

# ENTREPRENEURSHIP DEVELOPMENT IN BUSINESS EDUCATION IN NIGERIA

*Adebayo Taiwo O And Fadare, Grace O (Mrs)*

## **Abstract**

One of the most vital aspects of economic growth and development in any country is the ability of individuals to promote, change and initiate developmental activities. Such individuals are the entrepreneurs that have the ability to identify needs within their environment, gather appropriate resources and implement actions to satisfy these needs. This paper thus examined the extent to which entrepreneurial creativity can be found in Business Education and the needs for entrepreneurship in Nigeria as an alternative for people's high dependence on white-collar jobs which are limited in supply. The role of Government in providing or encouraging entrepreneurship or self-employment education was also examined. The paper went further to examine the entrepreneur profile towards ensuring successful business enterprise. It also recommended among other things that business educators should continually research into the business education roots of entrepreneurship skill development so that business education can become a veritable tool for inculcating essential risk-taking behaviour in the products of the Nigerian educational system.

## **Introduction**

Business Education as a discipline occupies a high position of relevance in the socio-economic scheme of things in this country. It is observed that the course which lacked governmental and societal acceptance at its rudimentary stage now asserts itself as a sine-qua-non for personal, social and corporate survival of developing economies. In Nigeria today, acquisition of either middle-level or high-level business education skills has become a life-battling ambition of the literate class.

The unemployment situation, mostly among youths, has become a pinching economic problem that up till now keeps crying for solution. Thousands of school leavers and even University graduates are in the labour market in need of what to do for a living. Many of them are reluctantly awakened to jobs not so looked upon in those days. Jobs like "car wash", driving taxi cabs and buses, gate-keeping etc. to mention a few. Certificates are therefore turned useless with non-availability of white-collar jobs in both the public and private sectors.

Unemployment among school leavers especially graduates has always been attributed to the fact that most graduates are ill-equipped with sufficient skills for a particular job. Such people when given employment perform their duties very poorly. Olayinka (1981) noted that among the problems Nigerians have is lack of entrepreneurial or saleable skills.

1. Nigerian Youths in the present economy therefore require a system of education which should not only be functional but job-oriented in terms of demands of today. The National Policy on Education (1981) formulated the Business Education Curriculum as functional, practical, qualitative and an instrument for self-reliance and even national growth. It is in light of this that this paper wishes to address the following issues: The concept of Business Education, The concept of Entrepreneurship, Entrepreneurship Development in Business, Benefits of Entrepreneurship or self-reliance to Economic Development and the Role of Government in providing or encouraging Entrepreneurship or Self-Education.

## **The Concept of Business Education**

Ajayi (1986) defined Business Education as that aspect of the total educational programme that

provides the knowledge, skills, understandings and attitudes needed to perform in the business world as a producer and/or consumer of goods and services that business offers. Blockus (1975) defined Business Education as the Education which prepares students for entry into and advancement in jobs within business; and prepares them to handle their own business affairs and function intelligently as consumers and citizens in a business economy.

In another sense, Anao (1986) conceived Business Education to include the sum total of the knowledge, skills and aptitudes that are required for successfully promoting and administering a business enterprise. He gave the goal of Business Education as the production of manpower who possess the requisite knowledge, skill and aptitude for harnessing other resources and bringing them into a co-operative relationship yielding the goods and services demanded by society for the satisfaction of their wants and needs.

In a nutshell therefore, the goal of Business Education, as with other aspects of Vocational Education, was the provision of skills to the youths in an effort to fight unemployment, poverty, urban migration and ignorance in economic affairs.

### **The Concept Of Entrepreneurship**

Drucker (1983) sees an entrepreneur as any person who co-ordinates together functions of production and bears the risk or uncertainty of investing his scarce resources in business ventures. In doing so, he combines the managerial functions of planning, organizing, staffing, controlling and directing the business enterprise. Odusina (1975) sees Entrepreneurship as the process of using available capital in any form for business endeavours in an open and free market economy for the sole purpose of making profit.

From the foregoing, an entrepreneur can be seen as an individual who establishes and manages a business for the principal purposes of profit and growth, characterised principally by innovative behaviour and employs strategic management practices in his business. He is also a creative person, an innovator that links together factors of production and takes certain risks with a view of making profit or achieving some other goals of the business.

### **Entrepreneurial Profiles**

Human beings are all different; not only in the way they look but also in the ways they act and react to different situations. People who are capable of being entrepreneurs have special profiles, which non-entrepreneurs do not possess. Thus, the table provides detailed information in entrepreneurial traits.

**Table 1 Entrepreneurial Traits**

1.	Self Confidence	Confidence, Independence, Individuality, Optimism
2.	Task-Result Oriented	Need for achievement, profit-oriented, persistence, determination, hardwork, drive, energy, initiative
3.	Risk Taker	Risk-taking ability, likes challenges
4.	Leadership	Leadership behaviour, Gets along well with others. Responsive to suggestions, criticisms
5.	Originality	Innovative, Creative, Flexible (openness of mind) Resourceful, Versatile, Knowledgeable
6.	Future Oriented	Foresight perceptive

Source: Agonua, E. S. (2002) Cited in Book of Reading, *Business Education Journal 1(1)* pg 64

### Entrepreneurship Development in Business Education

Entrepreneurship development is a programme of human capital development. It is a requirement for instilling and preserving entrepreneurial climate in an economy. Entrepreneurship development may be described as a programme of integrating interactive development inputs aimed at increasing the supply of adequately trained entrepreneurs who are motivated to make a success out of their business ventures.

Uwameiye (1994) opined that it has been the traditional role of vocational education to prepare students in occupational knowledge, job skills and experience. The purpose of vocational education is gainful employment. It can be said that the purpose of education is defeated if the graduates after acquiring the necessary skills for employment cannot be gainfully employed and neither can the training be said to be successful if the graduates are only temporarily employed in jobs which lack job satisfaction.

Entrepreneurship in Business discipline as a vocational education is to prepare its graduates for self-employment in the face of massive unemployment trailing our graduates today. Uwameiye (1994) quoting Ehizogie, cited the Federal Ministry of Labour's report on the unemployment of craft personnel in Bendel State (now Edo and Delta States) 1990 - 1991 as shown in the Table 2

**Table 2: Unemployed Craft Personnel (Between 1990 – 91) in Delta and Edo States**

Quarter Ended	Number of Unemployed Persons
June 1990	2,873
September 1990	2,671
December 1990	1,110
March 1991	3,378

This report shows that craftsmen as many as 3,378 were unemployed as at March, 1991. These vocational education graduates and craftsmen possessed skills that should earn them employment.

According to Ekpenyong (1995) by 1986, about three million youths, three quarters of who were secondary school leavers were unemployed. In the light of this high rate of unemployment in

the country, the only solution to this is for such graduates to establish private enterprises in order to be gainfully employed and thus become owners of their businesses. This makes Entrepreneurship education a necessary dimension in the training of the effective business education graduates. Such Entrepreneurship education should have a theoretical input but with practical base in office automation and their simple maintenance principles. This ensures a competency-based programme.

### **Areas for Business Education Entrepreneurship**

The philosophy behind Business Education is to prepare the graduates for work which will earn them worthwhile living, and ensure the development of the society. A small-scale business can spring up from any type of business. Such businesses can be classified as follows:

1. Production of Basic Commodities;
2. Processing or Manufacturing;
3. Marketing; and
4. Business Services

Although, you find both literate and illiterate in all these businesses today, but a vital question is: how many of them, are successful in them? It is this question that calls for the introduction of Entrepreneurship or self-employment education for our students and graduates. It is one thing to own a business, it is another thing to be able to run it successfully.

Armed with the necessary skills, the Business Education graduates can venture into the following areas of businesses for the development of self and the society:

1. Establishing of a Secretarial Bureau/Business Centre;
2. Establishing and running of private vocational Schools;
3. Reprographic Services (duplicating, photocopying, computer, typesetting, printing and lamination);
4. Engaging in office machines sales and servicing;
5. Establishing daily, weekly, monthly and yearly thrifts and loan services;
6. Running a Secretarial company consultancy; e. g. Registration of business, filing of Annual Accounts;
7. Servicing as a Bilingual/Legal/Medical Secretary;
8. Supplies and distribution;
9. Communications/Public Relations Services;
10. Stationery and Book sales;
11. Contracts.

### **Benefits Of Entrepreneurship or self-employment Education**

An individual, who promotes change and initiates developmental activities, is a major contributor to the economic growth of a nation. These types of persons are the entrepreneurs because they have the ability to identify needs within their environment, gather appropriate resources and implement action to satisfy those needs.

Meanwhile, the Entrepreneurship or Self-employment education\* is beneficial to individuals, their families, the society and the government or the nation at large.

Gains of Entrepreneurship or self-employment education to the individual are as follows:

1. It provides self employment (Employment creation);
2. Local Resources: by utilizing local resources, entrepreneurs increase their value such as conversion of waste products into useful products;
3. Diversification of business;
4. Promotion of Technology: by being creative entrepreneurs are able to contribute to the utilization and development of block making, ice-cream, pop-corn, washing machine etc.
5. It makes him to be self-satisfied and independent;
6. It enables him to work for and enjoy business profit;

7. Capital formation: Entrepreneurs create wealth e.g. by paying salaries and wages to their employees and encourage good banking habits;
8. Promotion of an Entrepreneurial Culture: Entrepreneurs become models to be imitated by potential entrepreneurs because of the successful images already portrayed by the existing entrepreneurs.

### **The Role of Government in Providing or Encouraging Entrepreneurship or Self-employment Education**

It has earlier been stated that the need for entrepreneurship or self-employment is borne out of economic and social dangers of unemployment. In order to promote entrepreneurship and manpower training and development for the economy, the following Agencies were established by the Federal Government:

**(1) Industrial Training Fund (ITF)**

The Industrial Training Fund was established by Decree No, 47 of 8th October, 1971 with the aim of promoting and encouraging the acquisition of skills in Industry and Commerce with a view to generating a pool of indigenous trained manpower sufficient to meet the needs of the economy (ITF Pamphlet).

**(2) National Directorate of Employment (NDE):**

The Federal Government of Nigeria in her effort to ensure that her citizens are self-employed established the National Directorate of Employment in 1986. It is the belief of government that this agency will reduce unemployment which is a bane of our society. The agency's operations include "re-activation of public works, promotion of direct labour, self-employment, organisation of artisans into co-operatives and encouragement of culture of maintenance and repairs". It is managed by a Board of Directors representing a cross section of all interest groups from industry, commerce, agriculture, finance, employers etc.

The agency designed four cardinal programmes in order to carry out its responsibilities.

These programmes or schemes are:

**(1) Youth Employment and Vocational Skills Development Programme:**

This programme is popularly called the Vocational Skills Development (VSD). Its main focus is the training of primary and secondary school leavers on the vocations of their interest. In order to implement this programme, the following schemes were designed:

- (a) National Open Apprenticeship Scheme (NOAS);
- (b) School on Wheels Programme (SOW);
- (c) Waste to Wealth Scheme;
- (d) Resettlement Loan Scheme;
- (e) Disabled Work Scheme.

**(2) Special Public Works Programme:**

This programme was established to employ unemployed citizens in the construction and maintenance of socially beneficial projects e. g. roads.

**(3) Small Scale Industries and Graduates Employment Programme:**

This programme was designed to provide loan capital for prospective entrepreneurs. It is divided into two:

- (a.) Graduate Self-employment Scheme (Entrepreneurship Development meant for fresh graduates);
- (b) Mature People Loan Scheme (meant for retired or retrenched people).

**(4) The Agricultural Programme:**

It was designed for two categories of unemployed people namely:

- (a) Unemployed graduates;
- (b) Unemployed primary and secondary school leavers.

It is meant to provide self-sufficiency in food production through allocation of hectares of land

and provision of loan.

(5) **National Poverty Eradication Programmes (NAPEC):**

The National Directorate of Employment is given the responsibility of eradicating poverty in Nigeria. In order to achieve this goal, four schemes were designed to carry out the activities of the relevant institutions. These schemes are as follows:

- (a) Youth Empowerment Scheme (YES)
- (b) Rural Infrastructure Development (RIDS)
- (c) Social Welfare Services Scheme (SOWESS)
- (d) Natural Resource Development and Conservation Scheme (NRJDCS)

**Recommendations**

The following recommendations give direction for improving business education through entrepreneurship development:

- 1) To effectively train graduates of business studies for self-reliance, those who teach them should be adequately educated to ensure a competency-based education in entrepreneurship.
- 2) Business teachers should be encouraged to start their own business in order to learn in very practical ways the dynamics of starting and managing their own businesses.. Such will enhance their teaching of entrepreneurship education.
- 3) The government should, through the appropriate organs provide loans to business education graduates to establish their own ventures as a veritable way to alleviate poverty.
- 4) The loans granted should be monitored by the agency to ensure that they are not mismanaged while offenders should forfeit the "projects" on which the money has been diverted to the government or such offenders should be prosecuted for breach of the agreement.
- 5) Business educators should conduct more researches into the business education roots of entrepreneurship with a view to establishing other critical success factors.
- 6) The elements of critical success factors should be incorporated into business education textbooks, curriculum objectives and business teacher education programme.
- 7) Government should create the enabling environment that is favourable for entrepreneurship to thrive. This can be done by reducing bureaucratic bottlenecks and increasing access to economic opportunities for potential entrepreneurs.
- 8) The current curriculum in Business Education should be reviewed to incorporate more entrepreneurship education which should be competency-based.
- 9) The government, both Federal and State, should be properly advised to set aside funds annually for encouraging youths who have interest in setting up their own businesses. Such funds for the procurement of fixed assets should be interest free.
- 10) The world is global and everything therein changes day-in, day-out. Therefore, Business Education Department should endeavour to build strong linkages with successful entrepreneurs, and enterprise support and promotion agencies. This will help to sustain and keep entrepreneurship development in touch with current realities.

**Conclusion**

Nigeria is blessed with adequate market size and composition due to its population size, geographical location and economic advantages. In the Economic Community of West African States (ECOWAS), Entrepreneurship in Nigeria is like gold in the shallow layer of a mine just waiting to be mined.

However, the fear of risk is the beginning of failure in any life venture, just as those who fail to plan have planned to fail. Entrepreneurship is like life. Both are short, full of risk and have no guarantee, so it is better to try and fail than to fail to try. Experience has shown that for any venture to succeed, the owner of such venture must have a determined mind, knowing what to do, how to do it, who to do it and the financial ability to execute such venture.

Entrepreneurship always reminds us that the people who succeed in any venture are the efficient few. They are the few who have the ambition, courage and the will power to develop themselves. If you are one of them, come aboard the vessel of entrepreneurship, if you are not, try to develop your mind so that

you would be able to think actively, so as to help your nation and even yourself.

In a nutshell, Ojukwu (2000) emphasized that entrepreneurship development holds the key to the emergence of small business enterprises. Consequently, the present and the future of business education ought to be geared towards the development of entrepreneurship as this will form the major route to overcome the massive unemployment prevailing in our society today.

### **References**

- Agomuo, E. E. (2002). Entrepreneurship Skills Acquisition Models for Small Scale Business Management Book of *Readings, Business Education Journal*, 1 (1) pg. 64.
- Ajayi, S. A. (1986). The Relevance of Business Education in the Present Educational System (6-3.-3-4). Paper Presented at the Business Education Week of Business Education Students Association, Ondo State College of Education, Ikere-Ekiti.
- Amao, A. R. (1986). The Role of Business Education in a Developing Economy *Business Education Journal* 1 (1).
- Drucker, P. (1983). *The Practice of Management* London: Heinemann Limited
- Ekpenyong, L. E. (1995). *Foundation of Vocational Education: New Directions and Approaches*: Benin City: Supreme Ideal Publishing International Limited.
- Federal Republic of Nigeria (1981). *National Policy of Education* (Revised 1981) Lagos: Federal Government Press.
- Odusina, B. (1975). *Some Thoughts in Curriculum Development for Successful Entrepreneurship hi Nigeria*, Lagos; Centre for Managerial Development.
- Olayinka, B. (1989). Contemporary Problems and Challenges for Nigerian Vocational and Technical Education. A Conference Paper Presented at the 1989 International Conference of the National Vocational Association (NVA) 5th- 7th October, 1989 Pp. 5-8.
- Ojukwu, K. (2000). Entrepreneurship Development In Business Education; Critical Success Factors in Starting Small Business Enterprise *Business Education Journal* 3 (3), October, 2000.
- Popham, E. I., Schrag, A. E. and Blockhus, W. (1975). *A Teacher Learning System for Business Education*^ New York: McGraw Hill Book Company.
- Uwameiye, R. (1994). Vocational Education and Entrepreneurship *Technical Education Toady*,, Vol. No 5 No 1 and 2: Kaduna: National Board for Technical Education.





