
**ACCESS AND QUALITY OF ENTREPRENEURSHIP EDUCATION AT
THE SECONDARY SCHOOL LEVEL IN NIGERIA, A NEW HORIZON**

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Abstract

The wealth of any nation depends on its ability to produce and provide goods and services which in turn improves the economy of the nation. Education is the key to any countries wealth especially when the products of the educational programs run at the various levels of education possess some skills and competencies capable of making them self reliant and self employed. The inclusion of entrepreneurship education in the curriculum is a very good move to achieve this objective. This paper presents a practical approach to the implementation of the entrepreneurship education curriculum thus opening a new horizon in this area of secondary education. One of such steps is to ensure a high percentage of interest, awareness and involvement of secondary school students in entrepreneurship ventures. Issues such as access and quality of secondary education in Nigeria, the need for functional entrepreneurship education and steps into a new horizon were discussed. Some suggestions were made among which is adopting a more practical approach to the implementation of education curriculum.

Education aims at making an individual live a meaningful life in the society. Akudolu (2010) contended that the major aim of both formal and informal education is to ensure that he is able to contribute effectively to life activities. He sees the individual's ability to be gainfully employed in one job or the other as the major contribution he can make. This is possible with good planning that offers learners functional education that can be put into use before and after schooling. The wealth of any nation is dependent on the ability of the citizens to produce and provide enough goods and services which can even be exported to earn foreign exchange to boost the economy. A developed country like America boasts of having more than one million businesses which surely provide job opportunities to individuals within the country. Such advanced countries have good and well planned educational programs that prepare individuals early enough for life after school. They integrate technical, vocational and entrepreneurship education in the curriculum to forestall youth unemployment. Lackeus (2015) suggested that this should start at an early age and at the secondary school level complemented with a voluntary and more business focused approach. This means that by the end of the individual's secondary school career, he is already focused, motivated and equipped with some capabilities that can enable him go into entrepreneurship.

In the Nigerian situation, mere observation shows that both access and quality are not issues to boast of in education. Although the 1948 Universal Declaration on Human Right made education one of the fundamental human rights, access to education is still the most challenging issue for developing countries (UNICEF, 2000). This is as a result of crisis, wars, social disturbances, poverty, epidemics, violation of human rights, displacement and so on. Children affected by all these conditions do not have access to any formal education not to talk of entrepreneurship education.

Reports from many rural areas in Nigeria indicate that the quality of education in such areas is low as a result of lack of funds, lack of human and material resources, lack of adequate facilities and instructional materials. The result is that the products of the secondary schools might have acquired some theoretical knowledge in all the subjects but they still lack the skills and competencies that can enable them live useful lives in the society. Adeniyi (2001) regrets that as a result of the standard of the programs offered in schools, there is evidence of lack of creativity in the Nigerian child. All these facts result in the terrible situation of unemployment in Nigeria with its multiple socio-economic consequences. In order to survive, many youths engage in businesses as commercial motorcyclists, bus conductors, motor park touts, or laborers in building projects. These are not entrepreneurial, not sustainable and cannot help one earn a living on the long run. They are simply endeavors which some Nigerian youths engage in out of desperation and frustration.

In consideration of the above situation, curriculum experts deem it very necessary to include entrepreneurship education in the curriculum of schools. There is the need to make education more functional than it had been in the past in order to

reduce joblessness in the society. The Federal Republic of Nigeria (2013) in her National Policy on Education outlined thirty six (36) entrepreneurship subjects that must be part of the secondary school curriculum in Nigeria. Common sense shows that it is not enough to outline these subjects in curriculum without efforts to fully implement them. It is not also enough to present only the theoretical framework to the students. The situation now calls for a more practical approach to the teaching of these subjects and ensuring that both parents and students are interested and see the need for a more functional entrepreneurship education in Nigeria.

This paper presents some practical strategies that can be employed to get every student involved in one or form of business or the other thus opening a new horizon in the area of secondary education. One of such steps is to ensure high degree of interest, awareness and involvement of all the stakeholders in the educational industry to rise up and face the challenges of tackling the problems of unemployment through access to good quality entrepreneurship education.

Conceptual Issues

Entrepreneur

Uhunmwangho and Osayomwanban (2014) described an entrepreneur as one who is willing to take risks, exercise initiative, take advantage of market opportunities by planning, organizing and employing resources. This gives rise to the production of goods and services from which the entrepreneur earns a living. Ojiefu (2010) added that an entrepreneur is an enterprising individual who builds capital through risks and from his initiative. He defined an entrepreneur as the owner or manager of a business enterprise who through risks and initiatives attempts to make a profit. The issue of becoming an entrepreneur is one that demands a lot of creativity, boldness and initiative. It also involves risk taking on the part of the individual who on his own gathers the resources through which he hopes to make some gains.

Entrepreneurship

Adiele, Okujiagu and Nnokam (2011) opined that entrepreneurship has to do with the ingenuity to create business ideas, develop the business, manage the business, make profit and manage possible risks involved. Akanwa and Agu (2005) were of the view that an entrepreneur is the one who ventures into the business while entrepreneurship is the service rendered by the entrepreneur.

Entrepreneurship Education

According to Lackeus (2015), entrepreneurship education in the united kingdom means focusing more broadly on personal development, mindset, skills and qualities. He added that enterprise education appears narrower and can be undertaken in an early stage to prepare school leavers for a more practical learning experience. In a broad definition, Akudolu (2010) saw entrepreneurship education as the acquisition of

knowledge, skills and attitudes that enables the learner to apprehend life challenges in what form. According to her, it involves taking decisive steps to realize new trends and opportunities for meeting those challenges in all aspects of human life. A very important ingredient within this definition is that the learner will be equipped with knowledge, skills and attitudes that can enable him face challenges later in life. This is what functional education should be able to do for the individual. The knowledge acquired is put into use for the benefit of the learner in the way of sustaining him and the society. Akudolu (2010), Ayatse (2013) and Lackeus (2015) saw entrepreneurship education as a lifelong process starting as early as elementary school and progressing through all levels of education. For this reason, Adenike (2016) described entrepreneurship education as the development of social and economic efficiency of the individual by progressively up grading their thought pattern and eventually their way of life. These entrepreneur capacities are gradually but steadily built into the individual's life. They make him become conscious of what he is going into and get him focused on what to watch out for such as gains, risks, losses, innovation, modification of ideas and the whole lot involved in running a business. Thus, Akhuemorkhan, Raimi and Sofoluw (2013) supported the above assertion by contending that entrepreneurship education is specialized knowledge that inculcates in the learners the traits of risk-taking, innovation arbitrage and coordination of the factors of production for the purpose of creating new products and services for new and existing users within human communities. They further viewed entrepreneurship education as a learning process that imbibes in learners/students traits and competences such as team spirit, leadership training, problem solving, negotiation skills, self direction and self management, a move that places more attention on skills and practical needs of the word of work. This is exactly what our present day youths need to change their world view from job seekers to wealth creators. Such exposure will surely develop their latent talents and potentials.

In their own contribution, Adekunle and Kayode (2014) saw entrepreneurship education as an opportunity to present to the students diverse learning experiences that can make them acquire the needed attitudes and skills, designed to change the orientation and attitude of recipients, a process will equip them with the skills and knowledge to enable them start and manage a business. Adekunle and Kayode further insisted that such learning opportunities should be open to all and not the exclusive domain of the self acclaimed gurus.

Ayates (2013) believed that the knowledge, skills and motivation which entrepreneurship education provides, encourages entrepreneurship success in a variety of settings. The European Commission as cited by Okoli and Allahna (2014) saw entrepreneurship education as a process by which learners are equipped with a wide set of competences that can bring about greater individual, social and economic benefits since the ability gained can be applied in any aspect of people's lives. From these definitions, one can rightly infer that quality entrepreneurship education is capable of equipping secondary school students with the skills, knowledge, attitude and

competencies that can enable them become entrepreneurs. The writers of this paper believe that entrepreneurship education is what Nigeria needs for sustainable development.

Access to Education

Education is regarded as the most valuable asset that can be given to an individual. It has been identified as the major tool for national development, self actualization and social harmony. Therefore, education is seen as the right of an individual and he must have access to quality education. Okeke as cited in Nwogu (2013) defined access to education as free, unlimited, unhindered and unfettered opportunities t each level of education to obtain knowledge, skills and abilities at that level needed optimally to participate and contribute to the development of the society. The need for access to education gave rise to the policy of Education For All (EFA) which is an international mandate that is further adopted by most nations. The goal statement of the UNESCO and the UN and other agencies as reported in the 2005 UNESCO Guidelines For Inclusion (GFI) stated as follows;

"All children and young people of the world with their individual strengths and weaknesses, with their hopes and aspirations have the right to education. it is not our educational systems that have right to certain type of children, it is the school system of the country that must be adjusted to meet the needs of all children."

Access to Education for all children of school age in Nigeria gave rise to the lurching of the Universal Basic Education in (1999) by the Federal Government of Nigeria. The aim is to ensure that all children no matter their physical, social, economic and religious background must receive formal education. Evidently, a good percentage of children in Nigeria who should be in school do not have access to quality education. Some attend school just to fulfill all righteousness but have nothing to show for it while some attend schools that are substandard in quality. There is a clear relationship between access to education and the quality of education. UNESCO (2005) asserted that educational quality and access are intricately linked. In some parts of Nigeria where there are disturbances, schools may be enjoying access to education. UNESCO (2005) observed that in many countries, the public school system is generally considered lower in terms of the quality of education being provided as compared to private schools. Thus, poorer children are limited to public schools. In Nigeria, the situation is the same, such public and rural schools lack everything that is needed to give children quality education. Then children in such schools are not expected to have access to good entrepreneurship education without the needed facilities and resources. This creates room for many children to stand out as disadvantaged individuals who are not given the opportunity to reach their fullest potentials in terms of cognitive, emotional and creative capacities (UNESCO, 2005).

Quality Education

Quality Education is one that welcomes a learner and can meet his learning needs Pigozzi (2008:6). It ensures that all learners regardless of sex, age, language, religion and ethnicity for example are reached. They have the possibility of participating in and learning from organized learning activities. The quality of education determines the quality of manpower and their products. Quality education understands how the past is relevant to the present and has a view to the future, Pigozzi, (2008). It relates to knowledge building and the skillful application of all forms of knowledge by unique individuals who function both independently and in relation to others.

Quality education should always be naturally accessible to all learners irrespective of their characteristics but in the Nigerian situation, it is very obvious that learners all over the country do not have the same degree of access to quality education especially when the following indices as presented by Thom-otuya and Inko-tariah (2016) are considered:

- Proper Funding.
- Effective Quality Control (to enforce standard).
- Conducive and Appropriate Teaching and Learning Environment.
- Sufficient staff Quarters and classrooms in schools.
- Adequate and proper equipment and staffing.
- Good quality and well motivated staff truly committed to undiluted scholarship.

The writers of this paper added other indices such as good infrastructural facilities, laboratories, computer rooms, libraries, well equipped technical workshops, adequate instructional material, resource centres as well as resource persons. Quality entrepreneurship education therefore should be able to provide students with necessary skills, competencies and learning experiences that can arouse within them the spirit of entrepreneurship which has not been there in the past. UNICEF (2000) provided the following characteristics of quality education.

- Learners who are healthy and well nourished, ready to participate and learn, supported by their families and communities.
- Environments that are healthy, safe, protective and gender sensitive and provide adequate resources and facilities.
- Content that is reflected in relevant curriculum and materials for the acquisition of basic skills for life.
- Processes through which trained teachers use child centered teaching approaches in well managed classrooms and skillful assessment to facilitate learning and reduce disparity.

- Outcomes that encompass knowledge and attitudes and linked to national goals for education for positive participation.

Amanchukwu (2011) outlined three key features of quality education as content relevance, access and outcome as a matter of fact, these key features are all embedded in what UNICEF (2000) provided as the indices of quality education. Quality education is built on relevant content that is capable of preparing the learner for useful life in the society and it must be accessible to all that it is meant for not just the privileged few. Its outcome is observed in the advancement of both the individuals and the society. Any educational program that fails to equip its products with the skills and competences that can make them self reliant and self employed is very poor in quality. It leaves its products still as helpless and frustrated as one who never embraced any form of education.

On the other hand, quality education arms the individual with all that it takes to be a productive member of the society. The present situation of youth unemployment in Nigeria has left a question which needs to be asked thus; is the Nigerian educational system in line with the UNESCO'S quality education framework of learning to know, learning to do, learning to live together and learning to develop skills? These are the expected outcomes of good entrepreneurship education which every learner in Nigeria must have access to. Mere inclusion of Entrepreneurship subjects in the curriculum without working for the quality of what the students are receiving makes a mockery of the whole exercise. Education is generally aimed at producing intelligent, responsible and well-informed citizens who are capable of making positive contributions to the development and well-being of themselves and their society (Daluba 2015). Able bodied men and women in Nigeria who are idle are not able to make positive contributions to the development of their own well-being not to talk of the country. Quality entrepreneurship education is all we need for the education learners receive to be functional. This supports the assertion of Aytase (2013) that a functional education system takes cognizance of the dynamics of the labour market, equips its graduate with occupational skills and competencies to enable them to be self reliant.

Challenges to Access to Quality Education in Nigeria

Having talked about the relationship between access to education and the quality of education, it is necessary to outline some of the challenges facing access to quality education in Nigeria especially as it concerns Entrepreneurship Education at the secondary school level. One of such challenges is the shortage of teachers who can handle the 34 entrepreneurship subjects in the secondary schools. The subjects are:

Auto Body Repair and Spray Painting., Electrical Work, Mechanic Work, Auto Parts Merchandizing, Air Conditioner and Refrigerator Repair, Welding and Fabrication Engineering Craft Practice, Electrical Installation and Maintenance Work, Radio/ Tv and Electronics Servicing, Block Laying, Brick Laying and Concrete Work, Painting and Decorating, Plumbing and Pipefitting, Machine Woodworking, Carpentry

and Joinery, Furniture Making, Upholstery, Catering Craft Practice, Garment Making., Clothing and Textile, Dyeing and Bleaching, Printing Craft Practice, Cosmetology, Photography, Mining, Tourism, Leather Goods Manufacturing and Repair, Animal Husbandry, Fishery, Marketing and Salesmanship. FRN, (2013)

In some schools, none of the new subjects has been introduced while in others only very few are theoretically presented to the students. Another challenge is the none enrollment of some youths in schools. The US embassy in Nigeria once identified the none enrollment in school of about ten million out of thirty million school aged children as one of the challenges. Such children definitely will end up not acquiring any level of education that can enable them get employed. Poverty is one of the greatest treats in any given country (Nwogu, 2015). Financial barriers affect children from poor backgrounds whose parents cannot provide the needed materials and school fees. Lack of funds also militate against the provision of the human and material resources, instructional materials and infrastructural facilities. Other challenges include political crisis, gender inequality, cultural inhibitions, frequent change in government policies terrorism as seen in the North East and some other states in Nigeria and so on.

Steps Towards a New Horizon in Entrepreneurship Education

1. **Learner Centered Approach:** The Learner Centered Approach is expected to take care of the interests and needs of every learner, engage him and ensures that he moves at his own pace. It is a sure way of making every student have access to quality entrepreneurship education at the secondary school level as a matter of necessity. It is a practical strategy that enables the teachers work individually with the students. Teachers can help students learn how to learn, nurture their wiliness to solve problems and build their capacity for hardwork and persistence, Mykra (2015) added that teachers can also help students to develop perseverance and motivation by supporting them in their efforts to meet expectations and in showing greater degree of commitment. This learner centered approach is highly recommended for effective implementation of quality Entrepreneurship Education curriculum.

2. Adopting the Entrepreneurship Competence Model (Lakeus 2015)

Entrepreneurial Competence to be achieved from SS1-SS3

Main Theme	Sub Theme	Primary Source According to Lackeus	Interpretation in Lackeus (2015) Report	Teaching Strategies	Students' Activities
Cognitive Competence	Mental Models	Kraiger et al 1993	Knowledge about how to get things done without resources. Results and Problem Models.	Engage Students in Sourcing for Resources Improvisation, Exp osing them to the risk of failure.	Students Source for funds, materials and good environment to start a business
Cognitive	Declarative	Kraiger et	The basics of Entreprene	Encouraging	Students Formulate

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Competence	Knowledge	al 1993	urship value creation, idea creation, generating opportunities, accounting, finance, technology, and managing risks	Students to generate business ideas, production of new goods and services, Guiding them to envisage new risks and how to deal with them.	business ideas, survey the environment and initiate ways of improving existing goods and services.
Cognitive Competence	Self Insight	Kraiger et al 1993	Knowledge of personal fitness with being an Entrepreneur.	Guiding students to identify areas of interest and fitness, Identifying students talents and potentials.	Students Declares interest in various business areas and get engaged in one.
Skills	Marketing Skills	Fisher et al 2008	Conducting market research, accessing the market place, marketing products and services, using persuasion, getting people excited about your ideas dealing with customers, communicating a vision	Organizing field trips, excursions, group and team work, familiarizing students with the market and work environment, encouraging students to get involved in petty marketing of goods and services, carrying out repairs etc.	Students Undertake trips engage in repairs, make market surveys, get involved in sales of goods and services.
Skills	Resource Skills	Fisher et al 2008	Creating a Business Plan, Creating a Financial plan. Obtaining a Financial Security, Gaining Access to Resources.	Engaging Students in Group and Individual Projects, Guiding them to make budget proposals, Encouraging Students to be resourceful and suggesting sources of capital investment.	Students Engage in Group and Individual Projects, they make Project Proposal, Source for capital and bring back reports.
	Opportunity Skills	Fisher et al 2008	Recognizing and acting on business and other kinds of opportunities products and services, concept development skills.	Making business enquires, Guiding Students to discover ways of improving existing products, studying the environment for new businesses.	Students Work as Individuals and Groups to study existing products and services and proposing ways of improving on them.
	Interpersonal Skills		Leadership Motivating Managing Listening.	Training others, People, Giving Students Leadership Training, Assigning Responsibilities to them	Students accept responsibilities, assume leadership roles, they learn to develop team spirit and work as a

Attitudes	Entrepreneurial Passion.	Fisher et al 2008	I want, The need for achievement	Making Students Appreciate the need for entrepreneurship ventures. Admire Entrepreneurial.	team. Students develop the desire to be entrepreneurial, they express the desire to join entrepreneurship projects.
	Entrepreneurial identity	Kraiger et al 2005	I am, I value, deep beliefs, Role identification, Values Identification	Encouraging Students to assume the role of Entrepreneurial and identify the values attached to entrepreneurship	Students assume entrepreneurship roles and value entrepreneurship activities.
	Innovativeness	Kraiger et al 2005	I create, Novel thoughts, actions, radical change, visionary	The Teacher Guides the students to Initiate actions Changes and to be visionary	Students Initiate new ideas and actions, introduce changes where need be.
	Perseverance	Markman et al 2005, cotton 1999	I overcome, ability to overcome adverse circumstances	Teaching students the need for hard work, perseverance and problem solving techniques.	Students learn to work hard in their various projects and entrepreneurship endeavors.

Note: The first four columns bearing the main theme, sub theme, primary source and interpretations were adapted from Lackuse (2015) while the last two columns bearing Teaching strategies and Students activities are designed by the writers to practicalise the teaching of entrepreneurship education in the secondary schools. Other practical steps proposed by the writers include: creating awareness on the importance of entrepreneurship education engaging resource persons such as technicians, trainers, advisers in the various areas of production of goods and services in secondary schools, retraining of teacher through workshops and seminars for effective use of the integrated approach to the teaching of entrepreneurship skills in secondary schools, organizing entrepreneurship education week in schools when there will be workshops, seminars, excursions, field trips, display and sale of products etc.

Conclusion

Access to quality entrepreneurship education has so far been discussed in this paper as a very important means of solving the problem of unemployment among school leavers in Nigeria, some practical steps have been advocated towards opening a new horizon in this area of the students education. There is the hope that there will be improvement in the quality of entrepreneurship education students receive in secondary schools in Nigeria,.

Suggestions

The following suggestions are therefore made:

1. Entrepreneurship education should be given an important place in the school curriculum.
2. Funds should be made available to purchase the needed equipment for practical work.
3. The interest of the students should be put into consideration in their choice of entrepreneurship subjects.
4. Local entrepreneurs should be involved in the training of students as entrepreneurs, therefore the available workshops in building projects, catering companies, hairdressing and barbing saloon, business centers etc should be used in training students.
5. Awareness should be created in the communities on the need to allow students train as entrepreneurs.

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