

---

## Effective Management of Entrepreneurial Education in Nigeria: A Way Forward

---

By

**EMMANUEL UMEZURUIKE**  
*Akanu Ibiam Federal Polytechnic,  
Unwana, Ebonyi State.*

### **Abstract**

*Recently, entrepreneurial education came to focus in education management in Nigeria. It draws attention to the need for students to be self-reliant after going through training. The paper studied the meaning of entrepreneur and entrepreneurial education, strategies for effective management of entrepreneurial education and challenges facing entrepreneurial education. In consequence, there should be a concerted effort by government, parents, and society in ensuring that adequate attention is given to management of entrepreneurial education, in order to have well trained personnel that will in turn produce full baked graduates for the nation.*

Since early 1980s, Nigerian government has continued to pursue policies that are aimed towards self-reliance of her teeming population. Inline with this, the government has introduced entrepreneurial skill/education in her educational system. The campaign for self-reliance has also been taken to homes, streets, community centres, churches, markets places etc in other to achieve the desired outcome. Institutions such as National Directorate for Employment (NDE), Small and Medium Scale Enterprises Development Agency of Nigeria (SMEDAN) aimed at fresh graduates and young school levers to acquire skills and funds that will help them to effectively manage their own business were put in place. The initiatives of World Bank, African Development Bank, Central Bank of Nigeria (CBN), Bank of Industry, NERFUND, NACRDB, etc towards Small and medium scale enterprises are all meant to develop entrepreneurship in the economy.

Again, in our educational institutions, the series of training and retraining programmes for teachers, introduction of entrepreneurial studies in secondary and tertiary curricula and supply of facilities and equipment for entrepreneurial education,

are all aimed towards promoting knowledge and self-reliance amongst teachers and students.

The need for entrepreneurial education started in mid 1980s due to unemployment and high poverty occasioned with policies such as, policy banning importation of certain goods into the economy, Structural Adjustment Programme (SAP) which among others, aimed at sourcing our own raw materials for the industries locally, Import Substitution and Local Content programmes. Ndelekwute (1994) in Esomonu (1998) noted that organization of African Unity (OAU) urged its members to stop or minimize the export of her raw materials to the developed or industrialized nations, in order to reduce the importation of goods and to look inward to help themselves in what was described as “backward integration”.

The current 6 – 3 – 3 – 4 system of education introduced in 1981 would have helped get rid of the impediments to entrepreneurial education in Nigeria but the implementation has some problems. It was predicted upon lifelong education in which educational activities would be “centred on learner for maximum self-development and fulfillment (NPE, in Ogunjobi (ND 246). The National Policy on Education is an appropriate reference point for the use of education as an instrument per excellence for entrepreneurial development (Esomonu, 1997). For instance, government and donor agencies supplied many plants and machines for use in schools and some industrial training centres but till now, these equipments are not in operation partly because there are no qualified or trained personnel that can operate these machines accordingly. Thus, the implementation of NPE was punctured such that entrepreneurial objectives are not fully achieved.

The failure of the educational system to inculcate the philosophy of entrepreneurial education in students has led to failure in management of entrepreneurial education. Esomonu (1997) noted that, part of the aims of Higher Education according to National Policy on Education is “the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community”.

### **The Concept of Education**

Education has remained a difficult and contentious concept to define. This is because the presence of differing perceptions have given rise to various ‘descriptive’ and ‘stipulative’ definitions that arose philosophical challenges (Graden, Zins & Curtis, 1988). In defining education, four criteria are considered. They are, content, process, methods and the effectiveness of the products. ‘Education’ is knowledge or abilities gained through teaching/ learning. It involves structured effort, time and money towards the education of the recipient. On one aspect, it is seen as the act of experience

that has formative effect on the mind, character or physical ability for the purpose of accumulating knowledge, skills and values. It brings 'up', forth or out what is learnt in the behavior of the individual.

In general terms, it is the process of transmitting societal norms, values and desirable attitudes from one generation to another. It is the process of teaching and learning for the development of knowledge and skills so as to prepare individual to live happily with themselves and others in the society.

Chahan (1976) in Ogunjobi (ND) defined education as the process of shaping individual's behavior for adequate adjustment in the society; while Graden et al (1998) see the process of education as whenever any influence produces a change in the physical and mental behavior. It is the improvement of the intellectual capabilities of the beneficiary, his/her acquisition of some essential skills and a further elevation of the person from the position of low value or status to one of higher value and recognition (Esomonu 1997). Perkins (1973) in Onah (2006) noted that no country and no people have the chance of being part of the modern world and providing the leadership necessary for a modern society, if only a very small fraction of its citizenry acquires college education. Fafunwa (1991) in Ayeni & Adasua (2010) described education as all efforts conscious and direct, incidental and indirect, made by a given society to accomplish certain objectives that are considered desirable in terms of individuals own needs and the needs of the society where the education is based.

### **The Entrepreneur and Entrepreneurship Education**

Cantillion (1972) in Nebo (2012) first used the term entrepreneur in his "essai Sur la nature du commerce on general". He saw an entrepreneur as any one who operates where expenditures are known and certain but incomes are unknown and uncertain. Esomonu (1997) defined entrepreneur as risk-taking organizers of production.

Entrepreneur is an innovating individual who has developed on going business activity where non existed before. Meredith (1983) in Arogundade (2011) defined an entrepreneur as a person or persons who possess the ability to recognize and evaluate business opportunities, assemble the necessary resources to take advantage of them and take appropriate measure to ensure success.

Omolayo (2006) in Arogundade (2011) opined that entrepreneurial education is the act of starting a company, arranging business deals and taking risks in order to make a profit through the education skill acquired. It seeks to provide people with the knowledge, skills and motivation to encourage entrepreneur success in a variety of settings. Another view of entrepreneurial education is the term given to someone who

has innovative ideas and transforms them to profitable activities. According to Ayeni & Adesula (2010), focus on realization of opportunity makes entrepreneurial education distinct. Entrepreneurial education opportunity can be realized in several ways, such as through opening a new organization (starting a new business), through promotion of innovation or introduction of new products or services or markets in existing forms, in what is called corporate entrepreneurship or interpreneurship. Esomonu (1997) contributed that for entrepreneurial education, the range of production for which the entrepreneur sticks his head, his initiative and resources, should go beyond factory production to include the provision of personal services such as the supply of security guards, the marketing of industrial products such as sole agents, the collection of broken bottles and plastic products for recycling and the setting up of one's own workshop or business centre.

The quality of education, training and attitude one possesses determine how productive he becomes. Ndeche and Obienyem (1994) in Esomonu (1997) opined that through process of right type of education which emphasizes skill acquisition and managerial ability, entrepreneurship can be achieved.

### **Objectives of Entrepreneurial Education**

Paul (2005) in Arogundade (2011) itemized the objectives of entrepreneurial education are as follows:

- a. To offer functional education for the youth that will enable them to be self-employed and self reliant.
- b. Provide the youth graduates with adequate training that will enable to be creative and innovative in identifying novel business opportunities
- c. To serve as a catalyst for economic growth and development.
- d. To offer its beneficiaries with adequate training in risk management to make certain bearing feasible.
- e. To reduce high rate of poverty
- f. To create employment generation
- g. To provide beneficiaries with enough training and support that will enable them to establish a career in small and medium sized business
- h. Reduction in rural-urban migration
- i. To inculcate the spirit of perseverance in youths and adults which will enable them to persist in any business venture they embark on.
- j. To create smooth transition from traditional to a modern industrial economy

### **Management of Entrepreneurial Education in Nigeria**

Kolapo (2008) in Ayeni and Adesua (2010) maintained that a poor education system which does not guarantee good employment for the people only leads to a situation where a legacy of poverty is the only inheritance that poor can bequeath to

their children unborn, the unborn generation included. The above statement underscore the importance of effective management of entrepreneurial education. The Nigerian government seems to have woken up to the reality that the country need to breakaway from the vicious cycle of poverty, infrastructural neglect, corruption and other social problems.

Many individuals have difficulties in translating their business ideas to realities and creating new business ventures because of lack of necessary information and skills needed to achieve their targets. (Kolawole and Omolayo (2006) in Arogundade 2011).

Until recently, education curriculum was oriented towards making graduates suitable only for white collar jobs. It was with the introduction of NPE in 1981, that the foundation for entrepreneurial education was laid in Nigeria. Up till now comprehensive implementation of the blueprint for entrepreneurial education has not been achieved. The neglect of effective management of entrepreneur education in Nigeria is rubbing the nation the contribution her graduates would make in the economy. Recently, World Bank Step B programme was introduced into Nigeria education system; through the programme, equipments are being supplied to education institutions, staff and students are being trained, retrained and sponsored.

Tertiary Education Trust Fund (TETFund) provides funds for academic development of Nigeria Universities, Polytechnics and Colleges of Education as follows:

- a. Funds for Physical infrastructure and provision of equipment
- b. Funds for academic staff training and development (AST & D) programme
- c. Funds for library development, institution based research and academic manuscripts/books publication
- d. Funds for teaching practice, entrepreneurial study centres (ESC) and journal publication; and
- e. Funds for ICT projects (TETFund, July 2012:6-19).

However it must be noted that enough have not been achieved on the management of entrepreneurial education. Education institution still suffer lack of adequate and trained manpower and many equipments are lying unused due to little or no knowledge of their use. On other hands, some state institution do not have the necessary equipment to produce graduates in some of their courses yet yearly, they roll out graduates for Nigeria labour market.

### **Challenges to Effective Management of Entrepreneurial Education**

Ndeche and Obienyem (1994) in Esomonu (1997) stated that productivity depends heavily on attitudes, knowledge and skills of the people, which in turn reflect

the education, training and complex organization which modern technology requires. The inclusion and definition of technical (entrepreneurial) education into the National Policy on Education (NPE) is an indicator of how self-reliant centred Nigerian education system was programmed to be.

Be that as it may, it is obvious that the present state of affairs and condition of educational practices in our institutions are not conducive for effective management of entrepreneurial development. Ndeche and Obienyem (1994) in Esomonu (1997) maintained that effective management of entrepreneurial education is plagued by the following:

- a. Examination malpractices initiated and sustained by the need to acquire certificate, deny the individual the creative capacity, knowledge, necessary basic skills and abilities, proper education would offer for self-reliance.
- b. The deplorable conditions in most of our schools in which most of the buildings are dilapidated, lack maintenance, lack facilities and qualified hands to operate them and where they exist, some are not operational.
- c. Unnecessary parental interference in the choice of career of their children have adversely affected entrepreneurial education and development of their children. Societal attitude towards education and materialistic tendency of the people have hindered education for resourcefulness, which has its root in the strong will to succeed through hardwork and ability level of the individual.
- d. Lack of continuity especially strike in all level of Nigerian educational system has greatly affected entrepreneurial development.
- e. In our institutions that run sandwich programmes, the quality and quantity of education is compromised in commercialization of lecture handouts without proper impartation of knowledge.

Nebo (2012: 17 - 20) submitted that problems of entrepreneurial education are as follows:

- a. Inadequate Manpower: Nigeria lacks knowledgeable, competent, dedicated and reliable workforce to ensure continuity and improvement in education for resourcefulness.
- b. Disdain for Vocational and Entrepreneurial Education: The mindset of the people is that artisan is for people that are not intelligent, thus they discourage their children from acquiring entrepreneurial education.

- c. **Get Rich Quick Syndrome:** Funds set aside to build skill acquisition centres have made their way into private pulse. Our youths now, follows the steps of politicians who do not care about moral value and integrity, in looking for the quickest way to get rich.
- d. **Certificate Mania:** In Nigeria, technical certifications are regarded as inferior to regular academic degrees. There is this mad rush for certificates as opposed to acquiring the real job skills and proficiencies. Educational institutions now concentrate on theory and abstract conceptual knowledge which is dysfunctional and lacking in practical applications to basic needs before us.
- e. **Funding:** Non availability of equipments and facilities and lack of training and retraining of teachers, due to poor funding and mismanagement surely has affected entrepreneurial education.
- f. **Neo-Colonial Conspiracy:** Colonization doctrine made Africans hewers of wood and drawers of waters who depends on supply of raw materials for factories of Europe and America.

Iloh (1992) in Esomonu (1997) posited that full implementation of National Policy on Education is required for effective management of entrepreneurial education. The implementation of 6 – 3 – 3 4 system of education was tilted toward theoretical orientation, a situation where technical colleges spends much time on theoretical work and pay less attention to practical work. All these conditions will no doubts militate against effective management of entrepreneurial education in Nigeria.

### **Effective Management of Entrepreneurial Education in Nigeria**

For effective management of entrepreneurial education in Nigeria, Esomonu (1997: 10 - 14) suggested the following strategies:

- a. **Building Achievement Motivation into Teaching/Learning Situations:** Entrepreneur education should seek to motivate students to seek for success in new venture through one's effort and skill and not chance.
- b. **Quality Performance of Models:** Teaching and learning of entrepreneurial education should involve making of references to the experiences and exploit of successful entrepreneurs who started from the slum, waded through poverty and penury employing their wit and resourcefulness to create, manage and control scarce resources that ultimately brought them into fame.

- c. **Career Education:** This should orient young Nigerian towards creative and honourable means of livelihood.
- d. **Courses in Management Efficiency:** Entrepreneurial education should emphasize the need for honest desires, dedication to duty, determination to achieve success and self discipline in service. Craftsman entrepreneurs in particular, should be educated on innovation in products, distribution channels and marketing methods.
- e. **Research and Innovations:** Modern entrepreneurs need up-to-date technical knowledge, business and skills ranging from computer to theory and practice of finance and marketing.

Ayodele (2006) in Arogundade (2011:28) opined that in order to achieve effective management of entrepreneurial education in Nigeria, the following should be observed:

- a. There should be some form of genuine school work based on learning incorporated in some studies as part of the national economic development strategies. The development of apprenticeship scheme would give new graduates some skills and experience.
- b. Local public and private funds should be pooled to create a small venture capital fund
- c. There should be school based enterprises where students identify potential business, then plan, create and operate small business using the school as mini incubators.
- d. Provide small business school where interested students and community members can participate
- e. Develop entrepreneur internship programmes, matching students with local successful entrepreneurs with clearly established education programmes.
- f. Establishing an enterprise college aimed at fostering the specific skill sets required for entrepreneurial education to serve as a skill acquisition centres for the youths.
- g. Creating an economic friendly political environment; and
- h. Ensuring objective oriented administration in our educational system

## **Conclusion**

Having discussed on effective management of entrepreneurial education in Nigeria, it is evident that the country is lagging behind in the management of entrepreneurial education. The government through policies and programmes have made efforts, though, their efforts are not adequate. The society itself is not helping matters in all important issue of entrepreneurial education. It is concluded that effective of management of entrepreneurial education is sine qua non to improved economic development in Nigeria. For entrepreneurial education to thrive and live up to the challenges of today and future, there is the need to reform the educational programme by laying more emphasis on practical academic work, providing the necessary equipment and facilities for knowledge transfer, adequate funding training and retraining of resource people and proper orientation of the society.

## **Recommendation**

Consequent upon the points adumbrated above, the following recommendations are being proffered as the way forward for better educational output.

1. Government should set-up a committee that will supervise, monitor and ensure that contracts awarded for facilities and equipments in educational institutions are implemented accordingly
2. TETFund should intensify efforts to ensure that funds given to educational institutions for training and retraining of staff are properly and impartially utilized.
3. There should be thorough and adequate guidance and counseling in schools to ensure that parental and societal influence does not force students into discipline they will not thrive in.
4. Declare a national emergency on education with focus on promotion of entrepreneurial education and provision of other necessary infrastructures.
5. Establish a wide spread network of public and private entrepreneurial education centres with certificated teachers and approved curricula and infrastructure.
6. Resurrect the authentic certification of craftsman and technician through functional apprenticeship culture, Trade Test, City Guilds and other acceptable global certifications for skills and proficiencies. These external certifications shall support and authenticate local certificates.
7. Adopt a national virtue of performance and reward based human resources training, recruitment, management and administration.

8. Promotion of culture of lifelong learning with emphasis on respect for and importance of entrepreneurial education.
- 9 Adequate budget and funding should be kept for education to ensure maintenance of staff, facilities and equipment

### **References**

- Arogunda, B.K. (2011). Entrepreneurship Education: An Imperative for Sustainable Development in Nigeria, *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* 2(1): 26 – 29.
- Ayeni, O.G. & Adesua, V.O. (2010). Entrepreneur Education: A Vital Force for Poverty Alleviation among N.C.E. Graduates, *Journal of Research in Education and Society*: 1(2&3): 111 - 116.
- Esomonu, P.M.N. (1998). *The Essentials of Entrepreneurship Education in Technology, Science and Arts*; Umunze: Research and Publicity Unit, Federal College of Education, Umunze.
- Esomonu, P.M.N. (1997). *Entrepreneurship Practices in Education*, Umunze: Research and Publicity Unit, Federal College of Education, Umunze.
- Graden J.L., Zins & Curtis (1998), *Alternative Educational Delivery Systems*, New York: National Association of School of Psychologists.
- Nebo, O.C. (2012). *The Imperatives of Engineering and Technical Vocational Education in National Development*. 12th Convocation Lecture Presented at Akanu Ibiam Federal Polytechnic, Unwana: 11 – 43.
- Ogunjobi, S. (ND). *General Principle methods in Education*. National Teachers Institute's (PDE) books 2 module Kaduna: NTI Press.
- Onah, J.O., Ndolo & Allison (2006), *Marketing and Management Practice in Nigeria*. Enugu: African Marketing Development Foundation.
- Peretomode, V.F. (2003). *Educational Administration: Applied Concept Other Theoretical Perspectives*: Asaba: Joja Educational Research and Publishers Limited.
- TETFund, (2012). *Guidelines and Requirements for Accessing and Utilization of TETFund Intervention Fund*, July, Kaduna: Circus Press.