



## **CHALLENGES OF ENTREPRENEURSHIP EDUCATION IN NIGERIA**

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### **Abstract**

*The current economic trends and government policies call for diversification from dependence on oil and white color jobs to self employment and the emergence of young entrepreneurs. This paper discusses the concept of entrepreneurship and the challenges of entrepreneurship education Nigeria. The following concepts were clarified in this paper: entrepreneurship, entrepreneurs, entrepreneurship education. The paper carefully x-rays the problems of entrepreneurship education in Nigeria. The strategies for achieving functional entrepreneurial education were discussed which include: incorporation of school-work base learning, adequate funding, development of internship programmes, establishment of vocational centres, and competency based recruitment of teachers. Entrepreneurship is primarily learned by experience and discovery and that entrepreneurial learning should be conceived as a lifelong process, where knowledge is continuously shaped and revised as new experience take place. It is against this background that the following recommendations are proffered for effective entrepreneurship education in Nigeria. Government should provide enough funds by increasing allocation. Proprietors of private institutions should also seek for alternative means of fund through sponsorship and partnership with industries, NGOs and Philanthropists.*

*Key words: entrepreneurship, entrepreneurship education challenges and strategies.*

### **Introduction**

Entrepreneurship is a key driver of our economy; wealth and a high majority of jobs are created by small businesses started by entrepreneurially minded individuals, many of whom go on to create businesses. There is more creative freedom for people who are exposed to entrepreneurship education. There is higher self esteem, and an overall sense of control over their own lives. It is the belief of many experience business people, political leaders, economists and educators that fostering a robust entrepreneurial culture will maximize individual and collective economic and a success on a local, national, and global scale. It is with this in mind that the National Standard for Entrepreneurship



Education was developed to prepare youth and adults to succeed in an entrepreneurial economy.

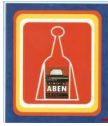
Entrepreneurship Education in Nigeria amongst other things seeks to provide students in tertiary institutions with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of ventures. Variations of entrepreneurship education are offered at all levels of schooling in Nigeria, from primary to secondary schools through the graduate university programs. It is a lifelong learning process. The concept of lifelong learning is essential to the competitiveness of the knowledge economy. It applies to all levels of education and training and concerns all stages of life as well as the different forms of apprenticeship. Therefore, the move by the government through the Federal Ministry of Education to make entrepreneurship education one of the compulsory general studies for students in universities across the country should be seen as a positive step in the right direction. This is to inculcate in the youths the spirit of self reliance. This development will not only address the problem of unemployment and underemployment but will also ensure an entrepreneurial human capacity for national development. It is the hope that with the introduction of entrepreneurial education in our tertiary institutions the universities will better be repositioned to become centre of excellence with the equipping of technical laboratories both at secondary and tertiary levels. This will put the country on the path to join communities of nations that have fought poverty through strengthening of small scale businesses.

### **Conceptual Consideration**

Uhunmwangho & Osayomwanbor (2014) stated that entrepreneurship is a key component of any economy. Wealth and majority of employment are created by small business. By entrepreneurially minded individuals many of whom go on to create big businesses. People expose to entrepreneurship frequently express that they have more opportunity to exercise creative freedoms, higher self-esteem, and an overall greater sense of control over their own lives.

Entrepreneurship as a concept can be perceived from different angles: as an ability to start a business, as leadership qualities of carrying on business, as an ability to organize a business or as simply being innovative. Hornby in Ugwuoke (2011) defined entrepreneurship as the ability to start or organize a commercial enterprise, especially one involving a financial risk.

Entrepreneurship is an ability of the individual to seek out investment opportunities, establish and run an enterprise successful as quite distinct from obtaining a paid job. Entrepreneurship according Daboer (2011) quoting U.S. Colorado education is a programme or part of the programme that prepares individuals to undertake the formation and or operation of small-scale business which include fancies to operations for the



purpose of performing all business functions relating to a product or service, with emphasis given to the social responsibility, legal requirements and risk for the sake of profit involved in the conduct of a private business.

Entrepreneurship: according to Wikipedia, “is the act of being an entrepreneur” or “one who undertakes innovations, finance and business acumen in an effort to transform innovations into economic goods”. This may result in new organizations or may be part of revitalizing mature organizations in response to a perceived opportunity. The most obvious form of entrepreneurship is that of starting a new business which is referred to as Startup Company.

Entrepreneurship has been simply captured as the use of human courage to seek investment opportunities and establish a profit-oriented enterprise (Nzekwe, 2012). Entrepreneurship is generally viewed as a process of creating something new. Doing this involves a lot of time and effort devoted to ensure the tasks at hand and the resultant effects include monetary and personal satisfaction as well as independence. Entrepreneurship involves creation, process, conscious devotion of time and efforts, involves risk and has some entrepreneurship rewards. Hisrich and Brush in Mawoli and Aliyu (2010), defined it as willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on identified opportunities. Aliyu, (2013) simply captured the term as the dynamic process of creating incremental wealth. They went further to explain that entrepreneurship is the personalized version of actualizing one’s desire, ambition, and expression.

Entrepreneur: an entrepreneur is an enterprising individual who builds capital through risks and for initiative. The term was originally a loan word from French and was first defined by the Irish-French economist Richard Cantillon. Entrepreneur in English is a term applied to a person who is willing to help launch a new venture or enterprise and accept full responsibility for the outcomes. The word entrepreneur was coined from a French word called “entrepredre” which means a person who voluntarily head the military expedition. It was first used during the French military history in the seventeen century. Ojeifo (2013) in his book, a Handbook on Entrepreneurial Development in Nigeria defined an entrepreneur as the owner or the manager of business enterprise who through risks and initiative, attempts to make a profit.

Entrepreneurship education is a career course in transition. Stakeholders in education have initiated it but the destination is still far going many challenges facing it. The problems of entrepreneurship education are discussed as follows:



## **Challenges of Entrepreneurship Education**

### **Inadequate Instructional Materials:**

Instructional materials are all forms of information carriers that can be used in recording, storing, transmitting or retrieving information for purposes of teaching and learning. According to Ezike and Obodo (1991) in Adewole, (2015) instructional materials are those instruments teachers use in classroom for teaching. Adekola (2010) noted that instructional materials are one of the factors influencing functional education in Nigeria. Regrettably, instructional materials used in teaching entrepreneurship education in Nigeria are not adequate to address modern trends of skill acquisition in the society. There are lacks of quality entrepreneurial test books in Nigerians schools even the teaching methods in use does not suit the practical aspect of entrepreneurial education.

### **Incompetence of teachers**

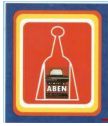
Entrepreneurial education is expected to prepare learners to be creative and productive citizens and nation builders, therefore; teachers implementing the curriculum in the classroom are supposed to be competent in different skills and delivery methods. A learner can only be creative and productive when guided by experts who possess practical skills. Though there is need for entrepreneurship education, Nigeria is lacking the man power in the system that can effectively implement the curricula at various level of education in the country.

### **Poor Attitude to Vocational and Technical Education**

Entrepreneurship education cut across different technical and vocational areas. Poor societal attitude to vocational and technical education pose a big problem to entrepreneurial education. Despite government efforts in enhancing technical and vocational education, it is still perceived as the form of education for under privileged children. Though high level of unemployment cum insecurity should have changed this attitude, but Nigerians still prefer general education.

### **Inadequate facilities and equipment for teaching and learning**

One of the greatest problems facing entrepreneurial education in Nigeria is inadequacy of facilities and equipment for teaching and learning of the subject. Business and every aspect of education in the world is technology-driven with most critical changes occurring in the area of information and communication technology (ICT). Unfortunately, this facilities and equipment are absent in our institutions, even some that are in our school are obsolescence. One of the basic principles that should guide entrepreneurial education is that teachers of entrepreneurial courses/subjects should be experts in the use of modern day business equipments but where are these facilities.



### **Strategies for Achieving Functional Entrepreneurial Education**

The neglect of functional entrepreneurial education in Nigeria is robbing the nations of the contributions these unemployed youth who are now perpetuating evil in the society would make on the economy. Though suffering many problems, but neglect of this aspect of education could be said to be responsible in the increasing rate of insecurity in the country. Youth that should have been utilized as competent auto mechanics, truck drivers, carpenters, plumbers, electricians, data base electrician, medical technicians etc. are not utilizing their creative energy in causing havoc to the country. But all hope is not yet lost as there are different strategies which could assist them in achieving a functional entrepreneurship education on Nigeria. Some of the strategies include:

#### **Incorporation of school-work base learning**

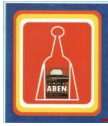
Entrepreneurial education differs from other curriculum in that it encompasses an individual's total lifestyle which is relevant to the nation building and sustainable security. Consequently, school-work base learning should be integrated into the entire curriculum from basic school through graduate level rather than viewed as an isolated unit of instruction studied at a particular time and level. According to Ayodele (2006) in Baba (2013), for functional entrepreneurial education to be achieved there should be some form of genuine school-work based learning incorporated in some studies as part of national economy development strategies.

#### **Adequate Funding**

Availability of fund in every educational programme is a critical factor in achieving functionality of such programme. The unavailability of fund to our schools makes the cry for entrepreneurial education to be on paper than practices. Well founded entrepreneurial education program will no doubt equip the schools with adequate facilities needed for efficiency of the subject and achieving the stipulated objectives of entrepreneurial education thereby eradicating insurgence of insecurity. (Ekoh, 2016) Government alone cannot fund functional entrepreneurial education as it demand for incorporation of different experts from varying skills. Therefore, both public and private funds should be pulled to finance the high cost of inviting artisans into formal teaching process.

#### **Development of internship programmes**

Skill learning is more of practical than theory; students from time to time should be marched with local successful entrepreneurs with sound educational background who will mentor them. To enhance economic efficiency, self empowerment and acquisition of useful skills, learners should be made to pass through an expert who will mentor him/her under the supervision of the school. There are many problems in learning vocational



skills, which cannot be found in books but through internship programmes, a learner can gain solution to such problems through the help of an experienced entrepreneur.

### **Establishment of vocational centre**

There is need to shift the focus of our education from certificate base to skill oriented. This could be achieved by establishing vocational centers for the youth. School students should be mandated to engage in practical during holiday in such centers with the help of teachers offering supervision services to the centers, students should be encouraged to carry out some activities like writing business plan, feasibility study, seek for credit facilities etc under a typical entrepreneurial condition as in the society. They should be taught how to form cooperative society and start theirs in the centers.

### **Competency based recruitment for teachers**

Functional entrepreneurial education in our schools is expected to produce high quality graduate who are competent in different skills. It is therefore important to consider caliber of teacher that should handle the subject in different levels of education assigning of the subject to people who are not vocational and technically trained like a blind leading another blind man. Vocational and technical education which entrepreneurial education is part of should be handled by quality teachers with skill oriented educational background. Ukeje (1991) in Baba (2013) explained that quality of education provided in any society and nature of change effected is determined by the quality of teachers and effectiveness of their teaching methods.

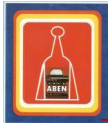
Therefore recruitment and assigning of this subject to anybody should be based on performance not certificate, to achieve this interviewers and management should base their judgment on pedagogical skills, occupational skills, knowledge and attitudinal competencies needed for effective teaching of entrepreneurship in schools.

### **Conclusion and Recommendation**

Entrepreneurship is primarily learned by experience and discovery and that entrepreneurial learning should be conceived as a lifelong process, where knowledge is continuously shaped and revised as new experience take place. It is against this background that the following recommendations are proffered for effective entrepreneurship education in Nigeria.

1. All stake holders must encourage the proposed introduction of entrepreneurship study across facilities and departments as general courses in the country. The federal government in collaboration with state governments should provide scholarships/bursaries for performing students by way of encouragement.





2. Government should provide enough funds by increasing allocation. Proprietors of private institutions should also seek for alternative means of funds through sponsorship and partnership with industries, NGOs and philanthropists.
3. Universities should start to commercialize their research findings instead of leaving them in shelves.
4. The National University Commission should as usual set the minimum benchmark of the courses in Nigerian universities. This development should not be politicized, rather, the entire policy frame works needed for its sustainability and improvement should be provided so as to salvage Nigeria from clutches of poverty.

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