
THE ROLE OF ENTREPRENEURSHIP EDUCATION USING CEFE METHODOLOGY TOWARDS ECONOMIC TRANSFORMATION OF NIGERIA

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ABSTRACT

The economic development and transformation of any nation depends on quality of her human resources and competent entrepreneurs who possesses the innovative ability to start and manage businesses effectively. Entrepreneurship education dwells on developing understanding and capacity for pursuit of entrepreneurial behaviors, skills and attributes in widely different contexts. This competency can be achieved through practical entrepreneurship training. This paper examines the role of entrepreneurship education in economic transformation of African countries with particular emphasis on Nigeria; it review literature and two basic methods presently in used in Nigeria, the entrepreneurship education development called Entrepreneurship Education Development (EED) and the concept of CEFE methodology. The methodology used for collecting data was primary source through questionnaires, questionnaire was administered to 45 respondents who were participants during 2010 cefe entrepreneurship training in Federal polytechnic, Bida Niger State, Nigeria; of which 41 questionnaires was dully completed and returned. Analysis of data was done based on returned questionnaires. Findings reveals that most respondents who were participants strongly agreed that the cefe methodology would offer better opportunity for entrepreneurship and business management than Entrepreneurship Education Development (EED) as thought in our tertiary institutions. It was reveal that business plan carried out during cefe training can impact positively on business than the one offered by Entrepreneurship Education Development (EED) curriculum as presently thought in our tertiary institutions. Conclusion was drown and recommendations given which include the need for Cefe methodology to be integrated into academic curriculum of tertiary institutions in Nigeria, without restriction to field of study or discipline, this will afford students opportunity to learn more about practical entrepreneurship and business management competencies during the period of their studies, thereby becomes job creators instead of job seekers. This will eventually boost economic activities and leads to economic development. It was also recommended that the method demands strong support from governments at all levels, federal government, state and local governments, financial institutions and industrial promotion agencies, the business and academic communities at large. This is because respondents reveal that the effort of government support at all levels is not yet satisfactory.

INTRODUCTION

In the world and human history, the wealth or poverty of any nation depends on the quality of higher education. Any nation with pool of skilled, skills and a greater capacity for learning

can look forward to lifetimes of unprecedented economic fulfillment. In future, poorly educated countries may likely face live of desperation because the highly educated ones will aim at controlling the world to their own advantage, (Gills, 1999). The economic development and transformation of any nation depends on quality of her human resources and competent entrepreneurs who possesses the ability to start and manage businesses effectively. As scholars and academicians, you will agree with the researchers of this paper that for the theme of this historic national conference to be achieved in quest of policy implementation, entrepreneurship education must be given adequate and needed attention.

Education is undisputedly recognized as the bedrock of any meaningful development. Section 1 of the Nigeria National Policy of Education (FGN, 2004) states the need for functional education to be relevant, practical and acquisition of appropriate skills and the development of competencies for the individual to live in and contribute to the development of his society. This means that the quality of instruction at all levels has to be oriented towards inculcating the values of acquisition of competencies necessary for self-reliance and reducing poverty resulting to economic transformation of our society and nation at large. Economically, entrepreneurship invigorates markets (Tijani-Alawe, 2004) the formation of new business leads to job creation and has a multiplying effect on the economy. Socially, entrepreneurship empowers citizens, generates innovation and changes mindsets; these changes have the potential to integrate developing countries into the global economy. These are possible through teaching entrepreneurship education at tertiary education levels and continuous training of entrepreneurs in different sectors of the economy. Based on above assertions, practical approach to enterprise development for better creativity and innovation is required in functional areas of enterprises and other entrepreneurial competencies to move enterprises forward; this will contribute to economic growth, development and transformation. This paper examines the role of entrepreneurship education and how it would contribute to economic transformation of our country Nigeria. The paper is divided into: Introduction, Literature review, suggested cefe methodology, objective of study, data analysis, discussion of findings and finally, conclusion and recommendations.

LITERATURE REVIEW

There are many definitions of entrepreneurship as there are different authors that postulate position on the concept and definition of entrepreneurship. This paper adopts the definition given by Hisrich and (CMUO, 2003). The centre defined entrepreneurship as; the process of identifying, developing and bringing a vision to life, the vision may be an innovative idea, an opportunity, or simply a better way to do something. The end result of this process is the creation of new venture, formed under conditions of risk and considerable uncertainty. From the above definition, entrepreneurship education is needed to exploit the content embedded therein; this can be made possible through training at tertiary institutions and community levels. This training and education does not restrict to business field or its graduates but also encompasses other fields of endeavor if only a positive impact is to be felt. Hisrich and Peters (2002) defined Entrepreneurship as the dynamic process of creating incremental wealth. The

wealth is created by individuals who assume the major risk in terms of equity, time and/or career commitment or provide value for some products or services.

Entrepreneurship Education: Entrepreneurship Education dwells on developing understanding and capacity for pursuit of entrepreneurial behaviors, skills and attributes in widely different contexts. It can be referred to as open to all and not exclusively the domain of the high-flying growth-seeking business person. The propensity to behave entrepreneurially is not exclusive to certain individuals. Different individuals will have a different mix of capabilities for demonstrating and acquiring entrepreneurial behaviors, skills and attributes. These behaviors can be practiced, developed and learned; hence it is important to expose all students to entrepreneurship education if economic transformation is to be achieved and also change the fortunes of Nigerian economy. Entrepreneurship is all about changes (Wilken, 2005), categorized into five key types of changes usually initiated by trained and highly educated entrepreneurs. They are initial expansion, subsequent expansion, factor innovation, production innovation and market innovation. Entrepreneurship skills and attitudes provide benefits to society, even beyond their application to business activity. Truly speaking, personal qualities that are relevant to entrepreneurship, such as creativity and spirit of initiative can be useful to everyone in their working responsibilities and in their daily existence. Also the relevant technical and business skills need to be provided to those who choose to be self-employed and/or to start their own venture as a result of entrepreneurship education (Akpomi, 2005).

Entrepreneurship Education: Suggested method (CEFE METHODOLOGY)

This method focus on the approach called CEFE, meaning competency Based Economies through Formation of Enterprises. The method has being in practice in more than 146 countries world over and was introduce in Nigeria through GTZ now GIZ in 2008. Since then, the programme has trained resource persons only in three tertiary institutions in Nigeria, this include Federal polytechnic Bida, Federal university of Technology minna, College of Agriculture lafiya in Nasarawa state. In all, only Federal polytechnic, Bida and Federal university of technology has successfully undergo coaching which culminate to award of international certificates in the whole of Nigeria. The method provides modules through action oriented and simulations that allowed participants to see how practical businesses are carried out, operation and management in general context. This method exposes students and entrepreneurs to Business idea generation, Business Planning, Financing, Market survey, Records management, Competition and how to avoid business failures in general. The cefe method can help develop and train entrepreneurs to compete internationally. Based on above, cefe method has this to teach:

Something to Think About

| |
|--|
| What I hear, I forget What I see, I remember What I do, I understand |
|--|

(Culled from Confucius, CEFE TOT, 2010)

The above statement drives the practical approach towards the understanding of the entire concept of CEFE methodology by participants or students (Abuja, 2010). Pathake (1986), has stated, the goal of training is not academic or produce 'learned' scholars, but help acquire facility to act rationally in the face of uncertainty and risk. The task is not of how man may be trained but how a man may be trained to act. This statement is inline with concept of CEFE methodology which emphasize the teaching of practical entrepreneurial competencies and building the spirit of practical business management with ability to make decision concerning risk to be taken.

Focused Cefe Training: These contents are delivered through Exercises involving Participation in Training of the Trainers called ToT. At the end of the ToT process, most participants will – under the guidance of a mentor - be able to prepare and realize entrepreneurship exercises. The exercises will present the content of a basic Entrepreneurship curriculum. Training methods & cefe background, cefe learning cycle which includes: action, publishing, processing, generalising, Methods of experiential learning and training Preparation and facilitation of exercises. Entrepreneurship & Personality, this include: entrepreneurial characteristics, problem solving cycle, goal setting, personal entrepreneurship check, negotiation and competition, calculated risk. Business Idea: this covers creativity training and tools, business idea generation, idea selection process, SWOT analysis. Market & Marketing: market survey; market understanding, market share. Business Plan: introduction into business plan and structure. Abuja, (2010). Applied methods; simulation, role play, case studies, lectures, group work, and field work. The ToT-process will require full attendance, i.e. 8 hours seminar per day + extra-class lecture and preparations in the evening for the next day Training. See the exercise below, it takes above content into consideration.

Example: Tower Building Exercise

Objectives: To develop the ability to deal with uncertainties and unpredictable external effects on businesses. To demonstrate importance of being conservative in Business Management.

USES OF THE EXERCISE

Business Planning; Adjusting behaviors and develop the capability of entrepreneurs to deal with social cultural influence on decision making in business and other endeavors.

OBJECTIVES OF THE STUDY

Every research work must have an objective to achieve; therefore the general objective of this study is to examine the role of entrepreneurship education and training in economic transformation using CEFE methodology. However the followings are the specific objective this paper intends to achieve.

- (1) To examine whether entrepreneurship education using CEFE methodology could afford better opportunity to improve business and economic activities than theoretical Entrepreneurship Education Development (EED) contents as thought in our tertiary institutions.
- (2) To find out the students opinion on contents and simulation of exercises used during CEFE training towards improving entrepreneurship practice and business management in our society.
- (3) To find out the importance of business plan using CEFE methodology and how it can facilitate business operation and management towards transforming our economy.

RESEARCH METHODOLOGY

As an empirical study, the researchers used primary source to collect data through questionnaire. The researchers administer questionnaire to two set of respondents, student participants in entrepreneurship training of 2011 in Federal Polytechnic, Bida using CEFE methodology, which include trainees from school of sciences and school of business and management of the polytechnic, to elicit their opinions about the entrepreneurship training and education using the CEFE methodology. A total of forty five (45) questionnaires were administered, twenty six (26) student trainees from school of business management and nineteen (19) student trainees from school of sciences as participant were selected for the study through stratified and random sampling method, in order to elicit relevant information on the use of CEFE methodology to business start-up and management. Forty one (41) questionnaires were returned and the analysis of data was based on the returned questionnaires.

DATA ANALYSIS

Based on administered questionnaire and information collected from respondents, the following are the responses.

TABLE 1: Analysis of Respondents and Returned Questionnaires

| Location | No of Respondent | Percentage of Respondents (%) | Remark |
|-------------------------------|------------------|-------------------------------|----------|
| School of Business Management | 26 | 64 | Returned |
| School of Sciences | 19 | 46 | Returned |
| Total | 41 | 100 | |

Source: Questionnaire Administered, 2012

Table 2: Cefe Method Opportunity over Theoretical Entrepreneurship (Eed)

| Responses | No of Respondents | Percentage of Respondents (%) |
|----------------|-------------------|-------------------------------|
| Strongly Agree | 14 | 34.2 |

| | | |
|-----------|----|------|
| Agree | 21 | 51.2 |
| Undecided | 06 | 14.6 |
| Total | 41 | 100 |

Source: Questionnaire Administered, 2012

Table 3: Understanding of Contents And Simulation Of Cefe Methodology

| Responses | No of Respondents | Percentage of Response (%) |
|---------------------|-------------------|----------------------------|
| Satisfactory | 28 | 68.3 |
| Fairly Satisfactory | 08 | 19.5 |
| Undecided | 05 | 12.2 |
| Total | 41 | 100 |

Source: Questionnaire Administered, 2012

Table 4: Positive Impact of cefe business plan On Business

| Responses | No of Respondents | Percentage of Response (%) |
|----------------|-------------------|----------------------------|
| Strongly Agree | 31 | 75.6 |
| Agree | 08 | 19.5 |
| Undecided | 02 | 4.9 |
| Total | 41 | 100 |

Source: Questionnaire Administered, 2012

Table 5: Benefit of Cefe Simulations on identifying uncertainties and unpredictable External Effects of Businesses

| Responses | no of Respondents | Percentage of Response (%) |
|----------------|-------------------|----------------------------|
| Strongly Agree | 25 | 61 |
| Agree | 10 | 24.4 |
| Undecided | 06 | 14.6 |
| Total | 41 | 100 |

Source: Questionnaire Administered, 2012

Table 6: Respondents view on the level of government support on practical entrepreneurship training

| Responses | no of Respondents | Percentage of Response (%) |
|------------------|-------------------|----------------------------|
| satisfactory | 08 | 19.5 |
| Not Satisfactory | 28 | 68.3 |
| Undecided | 05 | 12.2 |

| | | |
|-------|----|-----|
| Total | 41 | 100 |
|-------|----|-----|

Source: Questionnaire Administered, 2012

Table 7: Respondents Rating of Cefe Methodology and Entrepreneurship Education (EED)
 This response was based on the question: Please kindly grade these two methods i.e. CEFE methodology and entrepreneurship education development (EED), based on their learning outcome of cefe training in 2011 and its ability to help an entrepreneur achieve the following: Business idea generation (BIG), Entrepreneurial competencies (EC), Competition and negotiation (CN), and Risk analysis (RA) and SWOT analysis (SA). Please use **5** point as lowest and **20** point as highest point.

Analysis of Response and Rating of Entrepreneurship Methods

| Variables | Cefe method grade | Respondents | Percentage | Eed content grade | Respondents | Percentage |
|-------------------------------|-------------------|-------------|------------|-------------------|-------------|------------|
| Business Idea Generation | 15 | 06 | 14.6 | 06 | 08 | 19.5 |
| Entrepreneurship competencies | 14 | 10 | 24.4 | 09 | 10 | 24.4 |
| Competition & Negotiation | 15 | 08 | 19.5 | 06 | 09 | 19.5 |
| Risk Analysis | 13 | 08 | 19.5 | 04 | 06 | 14.6 |
| Swot Analysis | 17 | 09 | 22 | 05 | 10 | 24.4 |
| Total | 74 | 41 | 100 | 30 | 41 | 100 |

Source: Questionnaire Administered, 2012

FINDINGS AND DISCUSSION

Based on analyses of data collected from student’s participants of CEFE training 2011 in Federal Polytechnic, Bida, the following are the major findings: Majority of respondents reveals that cefe methodology would afford entrepreneurs better opportunity than the entrepreneurship education development Entrepreneurship Education Development (EED) curriculum as presently thought in our tertiary institutions, this view was reflected on the table two (2) of the analysis. This finding relates and is in line with our objective of study which intends to find out whether cefe method provides opportunity to improve business and economic activities than the Entrepreneurship Education Development (EED) curriculum. Analysis of findings reveals majority of participants were highly satisfied with the simulation of different exercise used during cefe training and how they fill the exercises could help entrepreneurs imbibe or develop entrepreneurial competencies as reflected on table three (3) of the analysis. This finding relates to the objective of this study which intends to find out about their opinion on the importance of contents and simulation of cefe exercises to business practice and management and how it can improve entrepreneurship practice and

business management in our society. Most respondents who are participants strongly agreed that the business plan carried during cefe training can impact positively on business than Entrepreneurship Education Development (EED) curriculum thought in tertiary institutions as reflected on the table four (4) of the analysis. These finding relate to our objective which intends to find out the importance of business planning using cefe methodology and how they feel it can facilitates business operation and management towards transforming our economy. Findings also reveal that majority of respondent viewed the simulations in cefe method as capable of providing entrepreneurs with right knowledge to identify possible uncertainties and unpredictable external effects on businesses as reflected in the analysis. Majority of respondents are also of the view that they are not satisfied with effort put in by government in support of practical entrepreneurship training at tertiary level. The analysis of rating and grading of the two methods by respondents reveals that cefe methodology has a total sum of 74 point with 41, respondents while EED curriculum has rating of 30 points with 41 respondents. This reveals that cefe method provide more opportunity to develop entrepreneurial competencies than Entrepreneurship Education Development (EED) curriculum as thought in our tertiary institutions, this was reflected on table seven (7) rating analysis. These also relate to our objective of study which states whether cefe methodology provides opportunity to develop business competencies to improve business and economic activities than the Entrepreneurship Education Development (EED) curriculum.

CONCLUSION

Based on questionnaire administered, data analysed and opinions of participants, this paper conclude that cefe methodology provides opportunity to improve business and economic activities than the Entrepreneurship Education Development(EED) curriculum as presently thought in our tertiary institutions. It can be concluded that cefe exercises and simulation use during the training can improve business practice and boost economic activities. This can eventually transform the economy if apply to different sector of the economy. The paper also conclude that, cefe method provides modules through action oriented and simulations that allowed participants to see how practical businesses are carried out through establishment, operation and management in general context. Finally, the paper concludes that cefe method does not restrict to business field alone, every individual has the ability to develop entrepreneurial behavior and how best such behavior can be exhibited by individual is dependent on how the knowledge is acquired , this was evidenced from the literated.

RECOMMENDATIONS

Having studied the two methods of entrepreneurship education and based on data analysis and conclusion drowned, the following are major recommendations for government and policy makers.

1. Cefe methodology should be integrated into Academic curriculum of tertiary institutions in Nigeria without restriction to field of study or discipline, this will afford students opportunity to learn more about practical entrepreneurship and business

management thereby becomes job creators instead of job seekers which will eventually boost economic activities.

2. Government should set-up training programme to integrate the immediate communities and entrepreneurs or business owners to give them cefe training through the tertiary institutions in those communities. This will increase their knowledge particularly in areas of developing entrepreneurial competencies as analyzed on the last rating table of this paper.
3. Since this method is in practice in more than 146 countries world over, it demands strong support of governments at all levels, state government, local government, federal government, financial institutions and industrial promotion agencies, the business and academic communities.
4. Student's participants after successful training should be empowered by government through their host institution by granting soft loans to enable them set-up personal businesses. The certificates should serve as collateral with strong ties between trainees, host institutions and government or its agency.
5. The certificates of participation should be signed by Cefe Nigeria, host institution and governor of the state where the participant held from i.e the state of origin of participant, this will allow for easy access to loan and financial assistance.

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