

# FUNCTIONAL ENTREPRENEURIAL EDUCATION FOR KNOWLEDGE, VALUES, SKILLS AND NATIONAL DEVELOPMENT

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## **Abstract**

This paper focused on functional entrepreneurial education for knowledge, values, skills and national development. Functional entrepreneurial education (FEE) aims at providing skills, knowledge, values and competence that can steer and individual, to become self-employed, self-reliant, independent earning, productive living and contributing immensely to technological advancement and economic development of any nation. It also dwelt significantly at providing skilled manpower that can easily and possibly stand economically self-employed in their various areas of endeavour. The paper looked at the concepts of entrepreneurship, entrepreneurship education and the roles of entrepreneurship education in national development. Finally, it suggested steps to be taken to accomplish the implementation of functional entrepreneurial education and how to encourage entrepreneurial spirit among student.

In a developing country like Nigeria, government is handicapped as the major provider of employment and the means of livelihood. Government alone cannot provide employment for graduates at all levels of education. Developing functional entrepreneurship education for vocational & Technical Students will help in the acquisition of knowledge, values, skills and thus reduce their dependence on government for job creation by participating in entrepreneurship for self-reliance and sustainability after graduating from school. Acquiring competent knowledge and skills serves as a lubricant for venturing into entrepreneurship of vocational – Technical (VTE). The central tenants of vocational – Technical Education is often expressed by the phrase “to fit for useful employment”, hence, the national policy on education which leads to the acquisition of practical and applied skills. VTE skills training programme is concern with the primary purpose of equipping the learner with skills in specific recognized occupations which are found in industrial Education, Technical Education, Agricultural Education, Agricultural Education, Business and Home Economic Education. Arising from these are many job-creations for which skills could be acquired.

Providing functional entrepreneurship education for the acquisition of knowledge values, skills and National Development is the main objectives of this paper. What makes entrepreneurship to the relevant in the VTE skills acquisition curricular distinctive is its focus on realization of opportunities. Entrepreneurship can be oriented towards different ways of realizing opportunities. The most popular one is regular entrepreneurship; i.e. opening a new organization e.g starting a new business).

Another approach is to promote innovation or introduce new products or service or market existing forms.

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Acquisition of competent skills alongside entrepreneurial ability is of paramount importance to developing economic. Some of the benefits of the skill acquisition include the following: self-employment, Technological improvement, higher standard of living, political stability, and sustainable National Development.

Like many developing countries, Nigeria is facing a serious unemployment problems coupled with a declining standard of living increasing disparity between urban and rural religions of the country, and inadequate social and physical infrastructures to meet the need of rapidly growing population (Fere 1994) to provide the means of survival, many of the unemployed, have turned to the informal sector to create small enterprises that range from trivial trading activities to reasonable successful production business. For pedagogical purposes, the materials of great significance in entrepreneurship for small and medium scale enterprises are Food, Textile, woods, and metal and other earth material.

For sustainable small enterprises establishment, unemployment reduction and poverty alleviation, the training of entrepreneurs should be given serious attention; however, a more sustainable approach would be to train Nigerian with identified entrepreneurial skills and in particular. Students trainees in technology courses because these disciplines have natural business potentials.

This can be done by including foundation business entrepreneurship into the vocational-technical skills training programme curricular. Well educated and properly motivated graduates would go into private business or run public business organizations more profitable than is currently the practice. In both cases poverty will be reduced as employment opportunities increases, while more scale enterprises will be established as more goods and services are produced to improve the supply side of the economy.

### **Concept Clarification**

#### **The Concept of Entrepreneurship**

In the words of Nwaokolo (1999), entrepreneurship means making a living by working for yourself. It therefore, involves the ability to set up a business as different from being employed Entrepreneurship is the process of discovery, evaluating and exploiting opportunities which will eventually transform into the willingness and ability of an individual develops a new venture or a new approach to an old business or idea; or a unique way of giving the market place a product or service by using resources in new way under condition of risk. Entrepreneurship according to Igbo (2004) is a clear manifestation of affective manipulation of human intelligence as demonstrated in creative performance. It seeks to find out how vocation-Technical skills training and other skills acquisition programme can convert their skills into intellectually productive ventures to bring out the best in them.

Entrepreneurship involves risking financial materials and human resources in a way in the course of creating a new business concept or opportunity, within an existing firm. Entrepreneurship is creating and building something of values and benefits to individuals, groups, and society.

It is also the process of planning and organizing a small business venture; the marshalling of people and resources to create develop and implement solutions to problems to meet people need. Davies (1993), held that entrepreneurship involves creating and running one's own business. This implies that VTE skills training programme graduate who runs a small business of his own is an

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entrepreneur. Davies (1993), went further to note that perform the function of building a business entity is also a factor in fostering economic growth.

#### **The Concept of Entrepreneurship Education**

Entrepreneurship education seeks to provide VTE students in skills acquisition training programme with the knowledge, skills and the motivation to identify entrepreneurial success in variety of setting. It involves the identification of persons with entrepreneurial skills and developing in them such skills to include innovativeness, risk-taking and the profit drive, (Sobel, 1984). Entrepreneurship education offers students such opportunities by helping them anticipate and respond to change. Students learn that although a job may be successfully accomplished today by performing a given set of tasks but that tomorrow an entirely different set of tasks and skills may be required (Oranu, 1998). By the fore-going, preparing VTE Students for skills acquisition training programme for the attainment of efficiency and effectiveness in changing society and the work place must extend beyond the delivery of occupational knowledge, job skills and work experience. It must offer students an incentive for thinking creatively about industry and broaden their understanding through entrepreneurship education.

#### **Importance of Entrepreneurship Education**

Every successful entrepreneur bring about benefits not only for himself/herself, but also for the society as a whole. Some of the benefits that can be derived from entrepreneurial activities are as follows:

1. Enormous personal financial gain
2. Self-employment offering more job satisfaction and flexibility of the work place.
3. Development of small and medium-scale enterprises especially in the rural areas disadvantaged by economic changes.
4. Encouragement of the processing of local materials into finished goods for domestic consumption as well as for exports.
5. Income generation and increased economic growth.
6. Development of entrepreneurial qualities and attitude among potential entrepreneur to bring about significant changes in the rural areas.
7. Freedom from dependency on the job offered by the government and others.
8. Emigration of talent may be stopped by a better domestic entrepreneurship climate (Long, 1993: page)

#### **Objectives of Entrepreneurial Education**

The objectives of entrepreneurial education are as follows:

1. Provide meaningful education for the youths which could make them self-reliant and subsequently encourage them to drive profit and be self independent.
2. Prove small and medium size companies with the opportunity to recruit graduates who will receive training and tutoring in the skills relevant to the management of small business.
3. Provide graduates with the training and support necessary to help them establish a career in small and medium size business.
4. Provide graduated with training in skills that will make them meet the manpower needs of the society.
5. Provide the graduates with enough training in risk management to make uncertainty bearing possible and easy.
6. Stimulate industrial and economic growth of rural and less developed areas.

7. Provide graduates with enough training that will make them to be creative.

### **Factors Militating Against Functional Entrepreneurship Education**

Despite the tremendous benefits of entrepreneurship education, it is still faced with a lot of challenges. This study therefore intends to find out those factors militating against functional entrepreneurship education.

One of the predominant challenges is to address the culture and mindset of the people where entrepreneurship educations are either not viewed favourable. Accordingly, Ashby (1960) identified lack of interest in the part if the public for manual labour as a challenge to entrepreneurship education.

In some countries entrepreneurship education is still trying to secure its academic credibility which can create difficulties in efforts to embedded entrepreneurship into the schools system. Another serious challenge is inadequate budgetary allocation. United Nations Development Programme (2010) reported, as cited in Wapmuk (2011) that Nigeria's Human Development Index (HDI) is 0.423, thus ranking Nigeria 142 out of 199 countries surveyed. About education, which is the basic for self-reliance, budgeting allocation to education in Nigeria has not met UNESCO standard of 26% of nation's annual budget (Wapmuk, 2011). Yahaya (2011) observed that even though Nigeria is not richly endowed with national resources, she remains poor and so we are classified as low income country. Lack of proper funding has posed serious challenge to entrepreneurship education demand huge and enormous resources, material and facilities.

Oviawe (2010): posited that there are several factors that hinder entrepreneurship education in Nigeria, some of which include:

- i. Poor knowledge based economy and low spirit of competition.
- ii. Poor entering culture, where everyone is seeking for white collar jobs
- iii. Lack of entrepreneurship educators, materials and equipments.
- iv. Unavailability of fund
- v. Non-inclusion of entrepreneurship programme in the school curriculum. At presence not all colleges running Vocational Education programmes teacher entrepreneurship education and this education is not included in secondary schools and college of education curriculum which could lay a good foundation for values, knowledge and skills to be acquired for national development. The neglect of entrepreneurship education is rubbing nation of the contributions their graduates would make on the economy.

### **Role of Entrepreneurship Education in Nigeria Development**

1. Entrepreneurship Foster Economic Development of a Nation: Encouraging the production of more goods and services. It helps in purchasing infrastructural facilities, which invariably leads to the development of that nation.
2. Entrepreneurship helps to create new technologies products and services, entrepreneurship helps create creativity and innovations in the society which leads to the generation of a new idea into a new company; a new technology; new product and new services.
3. Entrepreneurship Changes and Regenerates Market Competition: This idea shows that entrepreneurship make people to think about the competitiveness in business. This is because business competition is head of progress. It makes entrepreneurs stir up the waters of competition i.e the local and international market people. This invariably leads to economic development of a nation.

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4. **Entrepreneurship Increases Productivity:** Entrepreneurship helps to raise higher productivity by improving productivity, technique research, development and investment in new plant and machinery. Another important influence on productivity growth by entrepreneurship is macroeconomic policy and government relation, in this case, entrepreneur to control and contain the relative impacts of these macro-economic policies. For example, decision on taxation, development costs, spending and money creation, regulatory control, and other external factors such controls helps to increase productivity.
5. **Entrepreneurship Creates Employment:** It has been emphasized that entrepreneurial activities create employment for the teeming population of the nation. Through the creation of small and medium scale industries (SME) which afford private individuals and groups to start business with minimal resources requirement. In Nigeria for instance, it is documented that SME business employ about 30% of the entire working population. This was sub-stated by Ezema, Paul, Arioke, Okwudise, Chikwe and Arih (2005), that entrepreneurship through SME generates twelve times the employment by large and medium scale plants.
6. **Entrepreneurship helps utilization of resources.** Through the entrepreneurial activities it was observed that small and medium scale enterprise help to mobilizing resource that would otherwise remain idle in the hands of people and employ and employ productivity (Ezema, 2005).

### **Conclusion**

Vocational education is one of the bedrocks of education that are meant to prepare its beneficiaries for a specified functional occupation or world work. Generally this observed that vocational vocation is regarded as mechanism through which nations/countries are transformed vigorously into the well-planned advancement of socio-economic and technological development. This has called need to function the entrepreneurial education into vocation education programmes. It is also realized that entrepreneurial education is vital tools to the development of acquisition of knowledge, value, skills, attitude and habits as a way by which surviving and importantly, the inclusion of entrepreneurial education in vocation and technical education (VTE) is an essential decision and mark achievement toward alleviating unemployment of youths, hence geared toward self-reliance and self employment and to enhancing job creation respectively for national development.

### **Recommendations**

The functional entrepreneurial education in vocational education is very fundamental for national development of Nigeria. It is well become a development of actualized vision 2020 agenda. Thus, the need for the inclusion of entrepreneurial education into vocation and technical education (VTE), the following suggestion should adequate attention for implementation.

- i. Entrepreneurial education programmes policy should be formulated by the federal government at various levels of vocational and technical education instructions.
- ii. A national curriculum on entrepreneurship education should be set up in the federal ministry of education in conjunction with vocation education departments of different tertiary institutions in the country.
- iii. Some promotional material should be provide and made available to reach all vocation and technical education department in the institution of higher learning in the country. This will

- enhancing and motivate student to participate in entrepreneurship education activities at all time.
- iv. Institutions offering vocational and technical education should see it as a challenge to establish distributive unit so that this will motive the youth and graduates on the idea. On how could set up small-scale interpose
  - v. The provision of secular power supply should be improved in each of the instructions by the federal government.

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