

## **ENTREPRENEURSHIP EDUCATION: TRENDS, ISSUES AND PRACTICE FOR SUSTAINABLE DEVELOPMENT IN NIGERIA.**

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### **ABSTRACT**

The disturbing trends of massive graduate unemployment and social menace in the society, if well represented and put into practice would help the Government to solve and promote self-reliance (entrepreneurship education) for sustainable development in Nigeria's tertiary institutions as an essential mean of equipping graduate to functions as job and wealth creators rather than job seekers. This paper stresses the importance of entrepreneurship education towards sustainable development in Nigeria and to reduce the problems facing the country from high rate of poverty, overdependence on foreign goods and technology, low economic growth among others. It highlights on the ways through which Nigerian youths, with knowledge and enterprise culture, could survive independently of government in the emerging competitive global arena with fewer jobs numberless job seeker.

**Keyword:** Entrepreneurship Education, Trends, Issues, Practice, Sustainable Development.

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### **INTRODUCTION**

A growing body of academic research has examined the entrepreneurship education; trends, issues and practice for sustainable development with the aim of raising students' awareness of self-employment as a career option and creating an enterprising culture amongst them. The trends towards self-employment are, and will continue to become, an increasingly important element of economic growth for sustainable development. 'This makes Nigeria's to realize its vision of becoming one of the twenty largest economies in the world by the year 2020 which is largely dependent on its capacity to transform its population into highly skilled and competent citizens capable of

competing globally' (Udie, Sale and Basse 2012). One of the ways through which governments decided to seek this, is entrepreneurship education. This type of education is believed by many as education for life because of its uniqueness in terms of flexibility and accommodation. According to Onwuka (2009) cited in Njoku and Nwusu (2011) assert in a news publication that entrepreneurial education enable students to acquire certain personal characteristics and enabling qualities, skills, expertise, attitude and aptitude including functional management skills needed for successful entrepreneurial ventures within or outside one's area of specialization or professional calling. Nwangwu (2007) cited in Arogundade, (2011) argue that the failure of tertiary education to inculcate the philosophy in students has led to wastages in both human and natural resources. This is because the youth and graduates from tertiary institutions are not equipped with the skills with which to exploit the natural resources that abound in Nigeria. All these factors have rendered the pursuit of self-reliance among graduate difficult to retain.

### **Views of Entrepreneurship Education**

The entrepreneurship education concept has become an important for economic and social phenomenon as well as a popular research subject. It has also become an academic and teaching field (Fayolle and Gailly, 2008:569 cited in Lekoko, Rankhumise and Ras, 2012), considering the rapidly increasing number of universities worldwide, which offer entrepreneurship programmes and courses. Entrepreneurship education, according to Omolayo (2006) cited in Arogundade, (2011) "is the act of starting a business, arranging business deals and taking risks in order to make a profit through the skills acquired". 'Another view of entrepreneurship education is the term given to someone who has innovative idea and transforms them to profitable activities' (Ojeifo, 2012) and in the same vein UNESCO (2008) cited in Enu, (2012) "stated that entrepreneurship education is made up of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds". It goes beyond business creation. It is about increasing student's ability to anticipate and respond to societal changes and above all 'entrepreneurship education can be described

as the process of bringing together creative and innovative ideas and coupling these with management and organizational skills in order to combine people, money and resources to meet an identified need and create wealth' (Ojeifo,2012).

Nwangwu (2007) cited in Arogundade, (2011)"opined that entrepreneurship is a process of bringing together the factors of production, which include land, labour and capital so as to provide a product or service for public consumption". However, the operational definition of entrepreneurship is the willingness and ability of a person or persons to acquire educational skills to explore and exploit investment opportunities, establish and manage a useful business enterprise. According to Okoye (2007) cited in Okolocha and Ile, (2011) "argue that, entrepreneurship education can fail among graduates if the educational system fails to turn out graduates that are trained on the basis of the prevailing circumstance on the environment" and in another view Odu,(2010) cited in Okolocha and Ile, (2011)"opined that good school industry collaboration will lead to effective entrepreneurship education". Osuala (2004) and Duru (2006) cited in Agboola and Ademiluyi, (2011)"see entrepreneurship education as radicalized training given to students to acquire skills, ideas and management abilities necessary for self-reliance". The entrepreneur, in their opinion, is a person who makes profit out of self-established business, who coordinates factors of production and bears the risk of uncertainty by investing scarce resources in entrepreneurial ventures.

### **Objectives of Entrepreneurship Education**

Entrepreneurship education is oriented towards different ways of realizing opportunities. This is what makes entrepreneurship education distinctive in its focus on realization of opportunity, whereas management education is focused on the best way to operate existing hierarchies (Ojeifo,2012). Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Entrepreneurship education according to Paul (2005)cited in Ojeifo, (2012) is structured to achieve the following objectives.

1. To offer functional education for the youth that will enable them to be self-employed and self-reliant.
2. Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
3. To serve as a catalyst for economic growth and development.
4. Offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible.
5. To reduce high rule of poverty.
6. Create employment generation.
7. Reduction in rural – urban migration.
8. Provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses.
9. To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.
10. Create smooth transition from traditional to a modern industrial economy.

### **The Curriculum Content of Entrepreneurship Education**

Entrepreneurship education is an aspect of both responsive and functional curriculum and so the curriculum contents are mutually interrelating and overlapping. Based on this, Parson (2009), Esu (2010) cited in Enu, (2012) identified the following as the domains of skills such curriculum content must transmit to learners at all levels of education.

1. **Personal Care Skills:** Covers bathing, grooming, toileting, sexuality, medical needs
2. **Domestic Skills:** Covers shopping, cooking, laundry, housekeeping.
3. **Recreational Skills:** Covers street crossing, use of Cross-walk, use of walk button, store recognition, public transit use.
4. **Employment Skills:** Covers pre-vocational skills and work experience
5. **Behaviour Management and Social Skills:** Covers self-regulation, recognition of emotions and social awareness.

6. **Modified/Functional Academics:** Covers partial integration, small group instruction in areas supporting community life, food recognition, safety signs, time and money.

In the same vein, Robert and Scott (1997) cited in Enu, (2012) had previously identified the following as content areas of entrepreneurship education:

**1. Self - Confidence**

- Confidence building
- Independent, individualistic
- Optimistic
- Leadership, dynamic

**2. Originality**

- Innovative, creative
- Resourceful
- Initiative
- Versatile, knowledgeable

**3. People - Oriented**

- Gets along well with others
- Flexible
- Responsive to suggestions/criticism

**4. Task - Result-oriented**

- Need for achievement
- Profit oriented
- Persistent, perseverance, determined
- Hard working, drive, energy.

**5. Failure - Oriented**

- Foresight
- Perceptive

**6. Risk Taker**

- Risk taking ability
- Likes challenges

Finally, Shai (2009) cited in Enu, (2012) came out with a three components categorization of Entrepreneurship Education curriculum considered comprehensive enough to equip the products of the school system with the needed skills and capacities of future life.

1. **Personal Development:** It should build confidence, motivate progress, strengthen the entrepreneurial mindset, foster a desire to achieve and inspire action.
2. **Business Development:** Technical, financial literacy and skills to engage in self-employment and in entrepreneurship that can lead to self-improvement. This will include the expected business and functional curricula.
3. **Entrepreneurial skill's development:** It should provide training in social skills, networking, creative problem – solving, opportunity seeking, interviewing, presentations, group leadership, community cooperation, seeking dealing with bureaucracy, local cultural norm and how they affect business etc.

Every entrepreneurship curriculum must have the above as its integral elements so as to provide the students with the cherished skills and capacities that can make them self-sufficient and highly productive in the society

### **The Trends of Entrepreneurship and SMEs Support Initiatives**

According to Oghojafor, et al, (2011) cited in Ihugba, Odii and Njoku,(2013)the history of entrepreneurship and Small and Medium Enterprises development initiatives in Nigeria can be traced to 1964 when the Federal Government set up several institutions and agencies to aid the development of entrepreneurship and SMEs, which are listed below:

1. The Nigerian Industrial Development Bank (NIDB).
2. Industrial Development Centers
3. Second Tier Securities Market
4. World Bank SME I and II Loan Schemes
5. NERFUND (National Economy Reconstruction Fund)
6. People's and Community Banks
7. Fiscal and Monetary Policies such as:
  - a. Pioneer status or income tax relief act
  - b. Import Duty Relief
  - c. Capital allowance to aid capital formation
  - d. Tax relief for investment in economically disadvantage local government areas.

- e. Imposition of tariffs on foreign goods to ensure effective patronage of locally made goods.
- f. Export promotion incentives
- g. Foreign exchange facility
- h. Mandatory credit allocation of between 10% and 20%
8. National Poverty Eradication
9. Advisory Agencies
10. Bank of Industry
11. Micro Finance Banks
12. SMIEIS (Small and Medium Industries Equity Investment Scheme)
13. The Nigerian Agricultural and Rural Development Bank Credit Scheme and the Seed Capital for Small Business (The sums of N200b and N75b have been set aside respectively under these schemes)
14. The establishment of Entrepreneurship Development Centres (EDCs) in six geo-political zones of the country by the Central Bank of Nigeria CBN, as part of its efforts to build capacity for wealth creation and employment generation, as well as complement the efforts of relevant government agencies. It has commenced on pilot basis in three centers, namely, Kano, Onitsha and Lagos

However, it is regrettable that despite the huge human and financial resources invested in these initiatives, they have abysmally failed to produce the desired results as a result of poor implementation. It is either the government plays politics by not backing those plans or initiatives with the adequate and timely release of funds and other resources. Thus these initiatives will be crippled and exist only in theory and not in practice.

### **Approaches to Entrepreneurship Education**

The variety of entrepreneurship programmes offered in the market is also found in the variety of learning methods employed in entrepreneurship education and training. From broad perspective, the approaches to entrepreneurship education can be classified into four categories:

1. The “Old war stories” approach.
2. The “Case study” approach.
3. The “Planning” approach and
4. The “Genetic action” approach.

According to Sherpherd and Douglas (1997) cited in Ebiloma (2011) that the above approaches to entrepreneurship education differs from each other in terms of its focus and purpose. The “Old war stories” approach attempts to motivate aspiring entrepreneurs by relaying a series of successful entrepreneurship stories and revealing how those individuals became successful entrepreneurship. The “Case study” approach uses cases of existing companies to analyses the mechanics of the entrepreneurial process and to elicit students’ proposed solutions to the company’s problems. The “Planning” approach usually takes the form of the business plan that consists of detailed objectives, budgets and programmes; while the “Genetic action” approach emphasizes the formulation of optimal entrepreneurial action based on existing market forces. On the other hand the study by Solomon (2002) cited inEbiloma, (2011) highlighted that the most popular teaching methods in entrepreneurship education are creation of business plans, case studies and lectures.

### **Key Issues and Challenging of Entrepreneurship Education**

According to Garavan and O’Cinneide (1994) cited in Lekoko, Rankhumise and Ras, (2012), “the major challenge for researchers and educators in relation to entrepreneurship education is the appropriateness of curricula and training programmes”. While, Owhutu (2010), Njoku (2010) and Babalola, (2006) cited in Undie, Sule, and Basse, (2012) have identified the following as challenges issues of entrepreneurship education in Nigerian institution:

1. Instability of the academic calendar, infrastructural decay and obsolescence of equipment in the face of population explosion and academic staff shortage among others.
2. Absence of inadequate and functional Curriculum.
3. Teacher number, quality and welfare still major problems, i.e., they are prevalent of large class sizes and less wages for teachers. No amount of money paid to teachers is too much.



4. Limited school inspections by the superintending agency (NUC, NBTE and NCCE).
5. ICT deployments are very poor in some universities one or two Federal Government intervention.
6. Technical & Vocational Education and Training poorly emphasized in conventional universities.
7. Teacher: Pupil ratio still very wide in many tertiary institutions while teaching facilities are extremely limited
8. Salaries paid in many institutions but late and it dampens morale.
9. Vocational Schools and Open Apprenticeship center's poorly equipped and Teachers limited.
10. Laboratory, Studio, Farm Facilities are in poor states in many institutions.
11. Inadequate internal and external quality control mechanisms.
12. Over stretching of existing facilities.
13. Weak support institute for students industrial work experience scheme (SIWES).
14. Brain drain or human capital flight
15. Divided interests by academics (moonlighting)

### **Sustainable Development**

The concept of sustainable development has been defined in many ways, but most frequently quoted definition is from common future, in the United Nation released of the Brundland Commission Report (1987) cited in Wikipedia, (2011) that sustainable development is the development gear towards the need of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts:

1. The concept of needs in particular the essential needs of the world poor, to which overriding priority should be given; and
2. The idea of limitations imposed by the state of technology and social organization on the environment's ability to meet the present and future needs.

The concept also requires balancing environmental, societal and economic considerations in the pursuit of development and an

improved quality of life (Arogundade, 2011). Sustainability includes intergenerational equity, gender equity, just and peaceful societies, social tolerance, environmental preservation and restoration, poverty alleviation and natural resource conservation. The major essential tool for achieving sustainable development includes the following areas:

1. Improve the quality of basic education.
2. Reorient existing education programmed to address sustainable development.
3. Develop public awareness and understanding and
4. Provide training for all sectors of private and civil society.

### **Education for Sustainable Development**

Education for sustainable development is the focus or projection of education that seeks to equip people towards creating a sustainable future. Stakeholders such as government, businesses, educational institution, media and organizations play important roles in achieving sustainable development. According to UNESCO (2000) cited in Arogundade, (2011) the way each nation, cultural group and individual views sustainable development will depend on its own values. In many European nations, Universities and technical colleges trained students of sciences, economics, and business management in skills that helps to build more sustainable societies. Programmes such as peace education, Human Right Education, Environmental education, and Youth entrepreneur schemes are carried out in many schools. Hence such initiatives helps students and teachers to gain an understanding of the inter-linkages needed for sustainable development. The emphasis has been on education that will provide life and occupational skills that will enhance the potentials of individual, reinforcing self-sufficiency and improving quality of life.

### **The Challenges of Entrepreneurship Development in Nigeria**

Despite the benefits that are derived from the establishment of entrepreneurship programme in Nigeria, there are major barriers and challenges that affect the goals of entrepreneurship development in Nigeria Bazza (2011). They include:

1. Poor development of infrastructural facilities: the poor state of the facilities has thwarted the development of entrepreneurial ideas and activities. The issues of power sector in Nigeria have become a problem to both potential and prospective entrepreneurs.
2. Standard of education: education is the critical factor that equips entrepreneurs with qualities needed in order to manage an enterprise successfully. The quality of education in Nigerian institutions has continued to diminish due to lack of motivation and incentives for teachers, which consequently leads to brain drain and half-baked graduates due to incessant strike.
3. Intense competition: the small and medium scale enterprises (SMEs) especially often fall prey of the big firms since they cannot compete favourably with them. The bigger firms often enjoy the economies of large scale operations, which make them to regulate prices of their product to the detriment of the smaller ones.
4. Management problems: lack of sound knowledge of managerial principles portends the incessant failure of enterprises since resources can hardly be utilized effectively.

### **The Way Forward For Fostering Entrepreneurship**

According to Olutunla (2001) cited Bazza (2011) to attain economic growth and development goals and objectives, it involves collective effort and approach by stakeholders, which include government, individuals and institutions. To overcome the challenges facing enterprises in Nigeria, the way forward to be considered.

1. Government should formulate policies that will create an environment that is capable of sustaining innovation and entrepreneurship growth and development.
2. There should be partnership between government and entrepreneurs and educational institutions especially in the area of strategy and policy development.
3. The higher institutions should be precise should restructure their curriculum and research capabilities to be more responsive to the local industries by establishing research centers, and joint ventures.

4. The institution should also demonstrate high concern for educating the student in theory and practice in order to impact the appropriate business skills needed as well as stimulate the drivers that would make the students to run a successful enterprise.
5. Both government and Educational institutions should vigorously promote innovation and supporting academic and research activities that are directed to sustained economic development.
6. Government should give adequate and appropriate level of incentives capable fostering entrepreneurial growth and sustainability. The incentives should encompass both fiscal and fiscal incentives.
7. Both the government and individuals should embark on the culture of intensifying savings in order to fuel investment and productivity.

## **CONCLUSION**

The role of the entrepreneurship Education cannot be over emphasized. With the active participation of individuals, firms and government in entrepreneurial activities, it will certainly improve socio-economic growth and development in Nigeria. It makes life fulfilling if properly and adequately embraced. It is concluded that improved and sustainable global economy development depends on a strong entrepreneurship education. Entrepreneurship in Nigeria has entered the modern, innovation and scientific way of developing ideas and thoughts that can compete with other countries.

## **RECOMMENDATIONS**

It is against this background in the conclusion that the following recommendations are proffered for effective entrepreneurship education in Nigeria:

1. Government and other education stakeholders should make sure that educational programme at all level of education are made relevant to provide the youths and graduates needed entrepreneurial skills.
2. Government should give adequate attention to entrepreneurial development in the country through the provision of good economic

environment to encourage individual participation in business while this is guaranteed entrepreneurship will thrive and consequently improve economic growth.

3. Governments might create local or national award programs that honor entrepreneurs and call on business leaders to serve on relevant commissions.

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