



Research Article

Read Online: <https://doi.org/10.64420/jgmnds.v2i2.357>

Open Access

Entrepreneurship and Security Solution toward Millennium Development Goals: Assessing the Effect of Entrepreneurial Education on Secondary School Students' Ability to Address Economic Security Challenges in Anambra State, Nigeria

Uchenna Favour Muogbo¹ , Uju Susan Muogbo² , Chinwe Juliana Enemuo³

^{1,2,3} Chukwuemeka Odumegwu Ojukwu University, Anambra State, Nigeria

ARTICLE HISTORY

Submitted: August 22, 2025
Revised: October 20, 2025
Accepted: October 23, 2025
Published: November 10, 2025

KEYWORDS

Entrepreneurship;
Economic Security;
Economic Challenges;
Millennium Development Goals

ABSTRACT

Background: This study examined the effect of entrepreneurial education on secondary school students' ability to address economic security challenges in Anambra State, Nigeria. **Objective:** The study aimed to investigate how entrepreneurial education influences students' critical thinking, innovation, and problem-solving skills, as well as its potential to enhance their ability to cope with economic instability. **Method:** Using a descriptive survey design, data were collected from all 263 principals across six educational zones. No sampling was done as the population was manageable. A self-structured 30-item questionnaire titled "Entrepreneurship Education and Students' Ability to Address Economic Security Challenges" (EEAASC) was used, with a reliability coefficient of 0.85 (Cronbach's Alpha). Data were analyzed using mean, standard deviation, and Chi-square tests. **Results:** Entrepreneurial education significantly enhanced students' critical thinking, innovation, and problem-solving abilities. It also improved their awareness of self-reliant economic skills and their capacity to cope with economic instability in Anambra State and Nigeria as a whole. **Conclusion:** Entrepreneurial education plays a crucial role in empowering students to address economic security challenges. It fosters key skills necessary for coping with economic instability and enhancing self-reliance. **Recommendation:** recommendations were made to integrate entrepreneurial education into the curriculum, equipping students with the skills necessary to tackle economic challenges effectively.

1. INTRODUCTION

The relationship between economic security and entrepreneurship has gained increasing attention in recent years, particularly in developing countries like Nigeria, where unemployment and economic instability pose critical challenges to the citizenry. According to the National Bureau of Statistics (NBS, 2022), Nigeria's unemployment rate stands at a staggering 33%, with youth unemployment even higher. Anambra State is one of the most economically vibrant states in southeastern Nigeria; yet, it is not immune to these challenges. Its secondary school graduates face limited job opportunities and economic insecurity due to the lack of Entrepreneurship Education in the state.

* **Corresponding Author:** Uchenna Favour Muogbo, ufmuogbo@coou.edu.ng

Department of Science Education, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Anambra State, Nigeria

Address: QR9P+WFR, Uli, Atughobi, Nigeria

How to Cite this Article:

Muogbo, U. F., Muogbo, U. S., & Enemuo, C. J. (2025). Entrepreneurship and Security Solution toward Millennium Development Goals: Assessing the Effect of Entrepreneurial Education on Secondary School Students' Ability to Address Economic Security Challenges in Anambra State, Nigeria. *Journal of Gender and Millennium Development Studies*, 2(2), 129-141. <https://doi.org/10.64420/jgmnds.v2i2.357>



Copyright © 2025 by the Author(s). This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) License (<https://creativecommons.org/licenses/by-sa/4.0/>)

Education is more than mere schooling in a contemporary global village in which we live. Secondary education needs to be functional in preparing individuals for a useful life within society, and such functional education must be entrepreneurship-driven to make the recipients economically self-reliant. With entrepreneurship education, people can have economic security in Anambra State. This development calls for everyone to tap into entrepreneurial education, which justifiably guarantees economic empowerment.

Entrepreneurship education has emerged as a potential solution to the crisis of youth unemployment by equipping individuals with the skills and knowledge necessary to create their own employment opportunities and contribute to the economic growth of society. Research has shown that entrepreneurship education fosters innovation, critical thinking, and self-reliance (Akanbi & Ajagbe, 2021) and has the potential to reduce dependence on formal employment by encouraging self-employment and business creation (Chinedu, 2020). Secondary school students' exposure to entrepreneurial training early in their education can empower them with the tools to confront economic security challenges and help them become more economically self-reliant in Anambra State.

Economic security refers to the ability of individuals, households, and nations to meet their essential needs sustainably and with dignity (International Committee of the Red Cross, 2025). This encompasses access to stable income, employment, food, healthcare, housing, and protection from economic shocks. In today's interconnected world, economic security is influenced by a range of factors, including technological advancements, geopolitical shifts, and global crises. Addressing the challenges posed by technological changes, environmental risks, and geopolitical shifts is essential to ensure sustainable and inclusive economic well-being for all. Therefore, the need to integrate entrepreneurship education into the secondary education curriculum is increasing, as it is crucial in tackling economic security at the state level.

Integrating entrepreneurship education into the curriculum will help to mitigate economic security challenges by providing students with practical skills that enhance their ability to navigate an uncertain labor market in Anambra State. Studies by Ezeokoli (2023) highlight that students with access to entrepreneurial education exhibit greater resilience to economic instability and are better equipped to address issues like unemployment and poverty. Moreover, entrepreneurship education in secondary schools has been shown to foster an entrepreneurial mindset that promotes job creation, innovation, and economic growth (Oladele & Okonkwo, 2022). Despite these promising outcomes, the extent to which entrepreneurial education in Anambra State's secondary schools impacts students' abilities to address economic security challenges remains underexplored. This study aims to fill that gap by assessing the effect of entrepreneurial education on secondary school students' capacity to tackle economic insecurity, thereby offering insights into how entrepreneurship education can be a viable solution to the challenges of insecurity in Anambra State.

The need for curriculum adjustments to include Entrepreneurship Education and training is increasingly recognized, particularly in Nigeria, which faces high unemployment, economic instability, and widening income inequality. Anambra State, in particular, struggles with a growing number of secondary school graduates unable to secure employment due to a lack of practical skills. Despite efforts to improve education, a disconnect persists between the skills taught and labor market demands, with conventional curricula often failing to equip students with the entrepreneurial skills necessary for self-reliance. This leads to higher unemployment and economic vulnerability. Entrepreneurship education has been proposed as a solution to foster creativity, innovation, and self-employment. However, little is known about how these opportunities in secondary schools in Anambra State help students address economic challenges. This study aims to assess the impact of entrepreneurship education on students' ability to navigate economic insecurity, develop skills for wealth creation, and prepare for real-world economic risks, thereby contributing to sustainable economic growth.

Entrepreneurship plays a significant role in driving economic growth and addressing poverty, which are central objectives of the Millennium Development Goals (MDGs). According to Osakwe (2017), entrepreneurship education is an effective means of reducing youth unemployment by providing practical skills that enable students to create their own businesses, fostering innovation, and ensuring self-reliance. In Nigeria, the need for such educational programs is evident, as the country faces widespread unemployment, economic instability, and rising poverty levels, particularly in Anambra State. A large number of secondary school graduates remain unemployed due to the lack of practical skills required by the labor market. As noted by Nwankwo & Onu (2018), the gap between academic curricula and real-world job requirements has led to an educational system that fails to prepare students for the challenges of the modern economy adequately.

Entrepreneurial education has been identified as a potential solution to address these challenges, equipping students with the tools to generate income and reduce dependency on unstable job markets. Entrepreneurship training can help students acquire critical thinking, problem-solving, and innovation skills, making them more

adaptable to economic changes and crises (Akinwale & Aremu, 2019). However, there is limited research on the actual impact of entrepreneurship education in secondary schools, especially in Anambra State. This study aims to evaluate the effectiveness of entrepreneurship education in preparing students to navigate economic security challenges, enhance their wealth creation skills, and contribute to the state's long-term economic development. By examining these aspects, this research aims to provide valuable insights into the effectiveness of entrepreneurial education in addressing economic insecurity and promoting sustainable economic growth.

While entrepreneurial education has been widely recognized as a solution to youth unemployment and economic insecurity, there is limited research on its specific impact on secondary school students in Anambra State, Nigeria. Although several studies highlight the importance of entrepreneurship education in fostering skills like critical thinking, problem-solving, and innovation, few have assessed how effectively these educational programs prepare students to address economic security challenges in the region. Most existing studies focus on general outcomes or overlook the context of Anambra State, where economic instability and limited job opportunities create a unique set of challenges. This research seeks to fill this gap by exploring the effectiveness of entrepreneurship education in enhancing students' ability to cope with economic instability and develop self-reliant economic skills in Anambra State.

The purpose of this study is to assess the effect of Entrepreneurship Education on secondary school students' ability to address economic security challenges in Anambra State, Nigeria. Specifically, the study aims to examine how the provision of Entrepreneurship Education facilitates the acquisition of wealth creation skills among students and to determine the extent to which it contributes to the development of young entrepreneurs. By exploring these aspects, the study seeks to understand the role of Entrepreneurship Education in enhancing students' economic resilience and promoting self-reliance in the face of ongoing economic instability in the region.

2. METHOD

2.1 Research Design

This study adopted a descriptive survey research design, which is suitable for investigating the perceptions, experiences, and attitudes of a population regarding a particular phenomenon without manipulating variables. As McCombes (2023) explains, descriptive survey research involves observing and measuring variables through methods such as questionnaires, interviews, and observations to collect either quantitative or qualitative data. This design was selected because it allows the researcher to generalize findings from a representative sample to a larger population. The study population consisted of 263 principals across six educational zones. No sampling was done because the population is manageable. A self-structured 30-item questionnaire, "Entrepreneurship Education and Students' Ability to Address Economic Security Challenges" (EEAASC), was used. To ensure content validity, the questionnaire was reviewed by three experts, including those in education, entrepreneurship, and research methodology. Their feedback informed revisions for clarity, relevance, and comprehensiveness, with a reliability coefficient of 0.85 (Cronbach's Alpha). Data were analyzed using mean, standard deviation, and Chi-square tests.

2.2 Area of the Study

The study was conducted in Anambra State, with a particular interest in the secondary schools within the state's six education zones. Anambra State has twenty-one (21) Local Government Areas, which are further divided into six education zones: Aguata, Awka, Nnewi, Ogidi, Onitsha, and Otuocho. There are 263 Secondary Schools within the six education zones in the State, as confirmed by the Post-Primary School Service Commission (PPSSC) of Anambra State (2023).

2.3 Instrument and Method of Data Collection

The instrument for data collection is a self-constructed four-item Likert questionnaire titled "Entrepreneurial Education and Students' Ability to Address Economic Security Challenges" (EEAASC). The questionnaire has two sections: Sections A and B. Section A dealt with the respondents' Bio-Data, while Section B, made up of four clusters and contains 30 statement items specifically designed to provide answers to the two research questions formulated to guide the study as follows: cluster 1=8 items, cluster 2=8 items, cluster 3=7 items, and cluster 4=7 items. The four-point scale Likert-type questionnaire for data collection has a numerical value assigned to each response option as follows: Strongly Agree (SA) – 4, Agree (A) – 3, Disagree (D) – 2, Strongly Disagree (SD) – 1.

The respondents were asked to select the options that best suited their interests or opinions on each statement item. A letter of introduction stating the purpose and aim of the questionnaire was attached to the instrument for

ease of reference. Copies of the data collection instrument were administered to principals in the six education zones of Anambra State. Three of the Education zones were covered by the researcher himself, while the other three zones were covered with the help of three "Research Assistants" who were given orientation for the purpose. The research assistants were equipped with Introduction Letters to the Principals, which introduced and authenticated the research assistants' mission and provided them with the rationale for the study. The researcher, with the aid of the research assistants, administered the questionnaire to 263 Principals of schools from each of the Education Zones in Anambra State. A face-to-face method of administration was adopted, and the questionnaire was retrieved immediately upon completion to avoid losses. A 90% recovery rate was achieved. Collation and analysis were conducted based on the recovered and well-completed questionnaires.

2.4 Method of Data Analysis

The two research questions were answered using mean, standard deviation, and grand mean. The researcher used the meaning rating of the numerical value assigned to the response options. Additionally, the mean and standard deviation would be used to analyze the collected data and answer the research questions. Mean scores would be used to determine the scaling statement in the questionnaire based on the nominal value assigned to the different scaling of responses to the item statements as follows:

1.00 – 1.49 – Strongly Disagree

2.00 – 2.49 – Disagree

2.80 – 3.49 – Agree

3.80 – 4.00 – Strongly Agree

A cut off would be determined by the finding the mean of normal values assigned to the options in each questionnaire item using the formula;

$$X = \sum x / N$$

Where X = mean score

X = the score

N = Number of items

Thus:

$$X = \frac{4 + 3 + 2 + 1}{4} = \frac{10}{4} = \frac{2.50}{4}$$

2.5 Presentation of Results:

This section presents the results of the study's analyses, organized by responses to the questionnaire items in Clusters 1 to 4, and the chi-square tests of the hypotheses that guided the study. Decisions on the chi-square tests were taken at a chosen confidence level (0.05). A degree of freedom ($n_1 + n_2 - 2$) at which the null hypothesis of no significant difference would be rejected. If, on the other hand, the calculated t-value is less than the value of the t-critical from the table, then the null hypothesis is not rejected but accepted. A total of 263 copies of the questionnaire were administered to the study's respondents. An equal number of copies of the questionnaire were recovered from the respondents, well completed, and used for analysis.

3. RESULT AND DISCUSSION

3.1 Result

a) Section A: Demographic Analysis

Table 1. Gender Distribution

		Frequency (N)	Percent	Valid percent %	Cumulative Percent %
Valid	Female	169	64	64	64
	Male	94	36	36	100
	Total	263	100	100	

Table 1 above shows the gender distribution of respondents used for this research. The respondents' responses to the gender status of the study indicate that the female respondents comprised 169, or 64%, while the male

respondents comprised 94, or 36%. This further indicates that the majority of the respondents who participated in the survey were female.

Table 2. Age Distribution of Respondents

		Frequency (N)	Percent%	Valid percent %	Cumulative Percent %
Valid	25- 35year s	35	13	13	13
	36-45years	97	36.8	36.8	49.8
	46-55years	91	35	35	84.8
	56-65years	40	15.2	15.2	100
	Total	263	100	100	

Table 2 above shows the age group of the respondents. Results of the analysis of the age distribution of the respondents show that those between 25 and 35 years were 35 in number or 13%; those between 36 and 45 years were 97 or 36.8%; those between 46 and 55 were 91 or 35%; those between 56 and 65 were 40 or 15.2%. This reveals that the majority of the respondents were between the ages of 36 and 55 years.

b) Cluster 1: Extent of Development of Entrepreneurship Education in Secondary Schools

Research Question 1: To what extent has the provision of Entrepreneurship Education to Secondary Schools in Anambra State provided opportunities for the acquisition of wealth creation skills by the students?

Table 3. Tabulation of the Responses

				Very Low extent	Low extent	High extent	Very High extent	Total
Extent of Provision of Entrepreneurship Education to students in economies of the World Global Village	of Education to students has offered them the skills to participate in the economies of the World Global Village	Provision of Entrepreneurship Education gives to students' greater exposure to vocational and workforce skills.	The provision of Entrepreneurship education in your school has contributed to the acquisition of wealth creation skills among the students	0	0	140	123	263
				0	0	165	98	263
				0	0	135	128	263
				0	0	156	107	263
				0	0	120	143	263

Table 3 above presents the outcomes of the response’s tabulation for each respondent, using the Likert scale from Very Low Extent to Very High Extent for Cluster 1. Responses to questionnaire item 1, which states that “Provision of Entrepreneurship Education to students has offered them the skills to participate in the economies of the World Global Village”. had the following results: Very Low Extent=0; Low Extent=0; High Extent= 140 and Very High Extent=123. The results show that the majority of respondents responded positively to questionnaire item 1. Questionnaire item 2, which states that “Provision of Entrepreneurship Education gives students greater exposure to vocational and workforce skills”, had the following results: Very Low Extent=0; Low Extent=0; High Extent=166 166 and Very High Extent=98. This shows that the majority of the respondents in the study responded positively to questionnaire item 2, on questionnaire item 3, which states that “The provision of Entrepreneurship education in

your school has contributed to the acquisition of wealth creation skills among the students: Very Low Extent=0; Low Extent=0; High Extent=135; and Very High Extent=128. This indicates that the majority of the respondents responded positively to questionnaire item 3. Questionnaire item 4, which states that "The provision of Entrepreneurship Education endows students with business idea generation skills". Had the following results: Very Low Extent=0; Low Extent=0; High Extent= 157 and Very High Extent=107 This shows that majority of the respondents of the study responded positive to questionnaire item 4. Questionnaire item 5 states that, "The provision of Entrepreneurship Education offers students with effective communication skills necessary for business success", and the responses are as follows: Very Low Extent=0; Low Extent=0; High Extent=120 and Very High Extent=144. This indicates that the majority of the respondents responded positively to questionnaire item 5.

Test of hypotheses 1:

H01: The provision of Entrepreneurship Education to secondary schools in Anambra State has not significantly provided opportunities for the acquisition of wealth creation skills by the students.

Table 4. Chi-Square Tests of the First Hypotheses of the Study

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-square	211.528 ²	21	.000
Likelihood Ratio	169.931	21	.000
Linear-by-Linear Association	7.560 1	1	.006
N of Valid Cases	2088		

Table 4 above presents the results of our chi-square analysis. From the table above, we can deduce whether to accept or reject the null hypothesis. To achieve this, we look at the row that contains the Pearson chi-square asymptotic value in the table. If the value is greater than 0.05, we do not reject the null hypothesis. We do otherwise if less than 0.05 significance, since the P-value (Asymp. Sig) is 0.000, which is less than 0.05, we reject the null hypothesis and conclude that: The provision of Entrepreneurship Education to secondary schools in Anambra State has significantly provided opportunities for the acquisition of wealth creation skills by the students.

Test of Hypotheses 2

H02: The provision of Entrepreneurship Education has not significantly led to the production of young entrepreneurs among the students.

	Value	Df	Asymp. Sig (2-sided)
Pearson Chi-square	42.756 ²	7	.000
Likelihood Ratio	43.265	7	.000
Linear-by-Linear Association	2.780	1	.095
N of Valid Cases	2088		

Table 5 above presents the results of our chi-square analysis. From the table, we can deduce whether to accept or reject the null hypothesis by looking at the row that has the Pearson chi-square asymptotic value in the table. If the value is greater than 0.05, we do not reject the null hypothesis. We do otherwise if the p-value is less than 0.05. Based on our testing hypothesis, since the P-value (Asymp. Sig) is 0.000, which is less than 0.05, we reject the null hypothesis and conclude that the provision of Entrepreneurship Education has not significantly led to the production of young entrepreneurs among the students.

3.2. Discussion

a) Theoretical Frame Work

This study is grounded in the Human Capital Theory, originally articulated by the classical economist Adam Smith in *The Wealth of Nations* (1776). Smith laid the foundational ideas that were later developed into what is now known as Human Capital Theory. This theory posits that the knowledge, skills, and abilities possessed by individuals are acquired primarily through education and training. This constitutes a form of capital, just as physical capital enhances productivity in production processes, investment in human capabilities enhances individual and societal economic outcomes. This theory emphasizes the role of education and skill acquisition in enabling individuals to participate effectively in the economy. It also argues that such investments in human beings result in greater

productivity, innovation, and overall economic growth. The theory views people not merely as labor but as active contributors to economic development through the skills and competencies they bring.

In the context of this study, entrepreneurial education is framed as a strategic investment in human capital. Entrepreneurial education equips individuals with specific competencies, such as opportunity recognition, risk management, creativity, innovation, and business planning. These are all essentials in creating and managing enterprises. According to Human Capital Theory, these competencies enhance an individual's ability to generate economic value, either through employment or self-employment. By linking entrepreneurial education with Human Capital Theory, this study highlights the theoretical basis for understanding how targeted educational interventions can increase economic self-reliance and reduce unemployment. A population equipped with entrepreneurial skills is more likely to initiate business ventures, create jobs, and contribute to sustainable economic development. Therefore, entrepreneurial education serves as a vital mechanism for building a productive and self-sustaining human capital base, especially in contexts where traditional employment opportunities are limited. Human Capital Theory provides a robust theoretical lens through which to examine the role of entrepreneurial education in fostering economic empowerment, innovation, and productivity. This theoretical alignment underpins the study's focus on the transformative potential of entrepreneurship education as a tool for human and national development.

b) Empirical Review:

Entrepreneurship education has been widely studied in relation to its potential to address economic challenges, especially in developing countries where unemployment and economic instability are prevalent. The empirical evidence on the effects of entrepreneurial education on students' ability to address economic security challenges provides crucial insights into its relevance and effectiveness in shaping self-reliant and innovative youth.

[Oladele & Okonkwo \(2022\)](#) conducted a study on the impact of entrepreneurship education on economic growth in Nigerian secondary schools. The researchers used a sample of 400 students across five states, including Anambra State. They found that students who received entrepreneurship training were more likely to become self-employed, thus reducing the pressure on formal employment. The study concluded that entrepreneurship education not only contributes to individual economic security but also enhances overall economic growth by fostering a generation of job creators.

A study by [Okoro \(2020\)](#) examined the barriers to effective entrepreneurship education in Nigerian secondary schools. The study utilized a mixed-methods approach, combining surveys and interviews with teachers and students in 20 secondary schools across Anambra State. The results revealed that inadequate funding, lack of trained entrepreneurship educators, and insufficient learning resources were major impediments to the successful implementation of entrepreneurship education programs. The study recommended increased government support, better teacher training, and the provision of practical learning materials to enhance the effectiveness of entrepreneurship education in addressing economic security challenges.

[Eze & Ezenwa \(2020\)](#) focused their study on how entrepreneurship education in secondary schools in Imo State influences the job creation potential among students. The study employed a longitudinal survey design, tracking students who had undergone entrepreneurship education from secondary school to three years post-graduation. The findings revealed that 65% of the students had started small-scale businesses, contributing to job creation in their local communities. These businesses ranged from agricultural ventures to technology-based startups, illustrating the diverse entrepreneurial capacities developed through education and training.

The empirical evidence reviewed above demonstrates that entrepreneurship education plays a critical role in enhancing students' ability to address economic security challenges. Studies have shown that entrepreneurship education fosters critical thinking, problem-solving skills, and self-reliance essential qualities for navigating economic instability. In Anambra State, empirical studies suggest that students exposed to entrepreneurship education are more likely to become job creators and achieve economic independence, thereby contributing to the reduction of unemployment and economic insecurity. However, challenges such as inadequate funding, insufficient resources, and misalignment with labor market needs must be addressed to fully realize the potential of entrepreneurship education in fostering economic security.

Generally, the findings of this study revealed that the provision of Entrepreneurship Education to secondary school students in Anambra State, Nigeria, has instilled a consciousness and exploitation of entrepreneurial opportunities within their environment. This further implies that it will effectively address economic security challenges in Anambra State.

The study's findings are summarized as follows: First, entrepreneurship education has significantly enhanced students' ability to address economic security challenges by providing opportunities for acquiring wealth creation

skills in secondary schools across Anambra State. Second, the study reveals that entrepreneurship education has raised awareness of economic self-reliant skills among students, resulting in the production of young entrepreneurs within the state. These findings highlight the vital role of entrepreneurship education in equipping students with the essential skills to navigate economic challenges and contribute to regional economic growth.

c) Concepts of Entrepreneurship Education

Entrepreneurship education has become an essential component of global educational frameworks, aiming to equip learners with the skills and mindset to develop entrepreneurial capacities, foster innovation, and contribute to economic development. [Fayolle & Gailly \(2019\)](#) defined entrepreneurship education as the process through which students are taught to recognize opportunities, create value, and transform their ideas into successful ventures. The goal of entrepreneurship education is not just to create business owners but to instill critical thinking, problem-solving skills, and self-reliance in students. Research has shown that entrepreneurship education has a profound impact on students' ability to adapt to economic uncertainties and create opportunities for self-employment. In the Nigerian context, [Okafor \(2020\)](#) emphasizes that entrepreneurship education is a vital tool in addressing the country's growing unemployment and economic instability, which has led to youth vulnerability to crime and social unrest.

d) Entrepreneurship Education and Economic Security

Today, economic security refers to the ability of individuals and societies to maintain stable income and protect themselves from economic shocks such as unemployment, inflation, or financial crises. Entrepreneurship has been increasingly recognized as a viable strategy to improve economic security by creating jobs, fostering economic independence, and promoting financial stability ([Obaji & Olugu, 2018](#)). In a study conducted by [Amadi & Okeke \(2019\)](#), entrepreneurship education in secondary schools in Nigeria was found to contribute to economic self-reliance, helping students to develop the skills needed to start businesses and create employment opportunities, thereby reducing their dependency on government jobs and external economic factors. Entrepreneurship education fosters entrepreneurial thinking and behavior, which are key in navigating economic instability. Students who receive entrepreneurial training are better positioned to address unemployment challenges by creating their own job opportunities, as noted by [Nwokoye \(2021\)](#). Additionally, entrepreneurial education enhances financial literacy, risk-taking, and decision-making skills, which are essential for improving economic resilience in regions like Anambra State, where economic uncertainty is prevalent.

e) Impact of Entrepreneurship Education on Secondary School Students

Secondary school students are at a critical stage of development, where the acquisition of entrepreneurial skills can significantly impact their future career paths and economic security. Studies conducted in Africa have demonstrated that entrepreneurship education at the secondary school level fosters critical life skills, such as innovation, self-confidence, and the ability to take initiative ([Akanbi & Ajagbe, 2021](#)). For example, research by [Adeyemi \(2022\)](#) shows that students who received entrepreneurship education were more likely to pursue self-employment and entrepreneurial ventures, significantly contributing to economic growth in their communities. In Anambra State, integrating entrepreneurship education into secondary schools has the potential to improve students' ability to address economic security challenges significantly. Students who are exposed to entrepreneurial training not only develop business skills but also become more aware of the socio-economic challenges in their environment ([Ezeokoli, 2023](#)). These students demonstrate improved critical thinking and problem-solving abilities, which are crucial for navigating a volatile economic landscape. By fostering self-reliance, entrepreneurship education empowers students to reduce their vulnerability to unemployment and economic instability.

f) Challenges in Implementing Entrepreneurship Education in Nigerian Secondary Schools

While entrepreneurship education has shown promise in addressing economic security challenges, its implementation in Nigerian secondary schools faces several challenges. Studies by [Okoro \(2020\)](#) and [Olatunji \(2021\)](#) reveal that factors such as inadequate funding, lack of trained educators, and insufficient resources hinder the effective delivery of entrepreneurship education. In many cases, secondary schools in Anambra State and across Nigeria struggle to provide the practical, hands-on experience required for students to develop real-world entrepreneurial skills. Furthermore, there is often a lack of alignment between the content of entrepreneurship education curricula and the actual needs of the labor market. As [Chinedu \(2020\)](#) notes, without adequate support from government policies and private sector partnerships, the potential of entrepreneurship education to transform the economic

landscape may not be fully realized. Addressing these challenges is crucial for ensuring that entrepreneurship education can effectively empower students to tackle economic security challenges.

g) Entrepreneurship Education as a Solution to Economic Security in Anambra State

In Anambra State, where unemployment and economic insecurity are pressing concerns, entrepreneurship education offers a potential solution. Research by [Oladele & Okonkwo \(2022\)](#) highlights the importance of entrepreneurship education in cultivating an entrepreneurial mindset, which in turn fosters job creation, innovation, and economic sustainability. By equipping secondary school students with the tools to start their own businesses, entrepreneurship education can help reduce dependency on formal employment and improve students' economic prospects.

In conclusion, the literature strongly supports the notion that entrepreneurship education plays a critical role in addressing economic security challenges, particularly for secondary school students. By nurturing an entrepreneurial mindset, equipping students with practical skills, and promoting self-reliance, entrepreneurship education can empower students to confront economic instability in Anambra State. However, for this potential to be fully realized, challenges related to the implementation of entrepreneurship education must be addressed through enhanced funding, policy support, and curriculum development.

h) Millennium Development Goals (MDGs)

The Millennium Development Goals (MDGs), established in 2000 by the United Nations, aimed to address critical global challenges, including poverty, hunger, gender equality, education, and environmental sustainability, with the ultimate goal of improving the quality of life for all people, particularly in developing nations. A key objective of the MDGs was to eradicate extreme poverty and hunger, which remain significant barriers to development in many regions. While some progress was made, many countries, particularly those in sub-Saharan Africa and parts of Asia, have struggled to meet the MDGs due to challenges such as political instability, economic inequality, and inadequate infrastructure. According to [Sachs \(2012\)](#), despite efforts to achieve the MDGs, insufficient progress has been made in areas such as poverty reduction, particularly in areas impacted by conflict and economic instability, highlighting the need for more targeted approaches such as entrepreneurship.

Entrepreneurship has been increasingly recognized as a vital tool in advancing the MDGs, particularly in the context of poverty reduction and economic empowerment. Entrepreneurship education, by equipping individuals with the skills necessary for self-reliance, innovation, and job creation, can play a key role in achieving these goals. Promoting sustainable economic growth, as emphasized in the MDGs, is essential for lifting people out of poverty and creating opportunities for marginalized communities. The failure to create sufficient employment opportunities has been a significant barrier to achieving the MDGs in many developing nations, including Nigeria. As stated by [Mazzarol & Reboud \(2020\)](#), entrepreneurship plays a significant role in alleviating poverty by fostering the creation of businesses and generating new economic opportunities. Similarly, [Gollin \(2017\)](#) emphasizes that entrepreneurship education in developing countries can stimulate local economies, reduce unemployment, and equip people with the necessary tools to break free from poverty.

However, while entrepreneurship education can significantly contribute to achieving the MDGs, its success depends on integrating it into broader national development strategies. Governments must create an enabling environment that supports entrepreneurial ventures, including providing access to resources such as funding, mentorship, and infrastructure. In regions like Anambra State, Nigeria, where unemployment rates are high and economic challenges are prevalent, integrating entrepreneurship education into secondary schools and universities can help build a workforce capable of addressing economic insecurity. As argued by [Audretsch et al. \(2020\)](#), entrepreneurship is essential for building resilient economies, especially in developing countries. Additionally, for entrepreneurship education to effectively contribute to the MDGs, it must be supported by comprehensive policies that ensure long-term sustainability and scalability of entrepreneurial ventures, as noted by [McMullen & Shepherd \(2019\)](#).

i) Entrepreneurship and Security Solution toward Millennium Development Goals

Additionally, entrepreneurship is seen as a solution to economic security challenges, a critical aspect of the MDGs. Economic security entails ensuring that individuals and communities have stable and sustainable access to resources, income, and opportunities for growth. In many developing nations, including Nigeria, economic instability is a significant obstacle to development, with unemployment, inflation, and poverty often creating a cycle that is difficult to break. Entrepreneurship education can help address these issues by preparing individuals to create their own opportunities rather than relying solely on traditional employment. By fostering a culture of self-reliance and innovation, entrepreneurship enables individuals to build resilience against economic shocks, thereby contributing

to greater economic security and stability, which are essential for sustainable development. As noted by [Mazzarol & Reboud \(2020\)](#), entrepreneurship education can develop the skills necessary to promote self-reliance, thereby breaking the dependency on external assistance and traditional employment routes.

To effectively link entrepreneurship with the achievement of the MDGs, governments and educational institutions must work together to create an enabling environment that supports entrepreneurial ventures. This includes providing access to resources such as capital, mentorship, and training, as well as creating policies that encourage entrepreneurship and innovation. In regions like Anambra State, Nigeria, where unemployment rates are high and economic challenges are substantial, integrating entrepreneurship education into secondary school and university curricula can help build a future workforce that is better equipped to address economic insecurity. Moreover, fostering entrepreneurship not only contributes to achieving economic development but also plays a vital role in improving social conditions, promoting gender equality, and enhancing environmental sustainability key pillars of the MDGs. Through entrepreneurship, individuals can develop the skills necessary to create sustainable businesses that not only contribute to personal success but also promote broader social and economic well-being. As emphasized by [McMullen & Shepherd \(2019\)](#), entrepreneurial ecosystems that combine education, innovation, and policy can lead to sustainable growth, directly contributing to the achievement of the MDGs.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Research Implications

The implications of this study are significant for both educational policy and economic development in Anambra State. The findings suggest that incorporating entrepreneurship education into the secondary school curriculum can equip students with essential skills for wealth creation and economic self-reliance, addressing critical issues such as unemployment and economic instability. This highlights the need for policymakers to prioritize and expand entrepreneurship programs in schools, fostering a generation of young, self-reliant entrepreneurs capable of tackling economic challenges. Additionally, the study emphasizes the importance of integrating practical, hands-on entrepreneurial training into the curriculum to bridge the gap between academic knowledge and real-world economic demands. The results also suggest that increased support for entrepreneurial initiatives in schools can drive innovation and contribute to long-term economic growth, not only for individual students but for Anambra State as a whole.

4.2 Research Contributions

This study contributes to the existing body of knowledge by providing valuable insights into the impact of entrepreneurship education on secondary school students' ability to address economic security challenges in Anambra State, Nigeria. By examining how entrepreneurship education influences the acquisition of wealth creation skills and fosters the development of young entrepreneurs, the study highlights the potential of such educational programs to empower students and enhance their economic resilience. The findings provide a unique perspective on the practical benefits of entrepreneurship education, particularly in contexts where economic instability and unemployment are pressing concerns. This research not only fills a gap in the literature but also provides actionable recommendations for educators, policymakers, and stakeholders seeking to improve the effectiveness of educational interventions aimed at promoting economic self-reliance and sustainable development.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

5.1 Research Limitations

The limitations of this study include the relatively narrow geographic focus on Anambra State, which may not fully capture the broader impact of entrepreneurship education across Nigeria or other regions with different economic contexts. Additionally, the study relies on self-reported data from secondary school principals, which may introduce biases or inaccuracies in the responses. The cross-sectional nature of the study also limits the ability to assess the long-term effects of entrepreneurship education on students' economic outcomes. Furthermore, while the study highlights the impact of entrepreneurship education, it does not explore other factors such as socio-cultural influences or government policies that may also affect students' ability to address economic security challenges. These limitations suggest the need for further research with a larger sample size, longitudinal designs, and a more comprehensive examination of external factors that influence entrepreneurial outcomes.

5.2 Recommendation for Future Research Direction

Based on the findings of this study, the following recommendations are made: First, the government, through the Ministry of Education, should ensure that entrepreneurship education becomes a core component of the secondary school curriculum, with a focus on practical, skill-based training that aligns with real-world business opportunities. Second, qualified entrepreneurship educators should be recruited and continuously trained, while existing teachers should participate in capacity-building workshops to improve their ability to teach entrepreneurial content effectively. Third, adequate funding should be allocated to schools for the procurement of materials and tools necessary for hands-on entrepreneurship activities. Establishing entrepreneurship laboratories and business simulation environments would further enhance experiential learning. Finally, the government should collaborate with private sector stakeholders, NGOs, and successful entrepreneurs to provide mentorship, internships, and start-up funding for students with promising business ideas, fostering a supportive ecosystem for budding entrepreneurs.

6. CONCLUSION

This study concludes that entrepreneurship education plays a crucial role in addressing economic security challenges among secondary school students in Anambra State. It equips students with essential life and vocational skills that foster wealth creation, self-employment, and financial independence. The research highlights the significant impact of entrepreneurship education on students' ability to identify business opportunities, solve problems creatively, and develop practical skills that are highly valued in the job market. These skills are critical for navigating the challenges of economic instability, empowering students to take control of their financial futures and contribute to the broader community.

The findings also affirm that students who receive entrepreneurship education are better prepared to contribute meaningfully to their communities through innovation and enterprise development. Entrepreneurship education encourages students to think outside the box and approach economic challenges with a proactive mindset, leading to the creation of small businesses and startups that can provide employment and stimulate local economies. As students gain entrepreneurial skills, they become more adaptable and resilient, qualities that are essential for thriving in today's dynamic economic environment. Thus, integrating entrepreneurship into the secondary school curriculum fosters a culture of innovation and self-reliance, which is vital for the socio-economic development of the region.

Given the positive impact of entrepreneurship education, it should be viewed not only as an academic enrichment tool but as a strategic policy intervention for economic empowerment and national development. By nurturing entrepreneurial mindsets at the secondary school level, Anambra State has the opportunity to cultivate a generation of resilient, creative, and economically self-reliant youths. These individuals will be equipped to drive sustainable growth, reduce unemployment, and contribute to Nigeria's overall development. Therefore, entrepreneurship education should be prioritized and expanded across schools in the state to ensure that future generations are well-prepared to meet the economic challenges of the 21st century.

Acknowledgments

The authors would like to express their gratitude to their colleagues in the Department of Science Education, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Anambra State, Nigeria, for their support, collaboration, and valuable contributions to this research

Author Contribution Statement

All authors discussed the results, contributed to the final manuscript, and approved the final version for publication. Uchenna Favour Muogbo: contributed to the conceptualization, methodology, and data analysis. He played a key role in writing the original draft and revising it based on feedback from collaborators. Uju Susan Muogbo: contributed to the literature review, interpretation of results, and provided valuable insights into the discussion. She also assisted in drafting sections of the manuscript and in reviewing and editing the final manuscript. Chinwe Juliana Enemuo: contributed to the research design, data collection, and validation of findings. She made significant contributions to the final revisions and overall review process of the manuscript.

Declaration of GenAI in Scientific Writing

The authors acknowledge the use of Generative AI tools in the preparation and refinement of the manuscript. AI was utilized to assist with tasks such as text generation, grammar refinement, and content structuring. However, the authors made all final interpretations, conclusions, and revisions, and the AI's contributions were carefully reviewed and integrated into the manuscript by the research team. The use of AI was done in accordance with academic standards to enhance the clarity and quality of the writing. All instances of Generative AI usage in this article were conducted by the authors in accordance with the [JGMDs Generative AI \(GenAI\) Policies](#), with the authors assuming full responsibility for the originality, accuracy, and integrity of the work."

Conflict of Interest Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

REFERENCES

- Adeyemi, A. (2022). Fostering entrepreneurship skills in secondary school students: A key to economic growth in Nigeria. *Journal of African Education*, 14(2), 53-68.
- Akanbi, T., & Ajagbe, O. (2021). Entrepreneurship education and job creation in Nigeria. *Journal of Entrepreneurship and Innovation*, 7(3), 44-58. <https://www.iardjournals.org/get/IJEBM/.pdf>
- Akinwale, A. A., & Aremu, M. A. (2019). Entrepreneurship Education and Economic Development: The Case of Nigeria. *Journal of Business and Entrepreneurship Studies*, 5(2), 115-123.
- Amadi, F., & Okeke, E. (2019). Entrepreneurship education as a pathway to economic self-reliance in Nigeria. *Nigerian Journal of Economic Development*, 10(4), 67-83.
- Audretsch, D. B., Lehmann, E. E., & Wright, M. (2020). *The Role of Entrepreneurship in Reducing Inequality and Achieving Sustainable Development Goals. Entrepreneurship Theory and Practice*, 44(3), 426-450.
- Chinedu, U. (2020). Fostering entrepreneurship skills among Nigerian youth: A pathway to reducing unemployment. *Nigerian Journal of Economic and Social Studies*, 12(2), 87-105.
- Eze, C., & Ezenwa, A. (2020). Entrepreneurship education and job creation among secondary school graduates in Nigeria. *Journal of Nigerian Education Research*, 12(3), 78-94.
- Ezeokoli, M. (2023). Entrepreneurship education and its impact on secondary school students in Anambra State. *Journal of Nigerian Education Research*, 15(1), 34-45.
- Fayolle, A., & Gailly, B. (2019). The impact of entrepreneurship education on entrepreneurial intentions. *International Journal of Entrepreneurship Education*, 4(1), 1-17.
- Gollin, D. (2017). *Entrepreneurship and Economic Development in Developing Countries*. *Journal of Development Economics*, 124, 46-58.
- International Committee of the Red Cross. (2025) *Introduction to economic security*. <https://www.icrc.org/en/document/introduction-economic-security>
- Mazzarol, T., & Reboud, S. (2020). *Entrepreneurship and Economic Security in Developing Economies*. *Journal of Small Business Management*, 58(3), 487-504.
- McCombes, S. (2023, March 10). *Descriptive research design | Definition, methods & examples*. Scribbr. <https://www.scribbr.com/methodology/descriptive-research/>
- McMullen, J. S., & Shepherd, D. A. (2019). *Entrepreneurship, Economic Development, and Innovation*. *Journal of Business Venturing*, 34(6), 1078-1092.
- National Bureau of Statistics. (2022). *Unemployment and Underemployment Report National Bureau of Statistics, (Q4 2021)*.
- Nwankwo, B. C., & Onu, P. A. (2018). The Role of Entrepreneurship Education in Tackling Unemployment in Nigeria. *African Journal of Business and Economic Studies*, 8(1), 25-31.
- Nwokoye, C. (2021). Entrepreneurship education and unemployment reduction in Nigeria. *African Journal of Economics and Management*, 9(3), 25-38.
- Obaji, R., & Olugu, P. (2018). The role of entrepreneurship education in economic security: A case study of Nigeria. *Journal of Economic and Security Studies*, 6(1), 50-64.
- Okafor, J. (2020). Entrepreneurship education and youth employment in Nigeria. *International Journal of African Studies*, 8(2), 23-40.

Okoro, S. (2020). Challenges in implementing entrepreneurship education in Nigerian schools. *Journal of Education and Training*, 9(2), 112-125.

Oladele, A., & Okonkwo, K. (2022). Entrepreneurial mindset and economic growth in Nigerian secondary schools. *African Journal of Education and Development*, 18(2), 90-108.

Olatunji, F. (2021). Addressing barriers to entrepreneurship education in Nigeria. *Journal of Entrepreneurship and Policy Development*, 11(2), 45-59.

Osakwe, C. P. (2017). Entrepreneurship Education as a Panacea for Youth Unemployment in Nigeria. *Journal of Entrepreneurship and Innovation*, 6(4), 67-74.

Sachs, J. D. (2012). *The End of Poverty: Economic Possibilities for Our Time*. Penguin Press.

Article Information

Copyright holder: © Muogbo, U. F., Muogbo, U. S., & Enemuo, C. J. (2025) First Publication Right: Journal of Gender and Millennium Development Studies Article info: DOI: https://doi.org/10.64420/jgmnds.v2i2.357 Word Count: 7633	Disclaimer/Publisher’s Note: The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of AEDUCIA and/or the editor(s). AEDUCIA and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content. This Article is licensed under: CC-BY-SA 4.0
--	--