

ENTREPRENEURSHIP AND ITS IMPLICATION IN TEACHING BUSINESS EDUCATION

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Abstract

This paper examined entrepreneurship education and its relationship with Business Education, implications for the teaching of Business Education subjects, factors affecting Business Educators, achievements of entrepreneurship education in Nigeria and forwarded some recommendations.

Introduction

Entrepreneurship is found growing in trade in West African settings, it is found in bakery business, tailoring, auto-mechanics, metal work, carpentry, retail trading, shoe making, printing, hotel and restaurant ventures, transportation, business centre such as photocopying, typing and computer centres, etc. One wonders from more observation if as much stride is seen in the area of Business Education as compared with such other areas enumerated above. This paper therefore advocates for the Business Educators to emphasize on Entrepreneurship Education as a necessary component for economic development.

Entrepreneur

In economics, all human resources involved in paid employment for the production of goods and services are generally referred to as "labour". There is however, a form of human input which because of its special significance ranks differently and is superiority to labour. This is "entrepreneurship ability"¹.

Quoting Tawiah (1981) Anene opined that entrepreneur is the person or group of persons who combine the other factors of production to produce what (or render the service which) has been decided on.

On the other hand, Hornby (1994), was quoted as defining entrepreneur as a person who starts or organizes a commercial enterprise, especially one involving financial risk (Nwaokolo, 1997).

Entrepreneur and His Functions

From the view point of an economist production involves the creation of goods and the provision of services to satisfy human wants. Business Education is in the services provision aspects of production. Hence, there is the need then for both workers and the entrepreneur to organize work.

Entrepreneur has the following functions:

1. *Uncertainty bearing*: He bears the risk of production. Those risks other than fire outbreak, theft, damage, etc, which can be insured such an uninsurable risk is uncertainty of whether what he has decided to produce (including services) will be bought.
2. *Decision making*: To decide and execute the decision with the aim of being a success in the venture,
3. *Management control*: A good entrepreneur should have foresight, initiative and expert knowledge of the techniques of production. He must also have a knowledge of the right kind of men to enable him achieve his aim of maximizing success in the venture.
4. *Provision of other factors*: particularly, it is his duty to provide capital with which to carry out his activities he combines the factors so as to achieve his profit or success aim.

What is Entrepreneurship?

Entrepreneurship, according to Naswen, (1999) involves risking, financial, material and human resources in a new business concept or an opportunity within an existing firm (Igbemi, 2000).

Entrepreneurship, therefore, involves the ability to set up to a business enterprise as different from being employed. This ability should be "acquired" and should differ in some aspects from the abilities acquired to enable a person obtain paid employment. It involves the acquisition of skills, ideas and managerial abilities necessary for personal self-reliance. Self-reliance on an individual level relates to what Nwaokolo, quoted Ikoku in Odozi (1991) opined as the right and ability to set one's

own goals and realizing them as much as possible through one's efforts, using one's factors. This personal or individual self-reliance effort when put together transforms into national self-reliance because when the individual is gainfully productive through self-employment the Gross National Product (G.N.P.) is enhanced and the income per capita is also enhanced.

Entrepreneurship Education

Entrepreneurship education, as the thrust of this paper, therefore, must be the type which inculcates skills of a technological nature and the skills of floating and succeeding in a business enterprise (Osuwa, 2004).

Entrepreneurship education provides the entrepreneur with the skills of entrepreneurship. It also creates awareness on how factors, both internal and external affect the future of the business. Igbemi (2000) quoted West (1988) that research shows that approximately eighty five percent of businesses fail in the first five years with problems being most acute in the building, transport, light, engineering, and fashion industries. The reasons were not startling well, not enough money was put into it. It could be that the entrepreneur planned without having foresight. In other words, the entrepreneur did not possess the required knowledge and skills necessary for the successful running of the business. There is therefore need for one who is planning to start a business enterprise to acquire the necessary managerial skills, that is, relevant knowledge, appropriate skills, competency and attitudes required to run a enterprise. These qualities can only be acquired through entrepreneurship education.

Business Education as part of Entrepreneurship Education will enable a person to become self-reliant means the acquisition of knowledge and skills in production and services as well as in management of a business enterprise.

Akanbi, (2000) advocates that any education that leads to offering the recipients such behavioural change will be regarded as entrepreneurship education; entrepreneurs should possess some personal technical skill, business management skills plus knowledge of lines of business.

Objectives of Entrepreneurship Education

The objectives of Business Education can be expanded to include the objectives of Entrepreneurship Education. Such objectives include:

1. Possesses positive attitudes towards entrepreneurship.
2. Learn how to seek relevant information about business.
3. Appreciate the dignity of labour.
4. Think of self-employment as good as wages, salary earners.
5. Make business plans.
6. Identify characteristics and functions of entrepreneurs.
7. Manage small and micro business (Akanbi, 2000).

What is a Business Educator?

With regard to how business educators view themselves and how others, see business educators let us explore some possible answers. According to Oyedele (1992), a business educator is:

An individual: With like, dislikes, human frailties, and emotions just as other individuals have. He is a composite of background environment, education, and one who has learned control of emotion and has dedicated himself to the education of our country's youth.

A Neighbour: Living in a community and participating in community activities and one who relies on others for aid and services ad he aids and serves others.

A Consumer: Using wisely the knowledge of business which he has secured, believing in free enterprise.

A Student: Continually looking for new methods of teaching, new approaches to skill buildings, new horizons in business fields, new services and business education can render

to school and community. His education does not stop when he receives a degree or college diploma, but he continues to develop himself to search for better motivating devices to aid his students.

A Teacher: A teacher of boy and girl first and business subject matter second. He is a teacher of business skills and business ethics. He is ever mindful that the students of today are the business leaders, home-makers, and consumers of tomorrow.

A Professional Minded Person: Lending his support to those associations which are striving to improve the profession of business teaching, contributing time as well as money to improve the association, knowing fully well that *"the mark of the true professional is participation."*

A Counsellor: To his students, knowing their needs, failures and successes, helping them to make wise choice about course, jobs or schools.

A Humanitarian: Whose love for boys and girls is so great that fame and fortune may elude him, but who knows the joy and satisfaction which comes when students say "thank you,"

Business Education

The New Standard Encyclopedia (1984) as quoted by Abdu defined Business Education as a set of instructions to prepare students for jobs in the business world. There are basically two levels of business education, viz:

1. Business training of the high school level and in some private-business (commercial schools, mainly prepares the students for office work, as typists, accounts clerks, etc).
2. Business Education at the College or University level prepares the students for managerial and executive work.

In the light of the above it is expected that the products of Business Education will be enterprising and self-reliant, as spelt out in the National Policy on Education (1981).

Unfortunately, as Nzerem (1992) observed, graduates of Business Education like their counter-parts in other disciplines, queue-up in the labour market for paid employment in the civil service and private business enterprises. One probable reason adduced for this situation is the "faulty" educational orientation which is properly geared to the need of the economy, so the beneficiaries depend mainly on white collar jobs, than venture into the unknown.

Implications for the Teaching of Business Education Subjects

1. The problem of teachers whose qualification is outside business education being made to teach business education subjects can be solved in two ways; the first is by ensuring that more graduates of business education are produced at all levels by the establishment of more business education programmes in the existing tertiary institutions. In addition, the training of business educators needs more specialized attention and planning.
2. With respect to planning, it should be possible to ensure that products of business education programmes get the greatest exposure to the more highly skilled subjects such as typewriting and shorthand, which are most affected in terms of being taught by teachers who did not specialize in those areas.
3. The greatest deficiencies in the teaching of business education subjects are in the non-use of appropriate and approved methodologies. This means that even where trained business educators exist they do not use the right methodologies. It is either that the teachers are

unaware of these methods or are indifferent to their use. Inadequacy of the needed facilities has also been named as one of the reasons.

4. It is often the case that business educators expect government and others to play their roles in the development of business education, and fail to play their own roles.
5. However, there are some methods such as demonstration which do not require sophisticated equipment and which can be undertaken with minimal effort. Business Educators need to make such efforts to improve the quality of their teaching (Njoku, 1990).

Factors Affecting Business Educators' Achievement of Entrepreneurship Education in Nigeria

Though it is true that some graduates of business education have been able to achieve self-reliance through self-employment i.e. becoming entrepreneurs and created employment opportunities for others working under them, some few graduates have not achieved this. Business education being a tool for achieving entrepreneurship faces problems which will be highlighted below as they affect current students and graduates of business education:

1. There is inadequate preparation of students undergoing business education programmes. This is due to lack of qualified teachers, instructional materials and equipment.
2. The demand for qualified teachers exceeds the supply as a result of poor conditions of service.
3. Non-supply of appropriate textbooks in this course is a hindrance to the success of the programme.
4. Improper conduction of on-the-job training is another problem though enough time is set for industrial attachment many students only ended up filling their logbooks without performing any functions.
5. Another problem is that the society views business education as a course for the mediocre and the vocational jobs of those of lower manpower, this makes parents desire their children to read course other than business.
- 6 Another problem is inadequate support by the government, sometimes when individuals set up business on their own, the government might come up with decrees that will work against the success of such business, sometimes the business folds up (Njoku, 1990).

Conclusion

Business education is important for entrepreneurial development since the strength of any business organization to a large extent depends on the level of the managerial capabilities of the entrepreneur, in most cases, the manager or chief executive where the entrepreneur would not want to combine the two especially where the organization is already complex because of growth.

Finally, business educators equally help the nation solve its unemployment problems since they train people (entrepreneurs) who after acquiring the needed skills and abilities to engage themselves in entrepreneur ship activities without depending much on the government. In most cases, the entrepreneurs do not only employ themselves, but have vacancies, to employ others.

Recommendations

1. Opportunities exist for entrepreneurship in the field of business education i.e. persons to engage in advertising and publicity, public copying, and duplicating.
2. Entrepreneurship is a possibility in the area of business education. There are those already engaged in organizing vocational education schools. Students need to explore deep.
3. The laws regarding business undertakings by school leavers should be liberalized by government to create incentives and active participation.
4. Loans should be made readily and properly available for graduates of business education without much stringent conditions for securing them; or computers, photocopiers, scanners, binding machines, and other facilities needed to establish private business enterprises should be purchased by government and sold to people at a highly subsidized rate.
5. Business educators should try to inculcate in the mind of their students to appreciate entrepreneurship.

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