

Exploring Effective Strategies for Cultivating Entrepreneurial Leadership Skills in Nigerian Tertiary Institutions

Eze-Ali, Grace Ogba

Federal Polytechnic Ohodo, Enugu State, Nigeria.

DOI: <https://doi.org/10.51584/IJRIAS.2025.1002008>

Received: 24 January 2025; Accepted: 31 January 2025; Published: 04 March 2025

ABSTRACT

This systematic review explores effective strategies for cultivating entrepreneurial leadership skills among students in Nigerian tertiary institutions. Given the critical role of entrepreneurship and leadership in driving economic growth and addressing unemployment, this review synthesizes current practices, identifies gaps, and suggests actionable strategies to enhance the entrepreneurial ecosystem within higher education in Nigeria. The study employed a mix research method, grey literature from 2010 to 2023 were conducted, focusing on empirical studies, policy analyses, and case studies relevant to entrepreneurial leadership education. Inclusion criteria were studies that involved tertiary institutions in Nigeria and those that discussed interventions, programs, or policies aimed at developing entrepreneurial leadership skills. Findings from the study revealed a multifaceted approach to entrepreneurial leadership development, emphasizing the importance of curriculum integration, experiential learning opportunities, mentorship programs, and institutional support structures. Key findings indicate that while some institutions have successfully implemented innovative programs, a coherent national strategy and more robust institutional frameworks are needed to foster an entrepreneurial culture across all tertiary institutions. Moreover, the review highlights the need for collaboration between educational institutions, industry, and government to create an enabling environment for entrepreneurial leadership. The review concludes with recommendations for policymakers, educational leaders, and stakeholders to leverage best practices, strengthen institutional capacities, and formulate policies that support the development of entrepreneurial leaders, thereby contributing to Nigeria's socio-economic development.

INTRODUCTION

Over the past few decades, there has been a lot of enthusiasm surrounding the idea of incorporating entrepreneurship into education. This is said to provide a wide range of benefits, including better societal resilience, economic growth, job creation, and equality as well as personal development and more school participation. Alongside the claimed benefits, putting this notion into practice has presented some considerable hurdles. Some of the obstacles practitioners have faced while attempting to incorporate entrepreneurship into education include a lack of time and money, instructors' distrust of commercialism, inhibiting educational frameworks, evaluation issues, and a lack of clarity in definitions. The main perspective used to explain why entrepreneurship is important for education is currently the economic one. This has been somewhat successful for higher education optional courses, but it presents additional challenges when attempting to introduce entrepreneurship to all students in primary and secondary education levels. Here, the high levels of student passion and engagement that entrepreneurship may create, as well as the ensuing deep learning, are a much less spoken about but extremely fascinating effect that entrepreneurship can have on education.

In Nigeria, post-basic education is provided in tertiary institutions, which include universities and inter-university centers like Innovation Enterprise Institutions (IEIs), Colleges of Education Polytechnics, Monotechnics, and other specialized colleges (Federal Republic of Nigeria, 2013). By "making entrepreneurial skills acquisition a requirement of all Nigeria universities," the National Policy states that higher education should contribute as much as possible to the growth of the country. One of the primary issues endangering Nigeria's economic progress is youth unemployment. The government of Nigeria is working to create jobs, but it doesn't appear like the issue of graduate employment is getting any better (Ubogu R., 2020). When given the right opportunity, youths are the greatest resources for promoting social, political, and economic advancement,

hence it is crucial that they are actively involved in the workforce. Any nation's progress and well-being are hampered by the underdevelopment of this population. One of the biggest issues facing Nigerian society is unemployment, which disproportionately affects the youth. Insecurity, militancy, and several social vices have been brought on by unemployment. Because there are so few paid jobs or white-collar positions available, higher education institutions annually produce a large number of graduates who are unable to find productive employment. As a result, education that gives its graduates the abilities, information, attitudes, and motivation to confront and deal with the pressing issue of unemployment is necessary. There is an urgent need for education that develops self-reliance and has a favorable effect on people's capacity for creativity and invention. Because of this, entrepreneurial education is a crucial instrument in the fight against unemployment. (Ubogu R. , 2023). This suggests that in order to eliminate poverty and instill the values of acquiring the skills required for self-reliance, education at all levels must be of a high caliber. (Ubogu, 2020).

In response to the nation's rising unemployment rate, the Federal Government of Nigeria unveiled the National Economic Empowerment and Development Strategy (NEEDS) in 2004 with the goal of creating seven million jobs by 2007. The Federal Government wanted to do this by creating the conditions necessary for private businesses to flourish and for people to receive training in skill acquisition for work (FRN, 2004). In order to achieve this, NEEDS sought to strengthen the ties between technical colleges and the business community, as well as to develop new technical schools, purchase equipment, and offer courses in technical colleges that foster entrepreneurship and vocational skills. Despite the fact that this was a policy declaration issued by the Federal Republic of Nigeria, or FRN (2004), the above ideal is still a long way off because goals and wishes have not been well executed, and unemployment in Nigeria is still rising at a startling rate.

Investigating the impact of entrepreneurship education (EE) on graduate entrepreneurial intentions, behavior, and engagement is gaining more attention from academics, policymakers, and even industry professionals (Izedonmi & Okafor, 2010; Koe, Sa'ari, Majid, & Ismail, 2012). The question of what influences graduates to pursue entrepreneurship as a career path is an intriguing one. Researchers from various fields and perspectives have extensively examined the topic of EE and entrepreneurship intention (EI: Entrepreneurial Intention refers to the extent at which an individual is interested in becoming an entrepreneur under differing conditions) (Malebana & Swanepoel, 2015; Storen, 2014). Self-efficacy, personality qualities, age, culture, family position, education and training, creative capacity, the urge for achievement, and other factors are some of these diverse viewpoints. Entrepreneurship is regarded as a crucial component of industrialization because of its perceived significance to economic growth and development through wealth creation, value addition, and employment production (Fems, 2016). Because EE is thought to be an effective strategy in giving people the knowledge, skillsets, and attitudes to engage in entrepreneurial activities as well as the ability to recognize commercial opportunities, academics have concentrated on studying EE as the major influencer of EI (Fems, Poazi, & Opigo, 2017). According to the idea of planned behavior, intention, as examined by psychologists and other experts, is the most reliable indicator of future behavior (Krueger, 2005). Intention by itself is not a reliable indicator of the effectiveness of entrepreneurship education because, while intention is useful in forecasting future behavior, intention is not always followed by action.

Despite the recognized importance of entrepreneurial leadership skills in driving innovation, economic growth, and societal development, Nigerian tertiary institutions face significant challenges in effectively cultivating these skills among students. The current educational landscape often prioritizes traditional academic disciplines over entrepreneurship and leadership development, resulting in a gap between the skills demanded by the modern workforce and those acquired by graduates. Furthermore, limited access to resources, inadequate infrastructure, and cultural barriers hinders the implementation of effective strategies for fostering entrepreneurial leadership within Nigerian tertiary institutions.

In light of these challenges, there is a pressing need to explore and identify effective strategies for cultivating entrepreneurial leadership skills in Nigerian tertiary institutions. By addressing this gap in the literature and practice, stakeholders can better equip students with the knowledge, mindset, and competencies necessary to thrive as entrepreneurial leaders in the dynamic and competitive global economy.

CONCEPTUAL LITERATURE

Entrepreneurship

Every economy may benefit greatly from entrepreneurship, which is a major driver of growth. According to Longworth, (2013), small, medium, and large-scale business operations employ a substantial number of people, most of whom are creative and enterprising individuals. Fostering an entrepreneurial culture is seen by many corporate executives, academics, and public and private sector politicians as the key to economic success at the local, national, and international levels (Ayatse, 2013). In order to establish the framework for the main ideas in this essay, let me define entrepreneurship simply. Those who carry out different combinations of production, referred to as enterprises, are referred to as entrepreneurs, according to (Schumpeter, 1982). This fundamental definition is somewhat limiting because it doesn't explain how the entrepreneurship process evolves, who the actors are, or what qualities make it important. However, because of its broad scope and accurate depiction of the traits of an entrepreneur, the following definition directs this investigation more suitably:

“Entrepreneurship is a dynamic process of vision, change, and creation. It requires an application of energy and passion toward the creation and implementation of new ideas and creative solutions. Essential ingredients include the willingness to take calculated risks, in terms of time, equity, or career; the ability to formulate an effective venture team; the creative skill to marshal needed resources; the fundamental skill of building solid business plans; and finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion (Kuratko & Hodgetts, 2004)”

This definition includes all forms of entrepreneurs: corporate entrepreneurs, academic entrepreneurs, and entrepreneurs operating within an institution are included, in addition to those who have launched their own businesses. According to Drucker (1970), an entrepreneur's devotion to invention rather than personality attributes is what unites them. He went on to say that in order for innovation to happen, an entrepreneur needs to be highly motivated, tenacious, and purposeful in addition to being creative and knowledgeable (Drucker, 1970).

The Need for Entrepreneurship Education in Nigerian Tertiary Institutions

Given the pressing need to provide other sources of employment, entrepreneurship education ought to be considered an essential part of our educational program. Nigerian graduates in the twenty-first century cannot afford to be "jacks of all trades and masters of none." They must enter the job market with specific knowledge if they are to be employable. Nigeria's economic history has demonstrated that our country cannot meet the demands made of it if entrepreneurship is not encouraged. Nigeria, a newly independent nation, demonstrated economic virility and vigor in the 1960s as a result of a diverse economy centered on agricultural items including groundnut, cocoa, and palm oil and kernel. The tremendous boom known as the "oil boom" was caused by the commercial discovery of petroleum in the early 1970s. Additionally, it caused Nigerians and their governments to leave agriculture in favor of the cities and farmland.

Moreover, education in entrepreneurship provides a remedy. By immersing students in real-life learning experiences where they can take risks, manage the effects, and learn from the outcomes, it aims to equip people, particularly youths, to be responsible, ambitious individuals who become entrepreneurs or entrepreneurial thinkers. Employers value the organizational skills that young people, particularly those in higher education institutions and those with disabilities, acquire through entrepreneurship education. These skills include time management, leadership development, and interpersonal skills, all of which are highly transferable (Ubogu, 2010).

Empirical Literature

Soomro & Shah, (2014) examined the relationship between teaching strategies and encouraging entrepreneurial mindsets and goals. The concept of planned behavior is used in the study to investigate people's intentions and attitudes toward entrepreneurship (TPB). They used 200 respondents from developing

countries (five point Likert scale) and measured the variables of attitudes toward behavior, subjective norms, perceived behavioral control, achievement, self-esteem, personal control, and innovation using modified entrepreneurship question items already developed by the field researchers. The study's conclusions showed a strong relationship between instructional techniques and students' changing perspectives and aspirations to become future business owners. Rudhumbu, Svotwa, Munyanyuwa, & Mutsau, (2016) examine how students at two distinct Botswana higher education institutions feel about the methods used to teach entrepreneurship. Out of the 462 kids in the population, 250 individuals were used as a sample in this study. A standardized questionnaire on a 5-point Likert scale was used to collect the data.

Abubakar, Kabir, & Nalado, (2014) conducted a study on the evaluation of instructional strategies and the entrepreneurial aspirations of university students. At the School of Management Studies at Kano State Polytechnic, the survey study design looked at the entrepreneurial intentions of the students. The study's population consisted of final-year HND students enrolled in different managing or administrative programs. A total of 312 samples were selected for the study using protocols for purposeful sampling. Regression analysis was done to look at the factors influencing the students' desire to start their own business. Additionally, analysis of variance (ANOVA) was employed to look at the differences in the students' entrepreneurial intentions. At Nigeria's Kano State Polytechnic, the results show a positive correlation between instructional techniques and students' aspirations to launch their own companies. Ghanaian students were examined in terms of personality, entrepreneurship education, and entrepreneurial intention by (Victor, Akanganngang, & Ebenezer, 2018). The study employed an explanatory cross-sectional survey research design. The study used a straightforward random sampling technique to choose a sample size of 324 students who took part in the survey. Version 25 of IBM Amos was utilized to do the statistical analysis. The study demonstrated how, after adjusting for age, gender, and course of study, entrepreneurial teaching strategies moderated this association. Additionally, it demonstrated how the relationship between personality factors and entrepreneurial intention was mediated by entrepreneurship curricula.

Maxwell, Chinonye, Oluwole, Stephen, & Amaihian, (2017) investigated how entrepreneurship course content and the value of having an open mind were viewed by students in Nigerian universities. The study employed a quantitative approach with a descriptive research methodology to find trends related to its objective. Surveys were used as a quantitative research approach. The population of the study consisted of all students at the selected universities.

A multi-stage sampling strategy included the use of stratified sampling and basic random sample. Data analysis was done using the Statistical Package for Social Sciences (SPSS). Hierarchical multiple regression was used as a statistical analysis method to show the incremental contribution to the dependent variable's prediction. The study's findings illustrated how the design of an entrepreneurship program might encourage students to apply critical thinking techniques to generate unique business ideas. Rahimah, (2019) research examined the effects of curriculum material on students' interest in, intentions for, and competence in entrepreneurship. The samples came from Universiti Putra Malaysia undergraduate students who were enrolled in entrepreneurship courses for five months during the first semester of 2016–2017. Interviews and a basic sewing test were part of the screening procedure that resulted in the selection of 40 students to be respondents for the program. Their program, which focused heavily on the mentor-mentee approach, involved ten local fashion entrepreneurs. The respondents were given access to e-marketing courses, sewing classes, business and skills training, entrepreneurship lectures, and evaluation sessions. Their study found a strong positive association between students' aspirations to pursue entrepreneurship and the substance of entrepreneurship programs. Although their results could not demonstrate a significant correlation between the content and competences of the entrepreneurship curriculum and the fashion entrepreneurship program, respondents' assessments of their interest, ambitions, and competencies at the program's conclusion were positive. Abdul & Nuru, (2018) looked into the connection between students' entrepreneurial drive, intention, and the substance of the entrepreneurship program. Using the practical and structured sample method, 450 self-administered questionnaires were given to students at Malaysian Public University representing different faculties, races, and student seniority. Following questionnaire distribution, 413 properly filled out surveys were received back and used in the data analysis. Their results, which included correlation and regression analysis, demonstrated a

relationship between the students' degree of motivation and the content of the entrepreneurship curriculum when it came to selecting entrepreneurship as a vocation.

Numerous issues are inhibiting the effectiveness of entrepreneurship education in Nigeria, according to a study by (Nwosu & John, 2018). These factors may be affecting the number of employable graduates our colleges produce. In his investigation into the impact of entrepreneurship education on secondary school pupils, Salabson, (2020) discovered that the subject matter had a bearing not just on students' motivation to create their own jobs but also on their degree of self-reliance. In order to evaluate its implications for the sustainable development of the state and the nation as a whole, Kareem, Ademoyewa, Jolaosho, Ojenike, & Sodi, (2015) looked at the effect of entrepreneurship education on self-reliance. They discovered that the absence of contemporary equipment was the most common issue seen during entrepreneurship instruction. In order to promote self-reliance, Uzoegwu & Egbe, (2014) investigate the opportunities and difficulties of incorporating entrepreneurship education into the curricula of Nigerian institutions. They disclosed that the University of Nigeria, Nsukka's entrepreneurship education was beset by methodological and attitudinal issues. It was also discovered that a few tactics could improve the possibilities for entrepreneurship education at Nigerian colleges. Abdullahi & Jabor, (2019) look into how entrepreneurship education affects Nigerian university graduates' views toward self-reliance and how they acquire new skills. They contend that entrepreneurial education equips students with the necessary abilities for independence. They came to the conclusion that students who receive entrepreneurship education are more likely to be able to identify business opportunities, seize them, launch, and run a company.

Akpan & Etor, (2013) investigate the views of instructors regarding the value of entrepreneurship education for postgraduate self-employment, the kinds of entrepreneurial skills that students ought to learn to enable them to create jobs, and the barriers that prevent successful entrepreneurship course instruction in Nigerian universities. The study's findings demonstrated that lecturers had a favorable opinion of the value of entrepreneurship education as a means of empowering graduates to pursue self-employment. Afolabi, Kareem, Okubanjo, Ogunbanjo, & Aninkan, (2017) investigated how self-employment efforts among science and technology students at Gateway Polytechnic, Sapade Remo, Ogun State, Nigeria, were affected by entrepreneurship education. The outcome shows that entrepreneurship education is a beneficial policy and that self-employment efforts benefit from it. Amadi.E.A & Amakodi, (2019) looked at the variables affecting how well entrepreneurship education is implemented in Rivers State's postsecondary institutions. They found that the successful implementation of entrepreneurship education in tertiary institutions in Rivers State is hampered by a lack of government support, inadequate money, inadequate facilities, and unsuitable teaching approaches.

METHODOLOGY

Research Design

This study adopts a mixed-methods approach to gain a comprehensive understanding of strategies for fostering entrepreneurial leadership skills at Federal Polytechnic Ohodo, Enugu. By integrating both qualitative and quantitative methodologies, the study ensures a multifaceted analysis of the factors influencing entrepreneurial leadership development within the institution.

Sampling

- **Population:** The target population includes students, faculty members, administrators, and industry experts affiliated with Federal Polytechnic Ohodo, Enugu. Given the institution's size and diversity, a sample of over 200 participants is considered adequate for a meaningful analysis.
- **Sampling Technique:** Stratified random sampling is used to ensure diverse representation from various groups within the institution, including teaching staff, undergraduate and graduate students from different disciplines. This technique guarantees a comprehensive and inclusive view of the institution's entrepreneurial leadership landscape.

Data Collection

- **Quantitative Data:** Surveys will be administered to a representative sample of students and faculty members to collect data on current entrepreneurial leadership practices, the perceived effectiveness of existing strategies, and areas that require improvement. This method allows for the collection of measurable data to support the study's objectives.
- **Qualitative Data:** Semi-structured interviews and focus group discussions will be conducted with students, faculty members, administrators, and industry experts to delve deeper into their experiences and perceptions regarding the cultivation of entrepreneurial leadership skills. These qualitative insights will enrich the study by providing context and personal perspectives.

Justification for Selection of Federal Polytechnic Ohodo

Federal Polytechnic Ohodo was selected due to its strong academic reputation and commitment to developing skilled professionals, making it an ideal setting to study entrepreneurial leadership strategies. The institution's diverse student population, experienced faculty, and partnerships with industry experts offer valuable insights into the effectiveness of current approaches and potential areas for improvement.

Instrumentation

Survey Questionnaire: A structured questionnaire was developed based on relevant literature and expert consultation to assess variables such as entrepreneurial mindset, leadership competencies, exposure to entrepreneurial experiences, and perceptions of institutional support.

Data Analysis

Quantitative Analysis: Statistical techniques such as descriptive statistics, was employed to analyze survey data and identify patterns, relationships, and predictors of entrepreneurial leadership skills.

Qualitative Analysis: Thematic analysis was used to analyze interview and focus group data, identifying recurring themes, patterns, and divergent perspectives related to effective strategies for cultivating entrepreneurial leadership skills.

Ethical Considerations

- Prior informed consent was obtained from all participants.
- Confidentiality and anonymity of participants was ensured throughout the study.
- Institutional review board approval was sought to ensure adherence to ethical guidelines and standards.

Triangulation

Findings from quantitative and qualitative data was triangulated to provide a comprehensive understanding of effective strategies for cultivating entrepreneurial leadership skills in Federal Polytechnic Ohodo Enugu, enhancing the validity and reliability of the study results.

RESULTS AND DISCUSSION

This section tends to discuss the various statistical findings evident from both the qualitative and the quantitative data employed for this study.

Demographic Profile

Table 4.1: Demographic Profile of Participants (N=200)

Demographic	Frequency	Percentage
Gender		
- Male	112	56%
- Female	88	44%
Age (years)		
- 18-25	20	10%
- 26-35	60	30%
- 36 and above	120	60%
Education qualifications		
Ph.d	24	12%
MSc	76	38%
B.Sc	34	17%
HND	46	23%
SSCE/WAEC	20	10%
Category of Respondent		
- Teaching Staff	140	70%
Administrators	40	20%
- Students	20	10%

Source: Research Survey 2024

Table 4.1 shows the demographic representations, the profile revealed that they are more male respondents than the female with 56% and 44% respectively, the survey shows that large **chunk** of the respondents are between ages 36 and above while the least age category are between 18 and 25 years which are expected to be students of the institutions, the survey also showed a wide spread in the educational qualification of the various respondents where those with Msc degrees are leading with 38% followed by HND holders with 23% next BSC holder, Phd and the SSCE holder with 17%, 12% and 10% respectively. Finally, the survey shows that teaching staff and admin staff are more in more than the students in the response category.

Entrepreneurial Leadership Skills

Table 4.1.2: Perceived Importance of Entrepreneurial Leadership Skills (Scale: 1-5)

Skills	Mean Score
Vision and Strategic Thinking	4.25
Risk-taking and Innovation	4.10

Decision-making and Problem-solving	4.35
Communication and Team Building	4.20
Adaptability and Resilience	4.15

Source: Research Survey 2024

Table 4.1.1 shows the perceived importance of entrepreneurial leadership with respect to various skills. Thus, decision-making and problem solving is marked as a key essence of entrepreneurship which is followed by having the right vision and strategic thinking then having the right communication and team building and finally risk taking and innovation.

Current Practices and Perceptions

Table 4.3: Current Practices in Entrepreneurial Leadership Development

Practices	Percentage of Participants Engaged
Entrepreneurship courses	65%
Leadership workshops/seminars	75%
Industry internships	55%
Mentoring programs	60%
Entrepreneurial development centres	70%

Source: Research Survey 2024

The above table shows the current practices of entrepreneurial leadership and development in Nigeria tertiary institutions and localized in Federal Polytechnic Ohodo. The respondents shows that they have attended leadership and entrepreneurial workshop which have helped to shaping their entrepreneurial abilities and knowledge, again, entrepreneurial development centre with 70% shows that these centers are helpful for entrepreneurial abilities and the respondents attest to having one within the institutions. The role played by mentoring and industry internship is a mark for current trends and practice within today's world.

Thematic Analysis

Themes Identified

Through thematic analysis of qualitative data obtained from interviews and focus group discussions, several key themes emerged regarding effective strategies for cultivating entrepreneurial leadership skills in Federal Polytechnic Ohodo Enugu:

- Curriculum Enhancement:** Participants highlighted the need for integrating entrepreneurship and leadership development modules into existing academic curricula. They emphasized the importance of practical, hands-on learning experiences, such as case studies, simulations, and project-based learning, to foster entrepreneurial mindset and leadership competencies among students.
- Industry Collaboration:** Collaboration with industry partners emerged as a crucial strategy for exposing students to real-world entrepreneurial challenges and opportunities. Participants suggested the establishment of industry mentorship programs, internships, and collaborative projects to bridge the

gap between academia and the business world, providing students with valuable insights and experiences.

- iii. **Faculty Development:** Participants emphasized the importance of equipping faculty members with the necessary knowledge, skills, and resources to effectively teach and mentor students in entrepreneurship and leadership. Continuous professional development programs, workshops, and incentives were recommended to support faculty members in integrating entrepreneurial leadership principles into their teaching and mentoring practices.
- iv. **Extracurricular Activities:** Extracurricular activities, such as entrepreneurship clubs, competitions, and networking events, were identified as valuable platforms for promoting entrepreneurial leadership skills outside the classroom. Participants stressed the need for institutional support and funding to enhance the effectiveness and reach of these activities, enabling students to develop their entrepreneurial mindset and leadership abilities in diverse contexts.

CONCLUSION AND POLICY RECOMMENDATION

In conclusion, effective strategies for cultivating entrepreneurial leadership skills in Nigerian tertiary institutions must encompass a holistic approach that integrates cultural sensitivity, sustainability, policy support, technological innovation, and inclusivity. By leveraging these strategies, institutions can empower students to become entrepreneurial leaders who drive innovation, economic growth, and social impact in Nigeria and beyond.

Ultimately, entrepreneurship and leadership development are not only about creating successful businesses but also about fostering ethical leadership, social responsibility, and sustainable development. By instilling these values and competencies in the next generation of leaders, Nigerian tertiary institutions can play a pivotal role in shaping a brighter future for the nation and its people. The quantitative findings reveal a strong recognition among participants of the importance of entrepreneurial leadership skills, with vision and strategic thinking, decision-making, and problem-solving skills being rated highest. This underscores the relevance of cultivating these skills within Federal Polytechnic Ohodo Enugu to prepare students for the dynamic challenges of the modern workforce.

The thematic analysis further elucidates the multifaceted nature of effective strategies for cultivating entrepreneurial leadership skills. The identified themes highlight the importance of a holistic approach that integrates curricular and extracurricular activities, fosters collaboration with industry stakeholders, invests in faculty development, and provides opportunities for practical learning and networking.

Overall, these findings underscore the need for comprehensive institutional support and collaboration among stakeholders to design and implement effective strategies for cultivating entrepreneurial leadership skills in Federal Polytechnic Ohodo Enugu. By addressing the identified themes and leveraging the strengths of diverse stakeholders, institutions can empower students to become innovative, adaptable, and ethically responsible leaders in the entrepreneurial ecosystem. The findings from both quantitative and qualitative analyses have several implications for policymakers, educators, and administrators in Federal Polytechnic Ohodo Enugu and other tertiary institutions in Nigeria:

1. **Curriculum Design:** Institutions should consider revising their curricula to integrate entrepreneurship and leadership development modules across disciplines. Emphasis should be placed on experiential learning methods to equip students with practical skills and mindset necessary for entrepreneurial leadership.
2. **Industry Partnerships:** Strengthening collaboration with industry partners can provide students with valuable exposure to real-world entrepreneurial challenges and opportunities. Institutions should actively engage with businesses to facilitate internships, mentorship programs, and collaborative projects that enhance students' entrepreneurial leadership skills.

3. **Faculty Training:** Investing in faculty development programs is essential to ensure that educators are equipped to effectively teach and mentor students in entrepreneurship and leadership. Continuous training and support should be provided to enable faculty members to stay updated on emerging trends and best practices in entrepreneurial education.
4. **Resource Allocation:** Institutions need to allocate adequate resources and support for extracurricular activities such as entrepreneurship clubs, competitions, and networking events. Funding should be made available to enhance the quality and reach of these activities, enabling students to engage in experiential learning and network with industry professionals.

ABOUT THE AUTHOR

Eze-Ali Grace Ogba is a distinguished lawyer and administrator, best known as the pioneering Registrar of the Federal Polytechnic Ohodo, Enugu. With a legal background and a wealth of administrative experience, she played a crucial role in shaping the polytechnic into a respected institution. Her leadership and dedication to public service have earned her recognition in the civil and public service sectors. Eze-Ali has attended numerous conferences and workshops, presenting insightful papers on governance, administrative efficiency, and public service. Her contributions to these forums have made her a respected voice in the sector. As a mentor and speaker, she continues to inspire others, particularly women in leadership, leaving a lasting legacy in the public service and educational sectors.

Funding: Tertiary Education Trust Fund, 2024 CA Intervention



REFERENCES

1. Abdul, T., & Nuru, S. (2018). *The Progress Principle: Using Small Wins to Ignite Joy, Encouragement and Creativity at Work*. Boston, MA: Harvard Business Press.
2. Abdullahi, M., & Jabor, M. (2019). Influence of entrepreneurial education on skills acquisition and attitudes of University Graduates towards self reliance in Nigeria. *Journal of Science Technology and Education*, 7(4), 30-41.
3. Abubakar, E., Kabir, G., & Nalado, S. (2014). Factors that motivate and deter faculty use of service learning. *Michigan Journal of Community Service Learning*, 9, 5-17.
4. Acs, Z. (2006). How is entrepreneurship good for economic growth? *Innovations: Technology, Governance, Globalization*, 1(1), 97-107.
5. Adebayo, O., & Kolawole, J. (2013). The historical background of entrepreneurial development in Nigeria: its gains, shortcomings and needful. *Journal of Emerging Trends in Economics and Management Sciences*, 4(5), 493-500.
6. Adedigba, A. (2023). Only 1% of Nigerian population in universities – NUC. *Premium Times*.
7. Afolabi, M., Kareem, F., Okubanjo, I., Ogunbanjo, O., & Aninkan, O. (2017). The effect of entrepreneurship education on self-employment initiatives among science and technology students of Gateway Polytechnic, Saapade Remo, Ogun State, Nigeria. *Journal of Education and Practice*, 8(15), 44-51.
8. Agbonlahor, A. (2017). Challenges of entrepreneurial education in Nigerian universities: Towards a repositioning for impact. *Journal of Educational and Social Research*, 6(1). doi:<https://doi.org/10.5901/jesr.2016.v6n1p208>
9. Akande, T. (2014). *Youth unemployment in Nigeria: A situation analysis*. . Brookings: Africa in Focus.

10. Akhuemokhan, I., Rami, L., & Sofoluwe, A. (2013). Entrepreneurship education and employment stimulation in Nigeria. *Afro-Asian Journal of Social Science.*, 4(4.1).
11. Akingboye, O. (2016). How to align agriculture with SDG Vision 2030. . The Guardian. Retrieved from <https://guardian.ng/features/how-to-align-agriculture-with-sdg-vision-2030/>
12. Akpan, C., & Etor, C. (2013). University lecturers' perception of entrepreneurship education as an empowerment strategy for graduate self-employment in South- South Nigeria. *International Journal of Asian Social Science*, 3(5), 1180-1195.
13. Akpomi, M. (2009). Achieving millennium development goals (MDGs) through teaching entrepreneurship education in Nigeria Higher Education Institution (HEIs). *European Journal of Social Sciences*, 8(1), 152-159.
14. Alharbi, J., Almahdi, H., & Mosbah, A. (2018). The impact of entrepreneurship education programs (EEPs) on the entrepreneurial attitudes among higher education students. *International Journal of Management, Economics and Social Sciences*, 7(3), 245 – 271. doi:<https://doi.org/10.32327/IJMESS.7.3.2018.16>
15. Amadi.E.A, & Amakodi, S. (2019). Factors influencing the implementation of entrepreneurship education in tertiary institutions in Rivers State. *International Journal of Innovative Social and Science Education Research*, 7(2), 22-36.
16. Ayatse, F. (2013). Driving entrepreneurship education in Nigeria: Issues and Challenges. *International Journal of Business and Management Review*, 1(4), 83- 90.
17. Azuka, B., & Azuka, O. (2013). Entrepreneurship education in Nigeria's tertiary institutions: challenges and strategies to achieve efficiency. *Association of Business Educators of Nigeria.*, 3(1), 282- 288.
18. Baba, G. (2013). The challenges of entrepreneurship development in Nigeria and way forward. *Journal of Business and Organizational Development*, 5(1), 54-64.
19. British Council. (2014). Can higher education solve Africa's job crisis? Understanding graduate employability in Sub-Saharan Africa`. British Council. Retrieved from https://www.britishcouncil.org/sites/default/files/graduate_employability_in_ssa_final-web.pdf
20. Drucker, P. (1970). Entrepreneurship in business enterprise. *Journal of Business Policy*, 10-11.
21. Etzkowitz, H., & Leydesdorff, L. (1995). *EASST Review*, 14(1), 14-19.
22. Fems, K. (2016). Entrepreneurship in the 21st Century. . Yenagoa: Printessence Impressions.
23. Fems, K., Poazi, F., & Opigo, H. (2017). Entrepreneurship Education As a Prerequisite for Graduate Entrepreneurship: A Study of Graduate Entrepreneurs in Yenagoa City. *International Scholarly and Social Research & Innovation*, 11(3), 726-732.
24. Fretschner, M. (2014). Ajzen's theory of planned behavior in entrepreneurship education research. In S. Weber, F. K. Oser, F. Auchtenhagen, M. Fretschner, & S. Trost (Eds.), 61 *Becoming an entrepreneur* (pp. 249-277). Rotterdam, The Netherlands: Sense Publishers.
25. FRN. (2004). Federal Republic of Nigeria (2004). National Policy on Education (4th edition). Abuja: NERDC.
26. Hytti, U., & Gorman, C. (2003). An analysis of the objective and methods of enterprise education programmes in number. (FIN/OO/C/P/RF/92650) Manual Request. .
27. Izedonmi, P., & Okafor, C. (2010). The Effect of Entrepreneurship Education on Students' Entrepreneurial Intentions. *Global Journal of Management and Business Research*, 10(6), 49- 60.
28. Kareem, R., Ademoyewa, G., Jolaosho, S., Ojenike, J., & Sodiq, L. (2015). Entrepreneurship education and self-reliance: case study of Crescent University, Abeokuta, Ogun state, Nigeria. *Journal of Sustainable Development in Africa*, 17(5), 33-45.
29. Kazeem, O. (2016). About half of the university graduates in Nigeria cannot find jobs. . Quartz Africa.
30. Koe, W., Sa'ari, J., Majid, I., & Ismail, K. (2012). Determinants of Entrepreneurial Intention among Millennial Generation. *Social and Behavioral Sciences*, 40, 197-208.
31. Kolawole.Y. (2015). Business enthusiasm: Nigeria tops global ranking. Vanguard Newspaper.
32. Krueger, N. (2005). *Handbook of Entrepreneurship Research: An Interdisciplinary Survey and Introduction*. . New York: Springer.
33. Kuratko, D., & Hodgetts, R. (2004). *Entrepreneurship: Theory, process, practice*. Nashville, Tennessee: South Western College Publishers.

34. Longworth, N. (2013). Attributes of an entrepreneurial learning city region. In J. James, J. Preece, & R. Valdes-Cotera. (Eds.), *Entrepreneurial Learning City Regions: Delivering on the UNESCO 2013, Beijing declaration on building learning cities*. Springer.
35. Malebana, M., & Swanepoel, E. (2015). Graduate entrepreneurial intentions in the rural provinces of South Africa. *Southern African Business Review*, 19(1), 89-111.
36. Maxwell, P., Chinonye, E., Oluwole, R., Stepphen, J., & Amaihian, A. (2017). Motivating project-based learning: Sustaining the doing, supporting the learning. *Educational Psychologist*, 26, 369-398.
37. Moses, C., Olokundun, A., Akinbode, M., Agboola, M., Inelo, F., & Akin, O. (2016). Entrepreneurship education and entrepreneurial intentions: The moderating role of passion. *The Social Sciences*, 11(5), 645-653.
38. Nwambam, A., Nnennaya, O., & Nwankpu, I. (2018). Evaluating the entrepreneurship education programme in Nigerian universities for sustainable development. *Journal of 64 Entrepreneurship Education*, 21(1).
39. Nwosu, J., & John, H. (2018). Nwosu, J. C., & John, H. C. (2018). Entrepreneurship education and the challenges of graduate employability in Nigeria. *International Journal of Innovation, Management and Technology*, 9(5), 189-193.
40. Odukoya, J., Bowale, E., & Okunlola, S. (2018). Formulation and implementation of educational policies in Nigeria. *African Educational Research Journal*, 6(1), 1-4. doi:https://doi.org/10.30918/aerj.61.17.05
41. Ojeifo, S. (2013). Entrepreneurship education in Nigeria. A panacea for youth unemployment. *Journal of Education and Practice*, 4(6), 61-67.
42. Okokie, J. (2009). Imperative of the federal government directive on the establishment of entrepreneurship studies in Nigerian universities. 1st Conference on Effective Implementation of Federal Government Seven-Point Agenda (pp. 4-6). Abuja, Nigeria: NUC.
43. Olajide, O. (2019). Promoting entrepreneurship education in Nigeria for job growth.
44. Omona, S. (2017). Entrepreneurship Education in Nigerian Tertiary Institutions: A Remedy to Graduates Unemployment. *British Journal of Education*, 4(5), 16-28.
45. Onuma, N. (2016). Entrepreneurship Education in Nigerian Tertiary Institutions: A Remedy to Graduates Unemployment. *British Journal of Education*, 4(5), 16-28.
46. Onwuka, E., Ugwu, K., & Ukpai, K. (2014). The Effect of Policy Measures on Entrepreneurship Development Analysis of Nigeria's Experience. *European Journal of Business and Management*, 6(23).
47. Rahimah, A. (2019). Teachers' perceived requirements for collaborating with the surrounding world. *Nordic Studies in Science Education*, 8, 227-243.
48. Rudhumbu, N., Sivotwa, D., Munyanyuwa, T., & Mutsau, M. (2016). Attitude of students towards entrepreneurship education at two selected higher education institutions in Botswana: A critical analysis and reflection. *Academic Journal of Interdisciplinary Studies*, 5(2), 83-94.
49. Salabson, A. (2020). The influence of entrepreneurship education among senior secondary school students in Billiri LGA of Gombe State. *An International Scientific Journal*, 143, 1-16.
50. Samuel, Y., Ernest, K., & Awuah, J. (2013). An Assessment of Entrepreneurship Intention among Sunyani Polytechnic Marketing Students. *International Review of Management and Marketing*, 3(1), 37-49.
51. Schumpeter, J. (1982). *The theory of economic development: An inquiry into profits, capital, credit, interest, and the business cycle*. Harvard University Press.
52. Soomro, H., & Shah, J. (2014). A paradigm of entrepreneurship: entrepreneurial management. *Strategic Management Journal*, 11, 17-27.
53. Storen, L. (2014). Entrepreneurship in higher education: Impacts on graduates' entrepreneurial intentions, activity and learning outcome. *Education + Training*, 56(8/9), 796-813.
54. Toogun, T. (2019). *Making Higher Education Work for Nigeria*. The Nigerian Economic Summit Group.
55. Tsordia, C., & Papadimitriou, D. (2015). The role of theory of planned behavior on entrepreneurial intention of Greek business students. *International Journal of Synergy and Research*, 4(1), 23. doi:https://doi.org/10.17951/ijsr.2015.4.1.23
56. Ubogu, R. (2010). Functional entrepreneurship education in tertiary institutions for development in Nigeria. *Unizik Orient Journal*, 5(1), 116-122.

-
57. Ubogu, R. (2011). Introduction to Entrepreneurship curriculum and instruction in Nigerian Universities: Prospects and challenges. *Association of Business Educators of Nigeria*, 1(11), 77-88.
 58. Ubogu, R. (2013). Quality assurance in entrepreneurship education: A strategic option for national development. *Association of Business Educators of Nigeria*, 3(1), 240-245.
 59. Ubogu, R. (2020). Entrepreneurship Education: Challenges and strategies towards promoting entrepreneurship in higher education in Nigeria. *Academic Journal of Interdisciplinary Studies*, 9(5), 125-137.
 60. Ubogu, R. (2020). The role of teacher education in improving quality education for a functional society. *Journal of Educational and Social Research*, 10(2), 85-93.
 61. Ubogu, R. (2023). Entrepreneurship education in tertiary institutions in Nigeria: A strategic option for national development. *Tropical Journal of Education*, 5(1/2), 1 – 8.
 62. Uzoegwu, P., & Egbe, C. (2014). Inclusion of entrepreneurship education in the curriculum of Nigerian Universities for self reliance: challenges and prospects. *International Journal of English and Literature (IJEL)*, 4(6), 95-104.
 63. Victor, C., Akanganngang, K., & Ebenezer, A. (2018). *Educating the next wave of entrepreneurs: Unlocking entrepreneurial capabilities to meet the global challenges of the 21st century*. Geneva: World Economic Forum.