
Effective Teaching of Entrepreneurship and General Studies

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Abstract

Teachers are nation-builders. Teaching is the means through which they build and contribute meaningfully to society. This paper makes a case for effective teaching of entrepreneurship and general studies in Nigerian tertiary institutions so as to produce graduates, who have practical knowledge and skills and can create jobs and wealth rather than wait or depend exclusively on government jobs, which are usually politicised. Leaning on entrepreneurial theories, the study theorises that entrepreneurial skills are both naturally and artificially acquired (learnt) and exhibited. Employing qualitative method with its plausible descriptive tools and relying on secondary data sources and observation, the analysis shows that teaching these courses effectively has a lot of prospects amidst the commonly attested challenges. Tangible ways of tackling the challenges are identified. It concludes that effective teaching of entrepreneurship and general studies is the panacea for issues of unemployable graduates in Nigeria. Its recommendations show how the teaching of entrepreneurship and general studies should be made more effective.

1) Introduction

The teaching of entrepreneurship in Nigerian schools is currently insignificant, just like the teaching of Technical and Vocational

Education (TVE) remains insignificant in Nigeria (Dibie & Robert, 2017p85). The implication is that Nigerian students are graduated into the labour market with little or no practical knowledge of their fields, as well as that of entrepreneurship. The teaching of entrepreneurship and general studies is largely characterised by ineffective teaching, which translates to inefficient learning. Scholars, such as Besong (2019), Dibie and Robert (2017), Besong and Robert (2016), Robert (2017) and Duru (2011), regret the poor teaching of entrepreneurship for efficient acquisition of technical skills. Dibie and Robert (2017) as well as Robert (2017) express concerns over the mostly theoretical nature of the education provided to Nigerian graduates, which seems to lack the necessary skills and knowledge for self-employment. This is further compounded by the white-collar job mentality that has killed the desire for skill acquisition and self-employment.

Dibie and Robert (2017) expound the idea by stating that Nigerian schools involved in teaching entrepreneurship are largely ineffective in teaching it to students; thereby producing half-baked graduates, who are grounded in theoretical knowledge alone. They submit as well that the poor teaching of entrepreneurship is worsened by the mentality of the acquisition of white-collar jobs. That is, almost all Nigerian graduates long to work with the government or lucrative private firms, with only a few considering self-reliance and self-employment. This is the essence of entrepreneurship (i.e. job and wealth creation for self and others). Instead of thinking about being employers of labour, graduates prefer being employees of government or that of the private sector. This paper is informed by the need for change of attitude towards self-development and self-reliance through entrepreneurship as entrepreneurs develop themselves and create jobs and wealth.

2) The Concept of General Studies

General studies is a unit in Nigeria's tertiary institutions that is saddled with teaching and equipping students with the knowledge of key general courses / subjects that allow for critical literacy, digital, technical and entrepreneurial skills, self-reliance, building, development, growth, etc. Selected courses in Sciences, Arts, Education, Management and Administration, which are of general usage and relevance, make up General Studies. These include Entrepreneurship, Languages (e.g. English, French and Igbo), Philosophy, Peace and Conflict Studies, and Computer Studies, among others. There is the dire need to teach students entrepreneurship as part of the general studies effectively so as to equip them well for self-reliance and self-employment in their different areas of discipline. This becomes more critical in this 21st Century skill-driven global economy. Each field of study in our tertiary institutions has aspects of entrepreneurship which should be integrated into the school curriculum for the production of skilled, self-reliant and employable graduates in Nigeria. Duru (2011) expresses concern on the lack of emphasis in the Nigerian school curriculum on developing fundamental skills necessary for self-employment among the young. A significant proportion of graduates in Nigeria face unemployment. Within the working population, a significant proportion experiences underemployment and inadequate compensation due to the actions of established businesses that prioritise their own self-interests (Dibie & Robert, 2017; Besong, 2019).

3) Concepts of Entrepreneurship, Entrepreneur and Technical Vocational Education

Entrepreneurship may be defined as the systematic identification of an opportunity that is associated with fulfilling wants and then transforming it into a valuable entity (Aliu, 2013p65; Duru, 2011). The phenomenon may also be conceptualised as a process motivated by the inclination to engage in innovation. This entails the capacity to generate novel business concepts and undertake the venture of establishing a business entity for the purpose of producing products and services that can effectively meet human desires (Robert, 2017106). According to Drucker (1985), entrepreneurial behaviour encompasses the capacity and inclination to undertake risks and integrate various elements of production with the aim of generating commodities and services that may effectively meet the desires and needs of individuals. This implies that an entrepreneur may be defined as an individual who operates be mindful of number agreement the capacity and willingness to discern and capitalise on potential prospects within their surroundings. The phenomenon of entrepreneurship has a substantial influence on the overall economic growth of a nation, while also serving as a catalyst for the development of technological competencies among young individuals in Nigeria, although to a certain degree.

In the opinion of Meredith, Nelson, and Neck (1991), entrepreneurs are individuals who possess the capacity to identify and assess potential business prospects, acquire the necessary resources to exploit these chances, and undertake suitable measures to assure favourable outcomes. An entrepreneur refers to a someone who has the necessary abilities or innate qualities to own, operate, control, manage, and supervise their own business as a solo owner. The field of entrepreneurship focuses on the generation of wealth by

means of identifying and capitalising on investment prospects (Aliu, 2013). Entrepreneurship is a dynamic undertaking wherein individuals establish and expand firms with the aim of introducing novel goods or services, or enhancing the value of existing ones. Entrepreneurship entails the active pursuit of possibilities, irrespective of the resources presently at one's disposal. Entrepreneurship refers to the capacity to undertake calculated risks and integrate various elements of production to provide commodities and services that are capable of fulfilling human desires. Entrepreneurship refers to an individual's inclination and capacity to actively pursue investment prospects within a given context, and then build and effectively manage a business venture based on the recognised possibilities (OECD, 2006; Musa, 2014). An entrepreneur may be characterised as an individual who plays a multifaceted role in society, including several responsibilities such as poverty alleviation, job creation, sole proprietorship, labour employment, capital investment, production, development, risk assumption, and managerial duties. Hisrich Parchr. (2007) delineate three fundamental personal attributes and behavioural patterns that are often associated with entrepreneurs. These are:

- (i) The comprehension of the surroundings;
- (ii) The capacity to foster collaboration among team members;
- (iii) Promoting a culture of transparency.

According to Dibia and Robert (2017), Technical and Vocational Education (TVE) and Vocational and Technical Education (VTE) are synonymous terms. These two acronyms are often used interchangeably. According to the National Policy on Education (2014), technical education encompasses the learning of practical and applied skills, together with fundamental scientific knowledge. Technical and Vocational Education (TVE) refers to a

kind of education or training that is specifically geared to provide individual learners with the necessary skills and knowledge to secure employment or enhance their earning potential. The use of scientific information is employed in the learning of practical and applied skills for the purpose of problem-solving. The primary objective of this initiative is to equip people and society at large with the essential skills required for gainful work and self-sufficiency. It is unfortunate that the objectives of VTE are seldom followed and rarely achieved in Nigeria, despite its legal existence (Besong & Robert, 2016). Vocational and technical education has been identified as the fundamental factor in assessing the social, economic, and industrial progress of a country (Arfo, 2007, p. 74; Besong & Robert, 2016P86).

4) Theoretical Framework

Scholars within the academic community have extensively theorised the concept of entrepreneurship, exploring its several facets such as its genesis, development, and overall influence. The preceding academics are associated with the psychological schools of thought, namely the entrepreneurial characteristic school as advocated by Schumpeter (1934), and the management skills school as advocated by Drucker (1970). It is often believed that entrepreneurs possess inherent qualities and their actions are shaped by their mindset, personal principles, and convictions. According to Musa (2014, pp. 100-2), believe that entrepreneurship is contingent upon certain characteristics and assert that individuals are inherently predisposed to become entrepreneurs, rather than acquiring these attributes via external factors. The conception or proposition in question exhibits religious undertones, as it suggests that entrepreneurial skills, competence, and successful leadership are often attributed to divine

or innate abilities. Consequently, it posits that the acquisition and attainment of entrepreneurial skills and development are unlikely to occur solely through ordinary learning processes. The statement in question lacks veracity and is prone to causing confusion due to its deceptive nature. These traits may be gained and obtained via both natural and artificial means. The acquisition and demonstration of entrepreneurial talents and qualities may occur via both innate abilities and deliberate cultivation. The acquisition of skills may be facilitated even in cases when individuals do not possess innate ability in a certain area. The concept being discussed has resemblance to the acquisition of greatness, as conceptualised by Shakespeare in the following manner: 'Certain individuals are inherently born with greatness, while others attain greatness by their own efforts, and there are others who have greatness bestowed upon them' (Dibie & Robert, 2017P24).

The proponents of the management skills school of thought contend that entrepreneurs possess the capacity to acquire and cultivate their abilities, suggesting that the principles and practises of entrepreneurship can be systematically taught and acquired. Therefore, it may be argued that entrepreneurs are developed via many factors and experiences, rather than possessing inherent traits as suggested by proponents of the psychological or entrepreneurial attribute school. It may be argued that the development of entrepreneurial traits is influenced by both innate predispositions and acquired skills.

According to Schumpeter (1958), a prominent advocate of economic development theory, entrepreneurship plays a crucial role in promoting economic growth, with the entrepreneur serving as both the catalyst and driving force behind innovation. The author examines the correlation between the spirit of capitalism, underlying assumptions, and the execution of the entrepreneurial function

across various historical contexts. The author notes that the primary driving force behind entrepreneurial success is the pursuit of profit, despite the existence of other non-materialistic factors, such as the desire to establish a business empire, which may also serve as additional motivators. The current paper or study is influenced by the media development theory, which proposes that individuals engage in activities that contribute to overall national improvement in their quality of life and socio-economic development (Ojobor, 2002; McQuail, 1987). This assertion is based on the social effect hypothesis, which elucidates the reciprocal impact of events in interaction, whether it be good or bad.

The successful industrialization of England was largely attributed to the development and effective use of technical skills in the manufacturing process (Dibie & Robert 2017p24s. The successful change of English society in the 19th and 20th centuries may be attributed to the convergence of skills, money, and entrepreneurial drive (Uji, 2014). The responsibility for the transformation of Nigeria's private sector, national economy, and society as a whole primarily rests with the government, media, and educational institutions. This can be achieved through the implementation of effective entrepreneurial education programmes and extensive awareness campaigns, specifically tailored to promote and maintain Technical and Vocational Education (TVE) and entrepreneurship. The ultimate goal of these initiatives is to generate wealth and employment opportunities (Dibie & Robert, 2017p24).

5) Important of Effective Teaching of Entrepreneurship and General Studies

Effective teaching of entrepreneurship, TVE and general studies implies marketing them as effective means of solving practical

issues that are both individualistic and group. By doing so, it suggests that entrepreneurship is being presented to learners as a solution for addressing challenges related to poverty reduction, unemployment, and underemployment. The primary obligation is on Nigerian educational institutions, media outlets, and governmental bodies to fulfil this crucial role. The level of instruction provided in emerging countries, including Nigeria, regarding entrepreneurship, general studies, technical and vocational education (TVE), as well as the acquisition and use of technical skills, remains significantly inadequate or negligible. The over reliance on the public sector for white-collar employment may be mitigated by implementing good pedagogy in entrepreneurship and general studies. In view of the foregoing, teaching entrepreneurship and general studies is a way of teaching individuals how to be knowledgeable enough to developing the society. It is a way of preparing students for life outside the school setting. It is a way of broadening their knowledge with diverse knowledge. The students get exposed to matters of general concern and have basic knowledge of the different courses taught under general studies.

Basically, teaching entrepreneurship specifically is a way of grooming and producing future as well as present entrepreneurs from among the students. The development feats of Japan, China, Singapore, Brazil, Mexico, Argentina, Chile, Malaysia and India, among others, are said to be products of their commitment to, and effective teaching of entrepreneurship and TVE. The indigenous entrepreneurs in small and medium firms were given the highest emphasis by them. The vast human and natural resources in Nigeria has the potential to significantly propel the country's economy towards rapid development and expansion, akin to other countries. However, the prevalence of corruption, unemployment, and poverty has hindered Nigeria's ability to capitalise on these prospects.

According to the 2007 census, the demographic data for Nigeria indicated that individuals between the ages of 16 and 40 accounted for more than 70% of the estimated national population. This suggests that the current demographic composition of Nigeria is mostly focused on the young population. A mere 30% of the total population is engaged in productive employment, while the other 70% are either idle or jobless. The implication pertains to the phenomenon of young restiveness, which encompasses engaging in and committing various criminal activities, social vices, such as: acts of terrorism, militancy, thuggery, theft, suicide, murder, and other related behaviours. According to the World Bank (1995), there is substantial evidence indicating that poverty rates among the young population might reach as high as 70%. According to Uji (2014p28), the aforementioned data presents a contrasting view to the census figure reported by NPSN (2007), as well as challenges the recent assertion that Nigeria is the most rapidly expanding economy in Africa. The presence of growth in this context without corresponding development is an ironic occurrence. Significant growth is contingent upon the utilisation of the workforce, particularly the young sector, which now experiences a poverty ratio of 70%. It is imperative that a substantial portion of this demographic be effectively involved in self-employment, therefore generating chances for their jobless counterparts.

Despite the current lack of active involvement by Nigerian schools, media, and government in stimulating the interest of individuals, particularly unemployed graduates, towards entrepreneurship, it is anticipated that significant outcomes, transformative changes, and resolutions to the pressing issue of unemployment can be achieved if these entities fully embrace and support entrepreneurship (Dobie & Robert, 2017p24). Any subject matter that receives significant focus and is accompanied by catchy

publicity from the media tends to captivate the attention of its diverse target, the general public. If individuals had enough knowledge, the unfounded anxieties perpetuated by the general population would cease to exist, hence encouraging a greater number of people to engage in entrepreneurial endeavours. As a result, individuals exhibit increased levels of innovation, liberalism, and productivity, as various institutions such as the press, schools, and government effectively fulfil their respective roles in fostering and advancing technical and vocational education (TVE) and entrepreneurship (Robert, 2017 in Robert and Besong, 2017p84).

According to Arfo (2007, p. 71), in order to transition from poverty to plenty, it is necessary to enhance vocational and technical education (VTE) throughout all educational levels. One of the basic tenets of economics is the achievement of full employment within a given community. The primary objective of poverty alleviation is to enhance employment prospects, with a particular emphasis on rural women, impoverished urban women, the most economically disadvantaged individuals (UNDP, 1997), and young people. This objective is pursued through the implementation of effective policies and decision-making processes that consider macroeconomic dynamics and the allocation of resources at the microeconomic level, among other relevant factors (Braun, 1995p90; Otitolaiye & Otitolaiye, 2014p76).

Entrepreneurship has been acknowledged by both developed and less developed nations as a mechanism for expeditious and enduring economic expansion and advancement. The education sector is widely recognised as a catalyst for economic development, as it plays a crucial role in cultivating the human capital and expertise needed to drive rapid growth, provide job opportunities, and alleviate poverty (Musa, 2014, p. 99). According to Muktar (2013), entrepreneurship has shown to be advantageous due to its

positive impact on the Nigerian private sector. This sector, which encompasses small and medium firms, has played a crucial role in offering a wide range of job options to around 50% of the nation's population. This statement underscores the potential and significance of entrepreneurship, as well as Technical and Vocational Education (TVE), in mitigating unemployment and enhancing the quality of life for a significant portion of the Nigerian population. Without these opportunities, these individuals would likely contribute to social disturbances and pose challenges to others. Hence, it is crucial to highlight the significant importance of effective education in entrepreneurship and technical fields, including the development and use of both technical and entrepreneurial abilities. Dandago and Muhammed (2014) argue that the employment issue in Nigeria may be attributed to the imbalance between the labour market and the insufficient skill set possessed by young individuals, as well as the absence of effective entrepreneurship.

Local firms have played a significant role in creating work possibilities and generating money for many segments of the population, including rural women, the urban poor, and unemployed young. The range of enterprises encompasses various sectors such as petty trade, hairdressing, catering, home economics, barbershops, mechanics, computer services, art and drawing, painting, sculpture, wood production, sales and design, local crafts, dyeing, beading, cosmetics, fashion and design (tailoring), leatherwork, shoe manufacturing and repair, restaurant and bar operations, cooking, baking, farming, fishery, gardening, pig farming, poultry farming, cassava processing, livestock rearing, firewo, Several studies have been conducted on this topic, including those by Dibie, Besong, and Robert (2016), Uji (2014), Kella (1996), Otolaiye and Otolaiye (2014), Akor and Ayoola (2014), and Akogun and Aiyedun (2014).

Dandago and Muhammed (2014) did an empirical investigation pertaining to the relationship between entrepreneurship and its impact on job prospects and wealth production. The evidence demonstrates that the public sector in isolation lacks the capacity to effectively address the issue of unemployment, since its available job opportunities are inadequate to accommodate the large number of individuals seeking employment inside the country.

According to Aliu (2013), entrepreneurship plays a crucial role as the primary catalyst for a successful firm and serves as a significant component of the manufacturing process. The influence of this phenomenon extends to both societal and individual realms, including economic as well as non-economic aspects. Additionally, this study delves into economic endeavours, assesses entrepreneurial prospects, and implements these prospects by transforming novel ideas and information into viable strategies, products, and market frameworks that are in high demand. Besong and Robert (2016, p. 133), the authors observe that entrepreneurship has a substantial role in driving economic growth and facilitating the development of technical (entrepreneurial) skills for self-employment among young individuals in Nigeria, although to a certain degree. According to various scholars (Brain, 1982p89; Kpelai, 2009p65; Huxley, 1980p76), entrepreneurs are expected to possess ten specific characteristics or qualities. These include a mindset oriented towards success, a strong passion for their work, the ability to concentrate on their areas of expertise, a refusal to entertain the notion of failure, effective planning skills, a strong work ethic, a willingness to acquire new knowledge, the ability to persevere in the face of challenges, a sense of faith in their abilities, and a proactive approach to networking opportunities.

Due to a lack of awareness among aspiring entrepreneurs regarding the crucial attributes necessary for success in

entrepreneurship, it is crucial for educational institutions and media outlets to effectively promote Technical and Vocational Education (TVE) and entrepreneurship. This promotion aims to generate interest among students and graduates, while also providing them with the necessary knowledge and skills to effectively initiate and manage their enterprises. Furthermore, it is essential to educate individuals about the intricacies of entrepreneurship, including the fundamental qualities possessed by successful entrepreneurs. Udeh (1999p54) identifies many key traits that are inherent to the practise of entrepreneurship. These core features include the fundamental qualities possessed by every entrepreneur. They include:

- (i) The possession of an entrepreneurial spirit;
- (ii) Leadership charisma;
- (iii) Moderate risk-taking;
- (iv) Decision-making; and
- (v) Time management.

6) Challenges to Effective Teaching of Entrepreneurship and General Studies

Different factors work against effective teaching of entrepreneurship and general studies in Nigeria. Jacob (2020p76) shows the problems encountered by Nigerian teachers in teaching to include insufficient fund, inadequate instructional materials, deficient laboratories, insufficient competent teachers, insignificant motivation, and poor training and development of the teachers. These are largely due to institutional lapses and workplace politics. Such politics include inefficient leadership, misdeeds of leaders of institutions, political unwillingness and non-responses to teaching and learning needs (Robert, 2020p89, 2017p65; Besong, 2018p34). Other challenges include lack of teaching aids, poor or no digital

literacy, lack of technical know-how, and lack of basic social amenities and infrastructure (Mansell, 2014p80; Owolabi et al., 2013 p. 873; Haruna, 2005 p. 54). Another factor is the negative attitude on the part of teachers, students and concerned authorities.

Lack of reading habit among students and teachers is another factor that poses challenges to teaching entrepreneurship and general studies. A person who does not read remains uninformed. Dibie and Robert (2015), Gotau (2015) and Aina et al. (2011) share the viewpoint that Nigerians do not read. Thus, reading culture is not cultivated among a larger number of Nigerians. Meanwhile, Aina et al. (2011), Gotau (2015) and Osuchukwu and Ugoji (2019) are of the view that reading is an essential instrument of success in life. It follows that even where and when entrepreneurship and general studies are taught but students do not read, the efforts of the teachers are not harnessed by students.

On their part also, most teachers seldom read. In that case, effective teaching is almost impossible, because teachers ought to read, research, and prepare well before coming to class. One way of cultivating reading culture is to be exemplary in the act of reading (Dibie & Robert, 2015p67; Gotau, 201p975; Nwode & Danjuma, 2023p64).

Poverty also poses severe challenge to effective teaching of entrepreneurship and general studies, as some teachers lack the needed materials and devices that ensure efficiency. This is because some of these materials required for effective teaching of entrepreneurship and general studies are beyond their means of acquisition; especially where there are no support for the availability of these materials. In the light of the foregoing, one ought not to lose focus of the fact that entrepreneurship, in its entirety, involves creativity (Robert, 2017). This creativity is constrained by what Onu and Ikeme (2008) call ‘blocks to creativity, which are grouped into:

(a) Emotional, (b) Conceptual, (c) Cultural and (d) Environmental blocks' (p.20).

Moreover, it is quite worrisome that small and medium enterprises (SMEs), which are considered the bedrock of large businesses (Anochie & Ude, 2015), are challenged by various factors that could be eradicated or controlled by government and concerned institutions and authorities. SMEs are perceived differently by different persons, especially in terms of size, scope, capital involvement, structure and the other factors like the level and rate of innovation, and the technology and resource bases (Onakoya Durch 2013). Acs and Andretch (1987) have shown that small enterprises exhibit greater rates of innovation in sectors characterised by high technology and capital intensity. In a similar vein, Schivardi (2001) has shown that there exists a positive correlation between a greater mean business size and accelerated rates of innovation. According to Kumar et al. (2001), nations characterised by superior institutions, as assessed by the quality of their judicial systems and legal frameworks, have a positive correlation with the size of their enterprises. The above facts therefore, underscores the effective teaching of entrepreneurship and general studies.

Financing small (and medium) businesses has lots of impact on economic growth in Nigeria and beyond. Furthermore, it has been seen that providing loans to small-scale enterprises has a beneficial effect on economic performance. Conversely, studies have shown that interest rates, as highlighted by Mahmoud (2005p76), have a detrimental influence on economic development. Managerial lapses are found to be the kernel challenges to small and medium enterprises in Nigeria. The management lapses are both internal and external. The external lapses are basically those from the government and financial institutions, while the internal ones are

those from the inadequacies of the entrepreneurs and their top employees at managerial level. Although capital is vital to the success of SMEs, other factors also come to play (Onakoya et al., 2013p54).

SMEs are the bedrock of entrepreneurship. That is, entrepreneurship revolves around SMEs. Entrepreneurship ought to be taken seriously in school system as many developed nations are doing in order to attain meaningful economic development in our nation Nigeria. Unfortunately, the reverse is the case in Nigeria. Entrepreneurship could be greatly encouraged through developing and financing small and medium enterprises (Ayozie & Latinwo, 2010p44; Safiriyu & Njogo, 2012p43). Similarly, it has been observed that SMEs do not only impact on the economy of nations, but also create jobs and wealth, reduce poverty and help in addressing emerging economic and social issues (Ayozie & Latinwo, 2010; Safiriyu & Njogo, 2012; Dibie et al., 2016; Robert, 2017). Therefore, it is imperative to duly key into entrepreneurship and develop the economy as well as create wealth and employment (United Nations Industrial Development Organisation [UNIDO], 2001).

7) Ways of Tackling the Challenges

To effect change that would address unemployment issues, salvage Nigeria's unemployed graduates and develop its economy, the following suggestions should be considered for policy making and implementation:

- (i) The aims of VTE as enshrined in the National Policy on Education needs to be revisited and reviewed.

Government should ensure practical- oriented education that is not loose and purely theory-based.

- (ii) There should be frequent mass orientation on entrepreneurship and TVE so as to arouse wide spread interest and involvement in indigenous and local technical enterprises.
- (iii) Government should devise various means of practically encouraging graduates to become self-employed and employers of labour. Grants, loans and credits should be given with little or no interest in this regard to SMEs and the youths as empowerment for self-reliance and self-employment.
- (iv) Government must also prevail on schools and the media to deliver their professional mandates to students and the masses. Schools and the media should rise to the task of marketing TVE/entrepreneurship, developing and sustaining them and rousing unemployed graduates to entrepreneurship. Educational programmes of entrepreneurship and development-base should be enforced, taught and broadcast.

8) Conclusion

The need to make the teaching of entrepreneurship and general studies effective is what informed this paper. The paper discusses entrepreneurship as an integral course of general studies, which ought to be taught effectively in Nigerian tertiary institutions. The study has made a concise conceptual, theoretical and descriptive

analysis of the thrust of the study. The analysis reveals the challenges of teaching entrepreneurship and other general studies so as to equip students for employment (work) life after graduation. The ways of tackling the challenges are offered. The study concludes that effective teaching of entrepreneurship and general studies is the panacea for issues of half-baked and unemployable graduates and unemployment. The paper concludes by underscoring the need to make the teaching of entrepreneurship and general studies more important.

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