

Revitalizing Entrepreneurship Education for Sustainable Development in Nigeria

**BOLATITO ABDULRAFIU OMOTAYO AND NAKAZALLE NURA
USMAN**

Department of Educational Foundations
Faculty of Education & Extensions Services
Usmanu Danfodiyo University, Sokoto

E-Mail: Abdulrafiubolatito008@gmail.com nuranakazalle@yahoo.com

Abstract

The paper dwells on revitalizing entrepreneurship education for sustainable development in Nigeria. The need for entrepreneurship education in Nigeria educational institutions has become necessary following the high level of youth unemployment rate that ravages the entire county. The increase in enrollment into schools has culminated in the establishment of more educational institutions but without corresponding increase in the number of industries to accommodate the huge number of graduates that are churned out by these educational institutions on a yearly basis. This has resulted to youth unemployment which has become a worrisome trend in Nigeria societies. Nigeria remains off track in achieving the Millennium Development Goals (MDGs) and vision 20:2020. The paper critically examines the effort of government in curbing youth unemployment through establishment of entrepreneurship training and skill acquisition centres for unemployed youths to reduce the level of poverty and social vices that have become the order of the day with regards to Nigerian youths. The paper further examines that entrepreneurship education gives people exposure to a wide range of activities, helping developed a broad skill set, creativity, innovation and self reliance. However, the issue of funding has been the major challenging of entrepreneurship education in Nigeria. Therefore, the papers suggests that government at all levels need to intensify effort by providing adequate funds for sustainability of entrepreneurship education in Nigerian institutions of learning.

Keywords: Revitalizing, Entrepreneurship Education, Sustainable Development

Introduction

The Goals of wealth creation, employment generation poverty reduction and value reorientation which are programs of the National Economic Empowerment and development strategy (NEEDS) can only be effectively pursued, attained and sustained through an efficient relevant and functional education systems (Aliu,2007). Functional education according to Ocho (2005) is the process through which individuals are made participation members of their society. It enables them to become capable of living in the society and to contribute towards its economic development. This shows that a functional system takes cognizance

of the dynamics of the labor market, equips its graduates with occupational skills and competences to enable them be self reliant. The need for entrepreneurship education cannot be overstressed in Nigeria, this is because unemployment and poverty and the corresponding social problems like kidnapping, terrorism, sexual harassments, robbery etc are all on the increase. It was discovered that our current educational system providing the necessary entrepreneurship skills for national transformation. Enter entrepreneurship education attempts to provide the knowledge and learning experience to help students develop the skills associated with starting vesture. These include visioning, leading, communicating, listening, problem solving, team building networking and managing charge (Adenuga and Ayodele, 2013).

Considering the increasing level of unemployment ravaging youths and graduates of our institutions of higher learning today, with its high incidence of poverty, the need to review the existing curriculum becomes imperative (Obasi, 2010). Entrepreneurship education is the act of teaching and training given to people to make them acquire certain valuable occupational skills that will enable tem gain self employment. Entrepreneurship education is meant to teach students that they can be self reliant after leaving school rather than searching for non existed jobs. According to Offo (2010) who asserted that reform deliberately desired to provide career information to enable the students relate interest needs and abilities to occupational opportunity with the aim of breaking the unemployment jinx and achieve self sufficiently by individuals. This education instills in the learners, the ability to coordinate, make decisions, bear risks, being able to manage become an innovator, organizer, initiator among others (Iloeje, 1999). It is axiomatic to posit that entrepreneurship is a major contributing factor to economic growth and development in any polity.

Conceptual Frame Work

Entrepreneurship

The concept of entrepreneurship according to Omolayo (2006) is the act of starting a company, arranging business deal and taking risk in order to make a profit through the education skills acquired. Hirsrich and Peter (1998) viewed entrepreneurship as the process of creating something news with the value by devoting the necessary time and effort, assuming the accompanying financial psychic and social risk and receiving the resulting rewards of monetary and personal satisfaction and independence. Entrepreneurship refers to an individual's ability to turn ideas into actions. It includes creativity, innovation and risk taking, as well as the ability to plan and manage protects in order to achieve objective. This supports everyone. In day to day life at home and in society, makes

employees more aware of the context of their work and better able to seize opportunities and it provides a foundations, for entrepreneurs to establish a social or commercial activities.

Entrepreneurship Education

Entrepreneurship education trains students to examine their communities to discover unmet commercial needs and then develop business plans to meet those needs. According to the Akinola, (2012), incorporating entrepreneurship education into the existing traditional school system normalizes self employment as a life goal while exposing youth and young adult to entrepreneurship education outside of the system shows them to through creatively about the economic challenges and opportunities available in their own areas.

Aliu (2007) defined entrepreneurship education as the willingness and ability of an individual to acquire educational skills and experience to explore and exploit investment opportunities establish and manage a successful business enterprises.

Sustainable Development

Sustainable development according to the Omolayo and Kolawole (2006) which could be regarded as a process of change in which the exploitation of resources, the direction of investments, the orientation of technological development and institutional change are all in harmony and enhance with current and future potential to meet human needs and aspirations. In this respect of satisfying human aspirations and needs is the major objective of development while sustainable development is development which meets the needs of the present generation without comprising the ability of future generations to meet their own needs. Sustainable human development, which forms an integral part of sustainable national development as a process of change, stresses the importance of participation as a means to sustain the development process and to ensure a more equitable distribution of beneficiaries created by development initiatives

Theoretical Framework

Theoretical framework work for this work is Human capital theory which examines the impact of acquires variable such education, learning and experience on career outcome and it rose further developed on the assumption that education can serve as a key determination of decision choice and practicing benefit to specific ventures (Dickson, Solomon and Weaver, 2008). In cognizance of this fact, Adejimola and olufunmilayo (2009) within a view to create and enhance the supply of entrepreneurial initiative the supply of entrepreneurship initiative and

activities, the bottom line here is to inculcate the spirit of entrepreneurship in the students through education. This scenario calls for more serious reform in policy formulation and curriculum design in line with demand of the present study in so far as it sees education as an instrument to instill entrepreneurship skill in the students of secondary and tertiary schools. This is very important in order to really achieve the national objectives which are contained in the second National Development Plan 1970-1974 (Akinola, 2012).

Revitalizing

Revitalizing is giving vitality or vigor to something or somebody. Oladele (2011) describe revitalizing as giving new life or energy to something or somebody that is weak or inactive to become strong and successful again. There is need to revitalize the implementation of entrepreneurship education to increase the number of small and medium scale enterprises (SMEs) and reduce unemployment.

Entrepreneurship Education and Sustainable Development in Nigeria

The Nigerian government seems to have woken up to the reality that the country needs to break away from the vicious cycle of poverty, infrastructural neglect, corruption and other problems. The reason being that, after 56 years of achieving colonial independence it cannot be argued that Nigeria has attained her optimum level of development. According to kolawole and Omolayo (2006), many individuals have difficulties in translating their business ideas to realities and creating new business ventures because of lack of necessary information and skills to achieve their targets. To him, the curriculums of Nigerian tertiary institutions were in the past oriented towards making graduate suitable for only for white – collar jobs. This underscores why millions of our youths and a lot of university graduates roam about the streets of the major cities and towns in searching of white –collar jobs. It is necessary and possible to position Nigeria tertiary institutions to stimulate economic growth through a deliberate agenda of production of entrepreneurial graduates. In advanced countries, United States inclusive, high schools offer entrepreneurship education for lifelong trade and many of them offer courses that enable students to meet their general academic requirement while learning a trade. However, because of the challenges in the global economy, many schools have sifted emphasis to training in computers, information technology and related fields. Public schools work closely with willing industries to establish curriculum and programmes to meet their skill demand. Where is Nigeria in this history of entrepreneurship education? While career education has continued to thrive in many societies, it is unfortunately, an area that is neglected in Nigeria (Oborah, 2006). No wonder why things are not working as they should in Nigeria. The neglect of entrepreneurship education is

robbing the nation of the contribution their graduates would make to the development of the economy. It is therefore, socially injurious to neglect this important area or look down on its graduates. The society needs competent auto mechanics, and truck drivers, plumber's electricians, electronics and computers, data base, web and network technicians, book and missing assistants (and other personal in this category) to function well. These are some of the skills in short supply in Nigeria. The half backed roadside mechanics in the society often cause more damages to vehicles when they are contracted to service them and because of poor training some of the commercial drivers on the road and nurse assistant in the hospitals have sent many people to their early death. Given these facts, it is a disservice to the society to neglect entrepreneurship education. In Nigeria, graduates of tertiary institutions we lack entrepreneurship skills and experience that might have to become self enhance instead of searching for the unavailable jobs. In order to reduce youth unemployment in the country, government at all levels recedes to encourage entrepreneurship education for the purpose of creating sense of good reasoning to be able to contribute position to the development of economic growth and development.

Goals and Objectives of Entrepreneurship Education

The overall objective of Entrepreneurship education is to continuously foster entrepreneurship culture among students and faculty with a view to not, only educating them but to also, supporting graduates of the system towards establishing and also maintaining sustainable ventures. Oborah (2006) outlined the objectives of entrepreneurship education as follows:

To provide meaningful education for the youths and graduate of tertiary institutions which could make them self reliant and subsequently encourage them to drive profit and be self dependent.

To provide small and medium size companies with the opportunities to receive qualified graduates who will receive training and tutoring in the skills relevant to the management of the small business centers.

To provide graduates with training skills that will make them meet the man power needs of the society.

To provide graduates with training and support necessary to help them to establish a career in small and medium size businesses.

To provide graduates with enough training in risk management to make uncertainty almost possible and easy.

To provide graduates with enough training that will make them creative and innovative in identifying new business opportunities.

To stimulate industrial and economic growth of rural and less developed areas.

Similarly, Chigbuson (2011) gave the following as the goals of entrepreneurship education

To foster entrepreneurial mind sets, skills and behaviors among the recipients.

To empower students with the competencies and skills necessary to prepare them to their life needs, including running their own business, so that they become productive citizens.

To develop innovation in youths and graduates to develop their skills to identify, create, initiate and successfully manage personal, community, business and work opportunities.

To increase the awareness and understanding of managing the public perception of learners of small business ownership as a serious career option,

To identify and stimulate entrepreneurial drive, talent and skills to undo the risk adverse bias of several analytical approaches towards changes.

Roles of Entrepreneurship Education in Economic Empowerment and Development in Nigeria

The introduction of entrepreneurship educational institutions is actually a direct response to the changing socio economic and political conditions in the world and Nigeria in particular.

According to Obasi (2010) Entrepreneurship education programme can equip students with entrepreneurial skills that will enable them create and develop enterprises in various areas. The emphasis here is that the programmes have a way of shifting the focus of students from whole collar jobs, paid employment to self employment. During the colonial Era, people were trained to work for colonial masters and as such their education was patterned towards such. Immediately after the independence the emphases of our education system was after paid employment (Akpomi, 2009).

Another role of entrepreneurship education is that it has the tendency of equipping and making students experts in the production of certain items. The curriculum framework of this programme has been designed such that individuals will be able to channel their creative abilities and skills to an area or areas of interest. The knowledge of entrepreneurship education helps the students to gain information that will help to boost teaching and learning (Agoha, 2011). Entrepreneurship education builds the spirit of being entrepreneurs in the minds of students. Thus, entrepreneurship education has a way of discouraging laziness and idleness among our leaning population. Most people that are idle today or probably lazy are those that seem to know little or nothing about entrepreneurship that is what it takes to develop business plan, start and manage business. Entrepreneurship education can greatly help in addressing the level of poverty in the country. The issue of poverty

eradication has been a top priority of many government and institutions, especially in developing countries where extreme poverty is conspicuous and has become pandemic (Akpomi, 2009; Kalirajan, 2009). The incident of poverty in Nigeria is on high side, where about 70% of the total population has been classified as poor (Ewohrujakpor, 2008). This state may be seen as a direct consequence of the absence of entrepreneurial spirit and culture of entrepreneurship education is supposed to foster. In other words, the relevance of entrepreneurship education is felt more in the area of checking or reducing poverty. Entrepreneurship education equally helps the ratio of dependent population to working population) in the country. Once the working population are adequately equipped with these entrepreneurial skills thereby leading to felt employment, burden arising from dependant populating will be reduced.

Challenges of Entrepreneurship Education in Nigeria

The following are challenges of entrepreneurship education in Nigeria.

Inadequate funding

Inadequate manpower

Poor curriculum content

Inadequate infrastructures facilities

Lack of training facilities

Low level of awareness of value of entrepreneurship education

1. **Inadequate funding:** Inadequate provision of funds on the part of government towards successful implementation of entrepreneurship education constitutes the major challenge in the country. Though the government directed for immediate commencement of entrepreneurship studies in all tertiary institutions as part of effort to provide skills and knowledge for students after leaving the school. However, no special funds have been made to available to carry out this responsibility. All the materials needed for successful prosecution of the new programme are not made available because of lack of funds. Under funding has been one of the major issues that dominated the federal government negotiations over the years
2. **Inadequate Manpower:** Inadequate manpower to tutor entrepreneurship education constitute to major challenging towards attainment of its goals in Nigeria. Most tertiary institutions in Nigeria lack experts, specialists that can teach the subject to the level of students understanding. Entrepreneurship education requires services of experts and specialist who can teach youths and graduates basic knowledge on how o explore and turn around opportunities in their societies. The majority of

- entrepreneurship in their societies. The majority of entrepreneurship instructors are from traditional disciplines such as economics or business administration. Apart of the deficient qualification of instructors, the lack of entrepreneurial consciousness is also indicated as challenge to the quality delivery for impact of entrepreneurship education in Nigerian tertiary institution education in Nigerian tertiary institutions.
3. Inadequate training facilities: The inadequate training facilities retard the progress of entrepreneurship education in Nigeria. Non availability of training centers equipped with facilities that will have to train youths and graduates constitute major challenging of entrepreneurship education in the country. The cost of obtaining training facilities are quite enormous and expensive and cannot be offered by most Nigerian youths and graduates who are seeking for means of survival.
 4. Inadequate infrastructural facilities: The poor state of infrastructural facilities in Nigerian tertiary institutions has hindered the successful implementation of entrepreneurship education. This is because federal government of Nigeria shows nonchalant attitude towards provision of infrastructural facilities that will help to facilitate teaching and learning in Nigerian schools. Infrastructural facilities such as constant electricity, portable water, good roads, telecommunication network and better accommodations are not adequately provided in Nigerian tertiary institutions.
 5. Inappropriate curriculum content: The inappropriate curriculum design of entrepreneurship education to address the problem of youths and graduates unemployment has hindered the attainment of its goals and objectives. Despite the compulsory entrepreneurship education in Nigerian tertiary institutions, many graduates still remain unemployed for a long time after graduation. The entrepreneurship education delivered to eradicate youths and graduates unemployment seems not to be meeting the aims and the objectives for the compulsory course. The content and management of the course seems to be porous.
 6. Low level awareness of value of entrepreneurship education: The attitude of youths and graduates towards entrepreneurship education has hindered its development in the country, as many youths and graduates have low level of awareness of value of entrepreneurship education. Lack of orientation and awareness of importance of entrepreneurship by the youths and graduates affected effort of government in curbing unemployment in the country. Both students and teachers have low awareness and contributions of entrepreneurship education to economic development of any nations.
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Suggestions

Based on these aforementioned problems, the paper offers the following suggestions:

1. Adequate funds: Since entrepreneurship education has become alternative strategy of reducing unemployment rate in the country, therefore, there is need for government to adequately provide funds for successful implementation and attainment of its goals. Government should increase the budget for the mandatory entrepreneurship education to adequately fund the teaching and acquisition of entrepreneurship skill and the budgeted sum should be released in good time in order to actualize the purpose of the fund.
2. Provision of adequate and right manpower (personnel): For the government to achieve the objectives of introducing entrepreneurship education there is need for adequate specialist and experts who received rigorous training in the field of entrepreneurship education. There is need for training and retraining of personnel involved in the teaching of entrepreneurship education and this will help them to update their knowledge to educate and train the prospective entrepreneurs in the country. There is also need for entrepreneurship lecturers, traders and trainers are encouraged in the area of research to update their skills in order to be relevant in today's era of dynamic and globalized economy.
3. Adequate training facilities: There should be adequate provision of training facilities for entrepreneurship training so that the products will not be the same dysfunctional job seekers as has been hitherto the case. If relevant training facilities are provided, the products of the system will be the envisaged creative and innovative job seekers. All the entrepreneurship centers in tertiary institutions must be well equipped with modern technology and instructional materials to facilitate teaching and learning of the subject.
4. Adequate provision of infrastructural facilities: There is need for adequate provision of infrastructural facilities for conducive and favorable teaching and learning of entrepreneurship teaching in tertiary institutions and study centers. The government should set machinery in motion to provide an enabling environment for entrepreneurship. This includes formulation of policies, provision of good roads, piped water, electricity, telecommunication etc.
5. Curriculum Review: Effective entrepreneurship education requires nurturing the entrepreneurial spirit from early ages and continuing it right through all educational levels must be recognized the current education curriculum needs to be more extensive so as to accommodate

entrepreneurship at all levels of education. There is need for regular review of the entrepreneurship education curricula in Nigeria. All tertiary institutions (i.e. universities, polytechnics and colleges of education) should evolve a culture of entrepreneurship by supportive, training and rewarding their self-reliant graduates. This approach would help engender entrepreneurship culture effective and efficiently in Nigeria.

6. There is need for government through its regulatory agencies such as National Universities Commission (NUC), National Board for Technical Educational (NBTE) and National Commission for colleges of Education (NCCE) to create awareness and sensitize the public and educators on the need for entrepreneurship education. They should organize seminars, workshops, symposia and campaigns with the aim of enhancing the knowledge of administrators in tertiary institutions, the public and students in this area.

Conclusion

Entrepreneurship education is an essential instrument for rapid and sustained economic growth and development. It creates the require manpower and skills necessary for accelerated growth, reduce unemployment and poverty. Entrepreneurship leverages the human capital that Nigeria is endowed with and empowers more people to participate in unleashing Nigerians potentials. Therefore, enabling environment characterized by adequate infrastructural facilities are prerequisite to successful implementation of entrepreneurship education in Nigeria.

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