



---

## Entrepreneurship In The Nigeria Educational System Yesterday, Today And The Future

<sup>1</sup>Darius P.B Yusuf, <sup>2</sup>Christopher A. Kukwi, <sup>3</sup>Sheyin Jacob Kahuwai

Email: pby607@yahoo.com

<sup>1,2</sup>Mathematics Department Kaduna State College of Education GidanWaya, Nigeria

<sup>3</sup>Physics Department Kaduna State College of Education GidanWaya, Nigeria

### ABSTRACT

*Nigeria economy and her population cannot be measured in terms of quality delivery service aimed at poverty reduction, the state of security and the challenges of unemployment are enormous. The dream for optimal population and self-sufficiency is a mirage since Nigeria education place less emphasis on practical entrepreneurship education. This research work aims at highlighting the relationship between entrepreneurship education and economy development. It is observed that the lack of adequate practical facilities in primary and tertiary level of education has shifted the system into relying on theory or paper work instead of basic skills for self-sufficiency that can reduce dependency and poverty in a growing economy like Nigeria. The paper also attempts to x-ray the implication of a growing population with a dependent economy and suggest possible solutions to arrest the Nigeria ugly situation as well as recommended that entrepreneurship education is premium to any growing economy.*

**Keywords:** Entrepreneurship, Education, Economy Development.

### INTRODUCTION

Entrepreneurship education is an orientation towards different ways of identification and recognition of opportunities. According to UNESCO (2008), entrepreneurship education is made up of all kinds of experiences, orientations and skill acquisition that give students the ability vision to access and transform opportunities of different kinds. It is about increasing student's ability to anticipate and put into practice positively to societal changes. Shaw (2004), defined entrepreneurship as an attitude, and a way of thinking and learning. It is a state of mind, an artifact, insightful and innovative mentality rather than business administration. It is a way of perceiving and exploring opportunity wherever it may be found. Enu (2012) stated that curriculum content must be responsive enough to address the obvious short comings of the present, which will determine the future. In turn, call for innovations in the school curriculum that will be responsive and relevant to address the current anticipated needs, problems and aspirations of the learner (Emah, 2009; Ogunkunle 2009). Students while in school will acquire the necessary skills and training, identify an opportunity to exploit and eventual creation of their venture (Abubakar, 2010). The inability of graduates to engage into fruitful opportunities is due to the previous educational system that did not prepare them for gainful living, the persistent criminal activities in the country, characterized by banditry, rape, theft, armed robbery, kidnapping, drugs, addiction and other form of social vices are as a result of lack of entrepreneur education. Furthermore, the fact that our universities and polytechnics graduate students into the labour market; where jobs do not exist, leads to frustration, idleness redundancy and criminal tendency. Hence,



entrepreneurial activity and the resultant financial gain are no contradiction of benefit to a country.

#### Goals of Entrepreneurship Education

Unemployment rate in Nigerian has become a major national problem. The search for employment after graduation without succeeding has become a source of frustration for graduates. Entrepreneurship education, according to Paul (2005) is structured to achieve the following objectives.

- a. To offer functional education system for the youth that will enable them become self-employed and self-reliant.
- b. Provide the students with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
- c. To serve as a catalyst for injecting economic growth and development.
- d. Offer tertiary institution graduates with adequate training in stochastic processes, to make certain bearing feasible.
- e. To reduce high level of poverty.
- f. To create a vibrant employment generation.
- g. To reduce rural – urban migration.
- h. To introduce the young graduates with enough training and support, that will enable them to establish a career in small and medium sized businesses.
- i. To induce the spirit of consistency in the youths and adults which will enable them to persist in any business venture they embark on.
- j. To create stable transition from traditional to a modern industrial economy.

#### **Entrepreneurship Education Yesterday**

Yesterday, Nigeria has witnessed a non-institutionalized entrepreneurship educational system. Ola and Joseph (2013) discuss on the British administration education antecedent. At the beginning, British administration were mostly interested in producing administration assistants. It was hardly surprising that emphasis was focused on literary education in Nigeria. Literary education and university qualification became symbols of prestige in Nigeria. By contradiction, the basic need for entrepreneurial skills such as agriculture, technology, and other practical subject areas, particularly at the sub-professional level did not win esteem. For this reason, training for paper qualifications other than practical oriented degrees especially in the area of science and technology was not pronounced. Though, various skills such as weaving sculpturing blacksmithing, carving, fishing, dress-making, catering, dyeing and



farming were taught as part of western education of the Nigeria child before the advent of western education. The training was not institutionalized as such, a few mission schools in the nineteenth century introduced farming, bricklaying and carpentry as part of the curriculum but these skills were not seriously regarded as part of western education and the practice ceased to continue before the turn of the century except in the Blaise Memorial Industrial School in Abeokuta founded by some Nigerians and West Indians, and the Hope Waddel Training Institute in Calabar, established by the church missionary Society (CMS) in 1895. Apart from those two schools, there were no formally organized technical or vocational education at the post primary or secondary school level. Formal vocational education in various departmental training schools began between 1908 and 1985. Engineering courses commenced at the Yaba Higher College temporarily in 1932 at the King College premises and later moved to its permanent building in Yaba in 1934. The primary objectives of the institution were to supply the needs of the various departments for African with the best local training available to undertake the routine duties and less responsible work of the fully qualified European officers. There was a constant shortage of British personnel in the civil service from 1908 to 1928 and this became extremely acute during the depression of 1928 to 1935 when many of the British personnel had to be retrenched for lack of funds. To solve this problem, the Government decided to establish training programmes in some of its departments with a view to filling the vacant posts. However, the training was mainly in lower cadre. There was usually a hesitation in employing Nigerians to the administrative cadre of the service, except as clerks, in this regard, Lord Harley, a renowned authority on African affairs observed that the considerations which decided the character of her education are largely political for the type of instruction given depends on their view held about the place in society which the educated African may be expected to fill. British policy as yet exhibits no clear view of the future of the educated Africans. There are few instances in the British colonial history when the future of the educated native has been consciously determined or the educational system deliberately adjusted to fit him for it. It was against this background that the departmental training courses were first initiated between 1908 and 1935. The establishment of the survey school in Lagos but the lands and survey department in 1908 (later moved to Ibadan in 1926 and subsequently to Oyo in 1934) was followed by other departmental courses such as the junior technical training course, in 1931, for technical assistants by the public works Department; the Nigerian Railways course for engine drivers in 1936; Marine Departments course in 1928; a Post and Telegraphs course in 1931 a School of forestry in 1938; a Veterinary School in 1935; and a School of Agriculture in 1930 with Centres in Ibadan and Samaru in Zaria. Significant progress was made when E.J.R. Hussey who was appointed the Director of Education in 1930 proposed in the same year a programme of expansion in the educational system. He proposed three levels of education viz: Elementary, Secondary and final stage of Vocational training to provide well-qualified assistants in the medical, engineering and other vocations as well as teacher of higher middle schools. His recommendations were accepted by the government, although government defined the final state "as being represented by a higher college to be built at Yaba, where it is hoped that various vocational courses will be provided, the aim being to attain eventually the standard of a British University" It is pertinent at this stage to give an insight into the nature of courses run by the various departmental training schools.



### **Entrepreneurship Education Today**

Today, Nigeria has witnessed a tremendous increase in the numbers of institutions offering Entrepreneurship education programme. It has spanned across all levels of the Nigerian educational system. At the University level, Ekpenyong and Nwabuisi(2003) submitted that University of Nigeria, Nsukka (UNN), blazed the trail in 1965/1966 session, followed by Ahmadu Bello University 1979 and University of Uyojoined the league of Universities offering Entrepreneurship education in 1981 with initial name Economic Entrepreneurship Education which later changed to Entrepreneurship education in 1983. Other Universities in Nigeria running Entrepreneurship education programme even at postgraduate level include: NnamdiAzikiwe University, Ebonyi State University, University of Benin and Rivers State University of Science and Technology. The outcome of this development as Aliyu(2006) observed is an incremental movement in the number of students on enrolment compared to the past when it was minute. Aliyu further claimed that at present, Entrepreneurship education usually has the highest number of students in the Universities.

Mustapha (2004) maintains thatEntrepreneurship education and computer keyboarding in response to the dynamics of Entrepreneurship operational environment. Entrepreneurship and small scale Entrepreneurship management are now taught and widely emphasized in Entrepreneurship education as it was not obtained in the far past to meet the yearning of self-reliance and job creation of the society. In the words of Ndinechi (2001), typewriter is dying a slow armless deathcaused by rotting pockets of irrelevance; given the fact that computer has taking the Centre stage. Therefore, emphasis is not led on computer keyboarding as a replacement to typewriter and as a way of equipping students with skills relevant in computer application packages so that they may be able to key into the electronic business transactions (e-commerce).Generally, the method of teaching and learning were change from apprenticeship and imitation respectively to more sophisticated teaching methods like team teaching and competency-based training with instructional materials such as projectors, interactive whiteboard, computer etc. Now that noticeable progress has been made (in terms of course content, method of teaching and instructional facilities/materials) in the development of the programme – Entrepreneurship Education, one may ask the questions, are there no challenges currently being experienced? Or are graduates of Entrepreneurship education equipped with sufficient skills and knowledge to enable them set up businesses on their own? While on one hand, one can say that there is no system that is devoid of challenges, on the other hand, it is admitted that Entrepreneurship education is yet to put on record the quality of graduates who possess sufficient skills to compete with their business plan in programmes like Youth Enterprise with Innovation in Nigeria (YOUWIN) which would have serve as a platform not only to secure grants or starter packs to graduates with lofty business ideas, but also to imbue the public with quality assurance which they earnestly desire and expect from Entrepreneurship education. Perhaps this could be as a result of:



1. Over-emphasis on theories
2. Weak knowledge – platform in the area of writing business plan.
3. Lack of mentorship in Entrepreneurship education as obtainable in other professions like Home Economics and agricultural profession etc. The consequence of this situation is that people have resorted to obtain consultancy services elsewhere instead of relying on the services of Entrepreneurship education.

### **Entrepreneurship Education and the Future**

Despite the fact that entrepreneurship education is not completely devoid of challenges, there is a shed light of hope that the discipline will in the nearest future join the leagues of entrepreneurs in the developed countries. This is because government has now realized the importance of Entrepreneurship and keyed into the cardinal objective of Entrepreneurship education which is to raise a generation of people who through their salable skills will become job creators judging from such government policies and programmes like YOUWIN, and Graduate Internship Programme (G-WIN), etc. Hence, this holds sway that the biological father of the abandoned child is now ready to make case and assume the fatherhood of the once rejected child so that by this development, this can go to correct the historical accounts of entrepreneurship education as submitted by Ekpenyong and Nwabuisi (2003). Again, owing to the synergy currently being experienced between government and those implementing the curriculum of Entrepreneurship education, in terms of pursuit of a common goal, the society looks forward to seeing Entrepreneurship education of tomorrow wherein the programme will be run as a school enterprise cooperation and as well serves as entrepreneurship development centre with adequate equipment and proper funding from government and private sector. If this is finally achieved, it will in-turn earn entrepreneurship education more recognition from the society as proud producers of entrepreneurs who will take the lead in the management of the nation's economy wherein the yesterdays and today misconception about the programme would have gone to extinction and as a platform through which the following two principles of Vocational Entrepreneurship Education can be attained:

- i) Vocational Entrepreneurship Education will be efficient in the proportion as the environment in which the learner is trained as a replica of the environment in which he must subsequently work.
- ii) Effective Vocational Entrepreneurship Education can only be given where the training jobs are carried out in the same way with the same operations, the same tools and the same machines as the occupation itself.

### **Conclusion**

Based on the review of Entrepreneurship Education from yesterday and today, it has been evidently seen that Entrepreneurship education has witnessed a very significant and remarkable improvement in recent years and misconception is fast diminishing with a corresponding increase in its level of recognition. It is therefore hoped that



Entrepreneurship education will in the future enjoy absolute extinction of misconception and thereby paving way for more commitment by government and private sector in terms of funding and support for adequate equipment of facilities so that Entrepreneurship education can assume the status of business school as obtained in the developed countries.

### Recommendations

The following recommendations are preferred if we must advance technologically.

1. Head of Entrepreneurship Education Unit through the Head of Department of Vocational Education should seek for a model Entrepreneurship Centre or school enterprise cooperation from the school management. This will serve as work environment for students and imbue on students the aura for thinking innovatively to set up their own businesses.
2. Tertiary Institutions offering Entrepreneurship Education should make writing of business plan a partial fulfillment for graduation in the same way as projects or dissertation writing.
3. Institutions offering Entrepreneurship Education should create a platform for successful entrepreneurs to interact with students so that they can serve as mentors to students of Entrepreneurship education in order to inspire them towards becoming entrepreneurs. Such forum will give private sector and the entire society an insight about the programme given to students hence, the school can secure an increment in the confidence index of the society about Entrepreneurship education programme.
4. The federal government should increase more funding to cater the need for the fully implementation of Entrepreneurship Education at all level.

### Reference

- Abubakar, S.G. (2010). Refocusing education system towards entrepreneurship development in Nigeria: a tool for poverty eradication. *European Journal of social sciences*, 15(1): 140-150.
- Aliyu, M. M. (2006). *Business Education in Nigeria: Trends and Issues*. Ilorin: Ghosen Print Media.
- Ekpenyong, L. E. & Nwabuisi, J. (2003). Business teacher education in Nigeria: Projecting a new direction. *Journal of Vocational and Training*. 55(1): 33-46.
- Emah, I. E. (2009), Responsive curriculum. In U.M.O. Ivowi, K, Nwafo, C. Nwagbara, J. Ukwungwu, I.E. Emah & G. Uya. *Curriculum Theory and Practice*. A publication for curriculum organisation of Nigeria (CON).
- Enu, D.B (2012) Enhancing the Entrepreneurship Education in Nigeria. *American Journal of Social Issues & Humanities*. 2 (4): 232- 239.



- Mustapha, J. (2004). Re-packing business education curriculum to meet the current national education reform. *Journal of Vocational Technical Education*. 2(1): 134-140.
- Ndinechi, G. I. (2001). Purpose and functions of business education curriculum. *Business Education Journal*. 3(4): 1-9.
- Ogunkunle, R.A (2009), Curriculum and Wealth creation. In U.M.O. Ivowi, K. Nwifo, C. Nwagbara, J.Ukwugwu, I.E. Emah& G. Uya, *Curriculum Theory and Practice*. A publication of curriculum organisation of Nigeria (CON).
- Ola, A & Joseph, A. B. (2013). The Historical Background of Entrepreneurial Development in Nigeria. *Journal of emerging trends in economics and management sciences*. 4(5):493-500.
- Paul, E.O. (2005), *Entrepreneurship Education* in Ezema Priscilla N., Paul Elizabeth O., Amoke
- Shaw, F. (2004) "Marketing in the social enterprise context, is it entrepreneurial? Qualitative market research 7(3):p4."
- UNESCO (2008), Promoting Entrepreneurship Education in Secondary Schools. Final report of UNESCO inter-regional Seminar on promoting entrepreneurship education in Secondary Schools, held in Bangkok, Thailand on 11th – 15th February, 2008.
- Yaba College of Technology at 40 (1992). Hard cover edition ISBN 978-31138-0-1