



ENTREPRENEURSHIP EDUCATION IN TERTIARY INSTITUTIONS: A PANACEA TO UNEMPLOYED GRADUATES IN NIGERIA

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ABSTRACT

This paper discussed entrepreneurial society can be promoted through vocational and technical education taking into consideration, lessons from the Tiger Nations. The paper in theoretical framework, discussed the relevance of human capital theory in examining the impact of acquired variables such as education, learning and experience on career education. It also highlighted the challenges of Nigerian education policy on entrepreneurship and how entrepreneurial education can contribute to national development. The paper discussed the conceptual mode entrepreneurial education. Concluded that entrepreneurial education in crucial in boosting productivity, increasing competition and innovation creation of element opportunities and revitalizing what could be called able economy in the country. Based on this conclusion, the paper suggested that policy makers should focus on policies that will make entrepreneurship that can promote global knowledge economy and entrepreneurial society which is the new approach to blue economy for the world.

Keywords: *Entrepreneurial Society Education, Entrepreneurship, Economic Development, Global knowledge economic, world blue economy*

INTRODUCTION

Education can be regarded as a means to an end. It can also be regarded as a tool for security employment and emancipation of people through the provisions and acquiring of necessary knowledge and skills to make lives more meaningful and flourishing. The objective of this paper is to emphasize the need and importance of entrepreneurship education as a panacea to socio-economic problems in a country like Nigeria.

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Entrepreneurship has been recognized as an important aspect of economic development (Dickson, et al, 2008). It contribute in an immeasurable ways towards creating ne job, wealth creation, poverty reduction and income generation for both government and individuals, Reister (2005) in the regard argued that entrepreneurship is very significant to the growth and development of economic and the nation.

Having understood the vital role of Entrepreneurship in economic ad national development, it become necessary to note that investment in Entrepreneurship is regarded as one of the precondition for Entrepreneurship development particularly in a place where the spirit and culture is very low. Also it is an important determinant of delving into Entrepreneurship and formation of new entrepreneurial programme (Dickson, Solomon and weaver, 2008)

The new move towards entrepreneurship should be consider and treated in different approaches and strategies. For any country to foster genuine economic growth and development, its educating system must be considered as the basis and essential ingredient of any meaningful development (FGN, 2004 in Akpomi 2004), be it economic, social, political or cultural

The Nigeria policy on education made it clear the need for functional education, to be relevant and practical the acquisition of appropriate skills and development of competencies and equipment for individual's utilization to contribute to development is essential (Aladekomon, 2004). Adejimola and Olufunmilayo (2009) reported that about so of the graduates find it difficult to get employment every year

Universities, polytechnic, other academic institutions and general communities stand to benefit from entrepreneurs. Similarity the entrepreneurs may harness and use the expertise in those institutions. This kind of interaction and interrelationship is capable of bridging the gaps that exist between the entrepreneurs and the institutions lack of this kind of synergy shows the weaknesses, inadequacies and fallacies of the educational policies in Nigeria in attaining its educational objectives (Adejimola and Olufunmilayo, 2009).

Human capital theory can provide a framework for examining the impact of acquired variables such as education, learning and experience on career outcomes and it was further assumed that education can serve as a key determinant of decision choice as relevant to this topic which assumed that education is a means of enhancing managerial capabilities and generating broader option of making entrepreneurial selection a great value (Dickson et al, 2008).

In cognizance of this fact (Adejimola and Olufunmilayo, 200) opined that education has been defined with a view to create and enhance the supply of entrepreneurial initiatives

and activities. The bottom line here is to inculcate the spirit of entrepreneurship in the students through education. In fact this calls for more serious adjustment of policies new curriculum in line with the expectations of the nation.

Dickson et al, (2008) developed a model which focused on learning by reflecting on actions that could solve real problems of an organization.

First, does the probability of selection into entrepreneurship increases with the level of individual's general education? Secondly is the level of general performance could be linked to education? In the final analyses, it was concluded that "in both developing and industrialized countries there was evidence to support performance. Whether performance is measured as growth, and profit or earning power of the entrepreneur they further concluded that evidence linking general education to select in to entrepreneurship was ambiguous and could not be classified as either positive or negative (Dickson et al, 2008)

Nigeria Educational Policy and Entrepreneurship

The history of Nigeria education system could be traced back to the colonial period. Education policy then was geared toward serving the interest of the colonial in term of supply of manpower for effective administration of Nigeria colony and protectorates (Aladckomo, 2004)

The education policy was initially aimed at producing Nigerians who can read and write to hold certain positions such as clerks, interpreters, inspectors etc without any entrepreneurial or professional skill stand on their own or even establish and manage their own venture. The Nigeria industrial policy that came immediately after independence placed emphasis and concentrated on the establishment of big companies and completely neglecting the development of small scale sector (Aladekomo, 2004)

This invariable means killing entrepreneurship at the micro level in Nigeria at the very beginning. While was considered to be very essential for economic growth and development. The over pressing demand for white collar job for majority of graduates is just an upshot of colonial educational policies, policies that neglected the promotion entrepreneurial society through education.

However, later in the mid 70s and as a result of perceived importance of small scale industries to the economy attention on small and medium sector came to the focus of the government. For example, Husteen industrial centres and some institution where set up to support entrepreneurs in the small and median industries in the country. Institutions set up then included the Nigeria Industrial Bank (NIB), Nigeria Bank for Commerce and Industries (NBCT, Nigeria Agricultural and Cooperative Bank (NACB) etc. In the 1981 National Policy of Education attempted to link the policy with the issue of self

employment and the industrial policy. But then, then, the main focus is only primary and secondary schools.

The higher education policy was deficient because it failed to take into cognizance of self employment. The higher education policy was mainly concerned with the development of both higher and middle manpower. Thus higher education policy as stipulated is expected to cater for production scientist and technologist and absolutely not directed towards for self employment but for the vacant positions in public offices. (Aladekomo, 2004)

In an attempt to ascertain the way forward and in response to the socio-economic problems of the country questions were raised by various people as to what was the right education for Nigeria and what kind of education may be suitable in propelling development in the country? Many suggestions were made in favour of refocusing the Nigeria's education system to reflect the present realities.

In the past, technical and vocational education received a lot of attention at both state and federal levels. Different institutions were established to offer technical education. These include technical colleges, polytechnics, colleges of technical education, vocational centres and schools etc. The National Policy on Education (2004) described technical education as aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge" the technical education therefore aimed at the followings:

- i. Providing training manpower in applied science, technology and commerce, particularly at sub-professional grades.
- ii. Providing the technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.
- iii. Providing people who can apply scientific knowledge to the improvement and solution of environmental problems for the use and convenience of man
- iv. Giving an introduction to professional studies in engineering and other technology;
- v. Giving training and impart the necessary skills leading to the production of craftsman, technicians and other skilled personnel who will be enterprising and self-reliant; and
- vi. Enabling young women to have an intelligent understanding of the increasing

Technical and vocational institutions were designed largely to promote effective technicians occupation Falac (2008) asserted that emphasis is on skill acquisition and sound scientific knowledge, which gives ability to the use of hand and machine for the

purpose of production. Maintenance and self-reliant" despite these well articulated policies, the problem remains very conspicuous. And that makes the government to be very worried on the increasing unemployment rate, poverty and generally poor economic condition in the country.

Many scholars are of the opinion that vocational and technical education alone cannot provide the necessary remedy to the problem of unemployment. Onifade (2002) therefore revealed that vocational education cannot provide permanent solution to unemployment in the country. Ojukwu, (1999) in Onifade (2002) observed that the threat of job scarcity and growing unemployment creates doubts and pessimism On the programmes of vocational technical schools and the education system in general.

Adamu (2002) suggested that the Nigeria University education patterned after the 'gold standard of British colonial universities' would remain the highway to white collar jobs and social security of millions of Nigerians. Immediately after Nigeria's independence in 1960 a number of questions were raised on whether the country was to retain that legacy or open up and gradually evolve a new distinct character of its own which could likely open various job opportunities for Nigerians.

Although some modifications were made with time to reflect the changing demand, little or no achievement was recorded in ameliorating the diverse socio-economic problems of the country

Under this modification vocational enterprise institutions (VEIs) and innovation enterprise institutions (IEIs) were introduced by the government to provide another dimension for higher education in the country (VEIs) and IEIs were principally private institutions that offered vocational, technical, technology or professional education and other skills-based training at post basic (VEIs) and post secondary (IEIs) levels to equip our youths and working adults in various sectors of the nation's economy (Mad, 2008)

During the meeting of the commonwealth Oukwu (1999) ministers of education in August, 1988 and the commonwealth association of Polytechnics in Africa (CAPA) in 1991, it was suggested that students in tertiary institutions should be taught entrepreneurship education in their final sessions The criticism still continued that many graduates came out from university with the expectation to work for others and not for themselves Because of the unprecedented increasing number of graduates without corresponding vacancies, they felt entrepreneurship education was very necessary to make this large number of graduates be self-reliant.

It is believed that the current formal education does not provide self-reliant opportunities for graduates and this was collaborated by Ingalla (1976). Fagbemi Bil (2014) still restated this in her studies. According to her formal education in Nigeria still

create sameness and not difference, between fully schooled and little schooled graduates based on how they each acquired their skills.

While this process appears necessary in order to produce doctors, engineers, lawyers, teachers, and so forth, it does not necessarily produce individuals who are different. In other words it produces a person who can fill social and work roles, which is obviously important, but does not produce individuals who can transform society itself.

However, with the growing number of students graduating from various Nigeria institutions into labour market, some measures must be taken to avoid the escalation of unemployment rate and poverty and other social crimes especially among youths. The government therefore should encourage a diversification of the economy through adequate support for private establishments and practical acquisition of skills in all higher institutions. It is against this backdrop that the need to redefine and redirect the current system of education with a view to creating Job opportunities by enhancing the supply of entrepreneurship initiatives is preferred so that our educational institutions will become centres for inculcating the spirit of entrepreneurship rather than the spirit of white collar job expellants.

ENTREPRENEURIAL EDUCATION AND NATIONAL DEVELOPMENT

The need for education in the developmental effort of any nation cannot be underestimated. The development of education sector is sine-qua non for the development in all sectors. Marflay (2009) is of the opinion that education is a sure pathway to liberation of the mind and the improvement of socio-economic status of people. It also follows that education and training help individuals to be empowered and escape poverty by providing them with the skills and knowledge to raise their output, income and wealth (Aliu, 2007).

In the light of the above, various governments and international agencies are making serious effort in both developed and underdeveloped to optimally develop the education sector. Although, a number of effort is needed to meet up with the ever increasing demands of the present and the future challenges.

The millennium development goals coupled with the pressure of globalization therefore create new challenges for many countries, especially, the underdeveloped ones to refocus their attention on dealing with the myriads of socio-economic problems.

The development here is appraised in terms of both redistribution of wealth and meeting the basic needs of the masses at sustainable level. This means that it must be sustained to be able to impact and change the life and living standard of the masses (Kazaure & Danmallam, 2006).

While acknowledging the necessity and important role of school in re-shaping our culture, we equally understood the fact that a serious departure is necessary from hitherto traditional ways of doing things especially the processes of training and methodology for teaching in our schools. The term entrepreneurship means different things to different people and with varying conceptual perspectives.

Nevertheless, it is important to know that in spite of these differences, there are some common aspect such as risk taking, creativity, independence and rewards, therefore the question here is how to do harness, inculcate and develop the entrepreneurial career of the younger generations and also improve their potentials toward entrepreneurial skills which will consequently foster economic growth and development.

DEVELOPING AND SUPPORTING ENTREPRENEURIAL CAREERSSELECTION

There is the increasing interest in the area of entrepreneurship by universities teaching entrepreneurship courses using wide range of methods such as venture creation by students, developing formal business plan, creating out feasibility study etc. (Vincett and Farlow 2008 Dickson et al 2008).

This shift from general education to entrepreneurship education becomes necessary in the present realities of the need to develop and empower particularly the youth in the society. There is seeming consensus on the importance of entrepreneurship in ameliorating some economic problems especially poverty, unemployment, and all sorts of social vices in the society.

Thus, the focus of teaching and learning particularly in developing countries where these problems are predominant call for another approach. This indicates the sheer need of re-orientation towards inculcating values that allow acquisition of necessary competences to sense of self reliance, youth empowerment and of course poverty reduction (Akpomi, 2009).

In their opinion (Adejimola and Olufunmilayo, 200) lamented that even in the developed countries education system emphasizes the trial of inequity-discovery application in teaching it is apparent that both challenges and opportunities are abound to tap, exploit and possible turn it into goods and services of commercial values (Adejimola and Olufunmilayo, 2009)

The task of universities and other institutions where entrepreneurship educations needs to be taught, Daodu (2007) in Akpomi (2009) made an investigation on the modalities of using entrepreneurship education as strategy for channeling necessary energies of the Nigeria universities faculties and students away from pad employment to self employment.

Many economic and strategy theories have been used to provide frameworks in which education can be seen as very important determinant of selection of entrepreneurship or venture formation for individuals in the course of their studies (Dickson et al, 2008) In this regard Vincent and Farlow (2008) asserted that there are several attempts to teach students entrepreneurship using venture creation in order for the students so acquire business skill are competencies. But not withstanding those with this kind of approach are perhaps some researchers who are of the opinion that entrepreneurial behavior can be learned through experience and discovery methods (Akpomi, 2009, Vincent and Farlow, 2008). Hence there is need for learning in which students can experience aspect of entrepreneurship ways of life.

Serous importance has been attached to formal business plan in teaching entrepreneurship by the educators, but Gibb in Vincent and Farlow (2005) feels that there need to have a rethink in the value of developing business plan as process of learning an career development in entrepreneurship.

This position was concurred and stated by Vincent and Farlow (2008) that to teach individuals to become not only more enterprising but businessmen as well as in an undertaking that is both in time and scope beyond the capabilities of academic business schools". The issue here is that plans may be inevitable for entrepreneurs to succeed, but emphasis placed by developing business plan by the students need to be reduced Students are expected to feel an act as entrepreneurs rather than assuming or pretending to be This effort will certainly strengthen their inspiration and be indoctrinated in the culture of entrepreneurship.

CONCEPTUAL MODEL FOR ENTREPRENEURSHIP EDUCATION

This model identifies the need to incorporate entrepreneurial education in order to ameliorate the persistent socio-economic problems especially unemployment among youths and high incidence of poverty in the country.

The need for entrepreneurship education has to be up held by the society and calls for reorientation among students and their teachers This will ensure debunking and unlearning the earlier belief of been employed rather than self employed after schooling The government expected to play a greater role in providing the atmosphere and policy framework for the success of this transformation process. Students while in school will acquire the necessary skills and training. identify opportunity to exploit and eventual creation of their venture.

The aggregation of individual effort and emergent large number of business will promote the economic growth and development if the country and consequently of the reduction of socio-economic challenges of the country. Vincent and Farlow (2008) therefore

suggested some tasks involved in entrepreneurship training and this include the following:

- i. Students must have a serious business idea: they are of the opinion that good ideas cannot be invented to order. Normally students were asked to produce a business plan and their assessment is basically rest on that. Therefore they are urged to provide a realistic guided experiences of the entrepreneurial life, which can be done if students are truly committed to their own real ideas and can actually be entrepreneurs not pretending to be so during their studies.
- ii. A formal business plan is not required, but planning itself is important: Farlow (2008) argued on the position of business plan. He raised a question on whether formal business plan correlates with business success. According to him, it may even be counterproductive, time consuming, and perhaps psychologically diminishing flexibility in the early state of the actual operations.
- iii. The number of business is limited so as to allow a highly interactive environment. Classroom environment is identified as a key component of students' entrepreneurial workshop. The bulk of classroom time is devoted to students discussing their experiences. It allows free flow of business ideas with diverse concepts and experience.

It also provides an opportunity for students to experience the creative, intuitive and lateral thinking from various individuals. The world is moving from a natural resource based economy to knowledge based economy.

According to Aliu (2008), National Economic and social trends have shown "frequent changes in demand for different classes of goods and services, and for different types of skills and knowledge in such a way that education needs to easily adapt to the evolving scientific, technological and socio-economic changes. It is observed that the key to transforming Nigeria's strong natural resources is the creation of an appropriate human resource space through education. This appropriate human capital or resources space is the ideal educational environment for producing individuals with a mindset of self-reliant, creativity and high productivity ready to cope with this century world of work" (Aliu, 2007).

The lack of a sizable and vigorous entrepreneurial class, ready to and willing to accumulate capital and initiate production, indicates that in some developing countries private enterprise is not capable of spearheading the growth process of their countries.

Perhaps the government may have to take lead, so that other will follow suit (McConnell and Brue, 20023

In the opinion of Sagagi (2007) fostering an environment that encourages entrepreneurs to invest in technology and new activities is critically to be acquired economic growth in Nigeria. The task ahead is not the sole domain of the federal government.

Entrepreneurship educators/trainers could significantly contribute in the change process". The government can only perform its economic function by making sure that the rate of unemployment in country is drastically reduced, but that cannot be achieved through providing employment to all or teaming number of all employable into institutions.

Developing entrepreneurship has been identified therefore as a means of proving employable and powerful weapon for fighting poverty in the country As such schools should school should be seen not only as catering for knowledge creation and acquisition, but also centers for human empowerment and changing the psyche of our students from studying to get certificates and work, but instead of coming to school of entrepreneurial skill and work for themselves.

For this to be realistic our curriculum in school at all levels should be reviewed and also the teaching approaches must be change. There is need for complete change in approach in the education sector particularly in our policy direction and decision making processes which will pave way for a more realistic and attainable result.

There has been much discussion on Asian tiger economic and the importance of technical education in china and elsewhere. For a long time, the Chinese government invested heavily in developing technical experts, hoping that their well-trained workers would compete favorably against Americans and Europeans for jobs. But now, as China emerges as an important economic power in its own right, the Chinese wish to be leaders. They have discovered that to lead requires investing in the liberal art and sciences in the world.

China, for example has recently opened a new liberal arts university to encourage students to be more creative. It is encouraging its students to think outside the box, it nesting in small student-centered classrooms and embracing a more flexible curriculum. In doing so china is moving beyond its traditional vocational focus is its bid to become the world's economic leader. The Chinese know that the leaders of tomorrow will require a board education in the arts and sciences. And that they have embraced earlier so as to provide leadership for tomorrow.

This is the same conclusion reached by Yong Zhao in his book catching up or leading the way. Zhao, who was born and raised in China, grew up in the United States, and raised his family there, argued that Americans are being short-sighted in emphasizing technical

education and observed that what makes Americans education distinctive is not its obsessive focus on standardized tests, but the unquantifiable value of programs that promote creativity-the arts, music, theater, and extra-curricular activities. He concludes that even as Americans fall behind on international standardized tests- they continued to have the most competitive and creative economy precisely because of the broad education their children receive, an education that is overlooked international comparisons.

In short, the broad education provided by Washington's four-year institution crested the kind of people that their economy and society need. Perhaps no experiment speak more of this effort to go from being the world's technicians to its creative leaders than the opening of the new, New York University campus in Abu Dhabi. Funded by the Abu Dhabi's government, the China, know that the most creative student would be ill served by a narrow technical education. The world needs technicians, and Abu Dhabi wants to provide the next generation of innovators. The core curriculum is centred round four major areas; Pathways of world Literature; Structure of Thought and Society; Arts, Technology, and Invention; and ideas and Method of Science. In short, NYU-Abu Dhabi seeks to replicate the American liberal arts and sciences model for the world.

There are places in the United States, too, that are refocusing on liberal education. Business schools are increasingly arguing that their students need to receive more humanistic education in order to be better leaders and thinkers. Medical schools seek students who have a strong liberal arts background because they know that these doctors have just the creative capacities but also the empathy that future doctors will need. In short, both business and medical schools believe that it is not enough to have technical knowledge; one needs the broad foundation that only a liberal arts and sciences education provides.

The liberal arts and sciences matter for more than just economic reasons. Baccalaurean education prepares people for life. We hope that a democratic society offers its citizens the education necessary to lead to fulfilling lives. Moreover, in a traditional reaching back to the founding fathers, liberal education is intended to prepare students to be responsible and effective citizens. The nice thing, however, is that the four-years colleges' curriculum of liberal arts and sciences can do all these things. In helping students prepare to their personal lives and their roles as citizens, it also develop their creative, analytic, and thinking skill-the skills that other counties recognize have been the basis for Americans' economic global dominance.

Of course, Americans deserve more than that type of higher education. There is an important place in Washington for technical, vocational training. But, as their economic competitors know, they also need broader, creative education that will inspires new

ideas and new solution to current problems. They focused their resources on the former and forget about their latter. In a competitive global world, however, China, Abu Dhabi, and other countries will claim the ground that was abandoned. It's time for U.S.A to claim it-both to improve their society and to retain their competitiveness.

CONCLUSION

The wide spread and acceptance of entrepreneurship education is a clear indication of usefulness and importance in present realities. The development of entrepreneurship will go a long way in providing the necessary impetus for economic growth and development. It will be crucial in boasting productivity, increasing competition and innovation, creating employment opportunities and prosperity and revitalizing economies (SES, 2002, in Ritche and Lam, 2006)

In view of the above poverty eradication has been the major development challenge 1actng Nigeria and efforts have been tailored toward restructuring the Nigeria economy in the light of available resources and business opportunities.

Moreover, policies and programmes have designed to cushion poverty but to no avail (Adejimola and Olufunmilayo, 2009) it is proper to mention that policies and programmes on poverty eradication cannot be formulated and implemented hastily and frantically because the current education system and policies are deficient in providing the necessary impetus for suitable policies and development. It view of this complex satiation this provides entrepreneurship education an explanation. ft also challenges policy maker on the need to refocus their policies to nards entrepreneurship as a potential approach to participate in the emerging global knowledge economy and entrepreneurial society.

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