

The Girl-Child and Entrepreneurial Education: A Case for Economic Sustainability

A.N.G. Alutu and A.O. Uzamere

Benson Idahosa University, Benin City, Nigeria

Abstract: This study discussed the state of the art of entrepreneurial education in relation with the Girl-child; the adult woman of tomorrow. This study was a self-sponsored study conducted in Benson Idahosa University, Benin city, south-south Nigeria in April 2010. The authors' concern was to justify the urgent need for entrepreneurship development as this is a potent factor for a sustainable economy. The target of this study was 300 and 400 Level students of Benson Idahosa University, Benin City who have taken courses in entrepreneurship development. Three Focus Group Discussions (FGD's) were conducted based on the four research questions raised, and forty (40) students were involved. The respondents generally believe that the entrepreneurship program is of immense benefit if well implemented. The skills so gained will go a long way to keep the girl-child busily employed instead of resorting to "less than honorable" activities in a bid to survive. It was concluded that the stake holders of education should promote entrepreneurship development to the fullest in order that Nigeria as a nation will achieve the Millennium Development Goals (MDG 3) which is "to promote gender equality and empower women". To this end there is a need to reinforce the implementation of the entrepreneurial education at the secondary school level to lay a solid foundation for the university entrants.

Key words: Entrepreneurial education, entrepreneurship development, economic sustainability, girl-child, education, stake holders

INTRODUCTION

Entrepreneurship is a widely used term, and is seldom completely understood by many who use it. It is a step in the right direction in the achievement of development. The Irish Business and Entrepreneurship survey (2003) define an entrepreneur as "an owner, part-owner and/or the principal manager responsible for the expansion and strategic development of a business". An entrepreneur is anyone who takes on the responsibility of providing service or value upon identifying a market opportunity or gap with the expectation of profit making. The entrepreneur exploits the factors of production usually at his/her own risk even more so than his/her own benefit. Most researchers agree that there is currently no single accepted definition of an entrepreneur (Carlock, 1994; Grant and Perren, 2002), showing that different schools of thought exist that view entrepreneurship from fundamentally different perspectives.

The most obvious form of entrepreneurship is starting a new business. However, there have been arguments that entrepreneurs are strictly innovators rather than the broader term of being "business people". According to Audretsch (2007) entrepreneurship is a major driver of economic growth in most parts of the world. Economic sustainability is about achieving economic growth year on year. The widely accepted definition of economic

sustainability is maintenance of capital or keeping capital intact, sustainability is attained with a systems' ability to consume its value added interest rather than capital. Entrepreneurship is on the increase in Nigeria, as the increasing rates of unemployment and underemployment leaves most people with no choice than to rely on their innovation.

Entrepreneurial Education is the training of individuals to understand and develop key entrepreneurial attributes, skills and behaviours. Entrepreneurial skills such as creativity, innovativeness, quick decision-making and risk taking are not only relevant to those who have interest in starting and growing their own business, but are relevant to all as these skills are necessary in the workplace, in their daily activities, in managing the home and to the society at large. As the saying goes that learning never ends, so should Entrepreneurship education never end; successful entrepreneurs continue throughout the lifetime of their business/investments. According to Adesulu (2010) to achieve the vision 20:2020 objectives, we must not only teach entrepreneurship in our universities, we should also be ready to practice entrepreneurship".

As indicated by the MDG 3, female empowerment is a major concern in the world today. Entrepreneurship presents an opportunity for women and girls to lift themselves out of economic hardship, this potential of entrepreneurship to change the direction of their lives is

yet to be realized satisfactorily in Nigeria, hence the need for Entrepreneurship education of the girl child in the context of female entrepreneurship development and economic sustainability. This education should start as early as primary school and progress through all levels. This study makes a case for the entrepreneurship education of the girl child as a major tool to reduce the vulnerabilities of the girl child especially those from lower socio-economic levels. As the girl-child is the woman of tomorrow, through entrepreneurship education they become better equipped in carrying out their roles as care-givers, making the home more stable and by extension, the society. As the saying goes, educate a woman and you educate a nation.

LITERATURE REVIEW

The state of the art in female entrepreneurship development: Women are considered to play a growing role in entrepreneurship all over the world. According to Nwoye (2002) Nigerian women have tremendous capacity of human resources. From time, women in a bid to support their families have been indirectly or directly involved in entrepreneurship either through farming, fishing, weaving textiles, processing farm products and trading in the markets, thereby contributing to the economic growth. According to Morse (1973) failure to pay attention to women's economic activities is both morally indefensible and economically absurd.

Improving the opportunities of women to economic activities is a major requirement for developing countries to achieve increased levels of economic growth and development. This extensive development benefits was duly recognized by the World Bank's Gender Equality Action Plan for 2007-2010 "The global community must renew its attention to women's economic empowerment and increase investments in women... Increased women's labour force participation and earnings are associated with reduced poverty and faster growth; women will benefit from their economic empowerment, but so too will men, children and society as a whole..."

Women's productive activities, particularly in industry, empower them economically and enable them to contribute more to overall development. Whether they are involved in small or medium scale production activities, or in the informal or formal sectors, women's entrepreneurial activities are not only a means for economic survival but also have social repercussions for the women themselves and their social environment (UNIDO, 2001).

The need for the development of women entrepreneurship in Africa is no longer a debatable issue, female entrepreneurship has been a major factor that has contributed to the development of many Nigerian communities. There have been political and economic reforms both locally and globally that have created opportunities for women to own businesses.

Because women are generally relatively weaker physically and culturally relegated to the background, they continue to face challenges in this progressively democratic society. Women and girls are subject to abuse at domestic and non-domestic level. They are more vulnerable by nature, and stereotypes placed upon them put them at a disadvantaged position; the difficulty in convincing other members of society to see them beyond being mothers, wives, cooks and home watchers. Women still need to fight against numerous stereotypes to be seen as equals with men in the business world. Adedeji (2010) noted that education in every advanced country is a major factor for the growth of entrepreneurs. He noted that in advanced countries of the world, 20-25% of the Gross Domestic Product (GDP) is used in advancing education, where as in Nigeria it is a far cry. This study takes the position that entrepreneurship serves as a catalyst for economic growth and sustainable development.

Theories of entrepreneurship: Modern theories have considered entrepreneurship as the recognition of opportunities and the decision to exploit them (Acs *et al.*, 2006). During the twentieth century, several economists have tried to clarify the process of entrepreneurship for better understanding of the process. This study considers Lord Marshall, Schumpeter and Kirzner, who have all contributed to the understanding of entrepreneurship and its processes in different economies.

Marshall's (1920) theory explains equilibrium conditions of the market under the assumptions of perfect knowledge information, and perfect competition. According to Loasby (1982), Marshall analyzes the normal running of the business as entrepreneurship, but recognizes that some businessmen are much more enterprising than others. Economic progress is achieved in terms of a variety of small improvements in the production process and in the range of quality of products available. According to Tiryaki (2010) this progress does not depend on "one great" man like the Schumpeterians posit, but on "many men".

Schumpeter views the entrepreneur as the key to socioeconomic development. The Schumpeterian entrepreneur has the ability to decide and direct, he is innovative, applying new methods of production on the market, thereby opening up new markets. This makes him the socioeconomic "great". His creative ability gives the entrepreneur a chance to make excess profits, but only temporarily as imitators enter the market using the same methods. According to Tiryaki (2010) Schumpeter's entrepreneur plays the role of a revolutionary in creation of new production functions and methods. Entrepreneurship is too risky, thereby making it a scarce resource that should be encouraged by giving some protection to reduce the risk they take. Schumpeter posits that the reward for innovations and risk is surplus profits.

According to Kirzner (1997) the entrepreneur who sees (discovers) a profit opportunity, is discovering the existence of a gain which had not been seen by him or anybody else, and this profit opportunity stimulates entrepreneurship. However, the profit arises from arbitrage and not innovation. For change to occur, the entrepreneur needs incentives and these incentives come from the difference among agents in terms of information and knowledge, "the pure entrepreneurial function consists in buying cheap and selling dear- that is, in the discovery that the market has undervalued something so that its true market value has up to now not been generally realized. The alert entrepreneur realizes that a change has occurred and sees profit opportunities. The author's position of entrepreneurship lies strongly with Schumpeter who views the entrepreneur as innovative and creative. However, not undermining the entrepreneurs needs to be alert and take on profit opportunities as Kirzner posited.

The need for entrepreneurship education of the girl child: According to Hassan (2009) educating a single girl is like educating the whole society, as mother is the first school for a child. Parents are often more likely to pull a girl-child out of school over a boy when fees become hard to find. As a result of cultural and economic reasons, the girl-child is vulnerable to continue the cycle of hardship faced by women around the world.

According to Ezekwesili (2009) Poverty has a 'female face' and the global economic downturn will have a significant impact on women as more of them lose jobs and are forced to manage shrinking household incomes. The education of the girl child can have a tremendous impact on way of life and the economy. Women are very important to society; their role as home caretakers and mothers places them in a vital position in the positive development of any society. Still with this vital position in society women continue to face abuse and poverty. Their natural position as women puts them at very high health risks. With proper awareness and education, women have the potential to improve the quality of their lives, and steer not only their destinies in the right direction, but the destinies of their families and by extension the society. Any society that fails to give education (qualitative) to its girl is bound to fail, it will never be prosperous, because of its significance.

Purpose of the study: The aim of this study is to enlighten stake holders of education on the need to develop entrepreneurial skills through entrepreneurship education of the girl child for economic stability. To achieve this, the following research questions were raised:

- What are the benefits of entrepreneurship to you as an individual and to Nigeria as a nation?
- How relevant is the entrepreneurship development program in your university.

- Are there any bottle-necks in implementing the program?
- Do females need more entrepreneurship education than their male counterparts? If yes or no, why?

MATERIALS AND METHODS

This research was a qualitative design which adopted the Focus Group Methodology to assess the needs of the Girl-child as regards entrepreneurial education. According to Robinson (1999) a focus group can be defined as an in-depth, open-ended group discussion of 1-2 h duration that explores a specific set of issues on a predefined and limited topic, and are convened under the guidance of a facilitator. Such groups typically consist of between eight to twelve participants. Although this number varies as Krueger and Casey (2000) suggest between six and eight participants, the number generally viewed as manageable is between six and ten participants (Rabiee, 2004).

The purposes of focus group according to ETR Associates () are as follows:

- Explore the depth and nuances of opinions regarding an issue
- Understand differences in perspectives
- Understand what factors influence opinions or behavior
- Test materials or products
- Test reactions to actual or proposed services
- Design a large study or understand its results
- Capture opinions and perspectives of a program's target audience
- Learn about participants by observing their interactions

According to Kitzinger (1994), Focus group is employed as a convenient way to illustrate a theory explicitly generated by other methods or a cost effective method of interviewing several people at once.

The population of the study consists of twenty-four (24) female and Seventeen (17) male students who have taken the session-long entrepreneurial education program. The students are in departments ranging from Law, Accounting, Business Admin, and Microbiology to International Studies and diplomacy.

The research instrument used was Focus Group Discussion. The method was Formal, carried out in person, with structured leading questions. Questions were asked based on the four (4) research questions and their responses were recorded

RESULTS

The significant features of focus in this study were summarized and discussed. The qualitative data collected from the respondents were presented in four major themes, this was done to reduce the problem of data overload characteristic of qualitative analysis.

Theme 1:

Benefits of entrepreneurship to individuals and to Nigeria:

- Entrepreneurship helps individuals attain independence and personal financial stability
- Entrepreneurship provides employment opportunities
- It aids in the utilization of natural resources
- Entrepreneurship helps young people with potential to reduce the time spent on the streets searching for jobs
- It aids self employment
- Entrepreneurship affects changes in personal and career attitudes (self-worth, teamwork, creativity, motivation etc.)
- Entrepreneurship aids in wealth creation and poverty reduction.
- It aids economic growth and development
- Entrepreneurial activities aids in increasing Gross Domestic product(GDP)
- It makes the economy attractive for Foreign Direct Investment
- Entrepreneurship aids in utilization of natural resources and stimulates the economy
- It gives individuals independence and a sense of freedom
- It promotes self-esteem, self-fulfillment and respect
- It improves the quality of life
- Entrepreneurship aids in flexibility, allowing individuals to pace their schedules and spend more time with their families
- It sustains families and communities
- Increased entrepreneurial practices by members of society helps in reducing crime
- Increased entrepreneurial practices among young people helps in checking moral decadence among undergraduate boys and girls.

Theme 2:

The relevance of entrepreneurship education program:

Entrepreneurship education program has helped students come to the knowledge and understanding of the concept

- It has inculcated in the students the spirit of self-employment and wealth creation.
- Entrepreneurship education helps students discover their entrepreneurial potential
- Helps students develop economic and financial literacy
- Entrepreneurship education helps students to identify and explore entrepreneurship as a career choice
- It has equipped students with necessary entrepreneurial skills
- Entrepreneurship education has helped in the promotion of relevant personal development qualities among students such as creativity, spirit of initiative, risk-taking and responsibility;

- It helps students harness their entrepreneurial skills
- The program content has given students tangible ideas on profitable businesses to venture into and the processes involved.
- It has helped some students venture into entrepreneurial activities even before graduation.
- It has given students a sense of direction
- It has opened up in the students a desire to be creative
- Entrepreneurship education has reduced reliance on job availability for survival

Theme 3:

Bottle-necks in implementing the entrepreneurship education program:

- Inadequate practical teaching content delivery
- Insufficient practical teaching material
- Entrepreneurship education program content is not realistic enough to apply to Nigeria of today
- Program content not sufficient
- Overcrowding of the classrooms
- Dull and unexciting method of delivery among some lecturers resulting in a lack of interest among majority of students
- Program duration too short to make tangible impact on students
- Not effective enough as some students who have completed the course can't recall anything.

Theme 4:

Do females need more entrepreneurship education than their male counterparts? If yes or no, why?

Yes females need more entrepreneurship education.

Reasons:

- Females need more entrepreneurship education because poverty makes females more sexually vulnerable
- Indigent female students readily engage in immoral activities such as prostitution than their male counterparts
- Female students are more prone to engage in immoral activities just to "fit in" or "belong" than their male counterparts, rather than engaging in entrepreneurial activities.
- More female university fresher (Jambites) are engaging in prostitution or multiple dating just to keep up with the level sophistication they found in the university community.
- Entrepreneurial activities consumes female students' time and makes them less distracted by vices of male students
- Females suffer more hardship than their male counterparts because of their roles as mothers and caretakers of the home
- Women/females depend too much on their male partners or relatives for survival.

- Females who are seen as liabilities by their partners tend to be treated with disrespect
- Females who play supportive roles financially are more respected and cherished by their partners
- Females as natural caregivers are better managers and with proper education have the tendency to be better entrepreneurs
- Their soft hearted nature makes them readily recognize needs around the home and thereby the community
- Females have a variety of skills that they can get involved in such as hat making, bead making, baking, cooking, hair dressing etc.
- Entrepreneurship education of the young female prepares them to be better home makers, by extension improving the society

DISCUSSION

The results from the qualitative data analysis were discussed based on the four major themes;

Theme 1:

Benefits of entrepreneurship to individuals and to Nigeria: Nigerian youths are the worst hit by the economic crunch. Poverty has been an issue of serious concern in Nigeria and not just by the recent global meltdown. Entrepreneurial activities, if properly carried out and supported by active government policies and infrastructures has the capacity to bring Nigeria out of its current levels of poverty; currently having over 70% of her population living under \$2 (two dollars) a day and 54% living under \$1 a day. Even with the presence of white collar jobs for graduates who want to pursue professional careers, it is also expedient to acquire entrepreneurial skills. This serves as a means to the end of generating extra income for self sustenance. Entrepreneurs face the challenges of poor power supply, corruption, government policies, credit inaccessibility etc. Although these barriers towards achieving the benefits exist, entrepreneurial activity is necessary for Nigeria to attain the Millennium Development Goals.

Benefits to individuals:

Independence and financial stability: business ventures carefully organized to make profit create financial stability for the individuals. This gives individuals an ability to help self and loved ones around who depend on them or are unable to support themselves. Entrepreneurship allows independence not only from bosses and supervisors, but also to make important decisions in the business (McOliver and Nwagwu, 2006)

Self fulfillment and self sufficiency: having your own business gives you an opportunity to be self-sufficient, not having to depend on an employer's effort for support. It gives an opportunity to be innovative and responsible for

the growth of the business and workers under you. Success in entrepreneurial activities has the benefit of giving the entrepreneur a sense of fulfillment in his/her ability to set a goal, organize resources to achieve that goal and immensely enjoy the benefits (profits) accrued from the goal.

Flexibility: Nwoye (2007) noted that many people choose entrepreneurship because it provides greater flexibility. Entrepreneurs are able to pace activities in a way that gives them more time to spend with family and on other interests.

Focus: entrepreneurial activities create in the young individual an ability to be focused. Thereby reducing the incidence of immorality and delinquent behavior that idleness or poverty may have caused.

Benefits to Nigeria: According to Smith (2009), Oteje (2009), Audretsch (2007), and Osalor (2009)...., it is generally believed that entrepreneurship is a major driver of economic growth and sustainability. Nigeria has great potential to excel through entrepreneurship because of its vast human and natural resources. Entrepreneurship is beneficial to every person and by extension Nigeria. Some benefits pointed out, agree with Odularo (2005):

- Provision of employment opportunities: Entrepreneurial activities boost employment opportunities. Businesses need people to work for them ...entrepreneurship also reduces the number of job seekers on the streets searching for jobs that are not available. Unemployment and idleness are also responsible for the high rates of crime and violence on the streets and among youths.
- Effective resource utilization: Entrepreneurship utilizes natural resources, thereby engaging resources from less productive to more productive areas, hence increasing value to both the entrepreneur and the economy as a whole. Nigeria's vast natural and human resources are utilized effectively.
- Equitable distribution of income and wealth: With more entrepreneurial activities provided in the rural areas, more wealth is created thereby propagating the economic progress of both the communities and its individuals. Thus more villagers have more work opportunities, hence reducing the rate of rural to urban migration. Entrepreneurial activities in the rural areas create new jobs thereby increasing local incomes, and improving the quality of life in the rural communities. Such entrepreneurial activities effectively connect the rural communities to the larger urban communities.
- Social benefits of entrepreneurship: According Smith (2009), entrepreneurship improves the quality of life in non monetary ways. Life is made easier for consumers by the creation of new products and

services. New products make life easier by improving communications, transportation and healthcare. Consumers in the society have the opportunity to make choices among better priced products provided by new entrepreneurial competitors. Resources collected from firms and industries by way of taxation are given back to the people in the form of services, and maintenance of peace and order. Entrepreneurship also aids in the support of charities and Non Governmental Organisations (NGO) activities.

Theme 2:

The relevance of the entrepreneurship development program: Graduate unemployment is a major problem Nigerian youths encounter. A major source of fear for the university undergraduate is the plight of joining countless other weary job seekers on the streets. As pointed out by Inegbenebor (2005) this problem is not curbed but rather exacerbated as private sector organizations have found that to survive the stiff competition brought about by globalization, they need to adopt new technologies and processes. More work positions are being replaced by technological innovations. A glaring purpose of the importance of entrepreneurship education is the need to create more jobs. According to Smith (2009) the study and practice of entrepreneurship provides a valuable vehicle and opportunity for personal development and financial growth, representing a way of thinking and doing that is beneficial for success in many types of undertakings and in life generally.

Smith (2009) asserted that as a general habit entrepreneurship is assumed to be a useful habit as well in all working activities and in life, because it allows improving personal qualities like "creativity, spirit of initiative, responsibility, capacity of confronting risks, independence." Nevertheless, the main purpose to promote entrepreneurship education seems to be the necessity of new jobs.

- Entrepreneurship education program has helped students come to the knowledge and understanding of the concept: entrepreneurship education provides students with early awareness of entrepreneurship, and contact with the world of business and wealth creation. It also gives students an understanding of the role of entrepreneurs in the society
- Entrepreneurial education helps students to identify and explore entrepreneurship as a career choice: entrepreneurship education has helped raise students' awareness of self employment as a career option.
- Even with the presence of white collar paid employment in the private and public sectors graduates who want to pursue professional careers, it is also expedient to acquire entrepreneurial skills as

a means to the end of generating extra income and lift themselves and their families out of poverty.

- Young people (children) and women are the worst hit under the financial predicament of the Nigerian masses/populace, poverty and unemployment cuts across all social strata, and now it seems a university education cannot serve as a lifeline out of poverty because of the alarming numbers of graduates still searching for jobs that don't exist or are accepting jobs that are below their qualification. This is evident in the growing number of university graduates who due to frustration from lack of employment accept jobs as small office assistants and secretaries, nursery and primary school teachers and even security women.
- Entrepreneurial education helps students develop economic and financial literacy: as a result of this education, students gain better knowledge and understanding of economic and financial issues related to entrepreneurship. They know the steps to take in surveying markets for business opportunities, financing projects, and solving business problems.
- It has inculcated in the students the spirit of self-employment and wealth creation: students become aware of the need to engage in entrepreneurial activities not just to sustain self but to create wealth for the good of the larger community. Relevance of entrepreneurship in today's Nigeria cannot be over emphasized, as unemployed graduates can come to rely on their skills and entrepreneurial knowledge to discover market opportunities and maximize factors of production to their benefit.

Theme 3:

Bottle-necks in implementing the Entrepreneurship development program:

- Inadequate practical teaching content delivery: studies have stressed the importance of the use of experiential learning in entrepreneurship education (Akpomi, 2009; Inegbenebor, 2005). As pointed out by Inegbenebor (2005) experiential learning is an effort to integrate real world experiences with conceptual learning. It involves various techniques as "live" case analysis, business plans, consulting with practicing entrepreneurs, interviews of entrepreneurs by students, use of entrepreneurs as guest speakers, internship in entrepreneurially-run businesses, student involvement in product development teams, simulation, field trips, use of video and films etc. An important advantage of experiential learning is that the student is actively involved in the learning process. This needs to be incorporated in the entrepreneurship development program
- Entrepreneurial education program content is not realistic enough to apply to Nigeria of today: analysis

of results showed that about 70% of students don't find the entrepreneurship education realistic enough to the unique state of the Nigerian economy. A major shortcoming is the issue of incessant power supply shortage and poor micro-credit financing as also pointed out by Isenmila and Okolie (2009).

- Program content not sufficient: a 100% of the students who showed interest in the course were of the opinion that the content of the theory program was insufficient. To make considerable impact, more hours needs to be put into the program. The content needs to be diversified such as introducing more case studies, presentations, and exhibitions of students' practical work.
- Dull and unexciting method of delivery among some lecturers resulting in a lack of interest among majority of students: entrepreneurship education requires high doses of passion to deliver. Dull and uninteresting methods of delivery result in lack of interest among the students. Results of the study show that a good 45% of the 400 Level students who had taken the entrepreneurship course could not recall its main content therefore rendering it of no impact to them. Many Students are found to be partaking in the course so as to fulfill their course credit requirements.

Theme 4:

Females need more entrepreneurship education than their male counterparts:

- All students interviewed were of the opinion that females need more entrepreneurship education. Female undergraduates from disadvantaged backgrounds engage in "less than honourable" activities just to survive and sometimes assist their parents with their school fees. This they do with the hope that the education they seek will bring them out of lack. If these young ladies have entrepreneurial skills, and not necessarily talent, some of them could take the more honourable path of engaging in a trade to assist them financially.
- Vulnerable female "Jambites" (young university entrants) are swayed off under the pressure to be comfortable or to "belong", engaging in sexual activities to finance their survival in the university. If these young girls had entrepreneurial skills to keep them busy or cope financially with their lifestyle, the rate of decay would be reduced. However, this group of young girls would not have had the opportunity to undertake a course on entrepreneurship education, some of them being fresh out of secondary school; they have only their parents or guardians to depend on. Hence making it largely a case of a lack of entrepreneurial education. With the difficulty of many parents to support their kids beyond feeding and schooling, it takes more than a strong will to endure without the basic needs of life as a student.

- If more young girls can acquire more entrepreneurial education and act on it, the benefits would extend to their homes when they get married and have the burden of both extended and nuclear family to bear, and to the society as well.
- With the developing of entrepreneurial skills through entrepreneurship education, young female undergraduates can anticipate a path to financial freedom and independence and the contribution to the nation's economic growth and development.

CONCLUSION AND RECOMMENDATION

Embarking in entrepreneurial activity is one of the ways of attaining economic growth and sustainability. Entrepreneurship also provides an opportunity for a person to improve quality of life and make contributions to society. Acquisition of entrepreneurial skill is a way of empowering the girl-child and by extension women to support their families and have confidence in their ability to add to the productivity level envisaged for a sustainable economy. As shown by this study, Entrepreneurship aids in reducing delinquent behavior as young girls can be forced to fall back on various skills acquired via entrepreneurship education in periods of economic hardship.

From the results of this study the following recommendations are made. The stake holders of education should take a critical look and make a case for the entrepreneurial education of the girl child. In view of the vulnerabilities the girl child faces in a hardship ridden economy, and as the woman of tomorrow with the burden of dealing with female role definitions brought on by cultural barriers. Entrepreneurial behaviors can be developed, practiced and learned therefore it is important to expose all students to entrepreneurial education. Entrepreneurial education should be started as early as primary school and progress through all levels of schooling to further inculcate and develop entrepreneurial skills in young people.

ACKNOWLEDGMENT

The writers gratefully acknowledge the 300 Level and 400 Level Benson Idahosa University Students who responded to the Focus Group Discussions and interviews that generated data for this study. Many thanks to everyone who showed support in one way or another.

REFERENCES

- Acs, Z.J., D.B. Audretsch, P. Braunerhjelm and B. Carlsson, 2006. The knowledge spillover theory of entrepreneurship. *Electron. Work. Pap. Ser.*, 77: 3-4.
- Adesulu, D., 2010. Entrepreneurship Education, Only Way to Achieve Vision 20:2020. Vanguard News Paper, Thursday, 25th March.

- Adedeji, E., 2010. Entrepreneurship Education, Only Way to Achieve Vision 20:2020. Vanguard News paper, Thursday, 25th March.
- Akpomi, M.E., 2009. Achieving millennium development goals through teaching entrepreneurship education in Nigeria Higher Institutions. *Eur. J. Soc. Sci.*, 8(1): 154-157.
- Audretsch, D.B., 2007. *The Entrepreneurial Society*. Oxford University Press, London.
- Carlock, R.S., 1994. *Instructor's Guide to Teaching Entrepreneurship*. Garland Publishing Incorporated (Garland Studies in Entrepreneurship), New York.
- Ezekwesili, O., 2009. Poverty has a female Face. A paper presented at the Women and Changing Global Outlook, Conference in Washington.
- Grant, P. and L.J. Perren, 2002. Small business and entrepreneurial research: Meta-theories, paradigms and prejudices. *Int. Small Bus. J.*, 20(2): 185-209.
- Hassan, A.A., 2009. Girl-child Education: Solution to Nigeria's Problems. *Daily Triumph*, April 25.
- Inegbenebor, A.U., 2005. Education for Entrepreneurship: Experience at the University of Benin. A paper presented at the Inaugural Conference of the Academy of Management Nigeria in Abuja.
- Isenmila, P.A. and A.O. Okolie, 2009. Micro financing and its support for entrepreneurial development in Nigeria: A primer paradox of poverty in abundance. *Benin J. Soc. Sci.*, 17(1): 193-194.
- Kirzner, I.M., 1997. *How Markets Work: Disequilibrium, Entrepreneurship and Discovery*. The Institute of Economic Affairs, London.
- Kitzinger, J., 1994. The methodology of focus groups: the importance of interaction between research participants. *Sociol. Health*, 16(1): 103-121.
- Krueger, R.A. and M.A. Casey, 2000. *Focus Groups: A Practical Guide for Applied Research*, 3rd Edn., Sage Publications, Thousand Oaks, CA.
- Loasby, B.J., 1982. The Entrepreneurship in economic Theory. *Scottish J. Polit. Econ.*, 29(3): 235-240.
- Marshall, A., 1920. *Principles of Economics: An Introductory Volume*. 8th Edn., Macmillan and Co. Ltd., London.
- McOliver, F.O. and N.A. Nwagwu, 2006. *Entrepreneurship Development: The Nigerian Experience*. Mareh, Benin.
- Morse, F.B., 1973. A Better Way? A Speech delivered to the United Nations (UN) Association of Minnesota.
- Nwoye, M.I., 2007. Gender responsive entrepreneurial economy of Nigeria: Enabling women in a disabling environment. *J. Int. Women's Stud.*, 9(1): 167-168.
- Nwoye, M.I., 2002. Taking women to task in a gendered economy: The opportunity cost of neglecting the resources that African woman represents. A paper delivered at the Women's Worlds' Conference in Uganda.
- Odularo, G.O., 2005. Entrepreneurship: a potent trade tool for promoting Nigeria's exports to the EU. *Int. J. Entrep.*, 9(6).
- Oteje, K.M.J., 2009. Entrepreneurship, job creation, income empowerment and poverty reduction in Nigeria. A paper presented at the MACEP Lectures in Abuja.
- Osalar, P., 2009. Entrepreneurship and Micro, Small and Medium Enterprises (MSME's). Retrieved from: http://www.EzineArticles.com/?expert=Peter_O_Osalor on 20/03/10 at 2.32am.
- Rabiee, F., 2004. Focus group interview and data analysis. *Proc. Nutr. Soc.*, 63(4): 655-660.
- Robinson, N., 1999. Focus group methodology - Its application to sexual health research. *J. Adv. Nurs.*, 29(4): 905-913.
- Smith, A.J., 2009. Entrepreneurship as a means for Economic Growth, Social Contribution, and Personal Development, and a Hope for Japan, pp: 171-174.
- Tiryaki, A., 2010. Theories of Entrepreneurship: A Critical Overview. Retrieved from: www.sbe.dpu.edu.tr/13/31-42.pdf.
- United Nations Industrial Development Organization (UNIDO), 2001. Gender Mainstreaming, UNIDO's Medium Term Programme Framework for the Period 2002-2005. Retrieved from: www.un.org/womenwatch/ianwge/gm_facts/Unido.pdf.
- World Bank, 2007. Gender Equality as Smart Economics - World Bank's Gender Equality Action Plan for 2007-2010.