



# MANAGING ENTREPRENEURSHIP EDUCATION FOR SUSTAINABLE UNEMPLOYMENT ALLEVIATION IN CAMEROON

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## ABSTRACT

Analysts have stressed the need for improved human capital development (HCD) in Cameroon and other developing nations on the ground that, a nation's human capital is vital for a future technological breakthrough, international competitiveness and sustainable economic development. This empirical paper investigates the prospect of repositioning entrepreneurship education as a strategy for boosting human capital development and employability in Cameroon. This paper examined how entrepreneurship education can sustain unemployment in Cameroon. It stressed the importance of education in the growth and development of any economy. Before independence, the British and France literary education in Cameroon prepared graduates for white-collar jobs and did not make provision for self-employment. Cameroon changes to the new 6-7-3 system of education after independence, though stressed education for self-reliance did not arrest unemployment hence the need for entrepreneurship education. Entrepreneurship education, specialized training was designed to equip graduates with entrepreneurial skills for self-employment. It became necessary because of an increasing number of youth unemployment in Cameroon both National Education Board and the Advisory Council for Education initiatives and programs for entrepreneurship education have not arrested unemployment, perhaps, because it has not been effectively implemented as there was no clear indication to full implementation of entrepreneurship education curriculum in many institutions of higher learning. The paper, therefore, advocated for skill acquisition courses in our institutions of higher learning, hence this will go a long way to enable students to acquire basic entrepreneurial skills and innovations for self-employment or self-reliance; a well structured, unique and challenging curricula on entrepreneurship that will produce graduates with entrepreneurial skills for self-employment is needed as well as adequate funding of these institutions.

## KEYWORDS

Alleviation, Entrepreneurship, Sustainable and Unemployment.

### Definition of concepts used:

- a) **Alleviation:** This refers to improvement of living conditions or standards of the populace. It means improving the policies pertaining to education settings. Babalola (2004) regards it as a part in NEEDS. This acronym means National Economic Empowerment and Development Strategy. The essence of NEEDS is to alleviate or improve the quality of Nigerians graduates significantly by attacking poverty through empowerment of graduates and other vulnerable groups. This strategy of alleviating or empowering is very significant in this study hence it becomes necessary given that overall economic growth in Cameroon. However, it may not necessarily generate poverty alleviation or conditions at the desired pace.
- b) **Entrepreneurship:** Entrepreneur is the owner of a business. It implies that he organizes the enterprises with the objective of making profit while entrepreneurship is the ability or action of the entrepreneur. In other words, it refers to the role a person who owns a business plays. For instance, he sets or establishes an enterprise with the sole aim to make profit or gain. It means a way of self –reliance or self-employment. It is a matter of urgency for Cameroonian universities to diversify their curricula so as to include courses which students after graduating could be self-employed.
- c) **Sustainable:** This refers to an element which keeps life going. These elements may be organic or inorganic. It implies that the elements may be natural or artificial necessary for development. Sustainability or sustainable connotes the ability to keep going and keep up the progress made in various segments of the society. In the words of the Brundtland commission (World Bank), in Babalola(2009), development is sustainable if it “meets the needs of the present without compromising the ability of future generations to meet their own needs”. For development to continue indefinitely, it should balance the interests of different groups of people, within the same generations and so simultaneously in the economic, social and the environmental dimensions of life (Soubbptona, 2004). This is obvious in Cameroon, hence life cannot be sustained by a few, otherwise the essence of university graduates is defeated and the nation’s deprivation in globalization or youth employment in a competitive global economy.
- d) **Unemployment:** This refers to the fact that a number of people have no job. It means the state of not having a job (Joanna Turnbull,2013). This is applicable to the numerous numbers of our university graduates roaming our streets without jobs.

### Introduction

Education is a powerful instrument for enhancing economic growth and national development. The education sector in any country especially developing country is very important because it supplies the skilled manpower needed for the achievement of national economic goals and objectives. Sheehan in Adeogun (2003) states that education promotes economic growth and development by:

- 1) Promoting technical changes and ultimate productivity and output growth in various ways;
- 2) Raising the productivity and incomes of workers whether through the diffusion of skills or organizations of work procedure;
- 3) Increasing the allocation efficiency by increasing the flexibility and mobility of the labor force in response to changes in the demand for labor force and
- 4) Bringing about many other gains of a social as well as economic character by increasing social cohesion, stability and democratic value. Thus, education is no doubt a sine-qua-non for any country that wants to develop economically, socially and morally.

In the view of Adeogun (2003) education is a major weapon for the eradication of unemployment, poverty and ignorance. To state that unemployment rate is alarming in Cameroon, especially among school leavers, is not disputable if we consider the number of applications that are submitted who avers that the rate of open unemployment in the Third World Countries, among young people aged 15-24, many of whom have a substantial education, is typically almost twice as high as overall average. From another stand point, Ojo and Adebayo (2006) assert that “the problem of unemployment and poverty have their sources in the reluctance of school graduates to enter skilled occupations and in their search for white-collar employment which they believe to be commensurate with their status as educated people.” Nevertheless, it is necessary to consider the type of education that these young Cameroonians are given which push them to look for white-collar jobs because the type of education which students receive largely determines their vocational aspiration.

Before independence, the type of education given to Cameroonian was designed by the British and French colonial governments respectively to satisfy their aims and technical education. This system lingered on even after independence, until the new education system, the 6-7-3 system, was introduced. Even after the introduction of 6-7-3 when emphasis was shifted to education for self-employment, attention still focused more on education for paid employment than self-employment. It should, however, be understood that any education system that fails to place emphasis on skill acquisition and employment generation has derailed. The current economic meltdown syndrome and the consequent negative economic growth calls for government and individuals to aspire to self-reliance through self-employment.

The aspiration for self-reliance and self-employment can be possible through entrepreneurship education. Anyakoha (2001) states that the Cameroonian system is expected to rise to the challenge of equipping the youths and adults with skills for self-employment hence Ezema (2000) sees entrepreneurship education as the answer to the ever growing unemployment problems in our society because entrepreneurship education prepares people for self-employment. In view of the above, this paper examines how entrepreneurship education can be used to stem unemployment alleviation in Cameroon.

### Entrepreneurship Educations

Before developing into entrepreneurship education let us examine the two concepts: entrepreneur and entrepreneurship. Entrepreneur is the owner of a business, who organizes the enterprises with the aim of making profit. According to Procter (1995) an entrepreneur is “a person who attempts to make a profit by starting his own business or by operating alone in the business world especially when it involves taking risk”. Enemuoh (2006) perceives entrepreneur as the owner of a business who is responsible for the initiation and organization of an enterprise, out of a desire to maximum profit. From the above, it is obvious that an entrepreneur is the one who organizes, manage and assume the risk of a business with the sole aim of maximum profit.

Entrepreneurship describes the entrepreneur’s actions, as that which exists when a person develops a new venture or a unique way of giving the marketplace a product or service by using resources in a new way in the course of creating a business concept or opportunity within an existing life. Oduma (2008) sees entrepreneurship as whatever legal business one does for living which can be considered as self employment. That is, entrepreneurship abounds in all sheers of human endeavor: In sport, entertainment, arts, electrical engineering, trades, building trades, beauty culture trade, leather work, business trade and so on.

Oduma (2008) broadly categorized entrepreneurship into four namely; mining and agricultural; manufacturing and construction enterprises, distribution business; and cattle rearing, horticulture and a host of others. Manufacturing and construction enterprises involve processing the raw materials from mining and agriculture which include soap making, bread baking, furniture making, leather works and others on the other hand, the

distributive trade involves wholesalers, retailers and commission agents who move products from their points of production to where they will be consumed. Finally, service entrepreneurship is concerned with medical and health services, hotel and catering services, fashion designing, typing computer operation, dressing, dry cleaning and a host of others.

Entrepreneurship education on the hand is that type of education which can enable an individual to be bold enough to take risk especially business or financial risk.

Anyakoha (2006) views entrepreneurship education as that which enables a person to take financial risks and at the same time utilize the materials and human resources available to him/her to achieve the aim of establishing the business. Ability to take risk of entering into any type of business requires not only courage but also and more importantly, the necessary skills. Entrepreneurship education, therefore, is a specialized training given to students to enable them acquire skills, ideas and managerial abilities and capabilities for self-employment rather than being employed for pay. Entrepreneurship education is mainly concerned with making students to acquire the necessary skills, knowledge, ability, characteristics, interest and motivation to be effective and efficient entrepreneurs. Effective entrepreneurship education prepares students to be responsible and enterprising and prepares them for self employment so that they can contribute to economic growth and development.

Certain characteristics and skills are needed to be developed in students for them to become successful entrepreneurs. Thus, in order to become successfully self-employed one has to possess occupational survival skills so that he/she can solve problems, relate to people, take proper decisions, communicate effectively and able to face reality.

### **Entrepreneurship Education and Unemployment**

Some of the cardinal aims of education according to the Republic of Cameroon (1998) include the development of the intellectual capacity of individual to understand and appreciate their environment and the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community. The objective of the national policy is laudable but far from being attained. The possession of university degree is no longer a guarantee for employment. This is evident in the increasing number of graduates from the ever-increasing number of private and public higher institutions who roam the streets year-in-year- out in search of few declared vacancies/job opportunities (Fabiya and Adetoro, 2006).

Unemployment is the number of people who do not have a job that provides them with livelihood. Todaro (1977) defines unemployment as those people who are able and often eager to work but for whom no suitable jobs are available. Oduma (2008) see unemployment as when the members of a country's labor force are unable to attain their goals in gainful occupation due to a situation in which supply of labor significantly exceeds the demand for it. Open unemployment depends upon the type of education which a country gives to her citizens. A country should provide for its citizens the type of education that should equip the graduates for self-employment.

The problem of graduate's unemployment all over the country has continued to be stronger than ever among youths. If unemployment among university graduates is not checked it will become more manifested with dire consequences. Commenting on the consequences, Onibalusi (2008) laments that:

It has exposed our youths in untold anguish, bitter frustration, utter confusion, depression and several other negative tendencies which are shamefully becoming associated with youthfulness in this country. He points out that the situation of graduate unemployment has made youths to engage in terrorism, armed robbery, political thuggery, petty stealing, drug peddling and a host of evil. Afolayan (2009) reiterates that

unemployment among graduates has resulted to youth restiveness in form of kidnapping, prostitution, and yahoo business (419). He sees youths as prime movers of the society; therefore their life styles should not be to the contrary.

Education must be relevant to the socio-economic needs of an individual and the nation, if an individual or nation must develop. A critical look at our education system, we would blame the system for failing to take cognizance of the human power planning strategies and the failure has been observed to make it difficult to place graduates in their right position Wagwu (2000) explaining the paradox, states that the existence of irrelevant curriculum has been a recurring factor which explains the situation. It implies that the curriculum according to Igbo (2006) should incorporate entrepreneurial skills that should equip youths with salable skills to enable them become gainfully employed or self-employed.

It is against this backdrop of unemployment among graduates of our universities, irrelevant curriculum, youth restiveness and youthfulness that must have informed the government to instruct the Ministry of Higher Education to introduce entrepreneurship education in our university curriculum. Coombs (1970) earlier recommends entrepreneurship education, which should be designed to develop particular knowledge and skills that are associated with various economic activities to promote useful living after school. The National Council for Education has recommended a four credit units for entrepreneurship studies for students in our universities. This is a welcomed development with a likely reaching implication on both students' teachers in order to reduce unemployment. Relatively, the Cameroon government in her attempt to reduce graduate unemployment sets up Agricultural small Loan Scheme to encourage the youths and for economic empowerment development strategy.

The NEEDS target technical employees, artisans and young graduates are trained to acquire entrepreneurial skills and finance their own business and become effective entrepreneurs. The NEEDS has to battle with poverty reduction, employment generation and value re-orientation. However, it has been observed that both government and her agencies initiatives and programs have not been able to make much impact on youth unemployment. Idih (2006) remarks that apart from the entrepreneurship development programs of NEEDS, there are no serious entrepreneurship education taking place in Cameroon's institutions of higher learning. This observation appears to be correct because relevant data are not readily available on many Cameroonian higher institutions that offer courses in entrepreneurship education. Some claim to offer courses in vocational and technical education yet there are no specifically designed courses in the curriculum which would enable students acquire relevant entrepreneurial skills and creativity for self employment.

The identified perennial problems of graduate unemployment and its attendant social problems need to be addressed, there is need to implement without further delay government (agencies) structured and packaged entrepreneurship education in higher institutions of learning.

### **Entrepreneurship and economic development**

The perceived role of entrepreneurship in economic development has continued to generate much research among scholars. Globally, researchers suggest that entrepreneurship was a driver of economic growth and development (Galindo & Mendez-Picazo, 2013). In their writings and in a paper presentation on empirical analysis on entrepreneurial activities in 13 developed countries for 5 years (2002 -2007),

Galindo and Mendez-Picazo presented the relationship among entrepreneurship, innovation, and economic growth argued that innovations and entrepreneurship share positive relationships with economic growth. For nearly a decade, a key policy objective of many countries has been to develop an economy that was inherently entrepreneurial (Edoho, 2015; Hafer, 2013). A primary function of entrepreneurship was the creation of new

ventures (Cumming, Johan, & Zhang, 2014; Marcotte, 2014). Hence, creating new ventures was an important and globally acceptable means to generate employment opportunities (Casero, Gonzalez, Martinez, & Mogollon, 2013) and, by extension, reduce joblessness and poverty while fostering economic growth. For example, in study conducted to evaluate the economic benefits of entrepreneurship in developing countries, Casero et al. found and acknowledged that being self-employed provides an escape route from poverty. Similar investigations indicated that the increasing global competition, deemed as a direct effect of globalization, justifies the need to promote entrepreneurship (Dutta & Sobel, 2013; Ebiringa, Ekwenwa, & Ebiringa, 2015).

Kasseeah (2016) expanded the discussion by also concurring and asserting that the theory of long waves propounded by Joseph Schumpeter offered the most obvious basis for the assertion that entrepreneurship drives economic growth and development. According to Schumpeter's (1934) theory, which focuses on the concept of creative destruction, entrepreneurial activities typically create new combinations through a discovery process that often results in new products and better ways to satisfy human needs. Entrepreneurship creates new ventures; the creation of new ventures creates employment opportunities, resulting in economic growth and development of society (Drucker, 1985; Rangnekar, 2009). Consequently, the role of innovation in societal development cannot be overemphasized.

McNaughton and Gray (2017) asserted that innovation was an essential requirement to meet the demands of customers, exploit technological advancement, and survive the growing competition. Hence, the innovative activities of entrepreneurs, through human actions, produce technological changes that enhance the economic growth of any society (Chikweche & Fletcher, 2017). Furthermore, in evaluating the importance of promoting entrepreneurship, the role of small and medium enterprises (SMEs) cannot be overemphasized. Studies indicate that SMEs are principal drivers of economic development. SMEs represent an integral part of the private sector and have immense potential for job-creation (Chikweche & Fletcher, 2017).

Additionally, SMEs play a crucial role in reducing poverty, particularly in developing economies (Ndubisi, 2014). McNaughton and Gray (2017) reported that in Africa, for example, the SME sector accounted for over 3 million jobs and nearly 20% of Kenya's gross domestic product (GDP) in 2003; the SMEs accounted for approximately 50% of South Africa's GDP in 2004 and over 90% of the manufacturing sector in Nigeria in 2005. These statistics underscore the significant function that the private sector plays in a nation's sociopolitical and socioeconomic development and advancement, emphasizing the need for governments to pay closer attention and focus on developing the private sector. Economists have remained unequivocal in the clarion call for governments to support the private sector (Casero et al., 2013).

Kasseeah (2016) suggested the need for the Nigerian government, public establishments, and private organizations invest in entrepreneurship programs as a key strategy to address youth restiveness, which in turn, improve the socio-economic and socio-political climate in the region. Marcotte (2014) argued that governments owe small-scale businesses responsibility to provide both financial and infrastructural support. Hafer (2013) emphasized further the need for governments to provide education and training for workers, which are critical requirements to ensure the growth and survival of new businesses. Although researchers have suggested that the government of a nation is responsible for creating the enabling environment to foster entrepreneurial development by instituting policies, entrepreneurship programs, and infrastructure (Binnui & Cowling, 2016; Edoho, 2015). Entrepreneurs play a significant role in ensuring that the efforts of government realize the desired objectives (Galindo & Mendez-Picazo, 2013).

The government can achieve the fostering of entrepreneurial development through the encouragement of individual and institutions to create jobs and wealth by influencing policies that establish an environment for the provision of infrastructures that support the emergence a productive entrepreneurial hub and clusters for

entrepreneurial-minded individuals to take advantage of such facilities and infrastructures. Mulloth et al. (2016) concluded using the qualitative methodology that adopted a case study design using a key enabler of Prezi's success as a focus on social value creation that entrepreneurs should see the role they play as an opportunity to change the overall patterns and systems of society. Conclusively, entrepreneurship plays a highly important role in economic development; this importance was anchored on the point that the profits made by entrepreneurs flow into the economy thereby increasing the nation's gross domestic product.

### **Challenges of Entrepreneurship Education**

Given the status of entrepreneurship and unemployment of youths in the country, there is the need to point out challenges and underlying areas in which entrepreneurship education must be impasse. These areas include among others:

### **Designing a curriculum relevant to Cameroonian situation**

The curriculum of entrepreneurship education must revolve around skill building courses in creative thinking and exposure to technological innovations (Kuralko, 2003). The curricula should cut across business plan, student's business start-ups, consultations with producing entrepreneur, computer simulation, environmental scan "live" cases, video and films. It is on this note that Nwoye (2006) expresses the notion that in developing effective curricula of entrepreneurship education, the training institution needs to establish working relations with employees and local communities in order to respond to local employment opportunities and training needs. Therefore effective curriculum program as a matter of fact should tailor students towards behaving entrepreneurially and the same time introduce students to facilitators who will facilitate their success. Kuralko (2003) describes this process as "strategic alliance". This also calls for a good grasp of negotiation skills and legal relationship, understanding innovations and cultural awareness and other entrepreneurial skills by students.

### **Entrepreneurship is all about innovation and creativity**

Preparing students for world of work with adequate entrepreneurial skills and as entrepreneur, there is need to design the curriculum in line with career option specifications. With career option specifications, students will have in-depth knowledge of their chosen profession. This will encourage quality product, quality goods and services by students. It implies that, the innovations may be in products or services.

### **Financial Resources**

Successful skill development from different programs such as Agricultural Small Scale Loan Scheme and other allied programs of Millennium Development Goals (MDGs) set by government and entrepreneurship education require training tools, equipment and professional instructors. Professional instructors with good technical and pedagogical skills are central to quality entrepreneurship training. The instructors' training tools and equipment are not easily available but if found; they are always costly and expensive. Therefore, there is need for adequate funding. To do this the training institution should liaise with relevant government agencies and other private and public institutions to provide the required resources.

## Recommendations

Based on the discussions and the available literature on managing entrepreneurship education and sustainable unemployment alleviation, the following recommendations are made:

- 1) Entrepreneurship education should be incorporated into all education course curricula in all higher institutions of learning. This will go a long way to enable students acquire basic entrepreneurial skills and innovations for self-employment or self-reliance.
- 2) There is need to design well structured, unique and challenging curricula on entrepreneurship that will produce graduates with entrepreneurial skills for self-employment. This is because lack of entrepreneurship education leads to mass graduate unemployment.
- 3) There is need to start building entrepreneurial culture in students through industrial training programs by experienced industrialist and other various agencies set by government.

## Entrepreneurship intent and motivation

Significant information in the literature indicated that the development of skills and knowledge of graduate alone was insufficient to address the deficiency of entrepreneurship skills among youths. Motivation in the application of expertise and understanding through the creation new undertakings would provide the desired environment for youth entrepreneurship enhancement (Valliere (2014). Using the TPB, Valliere suggested that the influence and exposure of youth could be determined by the entrepreneurial intentions that the youth possess. This intention was dependent on determinants such as (a) cultural norms and attitudes, (b) perception of feasibility, and (c) current economic trend. Educational schemes and initiatives that are centered on or concentrates mainly on the transfer of expertise and knowledge may be inefficient without motivation on youth in applying such earned knowledge on training (Valliere, 2014). Research studies have justified the relevance of understanding entrepreneurial intentions and development of actions (Valliere, 2017). In a study, Valliere identified the motivational factors to entrepreneurial intentions in individual as (a) freedom to work your methods, (b) feeling of accomplishment, (c) intellectual stimulation, (d) performing a wide variety of activities, (e) being respected by other, (f) having opportunity for advancement, (g) being rewarded for performance, and (h) working with congenial associates. Micozzi and Lucarelli (2016) examined how new business ventures would allow economic adaptation, facilitating and contributing to employment, growth, and productivity as a result of market innovation and motivation. In conclusion, entrepreneurship intention must be analyzed based on personal attributes and social context in which prospective startups and business owners could live together with external variables such as the economy, cultural, and social institutions (Baker & Welter, 2017; Micozzi & Lucarelli, 2016).

## Sustainability of the entrepreneurial intention

The entrepreneurial intention of the ideas generated needs sustenance beyond the formation stage. In consideration of the past literature, propose further that during the post-graduation era; graduates need to sustain the entrepreneurial intention beyond the walls of the educational institution (Gunn, Durkin, Singh, & Brown, 2008; Urbano, Aparicio, Guerrero, Noguera, & TorrentSellens, 2016). The sustainability of the intention becomes the driving force in the quest and inherent capability for the generation of jobs and income through new ventures creation (Kuckertz & Wagner, 2010; Wagner & Kuckertz, 2009). Scholars in the theory of planned behavior and entrepreneurship see entrepreneurship through different perspectives; Schumpeter (1934) sees entrepreneurs as innovators due to their abilities to individually introduce changes into organized economic system (Badulescu & Cadar, 2016). Innovation was categorized as a form of creative destruction, the sustainability of innovative attribute of the entrepreneur would mean the implementation of efforts that lead to the creative destruction to make room for products and services that affect both society and the environment (Davidson & Gleeson, 2014; Hens, Halkias & Thurman, 2015).



The enthusiastic and knowledgeable young entrepreneur incorporated innovative ideas and was considered to possess the attribute that leads to sustainable entrepreneurship (Wagner & Kuckertz, 2009). Entrepreneurship takes its origin at the individual level, through the emergence of personal values built on a conscientious decision to pursue sustainability both at the micro and macro level of the small business (Davidson & Gleeson, 2014; Gunawan, 2014). A recent study by Gawell (2014) involving theoretical research on the observed relationship between entrepreneurship and sustainability through a research question concluded that sustainability must provide measurable benefits for entrepreneurs and this must be incorporated into the entrepreneurs' strategies. The incorporation of the strategy would lead to sustainable development (Kuckertz & Wagner, 2010).

The entrepreneurial trait most significant as indicated by the study; shows that the young entrepreneur needs to be proactive, autonomous and competitively aggressive to maintain a sustainable drive that benefits the bottom line of the established firm (Badulescu & Cadar, 2016). The second inclination to the sustainable intention of the graduate was entrepreneurship influenced by perception. Furthermore; Koe, Omar, and Majid (2014) in qualitative research on entrepreneurial inclination towards sustainability concluded that personal perceptions might influence intention toward sustainability in entrepreneurship. The characteristic that triggers such intentions that lead to the perception of sustainability is from the environment, from cultural influences and situational (Ben-ner & Ellman, 2013; Koe et al., 2014). Other factors include market knowledge, collaborative ability, shared knowledge and proactive culture. These factors are considered to be decisive in perceptions that lead to sustainable entrepreneurial intention in undergraduates that want to be employers of labor and contribute to economic development of the society (Handy et al., 2000). Necessity drives the third factor that leads to a sustainable intention of the graduate. The need to solve societal problems occasioned climate changes, inequalities in the communities, socio-economic developmental needs and the creation of new processes and structures geared towards solving societal problems (Plieth, Bullinger, & Hansen, 2012).

### **Implication to Practice**

Leaders of government at the various levels of authority for policy making, implementation, job creation and the education subsector need to adopt entrepreneurship as a baseline study for all professions to provide an alternative after graduation rather than seek employment. The results from the study provided evidence of how leaders of tertiary institutions' commitment to entrepreneurship education have led to the creation of employment that empowered the entrepreneur towards national growth, development. As the result provided the empirical evidence needed to support entrepreneurship education and skill development.

### **Implication to Social Change**

The research findings indicated that learning entrepreneurship at the university level had a potential implication of positive social change in the lives of the young unemployed adult in Nigeria as they could be self-employed upon graduation. Unemployment problems will be better addressed through the knowledge through the outcome of the study as future students at the university level take the study of entrepreneurship seriously to provide a sure alternative upon graduation where employment opportunities did not exist. Results from the study indicate that graduates from universities offering entrepreneurship as a baseline study have a shift in paradigm from the search of white collar job to become self-employed and employer of labor.

### **Implication to Theory**

This study has undergirded the theoretical framework regarding the body of knowledge and professional practice that would help leaders of Nigerian educational sector to resolve the problems of unemployment. The research findings provided additional information of how undergraduates from 21-25 years old could acquire entrepreneurship skills to become self-employed and employers of labor. Future scholars of leadership and management could find the information useful on the need to take a look at the entrepreneurship skill

development as a means of resolving the unemployment dilemma in the region and support societal growth and development. The study could benefit the leadership of educational institutions as it could help leaders to understand better how to manage the educational policy as it relates to entrepreneurship skills development, job creation, and unemployment reduction. The study has contributed to the body of knowledge on entrepreneurship development in Cameroon as it could provide the basis for future research by students and researchers concerning entrepreneurship education policies and its impact on societal growth and development.

### **Conclusion**

The paper examined or x-rayed managing entrepreneurship education for sustainable unemployment alleviation among graduates of our higher institutions. The paper saw education especially entrepreneurship education as a veritable tool for eradicating unemployment, poverty and ignorance. It is expected that Cameroon education system should rise up to the challenges of equipping the youths with skills for self-employment in view of the financial melt-down ravaging the nation. The paper also discussed the concept of entrepreneur, entrepreneurship and entrepreneurship education pointing out the various ways they create business opportunities, train students to acquire skills, acquire innovations, ideas and managerial abilities for self-employment. Reduction of unemployment was viewed as a parameter for effective entrepreneurship education. Among the challenges of entrepreneurship education include innovations, creativity and incorporation of structured curricula.

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