

Lifelong Learning in Entrepreneurship Education in Tertiary Institutions in Nigeria for National Development

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Abstract

The paper examines lifelong learning in entrepreneurship education in tertiary institutions and agencies in Nigeria. Entrepreneurship education is the process of providing individuals with the concepts and skills to recognize opportunities or act of starting a company, arranging business deals, taking risk in order to make profit and be self-reliant. The paper also discusses the concepts of lifelong learning (formal and informal learning), entrepreneurship education, challenges of lifelong learning in entrepreneurship education and national development. Finally, the way forward and conclusion was drawn, among which are that the tertiary institutions and relevant agencies running entrepreneurship programme should be properly funded and sustained for realization of complete programme implementation among others.

Key words: entrepreneurship education, learning, lifelong, development.

Introduction

Entrepreneurship education is the education that provides students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Entrepreneurship education is a lifelong learning programme. A lifelong learning is an enterprise-based approach to education that equips individuals with entrepreneurial characteristics (Galloway & Brown, 2016). Entrepreneurship education and training helps business people or entrepreneurs to start or run their own companies (Alexandria, Parton & Robb, 2017). Entrepreneurship education moreover has typically concentrated on building knowledge and skills or related to entrepreneurship in post-secondary and higher education students. Entrepreneurship education and training produce unique programme objectives, target audience and outcome. However, entrepreneurial skills are essential because they empower students to start their own businesses. In addition, it is ideal for people or specifically students who have a strong foundation for entrepreneurship but requires guidance through entrepreneurship education a rationale for lifelong learning. The background of teaching entrepreneurship and relevant pedagogical concepts are considered as one way of creating jobs. Entrepreneurship education could also help develop knowledge and skills that benefits as lifelong preparation not just a career path in Nigeria. Entrepreneurship education is provided to the students from primary school, secondary school and down to the tertiary institution (universities and polytechnics). According to Kauffman (2018), entrepreneurship education is

a process of providing individuals with the concepts and skills to recognize opportunities that others have overlooked and to have the insight, self-esteem and knowledge to act where others hesitated. It includes instruction in opportunity recognition, marshalling resources in the face of risk and initiating a business venture. It also includes instruction in business management process such as business planning, capital development, marketing and cash flow analysis.

Nation building is the effort made by teachers to move the nation steadily and permanently in the direction of self-reliance and development through dedication to excellence in leadership, discipline, orderliness, honesty, mutual respect and tolerance in national affairs (Ngada, 2017). Entrepreneurship education ought to solve unemployment and poverty through the utilization of entrepreneurial skills to harness the available resources to produce the desired goods and services demanded by the citizens. It is against this background that entrepreneurship educational skills acquisition become very relevant to contemporary Nigeria where unemployment is increasing by leaps and bounds. There can only be achieved through lifelong learning in entrepreneurship education.

Lifelong learning education like entrepreneurship education is an ongoing, voluntary, and self-pursuit of knowledge, lifelong, and self-motivated pursuit of knowledge for either personal or professional reasons. Therefore, both not only enhance social inclusion, active citizenship and personal development, but also self-sustainability, as well as competitiveness and employability. Variations of lifelong learning education are offered at all levels of schooling from primary to secondary schools through university programmes. Kaleve (2018) stated that Nigeria tertiary institutions are on the increase which produces an average of eight thousand graduates each year thereby making the employment situations more critical. Lifelong learning entrepreneurship education can salvage each situation of unemployment if properly articulated and implemented. This is because it is structured in such a way to illuminate the enterprising youths, men and women to create a world of entrepreneurial education that can be oriented towards different ways of realizing opportunities. Hence, the paper is designed to examine lifelong learning in entrepreneurship education in tertiary institutions in Nigeria for national development.

Concept of lifelong learning

The concept of lifelong learning was first proposed by Basil Yeaxlee in 1929 (Smith 2015). Furthermore, the concepts of lifelong learning were also adopted and discussed in detail by UNESCO in a conference organized in 1960 (Odabasa & Kuzu, 2014). The concept of lifelong learning was first suggested in 1919 as a discussion regarding the educational needs of individuals who work in the armed forces and industries. It can therefore be understood from the information found in previous studies that there is no consensus about the emergency of the concepts of lifelong learning. Lifelong learning has increased as the result of rapid change in the world and the lifelong learning approval began to appear in educational systems in the 1970s (Karaman, 2012). Hurseen (2012) summarized the statement in the UNESCO International Education Commission:

- a. Education activities should not be limited to school age and school building.
- b. Education should be considered as the main component of all educational activities, which includes both school education and out of school education
- c. Educational activities should have a more flexible structure
- d. Education should be designed as a lifelong learning process.

The life long learning approach is an educational phenomena that includes all life processes from birth to death and all activities that aim to develop individuals knowledge , skills and competencies (freref, 2014) . lifelong learning is a process that includes a rapid change through which individuals acquire competencies in different areas during their lives (uzunboylu, 2015). Ozadama and ozdal (2014) stated that every individuals needs lifelong learning for both their occupational and individual needs, they also indicated that changing world conditions and developing technology's makes lifelong learning essential for all individuals . lifelong learning was defined as all activities that includes formal, and informal learning that continue from birth to death and it has a comprehensive and visionary structure (preece,2016) lifelong learning approach is "a road with n o ending" and has an important rule in the development of individuals and therefore society as a whole. Also Ozcan (2016) defined lifelong learning as a complement of theoretical and individuals learning. A similar definition byDinevski and Dinevski(2016) stated that life long learning is an approach which provides equal opportunities to individual by removing restriction related to location, time, age, socio-economic status and education. according to boshes (2014) life long learning is a set of organization regulation that will provide learning opportunities based on the interest of the individuals through out their lives. All the definitions of lifelong learning indicated that is a learning acquired in both formal & informal educational processes and subsequently provides opportunities to complete the learning that was unfinished or deficient during formal education

Characteristics of the Lifelong Learning Approach

The general characteristics of the lifelong learning approach are as follows;

- a. It is regarded as a guide for educational and instructional information resources
- b. It is an approach based on learning through "doing and experiencing"
- c. It supports learning of individuals from each in groups
- d. It takes the guiding rule for evaluation and learning strategies and contributes to the discovery of the learning method in further process
- e. It contributes to the development of educational and individualized learning plans
- f. It states that learning is a continually ongoing process
- g. It supports the view that people have access to opportunities to learning facilities during their lives (Horsen 2014, gunuc, odabap & kuzu, 2015).

Concept of Entrepreneurship

Entrepreneurship is defined by Ebirim (2018) as the capacity and attitude of persons or group of persons to undertake a venture with the probability of success or failure in the same vein , Theduru (2019) described it as the process where by an individual becomes aware of business ownership as an option of viable alternative development ,learn the process of becoming an entrepreneur, the idea for the business and then undertakes the initiative to develop the business. Furthermore, entrepreneurship education is the process of bringing together creative and innovative ideas coupled with management and organizational skills in other to combine people , money and resources to meet an identified need and to create wealth to enable the youths to be self reliant. Young people can build confidence in their abilities to become entrepreneurs in their future as a result of a variety of entrepreneurial activities through education.

Concept of Entrepreneurship Education

Entrepreneurship education means developing a systematic initiative to keep people in school, learning academic and work skills effectively motivated to be productive and engaged in their communities and larger economy, and developing success oriented attitude of initiatives, intelligent risk-taking, collaboration and opportunity reorganization (Agi, 2018). According to Wikipedia (2019), entrepreneurship education seek to provide student with the basic knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. To olorunmolu and Agbede (2018) entrepreneurship education is the type of education that involves the acquisition of skills, ideas and managerial abilities necessary for job creation. In the opinion of lawal (2009) in Oroanya (2019) it is education that allows student to develop and use their creativity to initiate responsibilities and bear the risk. The author sees entrepreneurship education as a special type of education which trains its recipients to acquire practical knowledge, innovative business ideas, wisdom, industrial skills, mental/ psychological preparations and entrepreneurial abilities which when applied appropriately, can lead to enhanced self reliance and economic opportunities for others. Innovative business ideas according to Aliu(2018) have no boundaries as they may arise from technical, scientific or creative studies. This means that whatever an individual studied as organized experience is capable of being turned into productive idea. The goal of entrepreneurship education as enumerated by Aliu, is to inculcate in the trainees the ability to:

1. Identify and solve problems using critical and creative thinking
2. Work efficiently with others as a proactive team member and cultivate the ability to solve conflict
3. Organize and manage oneself and ones activities

4. Collect, analyse , organize and critically evaluate information (to make decisions that must be carried through)
5. Communicate and negotiate effectively
6. Reflect on experience and explore various strategies for effective learning to learn at all levels
7. Become curious leading to readiness to experiment and innovate (being never satisfied with the status qua) and consider self-employment as a viable option upon graduation from their institution

Lifelong Learning in Entrepreneurship Education

According to Nwachukwu (2016) explained that lifelong learning in entrepreneurship education is the training of students in entrepreneurship right from their schools (primary to tertiary) days that can make the desired impact by reducing unemployment situation in Nigeria . Therefore, lifelong learning in entrepreneurship education is “an aspect of education that is geared at developing student to be self- reliant ,self-sustaing, self-employed and self-sufficient. It also aimed at developing in students skills , ideas and managerial abilities that are necessary for personal reliance. In the word of Nwachukwu(2016) the following factors are very important in constituting skills from lifelong learning entrepreneurship education :

Identify the potential and selection of career preference for self employment

1. Development of entrepreneurial qualities e.g innovative ability, risk-taking desire to achieve and goal-oriented leadership
2. Managerial understanding. This has to do with office and marketing management
3. Budget and forecasting
4. Business financing and organization
5. Individual entrepreneur. The entrepreneurial trails of the individual are motivated and reinforced through psychological training inputs.
6. Enterprise establishment: it has to do with setting up new business ventures which would require business opportunities guidance and project planning as the educational inputs
7. Overall management teaching programme this involves teaching managerial techniques and counseling for successful and profitable operation of business enterprise.

In other to encourage entrepreneurial skills development education through lifelong learning in entrepreneurship education the following agencies have also been involved in promoting entrepreneurship programmes in Nigeria:

- The national youth service corps (NYSC) conduct entrepreneurship training programme during orientation period and some cases, towards the end of the NYSC year.
- Tertiary institutions: The national universities commission (NUC) and national commission for colleges of education (NCCE) and national board for technical education (NBTE) have expanded their vocational and technical education curriculum to include

entrepreneurship development of small-scale business and they are highly theoretical without a blend of practical input through procurement of various equipment or tools for training including supporting graduates with soft loans to start their own business.

- The federal government: the federal government through the federal ministry of employment, labour and productivity, have been involved in formulating proposes for entrepreneurship development programme (EDP) of the national directorate of employment (NDE) for implementation.

Industrial Training Fund (ITF): They are also involved in training students through student experience work Explain Scheme (SEWES) during school programmes and this is a way of assisting them to be future entrepreneurs but have not been backed up with funding through disbursement of loans to graduates to start their own venture.

Despite the involvement of the various agencies in promoting entrepreneurship education in Nigeria, there is still urgent need for more meaningful entrepreneurial skill development via long life learning in entrepreneurship education in tertiary institution in Nigeria. the program delivery system lacks the valued ingredient which need to be nurtured at the background of implementations of the entrepreneurship education programmes which are entrepreneurial culture and spirit needed to ignite student's passion for positive thinking and creativity for innovation to increase productivity. Entrepreneurship education program should be such that enable graduate to access start up loans which helps start small business across the country. In addition, the need for monitoring unit is very essential to constantly check on entrepreneurship education impact across the nation's tertiary institution aside bodies responsible for accreditation of courses as a regular check on programmes being carried out on number of businesses created thus employment is generated from time to time. And also see that the scheme succeeds as is done in other Nations that have become emerging entrepreneurial nation like United State of America, Garman, and Estonian

Challenges of long life learning in entrepreneurship education.

The challenges to the implantation of lifelong learning in entrepreneurship education in tertiary institution in Nigeria include the following.

1. Curriculum Content of Entrepreneurship

there is poor monitoring and evaluation of education. Generally, there is lack of monitoring of assignment given to students as practical in entrepreneurship education which result in the varied shortcoming which is detrimental to national policy on education on entrepreneurship education intention for the nations realization on education. For instance, drawing from the information researchers gathered from personal interviews with students of some selected tertiary institutions in north central and south west geo-political zone, there is no active participation of all student members of the group because there is no supervision by lecturers or facilitators. The practical lacks direction of what is approved.

Gives a lee way to some student to only contribution or buy outright product and submit because the students do not have the knowledge of the production process. But the trust of the matter is that some lecturers of entrepreneurship education who are supposed to impact these skills, themselves lack such as a result you cannot give what you do not have. besides, there is no uniformity in teaching lifelong entrepreneurship in tertiary institution in Nigeria, in some institutions what was taught is not what is examined, while in some though it is taught throughout student's stay in school but is a zero-credit unit. KSU and UI student upon interview emphasized the entrepreneurship education in their institution is banded, has no any other GST course whereby upon registration of the course with certain amount of money, a textbook is issued to them by the entrepreneurship center. The only other contact with the centre is during examination which is generally Garman (OBJ). in the case of university of Ibadan, the German (OBJ) is based on entrepreneurship questions while that of KSU students have no bearing with entrepreneurship education but a general knowledge. (Oroanya 2014., Brown,2016., Dineuski, 2016.,Abirin,2019).

Furthermore, the course contents differ considerably from institution to institution. Some teach only theory and those that manage to teach practical It is nothing to go by. Only polytechnics students seem to use standard curriculum but their current application and presentation cannot impact meaningful skill on their student. Notifiable, college of technology student interviewed verbally pointed out that the entrepreneurship education in their institution is more interested in the consultancy services to the neighbouring communities at the detriment of their student's skill acquisition.

Inadequate Educational Infrastructure and other Facilities.

There is need for establishment of enterprises centers where student practicum is facilitated thereby providing the needed synergy of theory and practical institutional facilities such as workshop, laboratories machineries and equipment, materials and consumable should be provided to enable such center to be functional as obtainable in other countries that have succeeded in imbibing lifelong learning entrepreneurship education. Adequate education infrastructure and instructional facilities will enhance effective implementation of lifelong learning entrepreneurship in Nigeria. (Ngeda, 2017.,Aliyu 2018., Kauffman,2018, Kola- Ene 2018., Abirin,2019)

Poor Electricity Power Supply:

This is the root basic problem because electricity is the power that move small scale business, laboratory practical work, industries etc. According to Ngeda (2017) the epileptic nature of electricity has resulted even in the damage of the equipment where provision of equipment is available. Provision of constant electricity power supply has remained a mirage in Nigeria political dispensation as a result of lack of the political will to do so.

Inadequate Funding of Schools:

According to Oloranmolu and Agbede (2018) Funding of schools is a very big problem, hence, the failure to prioritize the use of available funds that would cover areas of need

like, employing qualified competent lecturers, facilitators and trainers with entrepreneurial skills. provision of current textbooks, improving on existing infrastructures, procuring equipment, instruments, teaching aids and the likes. Lack of fund has resulted in the absence of workshop in school in training and re-training of teachers at all levels, inadequate provision of class room blocks, laboratories etc. It also affected the attendant problems of shortage of libraries and of stocking them with relevant up-to-date textbooks, as well as irregular payment of teachers' salaries and allowances.

Qualification and Competency of the Teachers

The poor knowledge of practical use of equipment and maintenance culture and the challenges of facilitators to aid and train students is a threat to skill acquisition in lifelong learning in entrepreneurship education programme in tertiary institution in Nigeria. The readily available skilled facilitators /trainers are among the student themselves who have had a previous skill acquisition and volunteer to teach other in the group when assignment is given. There is need for lecturer's competency in diverse entrepreneurial skills in order to be able to inculcate in the student such skills

Interest level of student in lifelong learning in the entrepreneurship education.

Students today lack orientation lifelong learning in entrepreneurship education in tertiary institutions in Nigeria. Nothing empowers the human race like knowledge, to be informed is to be transformed and to be informed is the currency of destiny. Student in tertiary institution in Nigeria are not well aware of the importance of lifelong learning entrepreneurship education in nation sustained and self- reliance. Tertiary institution in Nigeria should build a synergy of theory and practices of entrepreneurial development thereby creating an enabling environment where students are not only ready to prove themselves but express themselves creatively by turning things around through innovation, and ready to take risk by turning skill into enterprise. it is necessary therefore for tertiary institution in Nigeria to empower their students with employable skill with which they can function anywhere and they can engage in self improvement at all times. they should self improvement at all times. they should self the change association with entrepreneurship education rather than forcing the change on the students so that when they graduate, they can be focused on what to do giving the needed leverage by seeking information and advices in order to grow and be entrepreneurial in their life-styles. During the research in one on one interview session with Kogi State University (KSU) some computer science student opined that their lack of interest may not be unconnected with the presentation of entrepreneurship education by the course lecturers who teach the course as if they are news casters. The students attend only out of compulsion to fulfill the 75% attendance a pre-requisite for examination qualification. In fact, they confessed that there is communication break down between students and the course lecturer. For business administration students they see the need for the course and felt the impact so far because rekindling their enterprise spirit to be an employer rather than an employee. Their personal

opinion is that it has awakened their persistency, innovation, instigative and creativity. Same goes for Agriculture and education students they agree that the lifelong learning in entrepreneurship education is one that comes with ideas of creativity and skills. Salem university students appreciated entrepreneurship skills and mental skills. To them entrepreneurship stands you out to be self-reliance regardless of your field of study to be useful and productive. Business students are in support of course because is compulsory to all, there is now a difference in opinion as a result of entrepreneurship critical action of their idea about life and world of work. Entrepreneurship education have broaden their horizon on how to run a business of your own and be self-reliant many of them opined that they would rather be entrepreneurs than seeking for paid job. They seek to be employers of labour instead of seeking for white color jobs. That are not readily available and hence the leverage contributes to national development. (Bosher, 2014., Ozadara & Ozdal, 2014.,Aji, 2018.,) .

National development & lifelong learning Entrepreneurship education From the discussion so far it is evident that knowledge through lifelong learning in entrepreneurship education can alleviate the nation from the burden of unemployment and poverty. In order to boost national development, entrepreneurship skill development through lifelong entrepreneurship education should be encouraged. Lifelong learning in entrepreneurship education has the potential of producing self-reliant young graduate as entrepreneurs that can contribute to national development (Abirin, 2019).

The way forward

The following measures would help in realization of self-reliance, reduction of unemployment and poverty level through lifelong learning entrepreneurship education

1. the tertiary institution and relevance agencies running entrepreneurship education programme should be properly funded and sustained for realization of complete programme implementation.
2. the programme training institution should be well equipped with appropriate facilities, enough qualified teachers /facilitator and supporting staff
3. the curriculum content of institutions offering lifelong education should be properly monitored and evaluated to ensure that is capable of impacting in student practical skills or entrepreneurship skills that can enhance self-reliance for national skills that can enhance self-reliance for national development.
4. Nigerian Government and difference policy makes should provide such environment and condition which are conducive for entrepreneurship activities and remuneration of the staff should be given priority

Conclusion

Lifelong learning in entrepreneurship education for self-reliance is an essential ingredient for the attainment of both individual and national development. The efforts made

so far in establishing lifelong entrepreneurship education center /programme in Nigeria and the relevant complementary agencies are highly commendable. All stakeholders of the programme should be committed to it in order to achieve the desired self-reliance, poverty eradication, reduction of unemployment level of the graduates and boosting the socio-economic disposition of the citizenry

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