

MANAGEMENT OF ENTREPRENEURSHIP EDUCATION FOR NATIONAL DEVELOPMENT

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Abstract

Education training and development play very crucial roles in management of entrepreneurial education and skills acquisition. It is the position of this paper that the hope for any meaningful development that will produce great and dynamic economy in Nigeria in all aspects of its people endeavour lies in rigorous and massive entrepreneurial education, training and development, right from childhood and continually until one retires from gainful employment. At the primary school level the “catch them young concept” should be the central objective. At the secondary and tertiary levels students are to be provided with some form of background knowledge on entrepreneurs and based on models as indicated in the study, this should be complemented with industrial experience by the learners. For example, at secondary, polytechnic, undergraduate and graduate levels students presently are being provided with conceptual skills and skills which entrepreneurs require to perform in specialized functional areas such as accounting, marketing, production, personnel, etc. The dynamic global environment requires that skills should be upgraded constantly hence the need for expansion as provided in the 28 listed skills areas.

Keywords: Management, Entrepreneurship, National Development, Training, Education

Many management experts have tried to define management, but, no definition has been universally accepted. Some of the leading definitions of management are discussed hereunder. Management according to Amobi and Nnabuike (2009:2) “is the role of certain group of officers occupying top and privileged positions in the organization. These people formulate the overall policies of the organization giving guide and setting limits as it were on how the organizations resources are to be utilized.” According to Lawal (2013:2) stated that “the word management was derived from the Italian “managgiare”, meaning to train horse. It was originally used to indicate the process of managing, training or directing sporting and housekeeping activities.” Later it was extended to the operation of government and businesses. Heinz, Mark and Harold (2008:4) opined “that management is the process of designing and maintaining an environment in which individuals, working together in groups efficiently accomplish selected aims.” This basic needs according to them is expanded: (i) As managers, peoples carry out the managerial functions of planning, organizing, staffing, leading, and controlling; (ii) Management applies to any kind of organization; (iii) It applies to managers at all organizational levels; (iv) The aim of all managers is the same: to create a surplus; (v) Managing is concerned with productivity, which implies effectiveness and efficiency. This is on one side.

On the other side the entrepreneur in the context of this paper is the originator or creator of a profitseeking organ of the society or economic organisation established for the purpose of providing

goods and services for the consumption of the society, in which such organization is located. The entrepreneur is often referred to as the agent of economic, technological and social systems (Ogundele and Olayemi, 2014). Entrepreneurship is considered as the processes of emergency, behaviour and performance of entrepreneur (Ogundele, 2014a). The formal processes of equipping the entrepreneur with necessary insight and skill are through formal education, entrepreneurial training and development.

Educational is commonly considered as formal process of learning in school, college or university. The purpose of education is to develop the individual and it is broad in scope. Udo-Aka (2017) considers education as involving the acquisition of general knowledge and development of basic mental capacity. Therefore, the main burden of education falls upon our formal school system, since education is concerned with increasing general knowledge and understanding of the total environment. It is to be noted that business firms religious institutions and other forms of social organisations are also involved in the educational process. Training is considered as the organised procedure by which people learn knowledge and/or skills for definite purpose (Bench, 2015). The objective of training is to achieve change in behaviour of the trained. Yoder, 1963) notes that training means to educate somewhat narrowly, by instruction, drilling, discipline and other methods of modifying behaviour, learning is another related concept, which is the human process by which skills, knowledge, habits and attitudes are acquired and utilized in such a way that behaviour is modified. Thus education as used here is inclusive of training and learning process (Ogundele and Kio, 2012).

Development in the general sense is many sided process. At the individual level; it implies increase skill and capacity, greater freedom, creativity, self-discipline responsibility and material well being (Rodney, 2015). The achievement of any of those aspects of personal development is very much tied with the state of the society of a whole. At the level of social groups development implies an increasing capacity to regulate both internal and external relationship. Rodney (2015), is of the view that the tool with which men work and the manner in which they organise their labour are important indices of social development. Rodney (2015) notes further that development when used exclusively in economic sense, refers to how members of a society increase, jointly exercise their capacity for subduing the environment. This capacity is dependent on the extent to which they understand the laws of nature (science) and on the extent to which they put (technology) and on the manner in which work is organised. All these are assisted by the processes of formal education, training and development in the society.

Development is viewed in this paper as the systematic process of training and growth and through it, the individual gains and apply knowledge, skills, insights and attitudes, with which he/she manages profit seeking and other work organisations effectively. Great as used in this paper refers to above ordinary or outstanding/unique level. The dynamic economy refers to one that is growing and at the same time has inbuilt capacity to adjust to fast changes in the environment in the overall economic system. This paper contends that management of entrepreneurship development in Nigeria must focus on producing new breeds of entrepreneurs with visions for the future development of the country and they must have multiple skills for dynamic adjustment to changes in the environment.

Entrepreneurship Education

According to the Commission Communication (2016), entrepreneurship education is “the individual ability to turn ideas into action”. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives and to master one’s own life. Entrepreneurship education according to this description is the kind of training given to awaken sense of initiative of individuals and their ability to turn ideas into reality. Entrepreneurship education in a school curriculum ensures that each learner has a chance to become an entrepreneur and each student is the architect of his/ her fortune. Entrepreneurship education is an approach to stimulate students to be curious and creative. Towobola and Raimi (2011) explained entrepreneurship education as pragmatic and meaningful interaction between learner and instructor developing the ability of the learners to identify, evaluate and generate ideas and solving business problems in a unique way.

UNESCO (2008) stated that entrepreneurship education is all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. It goes beyond business creation. It is about increasing student’s ability to anticipate and respond to societal changes. It is seen by UNESCO as education and training which allows students to develop and use their creativity and to take initiatives, responsibility and risks. To Lee and Wong (2008), entrepreneurship education is a catalyst for economic development and job creation in any society. This is because it seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings (Okafor, 2014). Entrepreneurship education is the kind of education given to people with a view if developing entrepreneurship qualities properly followed-up with support services for smooth take-off and successful running of business. According to Mauchi, Karambakuwa, Gopo, Kosmas, Mangwende, and Gombarume (2011), entrepreneurship education is defined as the process of providing individuals with the ability to recognize commercial opportunities and the knowledge, skills and attitudes to act on them. Adebayo and Kolawole (2013) described entrepreneurship education as a specialized training to the students or trainees to acquire skills, ideas, managerial abilities and capabilities for self-employment than employed for wage pay.

National Development

A developed nation can only be so classified if certain core parameters are identifiable. Such parameters include a vibrant private sector led economy to complement the public sector. No national development can take place without a robust economy that is driven by the collective actions of several entrepreneurial actions. Consequently, national development is a function of the development of individuals and corporate entities within the country. Entrepreneurship through its developmental impact on individuals plays a fundamental role in the development of nations and their economics. For instance, China has become one of the most important engines for world economic growth since the financial crisis in 2008. To achieve this, the Chinese government amended its constitution to allow the private sectors compete and develop within the limits prescribed by law. The constitution protects the legal rights and interests of the private economy, and exercises the guidance, supervision and management. The central government proposed several policies for integrating more youths into the business sector that would provide more solutions to curb its growing unemployment rate. Some of these policies are the Chinese Medium and Long Term Youth Development programme (2016-2025), Scholars Keyan Podium plan, The Excellent Engineer Education Programme, Outstanding Legal Talent Programme and Top-notch Innovation Talent in Agriculture and Forestry programme, among others. These programmes were jointly implemented by the Chinese Ministry of Education, private

sector, other ministries and commissions with the aim of cultivating a large number of high-quality professionals in various fields with strong innovation ability and adapting to the economic needs and social development for enhanced national development of china.

In the first year of implementation, about 208 universities were attracted by the plan with over 6,000 graduate entrepreneurs, 21 industries created in seven sectors. The Chinese government invested 2,200 million Yuan as special funds for the programme while the private sector invested 420 million Yuan. Through entrepreneurship education in China, about 10.97 million jobs are created yearly in China while increasing its GDP growth rate of 1.2 trillion Yuan in the year 2010 to 11.2 trillion Yuan in 2016 and 12.237 trillion Yuan in 2017.

In Africa, youth unemployment is high across the continent. However some countries like Kenya, Botswana, Ghana and Nigeria, have tried to tackle this problem by equipping children with entrepreneurial skills while they are still at school. For instance, in Kenya, the government and private businesses have taken an initiative at attempting to address these challenges of unemployment and high poverty rate through entrepreneurship education. This was achieved through the creation of enabling environment via investment in physical infrastructure, and also create an enabling environment for dialogue with the private sectors through the establishment of Presidential Round Table (PRT) to discuss the role each party had in improvising entrepreneurship education in Kenya for enhanced national development. One of the approaches adopted towards enhancing entrepreneurial activity and enterprise growth in Kenya is to create an enterprise culture among the youth, while targeting the youth in school. This approach has helped the Kenyan government provide a long term solution to the problem of job creation for enhanced national development. All colleges and universities in Kenya offer business studies programmes within the schools, departments or faculties.

Management of Entrepreneurship Education

The managerial dimension is concerned with massive propagation of all activities that is hoped will result in quantum movement of people into entrepreneurial activities. This will be based on zealous efforts at spreading entrepreneur vision and practice through the nation. The agenda component relates to sequence for sustainable entrepreneur development for a great and dynamic economy in Nigeria.

Development, as noted by Hornby(2014)is gradual advancement through progressive stages of growth from within. From this point of view development implies ‘changes’ and this is very important in any consideration of entrepreneurship education and development. From a broader perspective, the development approach to entrepreneurship considers the nurturing of the actual or potential entrepreneurs to become more effective in running their own organisations Singh, (2016), notes that this has to be done at various stages and in various training and development institutions. The development theory developed by Singh (2016), has its foundation in massive education, training and development of the entrepreneurs from childhood, on the need for achievement motive. Singh(2016)note further that entrepreneurial performance is influenced by three factors. First factor is his or her attitude towards his/her occupation. Second, the role expectations held by the sanctioning groups. Third factor is the operational requirement of the job. He notes that society’s values are the most important determinants of the first two factors, education, training and development is crucial for the third.

Ekpo-Ufot (2018), provides an account of an entrepreneurship development program that was carried out at the University of Lagos. As a result he produced a list of seven determinants that affect entrepreneurship response. These are

- society's value and need
- family
- schools
- work organisation
- urbanisation and industrial estates
- availability of financial resources and
- government.

He states that there are several ways in which determinants can be structured to accelerate entrepreneurship development. The programme reported by him was on the development of planning skills in the entrepreneurs by involving the entrepreneurs in producing the feasibility studies of their projects. This paper therefore argues for a restructuring of our educational system for educating and developing entrepreneurs for economic development in the 21st century.

Okaka (2010) observed that entrepreneurial success depends on the management of entrepreneurship education. That to be successful, entrepreneurs need to possess certain qualities in addition to skills and knowledge concerned with the technical aspect of owning a business, such skills are acquired through organised education, training and development. Rao, Wright and Mukherje (2010), note that the focus of development approach is entrepreneurship skill. These skills include:

- Development of entrepreneurial spirit, characteristics and personality
- Development of technical, technological and professional competencies needed for productive work employment
- Development of enterprise-building and small business development, capabilities to initiate and start one's own business or self-employment and
- Development of managerial capability to run the business and other self-employment activity successfully.

Ogundele (2010) noted that the areas covered by the development theory involve both macro and micro level issues and determinants of entrepreneurship. At the macro level it covers training in opportunity awareness, relating to relevant publics, technology, market and dealing with government agencies to mention only a few. The micro level issues include entrepreneurial personality in terms of attitudes, motivation, values education, and work experience. The approach emphasizes education, training and development as important determinants of the processes of entrepreneurship. The development theory envisages the positive effects or consequences of education, training and development on several determinants that affect entrepreneurs and entrepreneurship. The utilization of this approach holds much promise for the under developing countries like Nigeria, Ghana and Kenya.

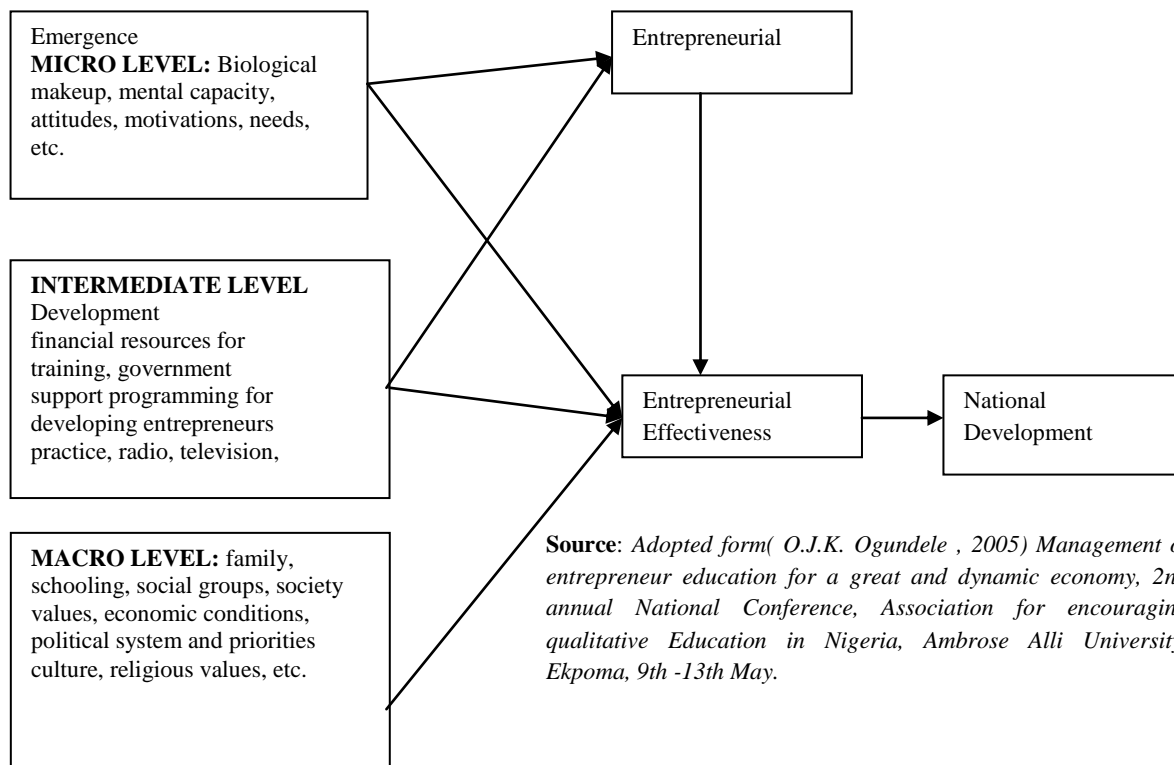
Management Model of Entrepreneurship Education for National Development

Figure 1, below is the model showing that entrepreneurship can result in positive changes which can lead to a great and dynamic economy in Nigeria in 21st century. Figure 1 presents a model of the process for the education, training and development program is expected to produce the desired changes in the individuals and groups behaviour, which will lead to positive improvement in the society. This will eventually lead to enhanced pace of progress for national development.

At the micro level, the model focuses on the personality of the individual or entrepreneur. The issues of focus at this level are the fundamental characteristics of the individual. They are based partly on the physical make-up of the individuals and the mental capacity which will set some limits as to the types of the opportunities that could be exploited by him/her. Others are the individual's attitudes, motivations and needs as a member of a family and the general society. Training and development are expected to positively help in reducing areas of shortcomings which will lead to improved performance in entrepreneurship practice.

The intermediate level relates to supportive institutions and agencies that could further mould the entrepreneurs, by equipping them with more practically oriented skills and competencies for improved performance. The assumptions are that existing or practicing entrepreneurs could perform better when exposed to relevant education, training and development and non- entrepreneurs could be developed to become active entrepreneurs or self-employed. This is because deficiencies that are manifested in entrepreneurial practice may be corrected through on and off the job trainings and the provision of financial support and training facilities could facilitate the emergence of new entrepreneurs. This calls for supports from various institutions ranging from private institutions, government agencies and, multinational organizations

Figure 1: Management Model of entrepreneurship Development for Great and Dynamic Economy



The macro level focuses on the individual's childhood and adolescence environments. These are the homes, schools, social groups, economic characteristics of the environment political systems and priorities, technology, culture, religious and social values (Ogundele,2014b) and (Ogundele and Operifa, 2014). Various combinations of these macro level variables will determine the types of education, to which the individuals are exposed with entrepreneurially oriented education, training and development. These will consequently affect the processes of emergence, behaviour and performance of entrepreneur, which, if properly handled with appropriate visions and implementation, will lay the foundation for educating and developing the touch bearer for national development in the 21st century.

Interactive Model of Social-Economic Development

The interactive Model of Socio-Economic Development is intended to complement the model on entrepreneurial development with a view to producing technological innovation and result oriented entrepreneurs who have practical training in relevant industrial sectors of the economy. In figure 2 below, the principal institutions of development are the double headed arrows. Ascending arrows in the schools system depict academic career growth whereas descending ones emphasize the role of the higher institutions to provide instruction to match their classroom learning with practical work experience in industry. Workers in the industry will, also ensure that learning and research are made relevant to the needs of this country (Ogundele, 2015a).

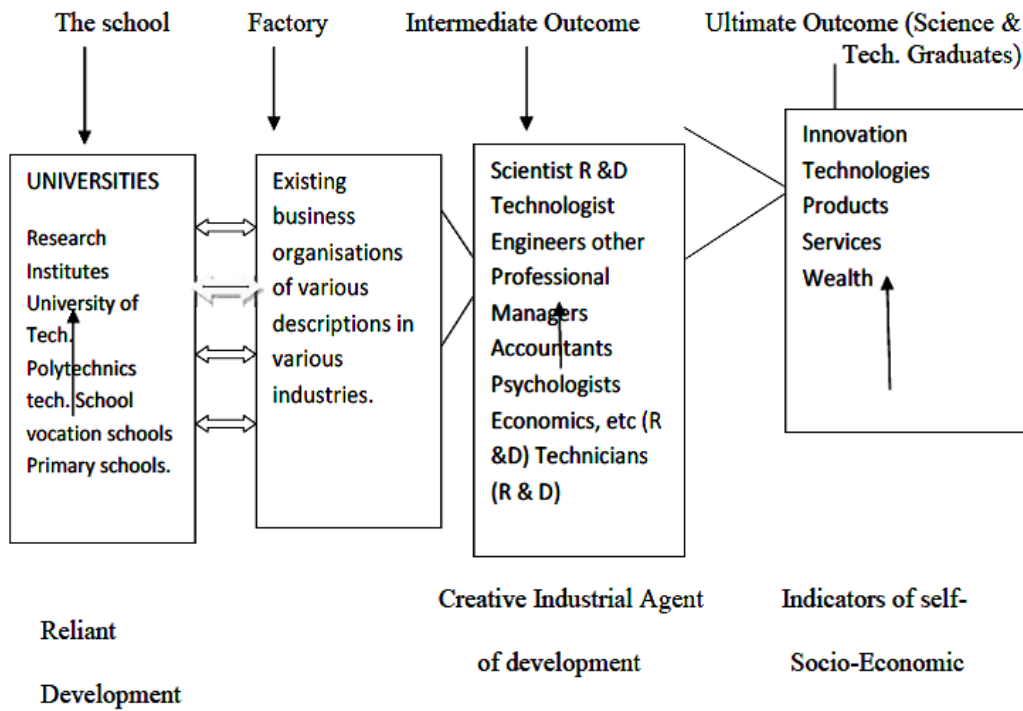
Figure 2 below is modified version of the proposal by (Ekpo-Ufot,2010) reported by (Ogundele and Ojodu , 2003) with the focus on developing indigenous technology. The operations of the experiment depicted in the model are through the Ministries of Education and science and Technology. The Ministry of Science and Technology has the most important responsibility to discharge. These are in planning and executing the experiment. The operators include:

(i) Existing educational institutions, including universities, polytechnics, vocational and primary schools.

Figure 2: Interactive Model of Self-Reliant Socio-Economic Development

(ii) Existing business sector of the economy. They contribute funds to the national R and D, which must be compulsory.

(iii) National, state and local governments also contribute which will be used to establish R and D Corporation, with three major division, instructional and scientific equipment activities, and motor vehicle and food processing. The development activities will involve students in formal educational systems, and other forms of training and development on short term basis provided for the general public. This is a form of massive evangelistic entrepreneurial education, training and development in various forms of social institutions e.g. schools, club, corporative societies, churches, mosques, etc.



Source: Adapted from **Ogundele (2015c)**

The lesson that we have learnt from the Asian Tigers is that effective entrepreneurial education, training and development are the only sure path to national economic development. Nigeria can thread this path through the collaborative and interactive efforts of educational institutions, government, business organisations and their relevant social institution listed above. The end results will be massive turnout of creative agents of development- the entrepreneurs. The products of the interactive model will be technologists, innovators, scientists, engineers, accountants, technicians who are entrepreneurs in their own rights.

Massive Management Entrepreneurial Education, Training and Development a must for National Development in Nigeria

Recent developments in South East Asia have already shown other third World Countries like Nigeria that a nation’s progress and economic development is not essentially constrained by the level of natural resources it possesses, but by the human capacity and capability in responding to challenges in the environment. The Asia Tigers have develop dand equipped their human assets with orientation and capacity for spontaneous responses to opportunities of wide ranging patterns both near and far. It is as a result of appropriate entrepreneurial education, training and development, right from childhood every six out of ten people in Indonesia are entrepreneurs. The truth is that entrepreneurship has become a culture of that country and indeed all the Asian Tigers. That is why their economies is the fastest growing and developing ones in the world today. Consequently, entrepreneurship development has equipped the Asian Tigers with the competencies of turning their economies to very dynamic ones for national development. For Nigeria and other sub-Saharan Africa countries to move into the club of

great and dynamic economies, there must be massive evangelistic entrepreneurial training and development (Ogundele, 2015a). The outline of the desirable proposed entrepreneurial educational training and development agenda for national development provide below.

Installing Educational, Training and Development Programmes or Entrepreneurial Development

It must be stated here, that the levels of formal education will affect entrepreneurship (Ogundele, 2010). In addition, the levels and types of technical, vocational, managerial and other forms of specialised education, training and development will equally affect entrepreneurship. The other side of the coin is that the lack of appropriate and necessary education, training and development would adversely affect the pace of emergency, patterns of behaviours and consequently lead to a slow pace of performance of the economy. Thus, appropriate entrepreneurial educational training and development programmes must be provided for pupils and students of various levels of Nigeria educational systems and for the adult in other forms of social institutions of which they are members.

Basic Management of Entrepreneurial Education at Primary School Level

At the primary level, it is not enough to teach pupils the skills of reading, writing, calculating and elementary science. They must be taught how to apply these skills in solving the problems of the society; this is where model 2 above becomes highly relevant. They must be taught to develop vision of a better future society, thus making infants to be visionary conscious. They must be initiated into intuitive sensitivity of seeing order in disorder through practice and deep listening. The young ones must be educated on self awareness and risk taking confidence, which are part of the need for achievement. Based on the challenges of globalisation our pupils should be educated to develop the skill of multicultural responsiveness that is analyzing different culture to know more about the world of others and how they could be exploited. They must also be introduced to the various occupational areas in their local environment. The above means that they become very large bearers in developing great and dynamic economy. Therefore, entrepreneurial education have to be provided to pupils and teachers at the primary level.

Management of Entrepreneurial Education at the Secondary School Level

If the 9-3-4 system of education in Nigeria is made functional there would have been little problems in building on the foundations which have been laid at the primary schools level. There are serious defects in the provision of facilities, equipments and personnel at the primary school level. The implementation of the 3-3 educational programmes at the secondary school level is a must for producing students who will be agents for national development in the 21st century. During the first three years teachers at the secondary school level will have to build on, and further develop the skills of intuitive sensitivity, self awareness, risk taking, visionary consciousness and multinational responsiveness whose foundations should have been laid at the primary school level, at secondary level the last three years of the students will focus efforts in areas where they have exhibited the best competences to contribute most to the social development. Those who are not best suited for pure academic pursuit would at this level branch out into relevant vocational areas. They will immediately become agents in the process of producing the desired great patterns of national development. They will be expected to be actively involved in the practical implementation of model 2 of this paper. Again at this level entrepreneurial education have to be provided for both the trainees and the trainers.

Management of Entrepreneurial Education, Training and Development at the Tertiary Education Levels

This level includes the Colleges of Education, Monotechnics, the Polytechnics, the Universities at Graduate and Post Graduate levels and other forms of private initiatives designed to promote entrepreneurship. It is to be noted that presently, there are some forms of entrepreneurship education and development at the tertiary educational levels. In some institutions it is taught only in one semester out of eight in four years of a student's academic experience with varying course contents. Some institutions are even planning to provide their students with facilities and fund to practice their pet ideas. The best practice will be to ensure that students take at least a course in entrepreneurship in every year of their academic pursuit at the tertiary educational level, under varying titles such as entrepreneurship development, small business management, management of small scale industry, managing your own business, etc. The implementation of model 2 is particularly relevant at this level. Ogundele, (2014a), notes that to produce effective entrepreneurs, the education training and development programmes at this level should be of three broad approaches, namely; functional, behavioural and environmental, based on the elements in model (figure 1) above. The functional approach will equip the practicing and would be entrepreneurs with, planning, initiating, controlling, supporting, information, evolution, development of technical, enterprise building and managerial skills. The behavioural approach will focus on building appropriate entrepreneurial attitudes, values, beliefs, norms, customs, perception, motives and needs. It is environment of the entrepreneurs' spirit, characteristics and personality. The environmental aspect refers to the external environment in figure 1 above; the impetus at this level has to be provided by others. These include the family environment, social and religious groups, formal educational systems, government agencies and private initiatives, the legal and political framework, available technology and cultural system. All of these must act as facilitators for entrepreneurial practice. In addition there must be provision of necessary financial assistance and conducive rural and urban environments, for nurturing and supporting entrepreneurship (Ogujiuba, Ohuche and Adenuga, 2014). These will lead to the development of entrepreneurs who will be agents in spearheading national development economy.

Skills to be Developed in Entrepreneurs and the General Populace for National Development in the 21st Century

The demands of globalization have shown that Nigeria entrepreneurs must have multiples skills if they are to be agents of national development. (Ogundele, 2015a) presents three broad categories of such skills which have twenty eight elements. The first is Management Development Perspective Skills. There are thirteen elements in this category, they are; time managements, entrepreneurial self development, managing change for competitive success; decision-making, human resources environment of business; helping people to learn; team building; project management, re-engineering or business process redesign; total quality management, organizational development, corporate excellence and people skills.

The second is Interpersonal Skills. There are also twelve elements in this group, they include; leadership; subordinate development, delegation and counselling, information technology, re-engineering entrepreneurship ventures, managing information, employee empowerment, conflict management, negotiating, and communication skills.

The third category is cross-sectional skills. This group consists of four elements which are innovation/creativity, planning, organizing and Kaizen skills. Apart from 28 skills areas listed above, other where skills development are necessary for Nigeria entrepreneurs are in cultural adaptation, managing knowledge for organizational success, creating participative organization, quality customer service, managing one's health, physical, mental job specific, technical transfer of knowledge and human relations skills. These skills must be developed in Nigeria entrepreneurs so as to be able to face effectively the challenges of globalization and other environmental factors, which will lead to national development. The above outline educational and developmental programmes and areas of skills development constitute the proposals of evangelistic agenda for entrepreneurship education, training and development for national development economy. The adaptation and implementation of these proposals should be the sure foundations for rapid national development in Nigeria in the 21st century.

The four categories of developing the entrepreneurs call for massive propagation, at local, state and federal government levels. Other relevant actions that will complement the approaches listed above are:

- i) Commonly accepted slogan on dignity of owning your own business should be developed around which all propaganda is built. This should be propagated in all major Nigeria languages.
- ii) The mass media be actively involved in mobilizing the masses for effective entrepreneur activities to promote national development.
- iii) High employment salaries e.g. paid in oil sector, bank and specially politicians are disjunctives to entrepreneur development. Government should therefore create fund to assist genuine entrepreneur before their ventures begin to yield returns e.g. graduate and those thrown out of jobs consequence upon current economic downturn.
- iv) Electronic commerce has been used by all developed countries to achieve greater strides in taking advantage of globalization and attendant competition. This should be positively employed in Nigeria.
- v) Women should be used as a special agent in this proposed programme, they are in the majority and they need more flexibility in the use of their time than men.
- vi) Rural areas must be properly integrated into the programmes it should not be an urban affair. It must bridge in gap between aging retiring entrepreneurs and their young successors to minimize the problem of entrepreneurial succession.
- vii) Government to concentrate more on infrastructure development at all levels, local, state and federal (Abercrombie, Hill & Turnor, 2012).
- viii) There is the need for moral entrepreneurs championing the restoration of proper moral values, as a crusade against unethical business actions on the part of beneficiaries from the proposed entrepreneurial development evangelistic agenda.

Conclusion and Recommendation

Education, training and development play very crucial roles in management of entrepreneurial education and skills acquisition. It is the position of this paper that the hope for any meaningful development that will produce great and dynamic economy in Nigeria in all aspects of its people endeavours lies in rigorous and massive entrepreneurial education, training and development, right from childhood and continually until one retires from gainful employment. At the primary school level the "catch them young concept" should be the central objective. At the secondary

and tertiary levels students are to be provided with some form of background knowledge on entrepreneur and based on model 2 in figure 2, this should be complemented with industrial experience by the learners. For example, at secondary, monotechnic, polytechnic, undergraduate and graduate levels students presently are being provided with conceptual skills and skills which entrepreneurs require to perform in specialized functional areas such as accounting, marketing, production, personnel, etc. The dynamic global environment requires that skills should be upgraded constantly hence the need for expansion as provided in the 28 listed skills areas. Several private and government agencies in Nigeria e.g. Administrative Staff College of Nigeria (ASCON) and Centre for Management Development (CMD) have programmes for developing indigenous entrepreneurs to upgrade their skills. The methods of training and development and the course contents in all these institutions need to be refocused and upgraded based on the discussion in this paper. There is need for a “people change approach” if we are to have a great and dynamic economy in Nigeria. The models presented outlined the various groups and areas for training and development. Governments as well as private organizations’ supports are required urgently to produce needed positive changes. The other important ingredients are values reorientation, disciplined behaviour and leadership by example. All these are components of entrepreneurship education, training and development for National development in Nigeria in the 21st century.

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