

**ENTREPRENEURSHIP EDUCATION AS A STRATEGY FOR REPOSITIONING
TECHNOLOGICAL EDUCATION IN NIGERIA**

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Abstract

Entrepreneurship education is the provision of students with the required knowledge, skill, and motivation for entrepreneurial success in a variety of settings which are offered with strategies. Some of these educational strategies of entrepreneurship which are put in place are the theoretical teaching methods, and the practical method of teaching which include: invitation of local professionals from various groups, allowing students to choose the profession of their choice and giving room for students' mini production of their chosen skills. Fifty (50) copies of Questionnaire were administered on final year students of the Department of Business Administration and Management at the Federal Polytechnic, Ilaro (FPI) to seek their opinions on the course. Their responses were analysed using chi-square techniques of independence. The result revealed that the educational strategies in place at FPI have contributed significantly to the advancement of technological education among the students. This was evidenced by the output of the students' practical on skill acquisitions at various mini-productions, from which income are realized on sales of these products within the Polytechnic community.

Keywords: Entrepreneurship education, strategy, technological education, and students

Introduction

The word 'Entrepreneurship' is used to describe the creative, innovative, risk taking and organisational process and functions of individuals who initiate, run and nurture a business venture. The ultimate aim is to receive the reward of resultant profit, independence, personal achievement and fame. Entrepreneurship also involves a strong initiative taking ability to start something new, venture into new areas to take advantage of opportunities, continuous innovations, commercialisation of new technology and a strong managerial process (Lucky, 2011).

Entrepreneurship education as a new course in the curriculum of the Nigerian tertiary institution prepares students for economic challenges after school, making them to become job creator rather than job seeker. It provides students with the required knowledge, skill, and motivation for entrepreneurial success in a variety of settings which are offered with strategies.

Therefore, the Federal Ministry of Education in making entrepreneurship education the government strategy through one of the compulsory courses for students in the tertiary institution across the country has been embraced as a positive step in the right direction. This is to bring in the youths the spirit of self reliance. The problem of unemployment and underemployment will not only be solved but will also bring about an entrepreneurial human capacity for national development. It is the hope that the introduction of entrepreneurial education in the tertiary institutions will reposition institutions to become excellence centers with the equipping of technical laboratories across the institutions. This will put the path of the country to join communities of nations that fight poverty through strengthening of small scale businesses.

Adeola and Bolarinwa (2010), said entrepreneurship education is a collection of formalized teaching that informs, trains and educates anyone interested in business creation or small business development. According to Uzo-Okonkwo (2013), said entrepreneurship education is the process of empowering individuals the ability to recognize commercial opportunities and the self-esteem, insight, and skill knowledge to act on them.

Entrepreneurship education plays major role in reducing unemployment in Nigeria. Most tertiary institutions have initiated entrepreneurship in their overall strategies. In keeping with their strategies, the institutions have adopted a mode of operation that encourages student to embark on a career in business and provides the necessary knowledge and skills, generates innovations and creates conditions conducive to the growth of business.

Despite the importance of entrepreneurship education in the national economy development and the efforts put in by the government to put entrepreneurship education in place, lot of things need to be in the development of entrepreneurship education in Nigeria. Many studies have shown that the major challenge that leads to unemployment, underemployment and other social problems of the young in most countries is lack of entrepreneurial skill.

Inspite of the importance of the entrepreneurship education in Nigeria tertiary institutions, its performance over years has been discouraging in view of its low productivity due to unemployment and poverty that increase as the level of graduate increases and the level at which entrepreneurs should develop economy also decrease because the attention of most of the graduates are still on the look for the white collar jobs. Small percentage of these

graduates becomes entrepreneur after graduation from the institution. For country to reduce unemployment to the satisfactory level of sustainable economic growth, more attention should be paid to the entrepreneurship education in the tertiary institutions in Nigeria. Therefore, the objective of this study is to ascertain if entrepreneurship education is a strategy for repositioning technological education in Federal Polytechnic, Ilaro.

Literature Review

Conceptual framework

Entrepreneurship skill has become crucial for government to pay attention to since the skills remain important in the real sector and the sustenance to develop economy. The problems of acute poverty, unemployment, underemployment and other social problems facing the country has made government to recognize the fact which led to the introduction of entrepreneurial studies in Nigeria tertiary institutions. Entrepreneurship education seeks to provide students in tertiary institutions with the knowledge, motivation and skill to encourage entrepreneurial success in the business ventures.

The word entrepreneur originates from the /French word 'entrepredres'. It means to undertake, that is, to undertake a business venture. It also means 'go between', that is a person (merchant adventurer) who signed a contract with a financier (a capitalist) to sell his or her product.

An entrepreneur is an agent of change, According to Orija (2011), an entrepreneur is a positive thinker and person who exhibit extreme optimism in decision making process and never discouraged when faced with failure. Akpomi (2009) defines an entrepreneur as "one who starts an enterprise; the one who puts new forms of industry on his feet; the one who shoulders the risks and uncertainty of using economic resources in a new way and the one with the right motivation, energy and ability to build something by his or her efforts".

Entrepreneurship according to Wikipedia, "is the act of being an entrepreneur" or "one who undertakes innovations, finance and business acumen in an effort to transform innovations into economic goods". This may result in new organizations or may be part of revitalizing mature organizations in response to a perceived opportunity. The most obvious form of entrepreneurship is that of starting new business which is referred to as Startup Company.

Entrepreneurship has been seen as making use of human courage to seek investment opportunities and also to establish a profit-oriented enterprise (Ikeme & Onu, 2007). People generally view entrepreneurship as a way of creating new things. Entrepreneur makes sure that he devote his time and efforts so as to accomplish the task will at the end of the day result in satisfying the customers and the same time make money to his pocket above all he will enjoy his independence..

Entrepreneurship involves creation process, conscious devotion of time and effort, involves risk and has some rewards. Gana (2001), defined it as willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on identified opportunities. Hisrich and Peters (2002), simply captured the term as the dynamic process of creating incremental wealth. They went further to explain that entrepreneurship is the personalized version of actualizing one's desire, ambition, and expression.

Falkang and Alberti (2000) define entrepreneurship education as the process of developing entrepreneurial spirit through the development and application of relevant and entrepreneur-based educational curriculum. More importantly, it involves giving the recipient of education the understanding and capacity or the unique orientation, behaviour, skills and attribute to pursue entrepreneurial ventures.

Entrepreneurship education develop and sharpen the potentials skills of the individual necessary to operate as an independent person and put the spirit of enterprise in this era which will rapid economic development by creating the enabling environment for private sector-driven economy to develop. Entrepreneurship education is designed to develop knowledge and skills that are essential with various economic activities in making living (Shyllon, 2006).

Objectives of Entrepreneurship Education

Entrepreneurship education is oriented towards different ways of realizing opportunities. The realization of opportunity is what differentiates entrepreneurship education, whereas management education is focused on the best way to operate existing hierarchies.

Entrepreneurship education seeks to provide students with the knowledge, motivation and skills to encourage entrepreneurial success in a variety .Objectives of Entrepreneurship education according to Paul (2005).

To offer functional education for the youth that will enable them to be self-employed and self reliant.

Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying business opportunities.

To serve as a catalyst for economic growth and development.

Offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible.

To reduce high rate of poverty.

Create employment generation.

Reduction in rural – urban migration.

Provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses.

To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.

Create smooth transition from traditional to a modern industrial economy.

In other to achieve the above mentioned objectives, there is a need for government to recapture and reenergize various agencies that are established to regulate educational policy. This will bring about a new educational sector where quality students are produced with full

skill of creativities and good initiatives which will solve socio-economic problems facing the country.

Importance of Entrepreneurship Education in Nigeria

Entrepreneurship is an economy key driver, majority of jobs created by small businesses started by an individual's entrepreneur which later become big businesses. People who are exposed to entrepreneurship education are more creative in nature. They gain higher self-esteem, and an overall sense of control over their own businesses. It is the believe of many experienced business tycoon, political leaders, educationists and economists that bring about the entrepreneurial culture into Nigeria institution which brings about the establishment of the National Standards for Entrepreneurship Education to inculcate the entrepreneurial skill into the Nigeria youth..

Entrepreneurship Education is a continuous process; starting as early from elementary school through all levels of education, including adult education. The standards and performance indicators are a framework for the instructors to build appropriate objectives, learning activities, and assessments for the target population. Using this framework, this will make students experience what will enable them to develop the interest and discovering what they need to embrace the entrepreneurial opportunities, they become professionals and this enable them to successfully start and manage their own businesses.

The importance of entrepreneurship to any economy is like providing driver to the engine in the economy. Entrepreneurial skills and attributes provide benefits to an individual entrepreneur and to the society at large, even beyond the application to business activity. Obviously, personal qualities that are needed in the entrepreneurship such as creativity and a spirit of initiative are useful in day-to-day activities

Roles of Entrepreneurship Education in Economic Empowerment and Development in Nigeria

The issue of poverty eradication has been a top priority of many governments and institutions, especially in developing countries like Nigeria where extreme poverty is conspicuous and has become pandemic

The tendency of an Entrepreneurship education to equip students and also to make them become experts in the production of certain items is very high. The curriculum of the entrepreneurship education has been structured to suite individuals who will help them to channel their creative abilities and skills to the areas of interest. This interest area may be barbing, event decoration, soap making, farming and so on.

Entrepreneurship education also puts the spirit of being entrepreneurs in the minds of the students. Thus, entrepreneurship education encourages the spirit of hardworking among students. Most people who are idle today or lazy are those that seem to know little or nothing about entrepreneurship. That is, what it takes to develop business plans, start and manage businesses.

Entrepreneurship education has greatly help in addressing the level of poverty, unemployment and underemployment in the country.

The incidence of unemployment in Nigeria is on the high side, where about 70% of the total population has been classified as poor (Ewhrudjakpor, 2008). This state may be seen as the absence of entrepreneurial spirit and culture that entrepreneurship education is suppose to foster in the country. In other words, the relevance of Entrepreneurship education is more felt in the area of checking or reducing unemployment.

Role of tertiary institutions in promoting entrepreneurship education

Entrepreneurship education is a challenge for developing countries since the content and learning experiences are yet to be fully integrated into the curriculum in institutions of higher learning in some countries, these new initiatives are still grappling to gain political and economical support.

But the high demand and popularity of entrepreneurship education in recent years has led to the establishment of special centres in higher institution for the delivery of specific curriculum instructions on entrepreneurship and other innovative subjects in new venture creation, enterprise development and capacity building,

The European Commission (2008) indicated that higher education institution should have a strategy of action plan for teaching and research in entrepreneurship, and for new ventures creation and spin-off. The real essence of entrepreneurship education is to ensure the improvement of educational quality by equipping the young ones with basic skills that will make them functional and productive in the society.

Most times, the skills that people have are not appropriate foe searching employment. Tertiary institutions as centres of learning have always been places where the skills and the knowledge of students are chiselled to suit the requirements of the work places. Institutions should structure there courses in a way that will help their students to be gainfully employed in the labour markets.

Strategies for Effective Entrepreneurship Education

Education should prepare youths and graduates for both academic knowledge and practical skills to the world of work. Human talent is the most important productive factor in today's knowledge economy (Ekpudu, 2012). Targeting the development of a skilled workforce and the expansion of human capacities through high quality systems of entrepreneurship education, training and skills acquisition and are significant for helping youths and graduates finding good jobs and for the employers find the skilled workers they need.

In order to achieve viable entrepreneurship education that will enhance sustainable development in Nigeria the following strategies according to Ayodele (2006), will help to alleviate the problem of entrepreneurship education in the country.

There should be some form of genuine school work based learning incorporated in some studies as part of the national economic development strategies. The development of apprenticeship scheme would give new graduates some work skills and experience.

Pool local public and private funds to create a small venture capital fund.

School based enterprises where students identify potential business, plan, create and operate small business using the school as mini-incubators.

Provide small business schools where interested students and community members can participate.

Develop entrepreneurship internship programs matching students with locally successful
Entrepreneurs with clearly established education programs.

Establishing an enterprise college aimed at fostering the specific skills

Entrepreneurship to serve as skill acquisition centre for the youths.

Create a friendly economical and political environment.

Theoretical Framework

Entrepreneurship is doing something new and of value by converting an idea or invention into profitable innovation. It involves taking moderate risk and a strong passion and need for achievement. The entrepreneur either starts a new venture or revitalises an ailing organisation. There are many theories, which attempted to explain entrepreneurship. Some explained entrepreneurship in terms of risk taking and organising resources or factors of production. Others focus on the entrepreneurs as drivers of innovation and economic development. However, some of the theories concentrated on the behavioural aspect of entrepreneurs dwelling more on their motivation to achieve. A number of recent writers emphasised the need for conducive environment in Africa in order to encourage the entrepreneurial culture.

Psychological Theory of entrepreneurship.

McClelland (1960), postulated that traits, motives and personalities and major motivating factors that instil entrepreneurship spirit in an individual. The psychologist was of the view that there is an inner urge in someone that makes an entrepreneur to desire for a change of status and environment that may lead to innovation.

The inner urge or force should be injected into students (undergraduates) to see a desire for a change of status that inspires them to generate ideas and also energize them pursue small scale businesses for economic growth and achievement in life.

Sociological Theory.

Hagen (1962) theory of Social Change centres on differs of social contexts that enable the entrepreneurs' great opportunities. In addition to this theory, Kilby (1971) added that entrepreneurship results from "adaptation". Graduates must get prepared to adapt to the environment in order to identify the business opportunities in the community for them to become entrepreneur. 'Adaptation metamorphoses into reality as an enterprise'.

Innovation Theory of Entrepreneurship

Schumpeter's theory 1952 saw innovation as a major force behind entrepreneurship. In his postulation he argued that "every growth oriented venture is a function of innovation, without which theory of entrepreneurship does not exist". The implication of Schumpeter's theory of entrepreneurship is that entrepreneurs (graduate entrepreneurs) must not only be innovative but should also be creative. Schumpeter (1947), also analyzed the role of entrepreneurship in economic development, attributed innovation to the entrepreneur. He described entrepreneurship as the engine of economic development. He also said "to study the entrepreneur is to study the central figure in modern economic history".

The economic importance of the entrepreneur has been recognized for several years. Welber (1930) and other writers have discussed from different perspectives, the importance of entrepreneurship to different countries in the industrial era. In the theory of distribution put forward by Say (1824), an economist, the entrepreneur plays a significant role, though entrepreneur is not a production factor. Unlike the capitalist, the entrepreneur make use of the knowledge acquired directly to produce goods and render services for the public consumption.

From the above advantages/benefits, entrepreneurship education should be used as a strategy for economic developments.

Methodology

The study uses survey field work approach through the use of primary data. Fifty (50) copies of Questionnaire were administered on final year students of the Department of Business Administration and Management at the Federal Polytechnic, Ilaro to seek their opinions on the course. The questionnaire was administered in form of Likert-Scale five point format which ranges from Strong Agreed, Agreed, undecided, Disagreed and Strong Disagreed. The questionnaire were divided into four sections, section A include the profession of choice, section B include room for mini production of their chosen profession, section C include invitation of the local professionals and the section D include the perception of students about the theory part of the entrepreneurship education. Their responses were analysed using chi-square techniques of independence. The result of the analysis is thus presented below

Data Analysis

Case Processing Summary

| | Cases | | | | | |
|--------------------------|-------|---------|---------|---------|-------|---------|
| | Valid | | Missing | | Total | |
| | N | Percent | N | Percent | N | Percent |
| QUESTIONS RESPONSES * | 200 | 100.0% | 0 | 0.0% | 200 | 100.0% |

QUESTIONS * RESPONSES Cross tabulation

Count

| | | RESPONSES | | | | | Total |
|-----------|--|-------------------|----------|-----------|-------|----------------|-------|
| | | STRONGLY DISAGREE | DISAGREE | UNDECIDED | AGREE | STRONGLY AGREE | |
| QUESTIONS | PROFESSION OF CHOICE | 1 | 1 | 2 | 13 | 33 | 50 |
| | ROOM FOR MINI PRODUCTION OF THEIR CHOSEN FIELD | 2 | 2 | 4 | 12 | 30 | 50 |
| | LOCAL PROFESSIONAL INVITATION | 1 | 1 | 3 | 16 | 29 | 50 |
| | THEORY PART OF THE ENTRENEURSHIP EDUCATION | 3 | 1 | 1 | 21 | 24 | 50 |
| | Total | 7 | 5 | 10 | 62 | 116 | 200 |

RESPONSES

| | Observed N | Expected N | Residual |
|-------------------|------------|------------|----------|
| STRONGLY DISAGREE | 7 | 40.0 | -33.0 |
| DISAGREE | 5 | 40.0 | -35.0 |
| UNDECIDED | 10 | 40.0 | -30.0 |
| AGREE | 62 | 40.0 | 22.0 |
| STRONGLY AGREE | 116 | 40.0 | 76.0 |
| Total | 200 | | |

Test Statistics

| | RESPONSE S |
|----------------|----------------------|
| Chi-Square | 236.850 ^a |
| Df | 4 |
| Asymp. Sig. | .000 |

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 40.0.

The table evaluates whether entrepreneurship has contributed to technological education in Nigeria. The data was analyzed using a *Chi* square goodness of fit test. The null hypothesis was rejected based on chi-square value of $X^2(4) = 236.850$, $p = 0.00$. Since P-value is less than the critical value of 0.05, we can conclude that Entrepreneurship education has contributed to technological education in Nigeria.

Conclusion and Recommendations

The study reveals that entrepreneurship education serves as a strategy for repositioning technical education in Nigeria and a medium through which the problem of unemployment, underemployment and other social problems can be solved.

Entrepreneurship education programme will equip students with entrepreneurial skills that will enable them create and develop enterprises in various areas. The emphasis here is that the course has a way of focusing students from white collar job to self employment. Conclusively, one can deduced that the entrepreneurship education in tertiary institution has a strong impact in developing our country through which the unemployment and other social problem in the country will become the thing of yesterday .

Based on the findings of this study, The results support the argument to make entrepreneurship education a strategy in the tertiary institution though the strategies of entrepreneurship education is already in place but it should be further continued. For the continuity of these strategies the following recommendations were made to the government and the institution stakeholders:

The development of apprenticeship scheme will give new graduates some work skills and experience after their program in school. This will encourage potentials among them to embrace and appreciate the course more.

School based enterprises where students identify potential business, plan, create and operate small business using the school as mini-incubators. The issues of no place for me to start or operate what I learnt will not a challenge for them. This will encourage them to even showcase their products

Provide functioning small business schools where interested students and community members can participate. Allowing community members to participate is a way of empowering and developing the community itself.

Conducive entrepreneurship centre to serve as skill acquisition for the youths. Workshop provided for the students should be well equipped and conducive for them. It should be accident free zone

Entrepreneurship education should be taught to students i all disciplines in the institution. It should cut across all the levels and disciplines across the institution. And lastly government should inject more fund into the entrepreneurship education in higher institution.

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