

ENTREPRENEURSHIP EDUCATION IN NIGERIA: CHALLENGES AND WAYS FORWARD

Salihu Saleh^{1*}, Audu Yusuf², Ibrahim Musa Bwala³ and Mohammed Fori⁴
Department of Mathematics, College of Education Waka-Biu, Borno State, Nigeria,

***Corresponding Author: -**

E- Mail address: salihusaleh20@gmail.com Telephone number: +2348080332832

Abstract: -

The rapid increase in population growth of graduates in our schools had resulted into unemployment of tertiary institution graduates. This is because the government and private sector cannot have enough jobs to accommodate them. Consequently, entrepreneurship education was introduced in our tertiary institutions of learning to address this issue. Entrepreneurship education is the acquisition of skills, ability, competence which equip the recipients with initiative, creativity, risk taking ability, enthusiasm, independence, and vision for business venture. Graduates equip with knowledge and skills of entrepreneurship education would be aware of the existing businesses and think of it as alternative. Despite the advantages of the entrepreneurship education, it is faced with some challenges. These challenges among others are unavailable fund for teachings in practical terms for entrepreneurial education and start up and expansion of business ventures, inadequate facilities or equipment's, and poor enabling environment for business. Finally, ways forward were suggested to address these challenges.

Keywords: - *Education, entrepreneurship, entrepreneurship education, challenges, ways forward*



INTRODUCTION

Education is a process of updating the knowledge and skills of individuals for the purpose of making that individual useful to himself or herself and to the community (Abari, Mohammed, and Olufemi J. E., 2016). According to Ekpiken and Ukpabio (2015), education is the acquisition of knowledge, the aggregate of all processes through which a person develops ability, skills, attitudes and other forms of behavior with positive value in the society in which he lives. In most of less developed nations, youth are face with difficulties to secure jobs after graduating from school (Fasasi and Etejere, 2009). This is because their acquired knowledge and skills in school are not adequate to prepared them think of existing business in their locality as alternative. Also, the rapid increase in population growth of graduates in schools, Governments and private sector cannot have jobs to accommodate the large number of graduates. Consequently, some of them stay without jobs even in their mid-thirties and some settle for the informal sector in very poor conditions (Babalola, 2011). Despite all the programmes of the Federal Government and State Governments, like the National Directorate of Employment (NDE); the agricultural sector and youth empowerment; the unemployment rate has been on the increase. According National Bureau of Statistics (2018) stated that the unemployment rate has increased from 18.8 percent in 2017 to 23.1 percent in 2018. The report further showed that about 20 and 27 percent of men and women in the labour force were unemployed respectively. For youth between the age of 15 to 35 years, 55.4 percent of them are unemployed or underemployed compared to 52.6 percent in 2017. The above situation calls for strategy that would ensure that our economy provides jobs for our increasing youth. Perhaps this necessitated the introduction of some form of entrepreneurship education in Nigerian tertiary institutions in 2009, in order to give the undergraduate skills for setting and management of business. Entrepreneurship is the willingness and ability of an individual to seek for investment opportunities, to establish and to run an enterprise successfully (Suleiman, 2006). Entrepreneurship has been described as the "capacity and willingness to develop, organize and manage a business venture along with any of its risks to make a profit [Wikipedia 2019]. This means that entrepreneurship typically focus on the launching and running of businesses in order gain a profit alone with risks involved. In start up business, there are high risks involved that a significant proportion of new businesses close down due to "lack of funding, bad business decisions, an economic crisis, lack of market demand, or a combination of all of these. This situation calls for entrepreneurship education to entrepreneurs.

Omolayo (2006) defines entrepreneurship education as the act of acquiring knowledge of starting a company, arranging business deals and taking risk in order to make profit. Entrepreneur education is a tool which equips an individual to business. It is the willingness and ability of a person or persons to acquire educational skills to explore and exploit investment opportunities, establish and manage a successful business enterprise. It focuses on developing understanding and capacity for pursuit of entrepreneurial skills and attributes. Entrepreneurship education involves opportunity recognition, commitment of resources and creation of a business of value to deliver goods and services. Ukpiken and Ukpabio (2015) described entrepreneurship education as the acquisition of skills, ability, competence which equip the recipients with initiative, creativity, risk taking ability, enthusiasm, independence, vision for business venture. This means that entrepreneurship education makes graduates in schools to have enterprising skills, competencies of owning and managing a business. According to Olaniran (2018), giving opportunities to young people to acquire entrepreneurship skills is an essential step towards developing the socio-economic and political sectors of any nation. This is because Entrepreneurship Education does not only facilitate young people's ability to start a business, but also enable them to become active player and valuable contributors to their nation's economy. Alex, Ike and Ikeme (2012) stated the following benefits of entrepreneur Education:

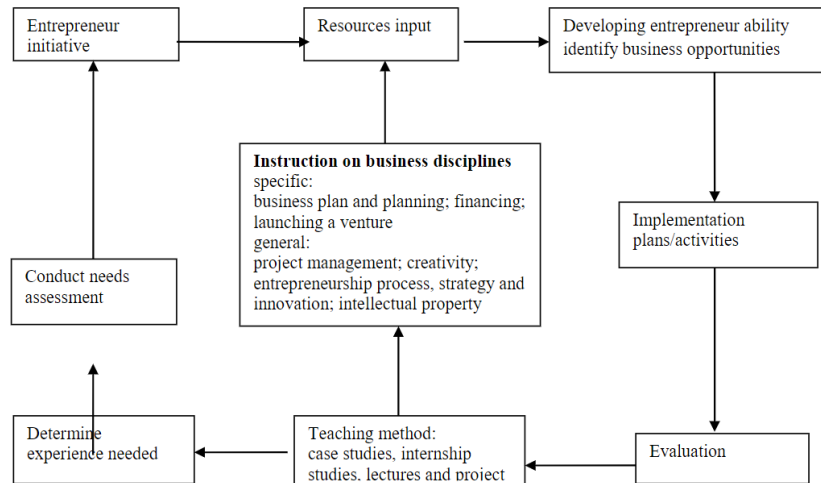
1. Understand essential steps in starting a business
2. Enhance awareness of career and entrepreneurial options
3. Understand basic financial concepts and management
4. Increase awareness of social responsibility and entrepreneur contribution to the society
5. It developed students' creativity and increase their performance in schools.
6. It makes students developed interest in school subjects and aids the realization of general goal of education
7. It creates employment opportunities for people
8. It improves business start-up plan and management
9. It gives people skills of business management
10. It increases level of economic competition among people

According to Adenike (2016), entrepreneurship education plays a vital role in social, political economic development of any nation. This is because a graduate of entrepreneurship would acquire enough knowledge and skills relevant to establish and manage small business. According him, graduate of entrepreneurship education does not provide jobs for himself alone, but also provides for other too. This in turn helps the individual to increase per capital income and hence improve standard of living. The skills acquired in entrepreneur education will enable entrepreneur to identify the specific wants of people and the types of goods and services that would satisfy those wants more comfortable. Therefore, Entrepreneurship stimulates rural, economics and industrial development. This is because small and medium scale would be established in the rural area which provides goods and services to the rural dwellers as well as jobs opportunities. This will discourage rural migration and attract infrastructural development.

Conceptual Model for Entrepreneurship Education

According Ukpiken and Ukpabio (2015) entrepreneurship initiative exists in every individual and most people have the ability to start a business, it may be dormant and it needs to be activated. This can be achieved through core knowledge about starting a business. The figure below presents a conceptual model for entrepreneurship education (Ukpiken and

Ukpabio, 2015). The model presents a sequence for helping entrepreneurs to become actual entrepreneurs. In following entrepreneurship spirit, the student needs specific and general instruction in business disciplines using appropriate teaching methods such as case studies, internships and study projects. This will enable the student to identify business opportunities and develop entrepreneurial ability. This is followed by implementation plans/activities. After this, you then evaluate and monitor some aspects as profit, number of employees, and identify aspects that need improvement and restructuring. Then you determine experience needed, such as re-training, further education, strengthening publicity and seeking for sponsorship.



Challenges of entrepreneurship education

Despite the advantages of the entrepreneur education mention above, there many challenges facing it. It ranges from unavailable fund and facilities or equipment to inadequate personals and enabling environment. Sunday and Dunsani (2018) conducted a study on barriers to effective youth entrepreneurship and vocational education in Nigeria. Findings from the study revealed poor perception of entrepreneurship education by the public, mismatch between training and labour market skills demand, and uncertainty of funding for self-establishment as the major barriers to entrepreneur in Nigeria. Adenike (2016) reviewed the challenges of entrepreneurship education in Nigeria as: poor capacity of teachers/lecturer, absence of curricular capacity to support the training, Lack of infrastructural support, overemphasize on theory delivery and absence of research support and linkages.

Osuola and Oviawe (2010) [13] stated the following challenges of entrepreneurship education as follows:

1. poor funding by government and non- governmental organization
2. inadequate qualify teachers and instructors as well as supporting staff
3. Inadequate facilities and equipment for teaching and learning
4. Poor planning, supervision and evaluation of the programme
5. Emphasis on theoretical knowledge rather practical knowledge due to lack of entrepreneurship education centers
6. High level of corruption and poor maintenance culture
7. Poor enabling business environment
8. Non-inclusion of entrepreneurship in the school subject curricular
9. Poor knowledge based economy and low spirit of competition
10. Poor societal attitude to entrepreneur education development

From the above studies reviewed, the challenges of entrepreneur can be summarized as follows:

1. *Unavailable fund*: There is need for substantial funds for teachings in practical terms for entrepreneurial education; for financing start ups and expansion of business ventures in order to produce successful entrepreneurs. These funds could come from internal sources like personal savings, financial support from friends, relations, traditional co-operative groups and societies or externally from institutions like banks, government agencies and nongovernmental organizations. These sources do not guarantee funds for youths' start-up and business expansion for the following reasons. The funds from internal sources are largely inadequate due to high poverty level. The graduates have little or nothing on themselves. On the other hand accessing funds from external sources is difficult due to much demand the government and non governmental agencies. Therefore, the entrepreneurs have less access to funds for business venture.
2. *Lack of teachers' motivation and specific training*: One of the Challenges of entrepreneurship education is that teachers lack motivation and specific training. The efforts that teachers devote to practice-based activities, sometimes even outside their normal working hours are not recognized as official tasks. Most entrepreneurship education teachers lack the methodology of teaching entrepreneurial skills and entrepreneurships. It is only trained teaching personnel that can understand and impart entrepreneurial subject matter in an inspiring manner to develop entrepreneurial minded students who will meet the nation's economic goals.

3. *Inadequate facilities and equipment for teaching and learning:* In Nigeria there are limited establish entrepreneurship education centres to develop and coordinate entrepreneurship at different ministries, organizations, and educational institutions. In the few areas where the centres are established, these centres are not adequately equips. As a result of this entrepreneurship education was taught more theoretical rather than practical; and poor planning, supervision and evaluation of the programe as linkage between in most of these centres and schools is difficult.
4. *High level of corruption and poor maintenance culture:* Most people restrict corruption to financial embezzlement. The worst aspect of it is related to policies that obscure Entrepreneurship education related programs which are capable of empowering the youth of the society with skills and competencies that could lead to employment, employability or self-dependent.
5. *Poor enabling business environment:* Government hardly creates enabling environment under which entrepreneurship would flourish. This is because Government put more taxes on small businesses which could discourage entrepreneurial industrial development. Also, the infrastructural decay, insecurity of lives and property in the country affect the entrepreneurship and economic development of the nation.
6. *Non-inclusion of entrepreneurship in the school subject curricular:* entrepreneurship education is taught in business-oriented school subjects in secondary schools. In higher institutions where entrepreneurship education is taught often in general studies department and taught by lecturers who do not possess any basic training in entrepreneurship education and hence lack the skills to impart the knowledge effectively.
7. *Poor societal attitude to entrepreneurship education development:* The societal attitude of people that student pursuing higher education are not to be encouraged to be involved in one profit yielding venture or the other as he is preparing for the world of work on graduation in offices. This affects the entrepreneurship education development.
8. *Unequal promotion of male and female in entrepreneurship education:* This is essentially an issue of access to entrepreneurship education, once male and female enter entrepreneurships education institutions unequal would create more challenges in gender disparity on employment.

Ways Forward

Based on the above discussions, the following ways forward are made:

1. Government should provide funds
2. Entrepreneurial teachings should to go beyond the traditional teachings in the classroom. This is because to involve youths in experiential training. This could be through involving youths in internships in industries as well as involving experienced entrepreneurs in their training. These experienced entrepreneurs will complement efforts of the instructors by functioning as mentors and role models
3. Government should establish entrepreneurship centre in our institution of learning and to good link with private sector
4. Government should check and punish any person fine of corrupt practices. Also, adequate law governing entrepreneurship should made.
5. Government and relevant stakeholders should make such that entrepreneurial programs are integrated into educational programmes at all levels of education to provide the youths and graduates the necessary entrepreneurial skills to boast selfreliance.
6. Government should provide enabling environment in terms of capital and other facilities to encourage the development of enterprises.
7. The government should give adequate attention and support to entrepreneurial development by way of good economic environment which will encourage individual participation in business opportunities available and explore them.
8. Youths should be exposed to training in technology (especially new discoveries) from time to time. This keeps them in tune with trends of the technological world and thus avoids drudgery in their business.
9. There should be efforts to reinforce in youths the concept of risk taking and patience in wealth creation. This instills positive change of entrepreneurial attitude. They would thus develop habit of success out of failure. Knowing that life is full of risks and success comes from failure, youth should try again where they fail.

Conclusion

The teaming population of graduates in the country resulted into lack of enough jobs to accommodate these young graduates. Consequently, the government of Nigeria introduced entrepreneurship education in higher intuitions of learning to help students equips with skills of entrepreneurship in order to create new jobs and start new business on their own. Entrepreneurship education will empower youths by encouraging them to make use of their brains and hands to acquire suitable knowledge and skills, to design and to produce and use methods and processes that will enable them make maximum use of the abundant nation's resources for their benefit and benefit of the society. This will also increase the nation GDP and sustain rapid development. Despite the benefits of entrepreneurship education, Nigeria as a developing nation is facing with many challenges of entrepreneurship education. These challenges range from poor teaching and learning of entrepreneurship education to poor funding and management of entrepreneurship training institutions or centres. For entrepreneurship education to prepare youth for self employment and the nation development these challenges should be address accordingly.

Refernces

- [1].Abari A. O., Mohammed M. O., and Olufemi J. E. (2016). Creating Jobs and Reducing Unemployment among Nigerian University Graduates through Entrepreneurship Education. international journal of innovative business strategy, 2(1), 58-68.

- [2].Adenike A. A. (2016). Challenges of Entrepreneurial Education in Nigerian Universities: Towards a Repositioning for Impact. *Journal of Educational and Social Research* MCSER Publishing, Rome- Italy, 6(1), 208-214.
- [3].Alex, Ike and Ikeme (2012). Reading in entrepreneurship: Bridging learning and earning grand heritage global communication Nsuka, Enugu State.
- [4].Babalola, J. B. (2011). Eyeing Sustainable Development: Entrepreneurial Climate must change in Nigerian Universities. In Eric A. Arubayi, Nelson E. Akpotu, Enamiroro P. Oghuvbu
- [6].(eds). *A Book of Readings. Education and Training for Entrepreneurship*. University Printing Press, 819
- [7].Ekpiken W. E. and Ukpabio G. U. (2015). Entrepreneur education, job creation for graduate employment in South-South Geopolitical Zone of Nigeria. *British Journal of Education*, 3(1), 23-31.
- [8].Fasasi, Y. A. and Etejere, P. A. O. (2009) Entrepreneurship Education: A Strategy for Enhancement of Graduate Employment. A paper presented at the 2009 Conference, Awka. National Bureau of statistics (2018). Unemployment and underemployment report, volume 1 Omolayo B. (2006). *Entrepreneurship in theory and practice*. In F. Omotosho, T.K.O Aluko, O.I.Wale Awe and G. Adaramola (eds). *Introduction to entrepreneurship development in Nigeria*. Ado-Ekiti: UNAD Press.
- [10]. Olaniran, S.O. (2018). Almajiri education: Policy and practice to meet the learning needs of the nomadic population in Nigeria. *International Review of Education*, 64(1), 111-126.
- [11]. Osuala and Oviawe J. (2010). *Repositioning the Nigerian youths for economic empowerment through entrepreneurship education*. Ekpoma, Edo: Ozean publisher.
- [12]. Suleiman, A.S. (2006) *The business entrepreneur: Entrepreneurial development, Small and medium enterprises*. 2nd edition Kaduna: Entrepreneurship Academy publishing
- [13]. Sunday O. O.and Dunsani W. M. (2018). Barrier to effective youth entrepreneurship and vocational education. *Academy of entrepreneur journal*, 24(4)
- [15]. Wikipedia 2019: https://en.wikipedia.org/wiki/entrepreneurship#_cite_notebusinessdictionary.com-3