



Promotion of Entrepreneurship/Education in a Developing Economy. Prospects and Challenges

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Abstract: Education is undisputedly recognized as the bedrock of any meaningful development. Education focuses on developing understanding and capacity for pursuits of entrepreneurial behaviors, skills and attributes that emphasize more on practical than theories. The purpose of this study was to investigate the degree to which the introduction of entrepreneurship education in primary and secondary schools could be achieved through the pursuit of entrepreneurial behaviors, skills and attribute that emphasize more on practical than theories. The curriculum planners should do the needful to accommodate entrepreneurship education from the cradle to the tertiary institution in Nigeria so as to change people's orientation from employment seeking to employment creation. The decision is of great importance to provide students with skills and functional education for primary and secondary school graduates especially now when emphasizes is placed on job creation and economic development for sustainability of the nation. This paper again discusses how entrepreneurship education from the basis can be veritable tool for the developing adaptive skills and competences for job creation in Nigeria if effectively implemented. The paper also highlighted some factors creation in hindering effective implementation of the program. The study recommended among others for restructuring of entrepreneurship education curriculum from primary school to tertiary level in Nigeria and that trade subjects offered should be a parameter for admission into higher institution in a related course of study.

Keywords: Entrepreneurship education, sustainable development, curriculum, job creation.

INTRODUCTION

Entrepreneurship Education is not a new concept in Nigeria. Even though it was in the recent past that it was introduced as a discipline in some universities. Entrepreneurship is a tremendous force that can have a big impact in growth, recovery and societal progress by fueling innovation, employment and social empowerment (Jack and Anderson 1999), Vetrival (2010). Why it is clear that the world is in need of entrepreneurial class who can address complex on fast changing problems, greater awareness is needed about the critical role of education, Gibbons and O'connor (2005).

Today it is an established fact that entrepreneurship education is a key to achieve global economic arises, (Shumpeter 1947) argued that entrepreneurship appears to be more appreciated during economic depression than the time of economic prosperity. Entrepreneurship education is a way of encouraging economic development and therefore it is primarily aimed at facilitating economic growth and increasing the proof of entrepreneurial talent within economics (Akpala 2000). Entrepreneurship is perceived to be a major source

of innovation, job creation and growth and is recognized as a measure of a country's economic health (Audresch and Thurik, 2000 and 2001). The way a country has established its educational system can also help lead people to develop qualities that are considered important for entrepreneurship (Reynolds et al, 2000).

Entrepreneurship education has met with varying degrees of success suggesting that not only is there no one single approach to achieving an Entrepreneurial community through entrepreneurship education but also they are other variables at work about which little is known. These can significantly influence the success or failure of building a community based on philosophy and practice of entrepreneurship. One of such variables is culture, perhaps the most difficult of all to influence and adapt. The reference to culture in the context of this study is an important one, particularly when consideration is given to the profound impact that that entrepreneurship education has had on the primary and secondary schooling system. The custodians of community culture are its educators, those tasked with perpetuating the values of a community through the provision of education.

To build an entrepreneurial community, it is necessary to fundamentally alter traditional strategies and teaching methods in such a way that learning takes on new meaning, not only for students but also for the community stakeholders as well.

Therefore the need to plan for quality education reform in any nation need not be overemphasized. Well planned reform accelerates structural integration by equalizing economic, social and political opportunities, Musa and Esigie, 2007. Nigeria has adopted education as the key to social economic transformation, especially in this digital era of 21st century.

No other field are innovation and reforms are more needed than in Education. The only challenge that is worrisome in Nigeria is implementation and irregular education policies. Otherwise effective management is a key to successful implementation and institutionalization of curriculum change. The whole structure of the senior secondary school was changed – English, Mathematics, Civil Education and one trade subject, such as GSM computer repairs poultry/fishery, hair plaiting are compulsory. The introduction of the New Senior Secondary School Curriculum (NSSSC) in secondary schools in Nigeria is a fresh initiative which according to Nigeria Education Research and Development Council (NERC 2011) aims at ensuring that graduates from secondary schools are among other things professionally trained in entrepreneurship skills and

possesses relevant information and Communication Technology (ICT) skills that will equip them for challenges of the labor market.

The Federal Republic of Nigeria (FRN-2016 :17) identified the broad goals of secondary school education to include:

- iv. Reparation of individual for useful living within the society: and
- v. Preparation for higher education

This was modified as Post-Basic Education and Career Development (PBECD) to include

- v. Senior Secondary Education
- vi. Higher schools and
- vii. Continuing education (FRN 2016). The restructuring of the Senior Secondary School Curriculum resulted in the inclusion of 42 subjects and 35 Vocational Trades and Entrepreneurship subjects.

Based on the curriculum compulsory subjects are:

1. Computer science to be ICT literate for world of work and global competitiveness
2. Civic education to internalize sense of responsible citizen and contribute maximally to national development.
3. Trade / entrepreneurship subjects provide the required skills for job creation and poverty eradication.
4. Mathematics and English remain foundational for future educational pursuit of the learners. A minimum of eight subjects and maximum of nine subjects are expected to be offered by all students (FRN, 2016).

In many developing countries like Nigeria entrepreneurship has been a bulldozer of economic and wealth creation and provision of variety of employment opportunities for the Masses, Apala 2000. It has several multiplier effect on the economy, as it spur innovation, and foster investment in people, which is a better source of competitive advantage than other natural resources that can be depleted someday. Entrepreneurs create new enterprise, bring non existence into existence. They create jobs for others by taking calculated risk, introduce new technologies and contribute immensely to the wealth of the nation, Agbeze, 2012. Jegede et al, (2019) established that, global entrepreneurship helps to reduce the rate of unemployment and poverty in both urban and rural areas.

Entrepreneurship education is said to be integrated into curriculum and only concentrated on few students who are interested in developing their entrepreneurial skills, Evans et al, (2021).

This paper posits, that if Nigerian government must revitalize it's economy and reduce unemployment progressively, a reorientation in policy implementation need to be vigorously pursued, which is critical to effective entrepreneurship education. A good and solid foundation matters in bringing a change.

REVIEW OF RELATED LITERATURE

Concept of Entrepreneurship Education

The concept of entrepreneurship has a wide range of meanings. The word entrepreneur originates from the French word *entreprendre*, which means “to undertake” (Peter Drucker,1993). In a business context, it means to start a business. The Austrian economist Joseph Schumpeter’s definition of entrepreneurship placed an emphasis on innovation in new products, new production methods, new markets and new forms of organization.

Entrepreneurship education seek to provide students with the knowledge, skills and motivations to encourage entrepreneurial success in a variety of settings. Variations of entrepreneurship education are offered at all levels of schooling from primary or secondary schools through graduate University programs. It is focus on realization of opportunity, where management education is focused on the best way to operate existing hierarchies, (en. wikipedia.org/wiki/entrepreneurship).

In a related study, Anho in Musa Esiege, (2017) defined Entrepreneurship Education as a form of education which makes people to be responsive to their personal, family, national needs and aspiration. Anyakoha in Ementa (2013) sees entrepreneurship education as the education that aims at helping the students acquire skills to be self-reliant, adding that for an individual to be self reliant he /she must have acquired the right habits, attitudes, and skills with which to explore his or her environment. It is also about application of those skills and attitudes that can make many individual's career, creating a range of long-term benefits to society and the economy. Since it benefits are enormous, adequate steps should be taken to requite entrepreneurial education by providing at all levels of governance federal, state, and local government areas, suitable environment through proper curriculum implementation and by proper funding and equipping of entrepreneurship education.

Entrepreneurship education has the capability of providing jobs for many people in factories, agriculture, enterprises, and another services in industries and small scale businesses. However, Education for all (EFA) as reported by Kalagbor and Henry, (2019) shows that sufficient attention is not given to skill training for youth to be able to read and write; a development that will improve and enhance

their professionalism and productivity. This is because, wealth and job generated by entrepreneurs develops the economy.

Japan is described as the world's second largest economy after US. And after Japan's swift economic growth from the 1960s to the 1980s is called the Japanese post war economic miracle, with the growth rate of 10% 5% and 4%. Small scale businesses are central to the Japanese economy (Leo Paul, 1988). Recent statistics obtained from the Ministry of International Trade and Industry indicate that they are over six million small businesses in Japan, representing 99% of all firms in the country and employing 75% of the working population.

Japan's starting point was the Entrepreneurship Education Curriculum Reform that emphasized more on practical than theories. This reform has changed the People's orientation from employment seeking to employment creation. Education planners and the government of Nigeria have serious lessons to learn from Entrepreneurship Education reformation in Japan, US, India etc, to successfully drive our economy to sustainable development.

Sustainable Development

Unarguably, Nigeria is adjudged to be one of the richly blessed countries in terms of human and material resources. Regrettably, using the wealth to better the life of her populace is difficult. Even the provision of basic amenities like food, water, shelter etc is a mirage. Sustained economic growth seems to enhance job creation and consequently brings about economic development. Investing in people or policies, strengthening peoples' skills and capacities to create employment and social life influences the nation's sustainability.

Jegede et al, (2019) and Okebukola (2022) posit that sustainable development is a development that meets the need of the present. This implies that sustainable development has given better economic opportunities to people to contribute their quarter to national growth.

The students on completion, of their studies will not only be gainfully employed but will be self-reliant and also contribute to the sustainable economic growth of the nation. Suffice it to say that quality and functional entrepreneurship education is at the heart of every successful effort towards sustainable development in achieving sustainable development goals by the target date of 2030.

CONCEPT OF CURRICULUM

Curriculum is a Standard - based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills, Evans et al 2020. Curriculum is a central guide for all educators as to what is

essential for teaching and learning, so that every student has access to rigorous academic experiences. The structure, organization, and considerations in a curriculum are created in order to enhance student learning and facilitate instruction. Curriculum must include the necessary goals, methods, materials and assessments to effectively support instruction and learning, Ewubare, M.U. (2010): According to realists, Young Muller (2010) – children will be disadvantaged if they are not taught knowledge and skills from the academic disciplines (which are recognized bodies of knowledge developed over generations by scholars using rigorous methods).

Goals

Goals within a curriculum are the standards – based benchmarks or expectations for teaching and learning, Yusuf, E. (2017). Most often, goals are made explicit in the form of a scope and sequence of skills to be addressed. Goals comprises the breadth and depth to which a student is expected to learn.

Methods

Methods according to Saggi, M.S. (2005) are the instructional decisions, approaches, procedures and regular routines that teachers use to engage students in meaningful learning. These choices according to Obasi in Evans et al 2020 support the facilitation of learning experiences in order to promote a student's ability to understand and apply content and skills. Methods are however differentiated to meet students need and interest and learning environment. Moreover, methods are adjusted based on going review of student progress towards meeting the goals.

Materials

These are tools selected to implement methods and achieve the goals of the curriculum, Yusuf, E. (2017). Materials are intentionally chosen to support a student's learning. Material choices reflect student interest, cultural diversity, world perspectives, and address all types of diverse learners.

Assessment

Assessment in a curriculum according to Oseni, E.F. (2017) is the ongoing process of gathering information about a student's learning. This includes a variety of ways to document what the student knows, understands, and can do with their knowledge and skills, information from assessment is used to make decisions about instructional approaches, teaching materials and academic supports needed to enhance opportunities for the students and to guide future instruction.

The curriculum operates or is made in different ways at different levels, Thijs & Van den Akker, 2009.

- Supra – transnational ideas about education
- Macro – national level policy intentions
- Meso – policy guidance (Executive Secretary, Local Education Authority)
- Micro School – level curriculum practices
- Nano – classroom interaction

Curriculum policy is sometimes refers to as the prescribed curriculum. This is written curriculum, embodied in a school's documents, curriculum guides, and programme of studies booklets. It is the official curriculum.

The above discussions suggests that the school curriculum is complex, involving considerations of how policy translates into practice and considerable variation in how this happens from school to school. The process of planning and implementing a curriculum is therefore difficult and uncertain, Young & Muller, 2010. A successful curriculum must pay attention to underlying purposes of Education.

CONCEPT OF JOB CREATION

The Creation is an important aspect of economic growth that must be attained for economic development to come to stay and as well reduce unemployment rate. Umar, (2004 2011) defines job creation in the following manners, the process of providing new jobs for unemployed people, the process of providing job for oneself and the process of providing more paid jobs. In Nigeria there is the need to promote entrepreneurship as a valuable career option in agricultural construction, ICT, fashion manufacturing and retail sector for young Nigerians which in turn will create jobs and wealth. Successful entrepreneurs through their breakthrough technologies and rapidly growing businesses creates new worlds that can generate greater economic growth. Effective implementation of entrepreneurship education can set in motion a wave of impacts in Nigeria economy that go beyond the wealth created by individuals entrepreneurs and their enterprises including other national business environment. It is quite regrettable that many factors have posed serious challenges to effective implementation of trade / entrepreneurship education in Nigeria's like primary/ secondary School. Some key indicators include among others: poor states of infrastructural development in the educational sector, lack of workshop or laboratories, epileptic electricity supply, corruption perception index inadequate qualified teaching staff, relevant textbooks, (Jegade etal, 2019 and Kalagbor and Henry 2019). However, some measures suggested in this paper can be put in place to curb this menaces identified.

Prospects of Entrepreneurship Education

- i. **Promote Economic Development:** The role of entire entrepreneurship in Nigeria need not to be overemphasized. Even though they are barriers entrepreneurship education is still needed to the country to develop.
- ii. **Job Creation:** Entrepreneurship creates new opportunities and new ideas for many Nigerian youths to be meaningfully engaged. Entrepreneurship promote SMEs that in turn promotes employment.
- iii. **Direct Creation of Wealth and Reduction of Poverty:** Small scale businesses promotes direct wealth creation and poverty reduction.
- iv. **Technological Innovation:** Small scale business brings about the emergence of new things in our environment.

Conclusion:

This paper concludes that achievements of objectives of any level of education depends largely on effective implementation of its planned programme. To this effect, effective implementation of entrepreneurship education from primary / secondary school to tertiary level requires such for restructuring that will provide the knowledge and skills needed to promote job creation and sustainable development in Nigeria.

RECOMMENDATIONS

To position Nigeria within the 20 largest economies in the world by the Year 2030 with well improved GDP and increase per capita income, the following recommendations are made: To practicalize entrepreneurship skills, entrepreneurship education and business model development should be taught in all levels of Nigerian schools.

Entrepreneurship skills promotion centers like acquisition center should be established by the government in each local government headquarters.

Restructuring of entrepreneurship education curriculum for primary to tertiary level in Nigeria. Trades/ entrepreneurship subjects offered in secondary school should be used as one of the core subjects for admission in higher institutions in a related course of study.

Capacity building and retraining of teachers, provision of relevant textbooks in all the trade/entrepreneurship subjects will address the menace affecting effective implementation of the programme. Greater attention should be given to the educational funding by the government. This will enable the school meet the target of sustainable development goals in terms of staff development and

research development needed to teach entrepreneurship education effectively and efficiently.

- Schools and community collaboration should be adopted for successful implementation of trade/entrepreneurship subjects in secondary schools.
- The school should partner with relevant communities stakeholders for effective teaching and learning of the subjects.

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