ENTREPRENEURSHIP EDUCATION IN NIGERIA; A TRAINGULAR APPROACH FOR ITS WORKABILITY

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Abstract
In the recent time, entrepreneurship has become a topical issue in our national discourse. This discourse has arisen following the fact that a large number of Nigerians especially school leavers cannot find paid employment and thus the need has arisen for this pool of human capital to acquire or train as entrepreneurs, thus, creating in them abilities and skills that will enable them become creators of jobs rather than job seekers. From the afore-mentioned, entrepreneurship could be seen as the parameter for determining the individual taking advantage of opportunities in his or her environment and converting it into meaningful venture. The paper took a look at the meaning of entrepreneurship education, the objectives of the programme as well factors militating against the programme. Nevertheless, solutions and approaches to solving and making the programme workable were among other issues discussed the paper. Finally, conclusion and recommendations were made.
Keywords: Entrepreneurship Education and Workability

Introduction
Entrepreneurs are the drivers of any economy. When the entrepreneurs are educated they are likely to contribute better in the expansion and advancement of the economy. It is through inculcating sound and practical entrepreneurship education that poverty will be mitigated and subsequently eradicated in our country.

In the recent time, entrepreneurship has become a topical issue in our national discourse. This discourse has arisen following the fact that a large number of Nigerians especially school leavers cannot find paid employment and thus the need has arisen for this pool of human capital to acquire or train as entrepreneurs. Thus, creating in them abilities and skills that will enable them became creators of job rather than job seekers. In the national policy on education (FRN, 2004) an emphasis was laid on a united, strong and self-reliant nation. The policy goes further to stress on the acquisition of appropriate knowledge and skills necessary for one to secure paid employment in office or be self-
The entrepreneurship process requires the individual initiative taking, organizing and reorganizing of social and economic activities and mechanisms that would turn resources and situations to practical account and the acceptance of risks where necessary.

Entrepreneurship is the totality of self-asserting attribute that aids an individual to map out latent business opportunities in conjunction with the capacity to organize requisite resources with which to profitably take advantage of such opportunities in the face of calculated risks and uncertainty (Nwosu & Ohia, 2009). This attribute will aid entrepreneurs to see opportunities and work towards tapping them and perceive threats and make concerted efforts at eschewing them in order to optimize available opportunities. According to Ojeifo, (2013), entrepreneurship is the willingness and ability of an individual or firm to identify environment challenges and exploit them such as an opportunity to produce goods and render services for public consumption. From the afore-mentioned definitions, entrepreneurship could be seen as the parameter for determining the individual taking advantage of opportunities in the environment and converting same into meaningful venture.

**Meaning of Entrepreneurial Education**

The term entrepreneurship education is often used interchangeably as entrepreneurship training and skill acquisition. It is quite expedient to assert that entrepreneurship education is distinct from entrepreneurship training and to skill acquisition. Entrepreneurship education refers to a specified knowledge that inculcates in learners the traits of risk taking, innovation, arbitrage and coordination of factors of production for the unique purpose of creating new products or services for new and old users in society (Enyekit & Obara, 2009; Porter 2008 & Solomon, 2007).

The education that eradicates poverty is entrepreneurship education. This is achieved by creating entrepreneurial skills for small and medium sized enterprises. Entrepreneurship education is that which deals with the process of undertaking a business initiative as an application of individual and society’s development (Ossai & Nwalado, 2012) Entrepreneurship is conceptualized as a formal or informal structured learning that inculcates in students/trainees the ability to identify, screen and seize available opportunities in the environment in addition to skill acquisition (Sexton and Smior, 2007, Jones and English, 2004). The distinctive aspect of this definition is the inclusion of informal structured learning on how trainees and students can tap express and latent opportunities in any environment where they are found and exploit.

Entrepreneurship education is a kind of education that attempts to inculcate values of creativity and innovation, entrepreneurship, emotion, character, needed skills, competence, knowledge, attitude and heart (Akinboye, 2005).
Objectives of Entrepreneurship Education

Entrepreneurship education as earlier noted is designed towards achieving and actualizing latent, opportunities and self-reliant of the individuals. It is an aspect of education that seeks to provide students the knowledge, skills and motivation to increase entrepreneurship in divergent ways. Noting the importance of entrepreneurship education, Ojeifor (2013), identified the objective of entrepreneurship education to include:

- To offer functional education for the youth that will enable them to be self-employed and self-oriented;
- Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities;
- To serve as catalyst for economic growth and development;
- To offer tertiary institution graduates with adequate training in risk management to make certain bearings feasible;
- To reduce high rate of poverty;
- Create employment generation;
- Reduce in rural-urban migration;
- Provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses;
- To inculcate the spirit of perseverance in the youth and adults which will enable them to persist in any business venture they embark upon, and
- Create smooth transition from traditional to modern industrial economy.

In consonance with the above assertions and visions, entrepreneurship education will achieve the following:

- Full employment for the youths
- Technological advancement and economic development
- International economic and political independent
- Provide trained manpower in the applied sciences, technology and business particularly at craft, and advanced craft and technical levels.
- Reduction of crime and social vices
- Effective supervision and administration of vocational programmes and institutions by vocational experts.
- Provide the technical knowledge and vocational skills for agricultural, commercial and economic development.
- Give trained and imparts the necessary skills to individual who shall be self-reliant economically.
It is this importance which entrepreneurship education creates that underscore its utilization in the expansion of the economy, reduction of poverty and enhancement of standard of living of the people in a country.

Factors Mitigation against Entrepreneurship Education in Nigeria

The processes of achieving entrepreneurship education in Nigeria are usually difficult due to certain factors. These factors could be listed to include:

- Corruption.
- Public attitude to entrepreneurship.
- Public interest to entrepreneurship education.
- Public perception to entrepreneurship education.
- The teaching process.
- The learning environment.
- Demand for paper qualification.
- Lack of job satisfaction.
- Bad policy formulation.

Solution to Achieving Entrepreneurship Education in Nigeria

The achievement of entrepreneurship education in Nigeria could be gotten through the following strategies:

- Good policy formulation.
- Public re-orientation.
- Public and private partnership
- Specific emphasis on skills and not paper qualification.
- Teachers training and retraining packages.
- Availability of equipment and facilities for teaching entrepreneurship education.
- Career counselling.
- Public advocacy.

The Triangular Approaches to Entrepreneurship Education Workability

The of entrepreneurship education require high level of integrated application and the contributions of government, the society as well as the individuals (learners). The complexity of the nature of instructional process coupled with a variety of facts and problems associated with the teaching of the course, it therefore requires skills of the teacher in making correct choice of methods in teaching the course (Enyekit, 2004). The triangular approaches to use for the achievement of this seeming difficult venture require the contribution of the society at large. Specifically, the triangular approaches of making the programme workable are discussed therein;
Re-orientation of Societal Values for Entrepreneurship Education

The society needs to be re-oriented about the values, dignity and regard for entrepreneurship education, as it a special kind of education that emphasis on skills development for self-reliance of the learners. It has also been viewed by the layman on the streets and even some educated men that entrepreneurship education is meant for dropouts and no-do-well (Enyekit & Enyenihi, 2007). Against the above background, the society needs to be re-oriented to accept the fact that there are geniuses and good brains for those that found themselves in this field of human endeavour, as it aids the individuals to be self-reliant that generate wealth creation and development of the economy.

Infrastructural, Equipment and Facility Supervision and Development

One of the issues and problems associated with entrepreneurship education is lack infrastructural, equipment and facility supervision and development. The idea of not supervising the provided equipment and facilities has contributed to the downfall or non-effectiveness of the programme in Nigerian tertiary institutions where the programme is manned. For the programme to achieve its aims and objectives, it is pertinent therefore for both government and private individuals to partner with a view to making the programme a functional one to ameliorate the sufferings of the learners.

Training and Re-training the Mentor Approach

The use of Technical Teacher Training Programme (TTTP), artisans, and craftsmen are also ways or approaches that could be used for the achievement of the aims, objectives and projection of skills acquisition of the programme in Nigeria. The technical teacher training education is that education that exposes the mentor or the trainer to skills that are needed to train the learners to develop skills for self-reliance in the future as well to be employers of labour rather than being seekers of labour.

The need and importance of training the mentor or trainer can never be over stressed as its objectives are tailored towards the preparation of the individual, human and material resources for industrial and self-reliance, self-employment and wealth creation. Training as a function in getting the programme workable therefore, proceeds from the assumption that the gap between the required and actual performance, which calls for a bridge via training for skills and attitudes of the learners is as a result of inadequacy, lack of skills, and attitudes of the learner (Okorie, 2000).

Roles of Entrepreneurship Education for Human Capital Development

Entrepreneurship and technical education is a vehicle upon which the skills of workforce are built. Without effective implementation of entrepreneurship education, we cannot hope for a future self-reliant graduate with the required skills and flexibility for sustainable human capital development in the global age. Entrepreneurship education is
an instrument for change and development and a provider of service oriented skills, which play a significant role in economic revival for sustainable human capital development. It is on the recognition of these needs that the National policy on education places on entrepreneurship skills at the secondary and tertiary institution (Awotunde, 2004). Effective utilization of entrepreneurship education and implementation of the programme will inculcate the necessary skills and competencies that would help the youth to be self-reliant. This would lead to the much desired human capital development in the economy. Also Amaehule and Enyekit (2010) went further to explain that entrepreneurship education equips youth with technological skills and managerial skills to manage human and material resources of their own business through the acquisition of skills and competencies in areas of entrepreneurship education.

The teaching of entrepreneurship subjects requires integrated application of teaching methods and creative approach to their selection and structuring. The specific nature of this kind of teaching requires the application of methods base on image and performance, rather than methods solely based on discoursed, hence, Toby (1988) in Onojetah (2010) listed methods used for instruction in entrepreneurship subjects as: demonstration, lecture, discussion, simulation, ‘direct research, visual presentation, supervised performance as the work station, trips, conferences, homework, written and practical examinations.

The complexity of the instructional process coupled with a variety of facts and problems associated with the teaching of vocational subjects, requires skill in making the correct choice of methods in a specific teaching situation. As a matter of fact, theoretical explanations should be accompanied by, diagrams, drawing, graphs, demonstrations as well as schedules and tables for effective teaching and understanding of vocational subjects.

**Conclusion**

Based on the issues raised in the paper, the researchers therefore, conclude that for effective teaching of entrepreneurship education in tertiary institutions, there is the need for business educators to be retrained for the needed skills that would enable them teach business, as its importance for national development requires competencies and acquisition of skills for a self reliant and national economic development.

**Recommendations**

Based on the content of the study, the following recommendations are made with a view to solving the challenges of effective administration of the programme in tertiary institutions as well as in other educational levels.

1. Business educators in tertiary institutions should be retrained.
2. Government should enact laws that would restrict quarks to be employed in business education.
3. University authorities should endeavour to organize workshops and in-service training programmes for business educators.

References


**Appendix 1**

**Technical Skills Area for Entrepreneurial Education in Nigeria**

The breakdown of the skills required in entrepreneurship is shown in the table below:

<table>
<thead>
<tr>
<th>Technical skills</th>
<th>Business management skills</th>
<th>Personal skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Planning and setting</td>
<td>Inner control/disciplined</td>
</tr>
<tr>
<td>Oral communication</td>
<td>Decision making</td>
<td>Risk taker</td>
</tr>
<tr>
<td>Monitoring environment</td>
<td>Human relations</td>
<td>Innovative</td>
</tr>
<tr>
<td>Technical management</td>
<td>Marketing</td>
<td>Change oriented</td>
</tr>
<tr>
<td>Technology</td>
<td>Finance</td>
<td>Persistent</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Account</td>
<td>Visionary leader</td>
</tr>
<tr>
<td>Listening</td>
<td>Management</td>
<td>Ability to manage change</td>
</tr>
<tr>
<td>Ability to organize</td>
<td>Control</td>
<td></td>
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<tr>
<td>Network building</td>
<td>Negotiation</td>
<td></td>
</tr>
<tr>
<td>Management style</td>
<td>Venture launch</td>
<td></td>
</tr>
<tr>
<td>Coaching</td>
<td>Managing growth</td>
<td></td>
</tr>
<tr>
<td>Being a team player</td>
<td></td>
<td></td>
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</tbody>
</table>

*Source: Hisrich, Peters and Shepherd (2007): Entrepreneurship*