

ENTREPRENEURIAL EDUCATION IN MANPOWER DEVELOPMENT IN NIGERIA

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Abstract

This paper presents an approach in training and development of our people, which will turn them to job creators rather than job seekers. Entrepreneurs are referred to as agents of social and economic change. If, therefore, we desire positive change in our society, which will lead to economic growth and development; the way out is to work out a programme of training and development that will multiply the number people with entrepreneurial characteristics and behaviour in a short time. The authors of this paper suggest three broad methods of educating the people in response to the requirements specified above. These are : (i) behavioural (2) functional and (3) environmental methods of developing in our people traits, skills, attitudes, insights and competencies of entrepreneurs. This will have to be done at the secondary, and tertiary levels of our formal educational system. The other levels are in the vocational, technical, professional, and religious training institutions. Others are conferences, seminars and other short duration courses. To bring Nigeria out of its current economic stagnation and develop people who will rise to the challenges of privatization and commercialization, a crusade in entrepreneurial education is here suggested. We can recreate the Japanese unparalleled economic development if the outlined methods are implemented.

Introduction

Entrepreneurs in all cultures are agents of social and economic development and positive changes. They are the innovative individuals that spearhead the establishment of new forms of social and economic organisations.

Ogundele and Olayemi (2003) observed that as agent of social transformation, they create new organisation forms, new employment, stimulate indigenous technology, motivate employees and play a number of leadership roles. They also note that as agent of economic change entrepreneurs provide fund for an enterprise, bear risk of uncertainty, utilize local raw materials and diversify economic activities. Drucker (1985) define entrepreneur as the individual who perceives profitable opportunity in the environment and organises human and material resources to exploit such opportunity. The entrepreneurial individuals engage in innovative behaviours to establish new organisational forms. They also employ proactive behaviours to ensure the survival and continued growth of already existing organisations.

Need for **Entrepreneurial Education in Manpower Development in Nigeria**

Entrepreneurial education as used here refers to the distinctive type of training that equip an individual with skills, knowledge, values, attitudes, orientations and insights that enables him or her to competently analyse the environment in a more organized fashion. And consequently read order and consistency in the seemingly disorganized and contradictory patterns of unfolding events in his/her environment.

Manpower development starts with the analysis of specific job or jobs to know the skills, knowledge, attitudes and other requirements expected of a job holder. It also involves identifying the match between the job holder or potential job holders and the requirements of the job. When a gap exists between job requirements and the skills and competencies of job holder or potential job holder, necessary programmes of adequate training are provided to build up the skills and other requirements that will make for effective performance of the job holder.

Entrepreneurial education becomes necessary in all our manpower development efforts in Nigeria because of six broad factors:

- (1) Few new employments are being created, for the average of 6 millions employable graduates, of our secondary and tertiary educational institutions, by government departments and private organisations. There is the need to develop and equip individuals with the skills and capabilities

That will enable them to become new organisations' creators. And consequently to become employers of labour from the army of unemployed in the labour market.

- (2) Personnel of established private organisations require coping skills that will enable them to appropriately perceive their environment and adequately adapt to the dynamics of the environment for the survival of their organisations. They thus require entrepreneurial education.
- (3) The present privatization and commercialization programme of the state and Federal government impose on the public parastatals new set of standards that call for innovative adjustive behaviours for their organisation to survive.
- (4) The philosophy of developmental public administration in the developed and developing countries presents another need of entrepreneurial education for public sector managers. The public servants are being called upon to start by analyzing the environment in term of opportunity that will allow them to make positive impact in the environment and not in terms of resources available to them as take off point.
- (5) The monetization of the benefits and allowances of Federal public office holders to ensure more efficient and effective utilization of resources. This also calls for entrepreneurial education in our manpower development efforts to equip people with skills necessary for appropriate adjustment.
- (6) There is the additional need to change our focus as a nation from "poverty alleviation" concept to "wealth creation" concept that will produce a truly developmental oriented individual. The scenario presented above indicate that a focus on entrepreneurial education in our manpower development efforts in our various educational institutions and other training and development institutions and programmes are likely to provide timely solution for the problems confronting our development efforts.

Entrepreneurial Education and Development in Nigeria

Education of the entrepreneurial personality in Nigeria was not the focus of our educational effort in the past. However starting from 1987, when the National Directorate of Employment was established, (here started deliberate attempts by various levels of government to encourage the training of actual and budding entrepreneurs. The main reason for the concern was and is still the lack of positive responses in exploiting existing business opportunities. Added to this are the factors listed above. The Federal government started to emphasize, as matter of policy the development of new indigenous entrepreneurs. At the state levels there are also efforts at entrepreneurial development, e.g. the integrated self-employment scheme, in Oyo State. There is also the National Self Employment Scheme. The basic functions of the Scheme are to provide budding entrepreneurs with basic knowledge in the technical, financial, production and other functional areas of managing an enterprise. The other function is to ensure that loans are made available to the participants in such programmes. These programmes are being coordinated by the Federal Ministry of Employment, Labour and Productivity, through the National Directorate of Employment (NDE). The Federal Ministry of Industries is also involved, for example on 27th of June 1991; it carried out an international entrepreneurship development programme, in Lagos State University, Lagos.

The present administration in 1999 came up with the National Poverty Eradication Programme (NAPEP) consisting of the following schemes:

- (1) Youth empowerment scheme.
- (2) National Resources Development Conservation Scheme (NRDCS).
- (3) Rural Infrastructure Development Scheme (RIDS) and
- (4) Social Welfare Services Scheme (SOWESS). All these are targeted at developing the entrepreneurial capabilities of individuals.

Apart from the attempts by government at all levels various tertiary educational institutions in this country are carrying out education programmes to provide technical and managerial skills for entrepreneurship. They also include entrepreneurship as a course in their undergraduate and postgraduate degree programmes. There are other institutions established, also charged with the responsibility of developing indigenous entrepreneurs as part of their other functions. Such institutions are; the Administrative Staff College of Nigeria (ASCON), Centre for Management Development (CMC) and National Institute for Policy and Strategic Studies (NIPSS). The Centre for Management Development for example, renders technical, financial, training and other kinds of

supports that organisations and individuals may seek from it. This, it carried out, by identifying individuals, organisations and institutions that need encouragement and determines the nature of such assistance.

Entrepreneurial Education Reported Experience

Entrepreneurs are central to economic and social development of nations. The quality of life in modern society will depend on the quality and quantity of the entrepreneurial group. This has made increasing number of developing nations, based on the experience of the developed ones, to embark on entrepreneurship development programmes. In underdeveloped countries, the fact that people responded differently to available business opportunities, contrary to the rational economic model of entrepreneurial behaviour, gave rise to the need for entrepreneurial education.

McClelland (1961), stressed personality theory of entrepreneurship. He argued that a particular psychological factor - the need for achievement (n - Arch) is responsible for economic growth and decline. McClelland (1965) reported the result of such training in India, Pakistan and Mexico. There were also impressive evidence that n-Arch is associated with more vigorous effort and greater success in economic activity in highly industrialized Western countries such as United States, McClelland (1965) and Finland, Meier, (1976) which were in part due to educational opportunities in those countries.

Most theories of entrepreneurship development felt that education must be the answer to the problems of under-development. Meier (1976) notes that countries such as Russia and China that were swept by zealous communist ideological revolution had shown market increase in n-Arch as measured in children textbook and this had influence on the level of economic development in those countries. Meier (1976) states that education is the basic method of developing entrepreneurs in the less developed countries. Man must learn new habits, values, motives and attitudes. It would certainly be more efficient if he could learn than directly through gradual social and economic forces. The experiences of countries like India and Pakistan serve to prove this view as being correct.

Entrepreneurial activity can also be encouraged by government policy, Zuvekas, (1979), cited Japan after 1886 revolution and Turkey under Kemal Atakark as examples. In such cases government themselves were really performing entrepreneurial functions. Government policy can also speed up development of entrepreneurial skills, by providing motivation training and credit to carefully selected business operators. Japan has a policy of massive training and development programmes both in school and on job, which are extended to the entrepreneurial class. This has been one of the key factors for Japan's unparalleled economic development.

Required Pattern of Entrepreneurial Education in Manpower Development

Our requirements for entrepreneurial education in manpower development should be based on the six areas of needs specified above. As a result of this our entrepreneurial education should start from the secondary school level, especially the senior classes.

It will also include all vocational training institutions. In addition colleges of education, technical colleges, the Polytechnics and Universities should all be partners in progress in the entrepreneurial crusade envisaged by this paper. The starting point will be a restructuring of courses to meet the needs of these varying educational institutions and the target trainees. Such restructuring will have as its focus the production of innovative entrepreneurs imbued with the spirit of positively changing the society by creating gainful employment, by the educational, training and development institutions. The central objective of the all inclusive entrepreneurial educational programme, is to ensure that entrepreneurial behaviour, based on constant and continuous improvement and innovation in process, product, production, service, people behaviour and the total environment is made a way of life for the ordinary Nigerian.

In addition to the programmes of the formal school system, other agencies and private social and business organisations have to play their own complementary roles in this entrepreneurial crusade. They can do this by establishing institutions for entrepreneurship development. They can also provide financial support for providing of necessary education for actual entrepreneurs who need skill improvement and budding entrepreneurs that need basic skills development. In fact, entrepreneurial education should be made compulsory at all levels of our manpower development and in private, public and other forms of social organisations.

Suggested Methods of Entrepreneurial Education

Our manpower development needs a comprehensively developed programme with entrepreneurial contents, aimed at revolution rather than evolution. Its central objective is to develop shortcuts. We here propose three approaches that are comprehensive, useful and total, for entrepreneurial development. They are intended to produce several positive changes in peoples' perception of their environment, which will also lead to positive changes in their behaviour. These are;

- (1) Behavioural method, which incorporates the psychological, social, cultural, innovation, network and experiential elements of entrepreneurial theories;
- (2) Environmental method, has as its building blocks the ecological, historical, political, education theories of entrepreneurship; and
- (3) Functional method based on the economic, technological, managerial, developmental and structural theories of entrepreneurship. It is to be noted that the developmental and multi dimensional (Ogundele and Opeifa, 2003) and even the bounded opportunity (Ogundele, 2003) approaches incorporate all the three methods of entrepreneurship development outlined below.

Behavioural Method

This is aimed at positively modifying or changing the behaviour and in some ways the personality of the individual, in such a way that he/she will exhibit the desirable behaviours that are valued most by the society, the community or the organisation. The behavioural method to entrepreneurial development started with McClland (1961) need for achievement (n-Arch). This was supported by his subsequent study in Asian countries where the process of education was used to bring about a rise in the level on n-Arch among the studied groups.

The focus of the training by this method is to develop in the individual and groups desirable attributes in attitudes, values, beliefs, norms, customs, perceptions, sentiments, feelings and needs. It is concerned with the development in the individual, valuable entrepreneurial spirit, characteristics and personality (Rao et al, 1990). Since personality issues are involved other relevant attributes are personality traits, leadership, innovation, and process of generating new ideas.

This method also involves education and training in patriotism, disciplined conduct, self-awareness and values re-orientation. This is because over the years some of the attitudes, which we have developed, and some behavioural responses which we exhibit as a people are inhibitive of any purposeful development. Education employing this method will place serious emphasis on disciplined behaviour. Attitudinal change is necessary because peoples' attitude-determine their altitude, in terms of individuals and organisational goals attainment.

Environmental Method

This relates to the environment surrounding the location of the entrepreneurs in terms of threats and opportunities, to which the entrepreneur or budding entrepreneur is exposed and which consequently have direct impact on the entrepreneur. This starts with the family. A family environment, which encourages hard work, upright dealings and disciplined behaviour, could be a better breeding place for the enterprising man. Formal school system, which emphasizes the need for achievement and challenging careers, has positive contribution to make. A work environment that exposes what is decent and emphasises desirable behaviour could be a breeding place for the entrepreneurs. The availability of financial assistance, and conducive urban and rural environments could aid the growth of entrepreneurs.

Societal values and needs have conditioning effects on the entrepreneurs. Positive values and needs have to be encouraged in the society. The government as the big brother has very important role to play in producing the individuals that will be able to shift the boundary of opportunity positively outward in the environment (Ogundele, 2003). There will also be training in awareness and appreciation of competition, the legal system, political system, globalization, technological changes etc, are needed for appropriate adjustments.

Functional Method

The objective of education and manpower development with this method is developing in the entrepreneur skills that are necessary in running a successful enterprise. These include:

- (1) Planning skills - starting with search for information, defining tasks, purpose or goals and right decision - making framework (Adair, 1984).
- (2) , Initiating skills or interpersonal relations skills - informing groups on the objectives and plans, explaining reasons behind the objectives, allocating tasks and setting standards.
- (3) Controlling skills - Maintenance of growing standards, influencing tempo, and prodding groups to action/decision.
- (4) Support skills - expressing acceptance of persons and their contribution, disciplining groups and individuals, creating team spirit, relieving tension with humor.
- (5) Information skills - these include classifying tasks and plan, giving new information to group, receiving information from group, summarizing suggestions and ideas coherently.
- (6) Evaluation skills - checking feasibility of ideas, testing the consequences of proposed solutions, evaluating group performance and helping group to evaluate its own performance (Adair. 1984).
- (7) Development of technological, vocational, technical, and professional competencies necessary for productive work employment.
- (8) Developing skills in enterprise - building and small business development capabilities to initiate and start one's own business or self-employment.
- (9) Management skills - Development of management capability to run a business and other self-employment activity successfully (Rao et al, 1990).

The envisaged entrepreneurial education in manpower development has to be very comprehensive in coverage. It has to be at all facets of educational systems - formal schooling system, vocational, technical, professional, social and religious training institutions. It should lead to changes in outlook and behaviour, otherwise it will tantamount to mere waste of resources and time.

On a general perspective, Ejiofor (1985) observes that the challenge of our indigenization is low capacity of indigenous management in Nigeria. God, he said, had endowed this country with necessary resource but we lack ability to manage them. While other countries faced problems of managing poverty we had experienced the problem of managing prosperity. We like to add that the consequence of our inability to manage prosperity is that our political and business leaders succeeded in impoverishing the masses of this country. Hence, this call for shifting our focus to entrepreneurial skills in all our manpower development efforts to change our behaviour for individual good and the good of the society.

Why the Call?

The basic reasons behind the present call for an approach that will accelerate the rate at which people take on entrepreneurial role or perform better in entrepreneurial practice are grounded on two factors:

- (1) The number of natural entrepreneurs, based on the experience of many developing countries is severely limited. Also the existence of opportunities is no guarantee that there will be necessary and appropriate responses from the population of a given country.
- (2) If we have to depend only on formal schooling to produce the needed entrepreneurs, a country may have to wait for a fairly long time. This is because of the long period involved in going through primary, secondary, colleges of education, polytechnic and university.

Therefore, shortcuts have to be devised that will shorten the length of time needed for entrepreneurship development. Ejiofor (1985) challenged the relevance of our efforts so far to our environment. Our management and manpower development so far has been exotic. Adjustment is urgently needed if we are to forge ahead. There is need for serious adaptation of methods and techniques of management to the social, cultural, economic, and contemporary realities of this country, including globalization. These statements are equally applicable to all our educational processes and the entrepreneurial development programmes in this country.

Entrepreneurial Change

It is expected that if (he suggested methods for entrepreneurial education in manpower development are implemented they will produce three categories of changes. These are changes in (1) Entrepreneurial structure; (2) Entrepreneurial motivation; and (3) Process or course of movement. Entrepreneurial Structure refers to the organisation established by the entrepreneurs. It thus includes the entrepreneurs and their direct and indirect associates that have influence on their behaviour. Since we suggest an all-embracing entrepreneurial education, it will produce changes in the set of people that constitute the entrepreneurial structure. Entrepreneurial Motivation is concerned with various incentives to action on the part of the entrepreneurial figure. Financial rewards, prestige, rise in the business hierarchy, sense of power, sense of public service, need for achievement and the like. Attitude of uncontrolled and mindless emphasis on money alone have to change. Nobler standards such as honesty, accountability, technological innovations, scholarly distinctions, better quality product awards etc should be emphasized to produce motivational change.

The Process or Course of Movement

By this we mean that there must be opportunity (Ogundele, 2003). Inside the individual enterprise there are some measures of natural contenders - selling versus production, shareholders versus labour union. There are also other contending pressures; other organisations, trade association, management consultants etc, each may represent a pull or push in given direction. Added to these are cultural themes, time dimension and trading on experience. These contending forces are stimulators of changes.

Recommendations

In the light of the experience from other parts of the world, as a result of forces of globalization and based on the need for a turnaround, in Nigeria's economic development, the following recommendations are proffered for massive development of Nigerian entrepreneurial stream:

- (1) Introduction of entrepreneurial education at the primary school level.
- (2) Offering entrepreneurship as a course at the school certificate level and making it a compulsory subject like English and mathematics.
- (3) At the tertiary educational levels, courses in entrepreneurship should be made compulsory for all levels irrespective of their specialization areas.
- {4} For potential entrepreneurs who are out of school, short courses of one to two weeks programmes should be sponsored by government, training and development establishments, educational institutions and private consultants, who will utilize the behavioural, functional and environmental approaches suggested above.
- (5) Practicing entrepreneurs also need to be redeveloped. Two to three days short courses, at weekends, will be appropriate for this group. Such training and development programme should make use of the behavioural/functional environmental approaches highlighted above.

Conclusion

The hope of any meaningful development in Nigeria in all aspects of its people's endeavours lie in rigorous and massive entrepreneurial training and development right from childhood and continually until people retire from gainful employment. The mission of this paper is an emphasis in all round entrepreneurship education. This will ensure that people develop and practice the attitudes of constant positive changes as the needs arise or are created. This emphasises people change strategy, which is to show that, man and not materials should be the focus of development for any meaningful and purposeful economic growth and development. The various areas where training and development are needed have been specified. To produce the required positive change, the support of government and well to do private organisations are required urgently. We need to emphasize value re-orientation, disciplined behaviour and leadership by example across board. The approach presented here, will be effective where there are positive enabling environments. People's behaviour, when all is said and done; still remain a product of their environment.

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