

Realities of Entrepreneurial Education in Nigeria: Issues and Prospects

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Abstract

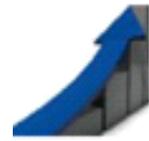
Education defines the pace of human development and economic attainment of a people. The quality of entrepreneurship education is a salient factor in the economic and national life of a nation. This paper expresses the concepts of entrepreneurial studies and measures of achieving laudable goals to avoid graduates roaming the streets for white-collar job. This paper is aimed at projecting and expanding the scope entrepreneurship education among graduates beyond the limited target of getting employment to the extent of wanting to become self-employed and employers of labour themselves. The author elucidated that entrepreneurship education develops individual's inert ability towards recognizing commercial and economic potentials through the following vocations: Auto body repair and spraying painting; auto electrical work, salesmanship, marketing, fisheries, animal husbandry, mining, tourism, photograph, GSM maintenance, book keeping, store keeping, data processing, shorthand, keyboarding to mentioned a few. It was suggested that entrepreneurial education should be established in all levels of education at the Federal and State Ministries of Education with mandate to supervise and provide supports to schools for the effective implementation and teaching of all entrepreneurial trade areas.

Keywords: Human-development, economic, attainment, entrepreneurship, education

Introduction

The dream of economic advancement imbedded in vision 20:20:20 of the Federal Government of Nigeria in line with world Sustainable Development Goals (SDGs) have provoked the Nigerian Educational research and development council to reconsider the contents of the nation's education curricular. The major purpose of this exercise is directing efforts towards entrepreneurial education, ICT, skills and civic education. The trios is seen worldwide as primary and viable aptitude necessary for self-employment, job and wealth creation. The above was not inherent in the inherited colonial oriented education policy of the country, (UNESCO, 2017).

When in 1969, the national curriculum conference came up with a landmark reforms in education with the 6-3-3-4 system of education which introduced prevocational education at the junior secondary school level and vocational education at the secondary level, it was openly accepted with praise. The idea behind this educational system is aimed at getting the graduates



of the school system especially at the secondary level and above fully armed with skills for immediate self-employment. Unfortunately, this has not yielded the expected result. According to Oranu (2001) argument, it is not the basic function of vocational education specifically and education generally to provide jobs. Vocational Education only prepares people for existing jobs thus enhancing employability. Oranu (2001) reported the foster's vocational fallacy in development planning based on his or her evaluation of schools in Ghana and concluded "that unemployment among school leavers in many African countries was due to dysfunctions that existed between the gross rate of school output and slow expansion of occupational opportunities for all within the exchange sector."

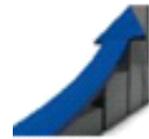
Further on this, Arikewuyo (2004) opined that our formal educational system in the recent past seem to be continuously turning out people who are ill prepared to help in the development of the country. The existing educational system is therefore a stereotype that keep turning over people from non-existent white collar job, without associated utility of their years of learning exposure. The least time for pupils and students to use in completing education programme from primary through tertiary education is about sixteen years. Many returns without any skills or values attached to them.

The Concept of Entrepreneur and Entrepreneurship

i. An entrepreneur is a business adventurer. Agomou (2006) stated that entrepreneur is a person who undertakes and develops a new enterprise at some risk of failure or loss. He is the one who starts an enterprise, the one who puts new forms of industry on their feet, the one who shoulders risks and uncertainty of using economic resources in a new way and with the right motivation, energy and ability to satisfy his customers and make profit.

An entrepreneurial spirited person is an entrepreneur. According to Olise (2011), the powers of an individual to exercise his ability to take the factors of production, that is, land, labour, capital and use them. The entrepreneur perceives opportunities that other business executives do not see or do not care about. The process of bringing together creative and innovative ideas and combining them with management skills in order to use people, money and other resources to meet identified needs, thus creating wealth best describes the functions of an entrepreneur. (Agbionu, Joseph, & Ifeyinwa, 2016)

ii. Entrepreneurship pays attention to the machinery of creating opportunities and satisfying the desire of individuals and groups within the society. Akinola (2011) stated that entrepreneurship is the willingness and ability of an individual to seek out investment opportunities to establish and run an enterprise. Chukwuedo and Igbinedion (2014) opined that it is an attempt to create value through recognition of business opportunity and management skills to mobilize human, financial and material resources necessary to bring a project functional. Therefore, the modalities, skills and prowess displayed by an entrepreneur are referred to as an entrepreneurship. In other words, entrepreneurship is the knowledge, skills, commitment and mindset needed to create jobs (make a job) by conceiving and initiating a new business enterprise having identified a gap that is needed to be filled in the scale of human preference and



wants. Mba and Ezutah (2017) identifies that entrepreneurship is the ability to set up and effectively manage enterprise as different from being employed in paid employment.

Concept of Entrepreneurship Education

Entrepreneurship Education according to Bechard and Toulouse (1998) is a collection of formalized teaching that informs trains and educates anyone interested in business creation or small business development. It is systematic process of developing individual's inert ability towards recognizing commercial and economic potentials within his environment and the insight, self-esteem, knowledge and skills to act on them for economic benefits.

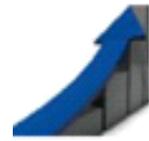
In a broader view, entrepreneurial education could be seen in terms of skills that can be developed and the features that can be stimulated in individuals which could enable them to develop new innovative plans.

It is on this note that Fits (2001) listed five "Can-do-things" for the entrepreneurship as following:

1. Identify and evaluate and opportunity
2. Identify a business concept
3. Identify the needed resources
4. Acquire the necessary resources; and
5. Implement, operate and harvest the venture.

The design and structure of entrepreneurial education is to inspire, shape and guide potential entrepreneurs into the field and practice of existing and prospective entrepreneurs. The purpose of entrepreneurship education for the young people is to "cash them young." in order to support students in terms of knowledge, skills and attitudes peculiar to their vocational flow or later in their working life. It is on this note Okute (2008) contributing to the need for self-employment of the youth identified the following objectives of entrepreneurial education as listed below:

- i. Provide meaningful education for the youths which could make them self-reliant and subsequently encourage them to derive profit and be independent and self-dependent.
- ii. Provide youth with the skills and supports necessary to help them establish career in small business.
- iii. Provide youth with training and skills that will make them creative and innovative in identifying new business opportunities.



According to the National Policy on Education of the Federal Republic of Nigeria (FRN) (2013), the following constitutes subjects areas covered by entrepreneurship education right from senior secondary school.

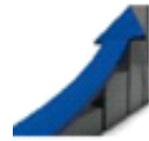
Auto body repair and spraying painting; auto electrical work, salesmanship, marketing, fisheries, animal husbandry, mining, tourism, photograph, GSM maintenance, book keeping, store keeping, data processing, shorthand, keyboarding, leather goods manufacturing and repairs; cosmetology, printing craft practices, dyeing and bleaching, textile trade, garment making, catering practice, upholstery, furniture making, carpentry and joinery, machine woodworking, plumbing and pipe fitting, painting and decoration, auto mechanical work, auto part merchandising, air conditioning refrigerator, welding and fabrication engineering craft practice, electrical installation and maintenance work, radio, TV, and electrical work, block laying, brick laying and concrete work (NERDC, 2008, pp. 124).

Issues militating against Entrepreneurial Education in Nigeria

The Director General of UNESCO, Irina Bokova viewed the place of education in the global quest for sustainable development and the problem associated with it thus: a fundamental change is needed in the way we think about education's role in global development, because it has a catalytic impact on the wellbeing of individuals and the future of our planet. Now, more than ever, education has a responsibility to be geared with 21st century challenges and aspirations, and foster the right types of values and skills that will lead to sustainable and inclusive growth and peaceful living together (Boko, cited in UNESCO, 2017). Accordingly, asserted that the primary problems associated with entrepreneurship education in Nigerians schools is inherent educational orientation which must first be handled for the success of entrepreneurial educational programmes in Nigeria.

Other outstanding issues known to have risen against the achievement of the set objectives of entrepreneurship education in Nigeria are;

1. The foremost and primary issue militating against entrepreneurial education in our nation is the Nigeria Educational Curriculum in the Universities, Polytechnics and Colleges of Education. In line with the above mentioned assertion, Agbionu, Joseph & Ifeyinwa (2006) observed that "the curriculum of tertiary institution in Nigeria currently lacks adequate entrepreneurial components to prepare graduates to acquire salable skills that would enable them explore and exploit business opportunities within their environment."
2. Inadequate skilled and self-motivated manpower. Chukwuedo & Igbinedion (2014) opined that qualified, competent and dedicate teachers who have the interest of the students at heart, is lacking and grossly inadequate to handle the training of students on entrepreneurship that could provide a milestone success in this project.
3. Issue of instructional strategy and methods. The commonly applied method for the instruction given to would be entrepreneurs and predominantly alien to the expected entrepreneurial orientation. The used of lecture method in teaching entrepreneurial skills has not



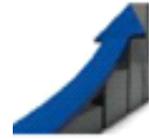
yielded and cannot yield positive result. This is a problem because for effective teaching and learning of entrepreneurship skills demonstration, field trip and hand-on-the field method should be prioritized.

4. **Insufficient funding.** Burch (2003) stated that inadequate funding has become a hydra-loaded monster that cannot be conquered by government subvention. The limited supply of fund therefore does not allow for the provision of basic equipment, vocation instructional materials, laboratories and the organization of the needed routine workshops.
5. **Poor remuneration and inadequate staff motivation.** The issue of not being given a good take home package for teachers is “re-occurrence decimal” other incentives and allowances that can motivate entrepreneurial training instructors are not provided (Anderson, 2004)
6. **Non-sponsorship of special project, inventions and discovery.** Government, private organizations and well-meaning individuals many at time pay deaf ear to need to encourage entrepreneurs in sponsoring of their special project, inventions and discoveries as such the entrepreneurs feel discouraged to further the business.

Prospects of Entrepreneurial Education in Nigeria

As asserted by Onojaife, (2006) the following are the benefits of Entrepreneurial Education.

1. **Creation of Wealth/Employers of Labour:** With the introduction of entrepreneurship education which is a formalized teaching that informed train and educate our young graduates in business creation or small business development, it is expedient and obvious that our youth after graduation would be creators of wealth and employers of labour which would boost our economic system.
2. **Reduction of Crime Rate:** In Nigeria, unemployment has reached an alarming stage which calls for serious attention from both the government and organisations. It is said that an idle mind is a devil’s workshop. The minds that are employed or have the skills and ability to create wealth would be self-employed by this the attendant social problems of armed robbery, youth restiveness, prostitution, female trafficking would certainly reduce to the barest minimum.
3. **Reduction in Rural-Urban Migration:** In recent times, youth and unemployed graduates from the rural settlement migrate to the cities for job opportunities which do not exist. With entrepreneurship education, the youth and the unemployed in the rural areas would be able to create various entrepreneurship opportunities to earn a living right there in the rural setting not longing to move to the cities.
4. **Reduction of Unemployment:** Unemployment is a situation whereby someone who is willing to work is not able to find a paying job. Olise (2011) posited that unemployment is a state of joblessness or idleness of one with labour requirement, potentials skills, attitudes and abilities.



With entrepreneurship training, individuals would be gainfully employed and not waiting for government job which may not come.

5. **Reduction in Cyber Crime:** Presently, the increase in cybercrime is as a result of the idle nature of our youths even after school. The skills they developed during school training is perversely employed for anti-social activities including cybercrime.

6. **Election Related-violence:** Observation has shown that majority of our youths who are unemployed are usually enticed by few politicians as a means of achieving their political goals. These they do by arming the youths, dropping them to be used for smuggling of ballot boxes, molest opponents, and sometimes eliminate contenders only to get a peanut for the “job”.

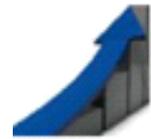
Conclusion

Entrepreneurship education is designed to inspire and guide potential entrepreneurs into the field and knowledge of current and prospective entrepreneurs. Entrepreneurship education is for the young people to gain knowledge, skills and attitude they need in their studies or later in their working life. Notwithstanding the issues in entrepreneurship education, it still has well defined prospects for our teeming youth and the nation at large.

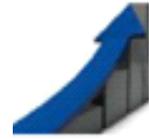
Suggestions

1. There should be entrepreneurial education oriented curriculum in all levels of education in Nigeria.
2. An entrepreneurial education should be established at the Federal and State Ministries of Education with mandate to supervise and provide supports to schools for the effective implementation and teaching of all entrepreneurial trade areas introduced by the Government.
3. Entrepreneurial education instructors should use field trip and internship approaches for effective teaching and learning exercise.
4. Adequate funding should be given by government for effective entrepreneurial education.
5. There should be improvement in the remuneration given to the teachers of entrepreneurial education.
6. There should be a national entrepreneurial week exhibition where government, private organizations, well-meaning individual and non-governmental organization will be given opportunity to view and sponsor outstanding projects, inventions and discovery by entrepreneurs.

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