without neglecting the potential of tomorrow's generations to meet their needs (Patrick et al., 2018). The essence of sustainable development goals is to end poverty and hunger and bring economic prosperity, social inclusion, and environmental sustainability alongside meeting other pressing needs and challenges of the world, most especially in developing countries.

3.2. The challenge of unemployment and underemployment among business education graduates in Nigeria

The Nigerian economy has been grossly affected by the nagging and increasing unemployment rate among the youth and graduates of tertiary institutions. This problem has degenerated into several societal vices being perpetrated mostly by unemployed youth and graduates. Some of the vices include armed robbery, boko-haram insurgencies, kidnapping, hooliganism, bribery, and corruption, among others. It is quite evident from the present economic situation that the government cannot provide jobs for the teeming population of unemployed youth and graduates in Nigeria. Therefore, the onus is on the academic institutions to adjust their curricula, both in policy and practice, to embrace creativity and innovations that could empower students and youth for sustainable businesses through job creation and self-employment (Sapian, et al., 2022; Shi & Bangpan 2022). Nigeria has a competitive advantage of natural resources as well as 'waste' products, which could be transformed into useful commodities through green entrepreneurship. This could be possible through deliberate adjustment in policy and practices at tertiary institutions in both curricula and implementation towards productive engagement of youths and students in environmentally sustainable businesses. Hence, this review study, which focuses mainly on the ideal policy, innovative instructional practices, as well as green entrepreneurship opportunities Business Education students, can explore for sustainability in Nigeria.

The present employability reality in Nigeria is the inability of the government to provide jobs or gainful employment for the increasing number of youths and graduates who are still wallowing in the mud of unemployment and underemployment. Rashid (2019) also buttressed that lack of gainful employment prompted youths to engage in several nefarious activities that are inimical to the sustainability of a nation. Nigeria is a typical example of a country affected by gross youth unemployment and the attendant social, economic, and environmental ills. Akpan, et al., (2012) argued

that entrepreneurial policy and practices in Nigerian educational institutions should concentrate more on practical application and capacity building than theoretical appreciation of entrepreneurship. Ogbondah and Nwogu (2017) identified an ineffective educational system, inadequacy of resources, attitudinal problems, lack of supporting policy, and lack of innovative educational curriculum, among others, as challenges facing the practices of sustainable entrepreneurship education and empowerment of youth and graduates in Nigeria. Uvarova, et al., (2021) also lamented the lack of sustainability and environmentally friendly entrepreneurial practices in the curriculum of the Business Education (Business Administration) program. OECD (2012) also identified the lack of inclusion of green entrepreneurship policy and practice as a major challenge in most developing countries. Chukwuka and Eboh (2018) opined that numerous empowerment opportunities in green businesses were not fully utilized. Therefore, they recommended that green entrepreneurship opportunities and practices should be incorporated into the development of the youth.

3.3. Green entrepreneurship as a focus in business education programs at tertiary institutions

The Federal Republic of Nigeria (2014), through the National Policy on Education, emphasizes that university research shall be relevant to the nation's developmental goals. The teaching and learning at the university level shall seek to inculcate community spirit in the students through projects and action research. The universities shall be encouraged to collaborate with the government, industries, and the global community in the conduct of research and dissemination of results (FRN, 2014). Olateju, et al., (2020) referred to green entrepreneurship, which is otherwise called sustainable entrepreneurship in their study, as a priority to drive the Nigerian economy towards sustainability. Olateju, et al., (2020) opined that comprehensive awareness and orientation about green entrepreneurship should be promoted through the educational system and practical engagement and empowerment of youths and students for sustainable economic, social, and environmental development in Nigeria. The report of the United Nations Conference in 2017 on environmental issues compels businesses to diversify to green and decent jobs that could sustain the world economy. The business Education philosophy is to empower students to become high-caliber professionals in business establishments and entrepreneurs, besides being competent business teachers (National Universities Commission, 2022). Therefore, green entrepreneurship should form an integral business practice in the Business Education program to tackle the present escalating rate of youth and graduate unemployment in Nigeria.

Business Education program, as a vocational field of study, needs to take a lead in the practice of green entrepreneurship since its major focus is to empower the recipients for job creation, employment generation, and nation-building (National Universities Commission, 2022). In other words, green entrepreneurship is one of the trends in entrepreneurial content of Business Education programs in the United States (National Business Education Association, 2020). Empowering Business Education students with sufficient academic and professional competencies necessitates capacity-building interventions beyond the traditional formal education institutions (Rashid, 2019). To achieve sustainable development goals, especially poverty eradication and decent work and productive employment, both replicative and innovative entrepreneurship must be practiced.

Commercial entrepreneurship seems to be replicative since there are several competitive commercial businesses in society. Therefore, engaging in commercial entrepreneurship by Business Education students and graduates would increase the availability and quality of goods and services for man's consumption in society. On the other hand, green entrepreneurship is quite innovative for Business Education students in Nigeria because the curriculum has not promoted it both in policy and practice. There is a necessity to develop the entrepreneurial mindset of students towards green entrepreneurship in this fast-changing socio-economic society. Education and awareness raising are highly significantly necessary for promoting a green, environmentally friendly, and eco-conscious

economy (Uvarova, et al., 2021). Uvarova, et al., (2021) advocated for the inclusion of environmentally friendly courses into the Business Education curriculum in forms of green entrepreneurship, circular economy and sustainability, and digital technologies, to mention but a few.

3.4. Cases of green entrepreneurship empowerment in selected economies of the world

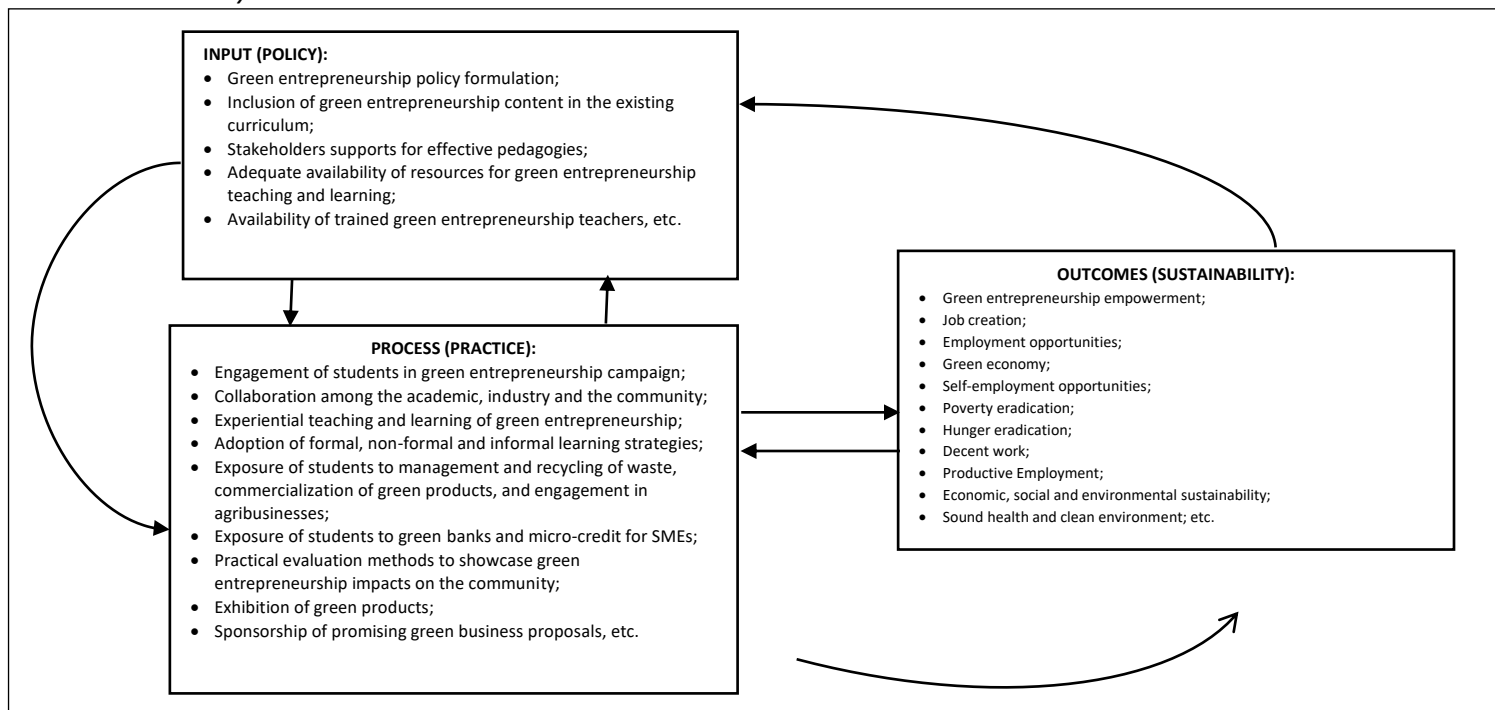
Kabiamawe, et al., (2018) maintained that green entrepreneurship has enhanced the entrepreneurial empowerment as well as economic development of most developed, and some developing nations. In the field of entrepreneurship, green entrepreneurship is a prominent emerging sector that several nations and economies in the world have been promoting through policy and practice. The International Labour Organisation (ILO, 2012) has integrated green entrepreneurship into its “Know Your Business” curriculum due to its potential for sustainable development. In 2009, Chile also included the policy and practice of green entrepreneurship in its National Policy on Education for Sustainable Development. A program in Togo known as “Jeunes Volontaires pour l’Environnement (JVE) also included environmental education and green entrepreneurship in school curricula for empowering young people in green businesses (United Nations, 2017). The economic, social, and environmental maladies being experienced in Nigeria should propel the government and the Ministry of Education to revitalize the educational curricula, especially the vocational Business Education program through innovative policy and practices of green entrepreneurship for national survival and prosperity.

3.5. Conceptual framework for green entrepreneurship empowerment of business education students for sustainability

The conceptual framework as illustrated in Figure 1 summarizes the interrelatedness and interconnection among the policy, practice, and achievements of green entrepreneurship in the Business Education program for sustainability of any nation using the systems theory of input, process, and outcomes. The conceptual framework is also a contribution of this study illustrating the green entrepreneurship empowerment blueprint for the achievement of sustainability of the developing economies through the Business Education program, most especially.

Figure 1

Conceptual Framework for Green Entrepreneurship Empowerment of Business Education Students for Sustainability



3.6. Innovative instructional strategies and practices for green entrepreneurship empowerment in the business education program

The teaching and learning of entrepreneurship in vocational and technical education and training for sustainable development should include the triple bottom line of economic performance, social contributions, and environmental impacts. Since green entrepreneurship practices encompass the triple-bottom-line achievement, therefore policymakers and curriculum planners should integrate it into the Business Education program, especially at public tertiary institutions in Nigeria. The business practices to emphasize teaching and learning of green entrepreneurship should be a combination of environmental awareness with commercial entrepreneurship, which lays undue emphasis on profit maximization at the detriment of societal benefits (Olateju, et al., 2020). Arenas (2003) emphasized the adoption of school-based enterprise approaches to empowering students for green entrepreneurship leading to environmental sustainability.

European Commission (2014) reported that sustainable entrepreneurship education needs to be reinforced in vocational and technical education programs for better empowerment of the recipients towards the creation of social enterprises and environmentally-friendly business start-ups. Collaboration between teachers and experts through workshops and involvement in entrepreneurial projects must be a constant practice to properly position the teachers for effective delivery and impartation of knowledge and skills. The unique and invaluable contributions and collaborations among the private sector, academia, and non-governmental and governmental organizations are indispensable to achieving sustainable entrepreneurship in Nigeria. The policy and practices of agribusinesses were recognized as a priority in achieving food security and poverty and hunger eradication in Nigeria. The only sustainable way to empower the youth with potential for green entrepreneurship, in the form of agribusiness, is through quality and transformative education (FRN, 2012). Real-world experience through problem-based learning and enterprise links should be embedded in the curriculum practices of green entrepreneurship.

The ideal pedagogies of Business Education courses must ensure proper integration of sustainability into the curriculum, instructional strategies, and evaluation approaches (Lucas & Milford, 2009). Some of the entrepreneurial practices of green entrepreneurship include waste recycling, commercializing goods and services that are environmentally friendly, prevention of pollution, engagement in agribusinesses, and any food-security business enterprises. Kabiamawei, et al., (2018) highlighted diverse examples of green entrepreneurial practices across many countries. A few of the green entrepreneurship practices highlighted were the production of renewable energy and organic manure from waste materials; making of houses and handicrafts using bamboo; the production of fridges made of clay; manufacturing energy-efficient cooking stoves and water heaters using solar energy; converting wastes into natural fertilizers; establishing green banks or micro-credit for farmers, and establishing small and medium-scaled enterprises (SMEs), among others. Olateju, et al., (2020) identify some green entrepreneurship practices that Business Education students and graduates can explore for individual and societal sustainability.

The sustainable entrepreneurship endeavors highlighted by Olateju, et al., (2020) include lawns business, sales of energy-saving products, sales of organic foods, catering services using locally-produced ingredients, recycling of waste, and running public toilet business, among others. Therefore, engaging youth in entrepreneurship ventures that explore agricultural business is a sure way to prosperity, self-reliance, and sustainable development (Rashid, 2019). Sargani, et al., (2020) also suggested integration and implementation of policy for new business incubation in sustainable entrepreneurial practices in agriculture at tertiary institutions. The suitable approaches for the

integration of agriculture should be interdisciplinary, including disciplines such as entrepreneurship, management, business, economy, sociology, and rural community development, among others, while the government creates an enabling environment.

Some of the ways the government can create an enabling environment for green entrepreneurship are:

- (i) removing every barrier to the entrepreneurial engagement of the youth, the poor, the disadvantaged, the vulnerable;
- (ii) ensuring all the youth, women, and socially excluded have equal access to quality education;
- (iii) venturing capital and financial resources to green businesses;
- (iv) implementing and diffusing policy and practice of innovations to the disadvantaged communities for the actualization of even economic, social, and environmental development; and
- (v) creating a platform of networking between disadvantaged groups and the policy-makers in the communities to stimulate business opportunities, peer-to-peer learning, and exchanges (United Nations, 2017).

Baldacchino, et al., (2015) reported that integrating entrepreneurship courses into the educational curricula at various levels and effective collaboration and partnership among the public and private sectors, as well as the non-governmental sector, is part of the practices to adopt for creating an entrepreneurial ecosystem in a society. Another practice to promote a circular economy or environmentally friendly entrepreneurship in a society is for the government to make financial grants available for the establishment of innovative technologies for green entrepreneurship businesses. Therefore, for effective integration of green entrepreneurship policy and practices in the Business Education program in Nigeria, the education stakeholders must implement a standing policy for the inclusion and performance of green entrepreneurship in the curriculum and instruction. In addition, the youth should be properly involved in green entrepreneurial projects in collaboration with the non-governmental organizations that specialize in green entrepreneurship in society. Government should be ready to support the teaching and learning process with adequate funds, infrastructure, equipment, and instructional resources, both human and non-human, throughout the learning period. In the same vein, the government should also be ready to sponsor any promising innovative proposals on green entrepreneurship developed by students or young graduates.

Effective pedagogies of green entrepreneurship can only be realized through exposing learners simultaneously to formal, non-formal, and informal learning experiences, while the evaluation strategies must capture the cognitive, affective, and psychomotor domains using professionals from various ecosystem backgrounds, in addition to the classroom teachers. Achieving the benefits of green entrepreneurship in a developing economy such as Nigeria demands a synergy between the economic, social, and environmental policy and practice of the sustainable community and tertiary institutions' pedagogy and curriculum (OECD, 2012). Sakar and Goutam (2015) also maintained that green entrepreneurship culture and practices should be inculcated in students through innovative teaching and learning that empower the recipients for a sustainable development agenda.

Further, Sakar and Goutam (2015) also emphasized the need for the educational curriculum in business-related programs to promote sustainable education, green eco-friendly practices, and sensitization of students to green business opportunities. Alwakid, et al., (2021) also argued that government needs to show consistent commitment to promote the policy and practices of green entrepreneurship for the achievement of the sustainable development goals (SDGs) through innovative and functional pedagogical strategies. Alwakid, et al., (2021) also recognized the unique role of formal

institutions, especially universities, to promote and empower students with green entrepreneurship competencies and exposures.

3.7. Green entrepreneurship empowerment of youth and sustainability of the Nigerian economy

Quality education curriculum policy and practice that are adequately aligned with the changing needs of society and the demands of the industry are sure means of achieving the sustainability of any nation (National Planning Commission, 2009). The Federal Government of Nigeria (2012) also recognized the urgent need for greening various sectors, addressing poverty and joblessness, and diversifying the economy towards emerging entrepreneurship while striving to achieve sustainable development goals. Adopting the policy and practice of any environmentally viable business ventures such as green entrepreneurship would create sustainable opportunities for individuals, educational institutions, business practitioners, and the entire society to be empowered for holistic transformation. (Kabiamawe, et al., 2018). Onyido and Duru (2019) highlighted the benefits of teaching and learning entrepreneurship education to include employment generation, increased output through innovations, effective use of resources, and technological advancement. Osisioma (2015) maintained that entrepreneurship education is an integral aspect of vocational and technical education. Olateju, et al., (2020) argued that green entrepreneurship would produce a healthy environment and lifestyle, and protect the ecosystem for the present and future generations. Any education curriculum void of innovative entrepreneurship policy and practices in this twenty-first century would only produce unproductive graduates who later become liabilities and threats to the nation.

Entrepreneurship, generally, and green entrepreneurship, specifically, has the potential to drive the economy of any nation into economic prosperity, social equity, and environmental protection. Green entrepreneurship catalyzes addressing and achieving the sustainable development goals (SDGs) and brings about employment opportunities and poverty eradication among socially disadvantaged groups, youth, and women in society. A green economy has the potential to create between 15 million and 60 million additional jobs globally (ILO, 2012). Therefore, empowering Business Education students through the timely implementation of green entrepreneurship policy and practice in Nigeria would create valuable and productive employment opportunities for the youth and graduates, as well as the socially disadvantaged. The government must promote green entrepreneurship policy through the provision of an enabling environment and resources for its effective implementation towards sustainable development (United Nations, 2017). Anarabaonye, et al., (2019) opined that communities, institutions, and individuals should embrace green entrepreneurship, which can provide additional sources of income and skills for the unemployed youth and women in society.

Bymolt, et al., (2015) recognize the following impacts of green entrepreneurship on society:

- i. Waste reduction and clean environment through waste management;
- ii. Increased income and job opportunities for the vulnerable;
- iii. It trains, educates, and imparts skills for the development of local communities;
- iv. Increase in local food security and quality nutrition;
- v. It creates innovative green businesses in the community;
- vi. Provision of entrepreneurial orientation for career guidance;
- vii. Increase in purchasing power of individuals.

The benefits of green entrepreneurship according to Uvarova, et al., (2021) include the introduction of new products and new technologies; conservation of natural resources; transformation of waste to useful commodities; employees and people's health guaranteed due to clean environment; creation of innovative jobs for the vulnerable in the communities; and collaboration among the stakeholders such as the government, the industry, and the institutions through implementable policy

with corresponding practices. OECD (2012) reported that green entrepreneurship is a necessary mechanism to combat the pressing economic and environmental challenges faced mostly by developing countries to promote and actualize sustainable development and poverty eradication. OECD (2012) opined that green entrepreneurship has the potential to deliver several economic, social, and environmental values to both individuals and society. The values that green entrepreneurship delivers include the production of quality goods and services; efficient and productive use of natural resources; reduction of environmental hazards; improved standard of living; poverty reduction; availability of decent jobs; and reduction of inequality.

4. Conclusions

The urgent societal demand for sustainability and environmental transformation, which most of the tertiary institutions in the developed economies are already promoting, is not fully integrated into the Business Education curricula in Nigeria. Consequently, many university graduates are unemployed and cannot contribute to nation-building through innovative entrepreneurial engagements such as green entrepreneurship, among others. This study therefore examines the situation and recommends implementable policies and practices to empower students for sustainability through green entrepreneurship in the Business Education undergraduate programme.

Based on the conclusions above, the following are the recommendations:

1. The policymakers as well as the curriculum planners need to collaborate to improve on the existing CCMAS (Core Curriculum and Minimum Academic Standards) of the National Universities Commission (2022) in Nigeria to include the ideal teaching and learning of emerging entrepreneurship courses such as green entrepreneurship, and others.
2. The educational curricula should be realigned to promote the establishment of green entrepreneurship centers, which are well-funded for capacity building in business formation at tertiary educational institutions.
3. The requisite materials and resources needed for the effective implementation of green entrepreneurship education should be readily available at all tertiary institutions in Nigeria.
4. Capacity-building workshops and seminars should be organized by the institutions, faculties, and departments for teachers and students respectively for smooth implementation of the policy and practices of green entrepreneurship education in Nigeria.
5. There should be effective collaborations among the tertiary institutions, the government, non-governmental organizations, the community, and other stakeholders to provide necessary support for the holistic empowerment of students and graduates of tertiary institutions for green entrepreneurship.

References

- Akinyemi, F. O. & Adejomo, O. O. (2018). Government policies and entrepreneurship phases in emerging economies: Nigeria and South Africa. *Journal of Global Entrepreneurship Research*, 8(35), 1-18. <https://link.springer.com/content/pdf>
- Akpan, E. I., Effiong, S. A. & Ele, A. A. (2012). Entrepreneurship education policy: An intervention strategy for economic development in Nigeria. *Business and Entrepreneurship Journal*, 1(1), 101-110. <https://www.researchgate.net/publication/330226043>
- Alao, O. E., Afuape I. H., Taiwo A. & Muraina, Q. O. (2021). Empowering business education students for decent work and productive employment: Nigeria example. *Contemporary Educational Researches Journal*. 11(1), 27–38. <https://doi.org/10.18844/cej.v11i1.5306>
- Alwakid, W., Aparicio, S. & Urbano, D. (2021). The influence of green entrepreneurship on sustainable development in Saudi Arabia: The role of formal institutions. *International Journal of*

- Environmental Research and Public Health*, 18, 5433, 2-23. <https://doi.org/10.3390/ijerph18105433>
- Anabaraonye, B., Okafor, J. C. & Eriobu, C. M. (2019). Green entrepreneurial opportunities in climate change adaptation and mitigation for sustainable development in Nigeria. *Journal of Environmental Pollution and Management*, 2(1), 1-6. <http://article.scholarena.com>Green-Entrepreneu>.
- Arenas, A. (2003). School-based enterprises and environmental sustainability. *Journal of Vocational Education Research*, 28(2), 107-124.
- Babalola, Y.A. & Tihamiyu, R. (2013). Job creation and economic empowerment through Business education. *Information and Knowledge Management*, 3(3), 64-67.
- Baldacchino, L., Geurts, J., Migon, M. P., Politynska, J., Pulis Xerxen, S. & Weiner, E. (2015). *Best practices in teaching entrepreneurship and creating entrepreneurial ecosystems in Europe*. Fundaija Swiatowego Tygodnia Przedsiębiorczosci (Global Entrepreneurship Week Foundation). www.um.edu.mt>oar>handle
- Brahmbhatt, M., Haddaoui, C. & Page, J. (2017). *Green industrialization and entrepreneurship in Africa, contributing paper for African Economic Outlook 2017*. Entrepreneurship and Industrialisation. New Climate Economy. <http://newclimateeconomy.report/misc/working-papers>
- Bymolt, R., Posthumus, H., Slob, B., Heuer, A. & Agster, R. (2015). *Shaping sustainable development through eco-entrepreneurship. Analysis for policy makers. Insight from the grassroots*. SEED Policy Report. <https://www.kit.nl>uploads>2018/08>
- Chukwuka, E. J. & Eboh, E. A. (2018). Effect of green business practices on organizational performance. *International Journal of Development and Management Review*, 13(1), 1-26.
- Edokpolor, J. E. & Owenvbiugie, R. O. (2017). Business education in Nigeria: issues, challenges, and way forward for national development. *Journal of Collaborative Research and Development (JCRD)*, 5 (1), 1-25. Retrieved from <https://www.researchgate.net/.../319913754 BUSINESS EDUCATION IN NIGERIA>
- European Commission (2014). Entrepreneurship education: A guide for educators. Entrepreneurship 2020 Unit. <https://ec.europa.eu>transactions>renditions>pdf>
- Federal Government of Nigeria (2012). Nigeria's path to sustainable development through green economy. RIO+20 United Nations Conference on Sustainable Development. <https://sustainabledevelopment.un.org>documents>
- Federal Republic of Nigeria (2014). *National policy on education*. Lagos: NERDC Press.
- International Labour Organisation (2012). Working towards sustainable development: opportunities for decent work and social inclusion in a green economy. <https://www.ilo.org>langen>
- Kabiamawei, A., Jimi-Oni, M. Essien, S. & Ajibola, M. O. (2018). Green entrepreneurship: An opportunity for entrepreneurial development in Nigeria. *Covenant Journal of Entrepreneurship*, 1(1), 1-14. <http://eprints.covenantuniversity.edu.ng>
- Keoy, K. H., Koh, Y. J., Chit, S. M., Kwek, C. L., Genaro, J., Lee, L., & Thong, C. L. (2022). Mediating Effect of Technological Enablement on Entrepreneurial Adoption among Students in Higher Education: A Confirmatory Analysis of Technological Enablement Entrepreneurial Model (TEEM). *International Business Education Journal*, 15(1), 73-94. <https://doi.org/10.37134/ibej.vol15.1.6.2022>
- Khan, E., Mubarik, M. S., & Shahid, Z. A. (2021). In the Pursuit of Green in COVID-19: Harnessing the Existing Talent to Pursue Green Corporate Entrepreneurship. *Frontiers in Psychology*, 12, 751961. <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2021.751961>
- Kyle Jr, W. C. (2020). Expanding our views of science education to address sustainable development, empowerment, and social transformation. *Disciplinary and Interdisciplinary Science Education Research*, 2(1), 2. <https://link.springer.com/article/10.1186/s43031-019-0018-5>

- Lindner, J. (2020). *Entrepreneurial learning for TVET institutions: A practical guide*. UNESCO-UNEVOC. [https://unevoc.unesco.org/entrepreneurial learning](https://unevoc.unesco.org/entrepreneurial-learning)
- Lucas, U. & Milford, P. (2009). Key aspects of teaching and learning in accounting, business, and management. In H. Fry, S. Ketteridge, S. Marshall (3rd ed.). *A handbook for teaching and learning in higher education. Enhancing Academic Practice*. Routledge, Taylor, and Francis Group. <https://www.sun.ac.za/faculty/arts/Documents>
- National Business Education Association (2020). *National Standards for Business Education*. NBEA Business Education Library. www.library.nbea.org
- National Planning Commission (2009). *Nigeria Vision 20:2020. Economic Transformation Blueprint*. <http://www.ise.ac.uk/wp-content/uploads/laws>
- National Universities Commission (2022). *Core curriculum and minimum academic standards for the Nigerian university system*. Federal Republic of Nigeria.
- OECD (2012). Green growth and developing countries: A summary of policymakers. <https://www.oecd.org/dac>
- Ogbondah, L. & Nwogu, G. A. I. (2017). Entrepreneurship education and sustainable youth empowerment in Nigeria. *International Journal of Education and Evaluation*, 3(2), 43-53. <https://iijardpub.org/get/IJEE/ENTREPRENE..>
- Olateju, A. O., Danmola, R. A. & Aminu, A. W. (2020). Sustainable entrepreneurship and sustainable development in Nigeria: Prospects and challenges. *International Journal of Research and Innovation in Social Science*, 4(11), 372-377. <https://www.rsisinternational.org/Digital-Library>
- Onyido, J. A. & Duru, D. I. (2019). Entrepreneurship education for sustainable development in Nigeria. *British Journal of Education*, 7(2), 58-72. <https://www.eajournals.org/wp-content/uploads>
- Osisoma, B. C. (2015). *Entrepreneurship, technical education, and sustainable development in Nigeria: An overview*. A paper presented at the 2015 National Conference of Imo State Polytechnic, Umuagwo, Imo State. <https://www.researchgate.net/publication/284342365->
- Oyebanjo, O. G. (2018). Green entrepreneurship: why now and what next? Sub-theme: Entrepreneurship and sustainability. *Covenant Journal of Entrepreneurship*, 2(1), 15-25. <https://www.researchgate.net/publication/326446262>
- Patrick, B., Enakshi, S. and Mandla, M. (2018). *Higher education's key role in sustainable development. The global window on higher education*. University World News. Retrieved from <https://www.universityworldnews.com/post.php?story=20180905082834986>
- Rashid, L. (2019). Entrepreneurship education and sustainable development goals: A literature review and a closer look at fragile states and technology-enabled approaches. *Sustainability*, 11, 5343. www.mdpi.com/journal/sustainability
- Sakar, R. & Goutam, S. (2015). Green entrepreneurship in business schools: Determining the green culture in education. *International Journal of Science Technology and Management*, 4(1), 732-740. http://www.ijstm.com/images/short_pdf
- Sapian, M. K., Mat Jizat, J. E., Zainol, Z., Nallaluthan, K., & Hanafi, N. (2022). The Influencing Factors towards Graduates Employability among Malaysian Public University Undergraduates from 2016 until 2019. *International Business Education Journal*, 15(1), 44-56. <https://doi.org/10.37134/ibej.vol15.1.4.2022>
- Sargani, G. R., Zhou, D., Raza, M. H. & Wei, Y. (2020). Sustainable entrepreneurship in the agriculture sector: The nexus of the triple bottom line measurement approach. *Sustainability*, 12, 3275. www.mdpi.com/journal/sustainability
- Shi, Y., & Bangpan, M. (2022). Young people's participation experiences of technical and vocational education and training interventions in low-and middle-income countries: a systematic review of qualitative evidence. *Empirical Research in Vocational Education and Training*, 14(1), 1-42. <https://link.springer.com/article/10.1186/s40461-022-00136-4>

Alao, O.E., Alao, P.O. & Elijah, T.E. (2023). Developing the entrepreneurial skills of Nigerian business education students for sustainability: Policy and practice imperatives. *Contemporary Educational Researches Journal*. 13(4), 251-263. <https://doi.org/10.18844/cej.v14i4.8972>

Soleas, E. (2021). Environmental factors impacting the motivation to innovate: a systematic review. *Journal of Innovation and Entrepreneurship*, 10(1), 17. <https://link.springer.com/article/10.1186/s13731-021-00153-9>

Sustainable Development Solutions Network (2012). *Launch of United Nations sustainable development solutions network*. A Global Initiative for the United Nations. <https://www.unsdsn.org/news/2012/09/24/launch>

United Nations (2017). *Promoting entrepreneurship for sustainable development: A selection of business cases from the Empretec Network*. United Nations Conference on Trade and Development. <https://unctad.org/files/official-document>

Uvarova, I., Mavlutova, I. & Atstaja, D. (2021). Development of the green entrepreneurial mindset through modern entrepreneurship education. *IOP Conference Series: Earth and Environmental Science* 628, 1-13. <https://iopscience.iop.org/article/pdf>

Wu, S., & Lin, C. Y. Y. (2020). *Innovation and entrepreneurship in an educational ecosystem: Cases from Taiwan*. Springer Nature. <https://link.springer.com/content/pdf/10.1007/978-981-32-9445-5.pdf>

Zeng, J., & Ren, J. (2022). How does green entrepreneurship affect environmental improvement? Empirical findings from 293 enterprises. *International Entrepreneurship and Management Journal*, 18(1), 409-434. <https://link.springer.com/article/10.1007/s11365-021-00780-4>