

ENTREPRENEURIAL EDUCATION AND JOB CREATION IN NIGERIA

Endurance Gabriel Udo

*Department of Economics,
College Of Education,
Afaha Nsit, Nigeria.*

Ene Edet Ene

*Department of Economics,
College Of Education,
Afaha Nsit, Nigeria.*

and

Chukwunonso Valentine Amoke

*Department of Economics,
College Of Education,
Afaha Nsit, Nigeria.*

Abstract

Entrepreneurial education have been identified globally as a strategy to curb the rising trend of unemployment, poverty, inequality as well as lessen the dependency of school leavers, undergraduates, graduates of tertiary institutions and youths generally on government employment so as to raise their standard of living and promote the economic growth of Nigeria. This discourse examined the relationship between entrepreneurial education and job creation in Nigeria using the descriptive technique. The policy implication of the study is that there is an urgent need to take entrepreneurial education seriously since it as an avenue for job creation as well as poverty reduction in the society thus there should be adequate funding and equipping of the entrepreneurship education centres/units/departments of the Universities, Polytechnics and Colleges as well as emphasising on the teaching and training of students towards inculcating entrepreneurial skills that can make them to be self-employed.

Keywords: Entrepreneurial Education; Entrepreneurs; Entrepreneurship.

The high rate of unemployment in Nigeria and the desire for the managers of the Nigerian economy to reduce the level of unemployment and poverty in the economy so as to help better the lives of the populace motivated this study. Unemployment in Nigeria looms large as a result of the disequilibrium between requirements for labour market and lack of pre-requisite skills by applicants (Diejohan, and Orimolade, 1991; Debalen, Oni and Adekola, 2000). Furthermore; the unemployment situation is aggravated by lack of entrepreneurial education. The developed economies experiences in connection to the functions carried out by entrepreneurship indicate that the value of entrepreneurial education cannot be neglected particularly in emerging economies. Its importance and role to the growth of small and medium scale industries in the many developed and emerging economies such as USA, Sweden, India, Malaysia, Brazil and Singapore, cannot be overemphasized in relation to employment generation. (Tijani, Oyenyi&Ogunyomi, 2012).

Entrepreneurship

The term "entrepreneur" is gotten from *entreprendre*, a French word meaning to undertake. Researchers in Economics from the era of Adam Smith up to the era of the neoclassical, the Economists of English and American origin as well as the Economists in German School all have their different point of view of how an entrepreneur perform in an economy. It is widely believed nevertheless that wealth creation do not depend only on land, labour and capital. Even as the value of these essential useful factors of production is acknowledged, an entrepreneur or the organizer role is very vital. This key role of an entrepreneur explains why entrepreneurial education should be taken seriously in an economy since it is a veritable tool for creating employment, increasing income and reducing poverty.

The concepts of Entrepreneurship and entrepreneurship education have been recommended as the panacea to the menace of lack of employment and poverty affecting young people and Nigeria's graduate since it will make them unable to create both jobs and wealth (Midea,2004;Izedonmi,2009 &Unachukwu,2009). Small Business Service (2005), opined that "the possession of entrepreneurial skills to create new knowledge- based social enterprises is vital in addressing these social and environmental issues effectively". In the present of rising unemployment and economic hardship, entrepreneurial activities can promote economic growth and development, generation of employment as well as reduction in the level of poverty (Unachukwu, 2009).

Origin of Entrepreneurship Education

The foremost course for graduate in entrepreneurship was taught at Harvard University in 1947 by Professor Miles Mace (Katz,2003 &Vyakarnam2009). Fry (1992) notes that entrepreneurship was among the disciplines that has the fastest growth in the U.S.A in the 1990. In fact in early 21st century, as much as 1600

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universities in North- America offered different entrepreneurship courses in relation to only two dozen in the 1970s (Inegbenebor,2005). In United Kingdom, the few courses were launched in entrepreneurship in the 1980s jointly with the first initiative for enterprise in United Kingdom for higher education (Elton, 1991,Kirby, 1989 &2005 ,Volkman, 2004).The expansion of entrepreneurship education and the successive addition of the discipline into the United Kingdom universities curricula have been linked to the desire to serve the modernization business enterprises and to turn out graduates who possess good businesses skills.

Nigeria entrepreneurship education could be traced to mid 1980's when the economy failed as a result of instability in the political environment as well as lack of consistencies in the social-economic policies of various governments. Consequently, there was high rate of youths and graduate unemployment (Arogundade,2011). Tertiary institutions graduates did not have sound skills and knowledge that make them to become self-reliant. This knowledge and skills gap made entrepreneurial education to be introduced because of the belief that the beginning of entrepreneurial education in higher institution would enable graduates acquire skills and be self-reliant and subsequently control the rate of unemployment (Nwangwu, 2006).

Entrepreneurship education is a type of education which makes people to be reactive to their individual, family and general wants and aspirations. Entrepreneurship abilities comprise of, skills and intellectual consciousness required to comprehend the operation of business enterprises. Entrepreneurship education entails individual development of attitudes, behaviours and capacities. It also deals with the utilization of those skills and attitudes that can take various forms throughout a person career; creating a variety of benefits in the long-run to the community and country. According to Anho (2011),the concept of entrepreneurial education is connected with diverse attributes which include but not limited to the following: Innovation, creativity, risk taking, initiative, visionary, focus, determination, team spirit, resourcefulness, financial control, self-confidence, versatility, knowledgeable, dynamic thinking, optimum disposition ,originality, people oriented, flexible in decision, reactions to suggestions and criticism, need , achievement driven, profit oriented, persistent and persevering , energy for hard work, adjustment to challenges and future-looking.

Arogundade (2011) observes that entrepreneurship education provide the students of tertiary institutions with the skills that will make them self-reliant and enjoin government and other stakeholders in the educational sector to ensure that educational activities at every educational level are made important to offer youths and graduates the required skills for entrepreneurship. Entrepreneurship education has to do with imbuing in students' abilities and entrepreneurial capacity on the way to start a business enterprise as their career.

Paul (2005),opined that the aims of entrepreneurship education are to : (1) give functional education to young people to employ themselves and not to depend on government.(2) give young graduates with sufficient training so that they can be

creative and innovative in knowing fresh opportunities in business and establishing a career in small and medium scale businesses (3).Jessen the predominant level of poverty and rural-urban drift (4) create jobs and act as a channel for growth and development of the economy among others. The constraints that hinder the growth of entrepreneurship education are the following: paucity of capital, unsteady macro-economic environment, lack of infrastructural development etc. (Ayodele, 2006).

Unachukwu (2009) point out the issues affecting entrepreneurship education in Nigeria to consist of finance, manpower and education, data, lack of infrastructures and good attitude for entrepreneurship. She stressed the need for the youth to embrace entrepreneurial education. The government, the Nigerian Universities Commission (NUC), professional bodies like ICAN and the academia have been fascinated by it. Specifically, some universities are redesigning their curricula and their mode of operation to give room for the training of their students in practical skill to boosts entrepreneur ship. The Federal Government of Nigeria gave instructions through the Nigerian Universities Commission (NUC) to all Universities in the country to set up Entrepreneurship Development, centres to offer entrepreneurship course to students in Nigerian universities. Thus, the NUC has made Course on Entrepreneurship Development (CED) to be compulsory for every graduate in Nigeria irrespective of their disciplines since year 2000.

The planned objectives of the national policy are to: (1) improve the capacity of youths to expand positive, independent and innovative thinking process and overall entrepreneurial mindset and (2) the improvement of vocational skills to encourage future graduates towards business and creation of wealth .A current investigation of undergraduates in the university on their insight of CED by one of the authors indicate these objectives might be far from being actualised based on the current traditional model. Conversely, because of the way entrepreneurial programmes have been embraced globally, it was recommended by Volkmann (2004) that entrepreneurship will happen to "the key academic discipline for business education in the 21st century".

Entrepreneurship acts as suppliers to other enterprises and bigger businesses, factories or industries. These could include farm produce such as; cocoa for food and beverage manufacturing industries, rubber for plastic and applied product industries, cassava and yam for chips, flour and other allied products industries etc. The supply of such products to bigger factories and organization makes an entrepreneur to have more economic power and self fulfillments, it promotes indigenous raw materials, it assists in utilization of resources, leads to creation of empowerment, control unemployment and eliminate poverty.

Therefore, entrepreneurial education help entrepreneurs live a important and satisfying life and assists to develop the national economy (Gibb, 2002, Agweda and Abumere, 2008). Entrepreneurship education helps in the acquisition of skills for team-building essential for both small and large level businesses. Entrepreneurship education is valuable in enhancing programmes for poverty alleviation among graduates

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in universities as well as undergraduates which later, assists to control militancy among youths thus, encouraging security in the country by providing career opportunities such as: Agriculture crop production, Animal husbandry, Barbing , Beauty care, Coal production and sales, Clothes dyeing and tire, Driving career (cars, keke&okada), Iron and steel production, Money collection (daily/monthly contributions), Paper and pulp, Petroleum/petrochemical production, Poultry, Soap and detergent production, Wood treatment, Sewing and fashion design, Petty trading, Car wash, Waste Management Technology, Information Management Technology, Recharge Card Business, Pure Water Businesses, Research Writing, among others.

Trends and Practices of Entrepreneurial Education in Selected Countries

United Kingdom

For instance, in England and Wales, at the fourth stage of their education system, (age 14 -16) enterprise education is incorporated as being compulsory to pupils at this stage. Similarly, every pupil from PI through to S6 in Scotland has a privilege to participate in enterprise activities each year and, in addition, pupils in S5 and S6 have theright to case studies in terms of local and Scottish business. According to Nwadiani (2011) in England the Department of Education introduced national guidance on enterprise learaing.It was made available to student's instructors and make known to all students in secondary schools making enterprise as component of the statutory work-related learning in all secondary education in England.

China

People's Republic of China has a viable Education system. It is obligatory for students' attendance at school for at least nine years. Since the conclusion of the cultural Revolution (1966-76), the Chinese education system has been geared toward modernization of the economy and widespread promotion of social fairness. In the early 1980's - the post-Mao Zedona Chinese communist party leadership, science and technology education became a vital focus of policy of education. By 1986, training skilled personnel and increasing scientific and technical knowledge became highly prioritized.

Although the humanities were considered essential, vocational and technical skills were considered dominant for meeting the modernization goals in China. Though there was no entrepreneur ship education but the vocational and technical education have aspects of entrepreneurship - skill acquisition. There are; job-finding centers and other adult skill and social training institutes. For reason of re-structuring the economy and urbanization, the government remodelled vocational education towards creating jobs and focusing on meeting society's demand for good quality skilled workers in modem manufacturing and service industries, and training rural labourers moving to urban areas. Spare-time education for workers and peasants and

literacy classes for the entire adult population formed components of China's basic education to make the citizens germane to themselves and the country.

Recent Entrepreneurial Initiatives by the Government in Nigeria

Development Finance Institution (DFIs) was set up by the Federal Government of Nigeria at diverse times to promote the entrepreneurial developments in the form of small and medium scale enterprises in Nigeria (Osemeke,2012).The DFIs include:

- (i) The Nigerian Agricultural, Co-operative and Rural Development Bank (NACRDB)
- (ii) Nigeria Export-Import Bank (NEXIM)
- (iii) The Federal Mortgage Bank of Nigeria (FMBN)
- (iv) Bank of Industry (BOI) and
- (v) Urban development Bank of Nigeria (UDBN).

Recently, SMEDAN have started training of graduates under National Youth Services Corps (NYSC) on investment and entrepreneurial skills under the Corpers' Entrepreneurial Programme (CEP) to assist the exploitation of the opportunities that flourish in the small-scale industry in the country. Some of the present interventions by the government to positively employ the youths in national development through promoting entrepreneurship and providing job opportunities include:

1. The W200 billion Micro, Small & Medium Enterprises (MSMEs) Development Fund to provide cheap and long term financial resources for the development of the MSMEs sector in Nigeria;
2. The N100 billion Textile Revival Fund (TRF) for the resuscitation of the cotton, textile and garment Industries which has been comatose and moribund;
3. The Public Works and Women/Youth Empowerment Scheme (PW/WYE) was launched by the Federal Government of Nigeria to create immediate employment opportunities for women and youths in labour intensive public works;
4. The Youth Enterprise with Innovation in Nigeria (YouWIN) programme is a collaboration of the Federal Ministries of Finance, Communication & Technology and Youth Development to organise an annual Business Plan Competition (BPC) for aspiring young entrepreneurs in Nigeria and provide a one-time equity grant of #1 to #10 million to 1,200 selected aspiring entrepreneurs to start/expand their business concepts and mitigate start up risks. It is aimed at generating some 80,000 to 110,000 new jobs for unemployed Nigerian youths over a three-year period.
5. The Niger Delta Amnesty Training Programme has been engaged in the training of youths at various institutions in Ghana, South Africa, the Philippines, Russia, Ukraine, India and elsewhere. Also, more than 5,000 youths have been enrolled in formal educational institutions and vocational centres within and outside the country. To date, over 5,000 beneficiaries have graduated in such skill fields as welding & fabrication, entrepreneur ship, pipeline-fitting, carpentry & plumbing, oil drilling, electrical installation, ICT, and marine-related vocations.

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6. Petroleum Technology Development Fund (PTDF) was established to promote and upgrade petroleum technology and manpower development through research and training of Nigerians as graduates, professionals, technicians and craftsmen in the fields of engineering, geology, geo-sciences, management, economics and relevant fields in the petroleum and solid minerals sectors in Nigeria and other countries of the world.
 7. The NYSC Venture Price Competition was introduced by the CBN to sensitize and create awareness in Nigerian youths, awaken their entrepreneurship expertise and orientate serving youth corps members towards seeking alternative employment options.
 8. The N200 billion Commercial Agriculture Credit Scheme (CACCS) finances large ticket projects along the agricultural value chain, in addition to the older Agricultural Credit Guarantee Scheme (ACGS). The CACS has disbursed over N 158.39 billion for 203 projects owned by 175 private promoters and 27 state governments & the FCTA, with 5,910 jobs created.
 9. The Nigeria Incentive-Based Risk Sharing System for Agricultural Lending (NIRSAL) is a partner of the CBN, UNIDO and Alliance for a Green Revolution in Africa. It was developed to boost access to bank financing for agriculture by de-risking the agricultural and financial value chains through the adoption of risk sharing approaches.
 10. The N200 billion Refinancing/Restructuring of SME/Manufacturing Fund to enable banks refinance and restructure their existing loan portfolios to SMEs and manufacturing firms.
 11. The Power & Aviation Intervention Fund (PAIF) has disbursed some N144.60 billion to Deposit Money Banks (DMBs) for 10 power and 11 aviation projects as well as generated numerous jobs.
 12. The N200 billion Small & Medium Scale Enterprises Guarantee Scheme (SMECGS) of the CBN promotes further SME access to credit. In barely two years, the scheme has disbursed over N1 billion to 20 qualified applicants with attendant boosts in their businesses and employment generation.
 13. The young entrepreneur scheme of the Federal Government of Nigeria.
 14. The Graduate Internship Scheme of the SURE-P
 15. YOU WIN Programme
- Source :Odia and Odia (2013).

Entrepreneurial Education and Entrepreneurial Skills

General Business Skills - Some common or major entrepreneurial skills of successful entrepreneurs are identified to be: Sales and marketing skills, prudent money management or sound financial Knowhow skills, very strong self-motivation skill, effective time management skill, and high and flexible administrative skill If watch very closely, a lot of these skills have to do with the person, the ideas, products and services. In

fact, until people accept an entrepreneur, they may never accept the product or service. Other skills include:

Sales and marketing skills- To draw the right customers, sustain their loyalty and consequently make target revenues and profits will clearly need good skill in communication..

Financial know-how skills and money management- Not many people can manage or handle money .There are others who money can control. Some become temporarily insane when they see a volume of money that they have never seen before. To succeed as an entrepreneur, you must know how to

i. Manage money well.

ii. Source for funds from the right sources at the right time and at the right cost of capital.

Funds include long term capital and working capital

Self-motivation skills- Encouragement from others is good but self-encouragement is the best. An entrepreneur need it to succeed if people want to discourage or disappoint the enterprise. Self motivation skills include: internal locus of control, self-starter with a clear desired goal in mind, having self-confidence and being diligent and possessing extra drive and commitment to set goals.

Time management skills- Successful entrepreneurs must manage their time effectively.

This is because:

(1)Time is money.

(2)Time is life

(3) Entrepreneurship opportunity has time-limit

(4) Time management is very important for business success and

(5) Self-management is very critical for effective time management. The key to using time effectively is through better management. Entrepreneur achieves better time management through time budgeting. The specific ways to make better use of time include: establishing goals, determine deadlines and allocating time for each important activity (Osemeke,2012).To manage time the entrepreneur must: (1) have a time table or schedule of activities to be done and keep to it as much as possible (2) employ delegation freely without fear. The entrepreneurs must categorised priorities into the following: i -urgent activities that demand immediate attention

ii -urgent but not important activities

iii - not urgent but important activities

iv -not urgent; not important.

They must give priority to (i) and (iii) because by performing them, time is reduced for activities (ii) and (iii), and manage meetings and relationships with other entrepreneurs.

Administrative skills- Administrative skills include: organizing, coordinating, directing, planning and general management etc.

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Technical, Analytical and Human Relation skills- Accountants are by training, normally technically skilled. They must also develop and possess conceptual, analytical and human relation skills to be successful entrepreneurs. Others are business planning, idea generation, negotiation and risk analysis and management skills.

ICT Skills- Graduate entrepreneurs should have Computer and ICT skills because of the era we live in, the dynamic environment they will have to operate on day to day basis and the various technological changes and demands they will face,

Conclusions and Policy Implications

Since the importance of entrepreneurial education cannot be over emphasised coupled with the problem of unemployment and poverty bedeviling Nigeria, there is therefore an urgent need to take entrepreneurial education seriously since it as an avenue for employment generation as well as poverty reduction in the society. Since its benefits are enormous, adequate steps should be taken to encourage entrepreneurial education by providing at the various levels of governance-federal state and local government, suitable environment through proper curriculum planning and implementation, and by proper funding and equipping of the entrepreneurship education centres/units/departments of Universities, Polytechnics and Colleges.

Furthermore, the entrepreneur education in Nigeria should emphasis on the teaching and training of students towards inculcating entrepreneurial skills that can help them to be creative, innovative so that they can develop feasible business plans and set up new business ventures so as to lessen the dependence on government employment.

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