

# **INNOVATIVE ENTREPRENEURSHIP EDUCATION MODEL TOWARDS SUSTAINABLE DEVELOPMENT OF THE NIGERIAN ECONOMY**

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## **Abstract**

*This paper takes a cursory look at the Nigeria economy and found out that an innovative entrepreneurial education and skills could be a way of ameliorating, if not eliminating it. There is the need to make students self-reliant. This study was conducted in Abuja, Nigeria. A survey research design was used for this study with 100 Senior Secondary School (SSS 1), 100 College of Education students 20 lecturers and 60 teachers selected randomly from 20 secondary schools. The instrument of study was structured questionnaire titled. Data collected were analyzed and research questions answered using descriptive statistics of mean and standard deviation, and co-relational statistics of Pearson moment correlation. Among others, it was found that both students and teachers need knowledge of entrepreneurship to be good entrepreneurs. There is strong positive relationship between entrepreneurial skills and sustainable economic development. It was recommended that There is an urgent need to introduce practical vocational and entrepreneurship skills in all segments of schooling from primary to the university, a need to develop technology-based business incubators managed by institutions and the for higher education to conduct basic research that contributes to underlying scientific understanding and, training and re-training programmes be organized frequently for entrepreneurship education teachers to improve their traits.*

**Keywords:** Economy, Entrepreneurship, Entrepreneurship Education, Entrepreneurship Skills, Innovative Skills, Sustainable Development

Nigeria, being a heterogeneous society is bedeviled with a myriad of problems, which despite her oil wealth, inhibits her development. The underdevelopment of Nigeria is in fact usually adduced to the failure of successive governments to invest appropriately in human capacity development. Over the last decade, Nigeria has implemented far reaching economic reforms aimed at improving macroeconomic management,

liberalizing markets and trade, and the business environment. Developing entrepreneurial skills could be a way of reducing, if not eliminating this menace. There is the need to make Nigerian younger generations self-reliant (Oladitan, 2017).

Continually the Nigerian economy remains highly import dependent, consumption driven and undiversified. Oil accounts for more than 95 per cent of exports and foreign exchange earnings while the manufacturing sector accounts for less than one percent of total exports. Therefore shocks in the crude oil market continue to dictate the pace of recovery in the Nigerian economic cycle. For more than a decade the Nigerian economy has been experiencing what could be considered as steady progress, there has been evident slowed economic growth due to both external and internal problems. The global economic meltdown of 2008 has had its toll on the nation macroeconomic indices as seen in the sharp decline in the prices oil from as much as USD114 to as low as USD28 per barrel between 2014 and 2016. The continuous fluctuation in the prices of crude oil has continually predicted the growth pattern of the Nigerian Economy being the main stay of the Nigeria economy. In the 10 years between 2005 and 2015, Nigeria's GDP grew at an average 6.3 per cent. However, the country entered into a recession in 2016, with the GDP contracting by 0.36 percent in the first quarter, 2.1 per cent in the second quarter and 2.2 per cent in the third quarter. Inflation soared from 9.5 per cent (December 2015) to 18.5 per cent (November 2016) as a result of combined shocks of currency depreciation, higher energy prices and high cost of inputs (Nigeria Bureau of Statistical, 2017). The situation is expected to continue as there is eminent economic recession in the post COVID 19 Nigerian Economy. s a result of a record drop in the prices of oil and national lockdown to curtail the menace of the coronal virus.

Sustainable Development Goals according to Egwuoniso (2008) is an agenda set by the United Nations. It is a plan of action for people, planet and prosperity. It also seeks to strengthen universal peace in larger freedom. The motivation is that, eradicating poverty in all its forms and dimensions are the greatest global challenge and an indispensable requirement for sustainable development. It is a resolution by all countries to free the human race from the tyranny of poverty and want and to heal and secure our planet. The determination is for nations to take the bold steps and transform the world onto a sustainable and resilient path. There are 17 Sustainable Development Goals and 169 targets as contained in the Sustainable Development Goals (SDG) Document which demonstrates the scale and ambition of the universal Agenda. They are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental. The Goals and targets will stimulate action over the next fifteen years in areas of critical importance for humanity and the planet (OECD, 2012).

Nigeria is naturally endowed with entrepreneurship opportunities; however the realization of the full potential of these opportunities has been dampened by the adoption of inappropriate industrialization policies at different times. These skills cannot be developed without efficient and effective knowledge of Entrepreneurship. That is why this study considers how entrepreneurial skills can be developed through Entrepreneurship education.

Entrepreneurship education remains one of the fundamental factors of development as it has the potential of enriching people's understanding of themselves and the world. It has the capacity to improve the quality of human life and leads to broad social benefits for individuals and society. Entrepreneurship education has the potential to raise people's productivity and creativity and promotes entrepreneurship and

technological advances. The question to answer now is what alternative is there for Nigeria to speedily attain an economic recovery from recession since her economic behaviour is largely determine by the crude oil price fluctuations. This paper adopts the correlation between entrepreneurship education and sustainable economic growth as well as appropriate entrepreneurship sills that will occasion speedy economic recovery.

### **Statement of Problem**

The debate on Nigeria's socio-economic development has for too long centered on a stale ideological debate between the competing virtues of Western strategies and traditional forms. While critics do not question the contribution of education to development, they question whether our educational system, in its present form, can contribute to socioeconomic development and advancement of our nation? The issue of unemployment is not peculiar to Nigeria, as it is a global issue. Countries have taken many measures, yet the problem is increasing every day. Entrepreneurship which required developing skills has been identified as a means of making the citizenry self-reliant. These skills need to be developed and their development needs adequate knowledge of Entrepreneurship education.

This study therefore, is targeted to ascertain if the knowledge of Entrepreneurship will enhance the development of the skills. It will determine to what extent the skills required Entrepreneurship knowledge. It also investigates if gender of Entrepreneurship teacher has anything to do with the development of the entrepreneurial skills.

### **Research Questions**

The following research questions were raised to guide this study

1. Is Entrepreneurship education a panacea in developing entrepreneurial skills?
2. To what extent do entrepreneurial skills need Entrepreneurship education?
3. Does the gender of Entrepreneurship teacher impacts on the developing of entrepreneurial skills?

### **Conceptualization of Entrepreneurship Education**

Entrepreneurship as a concept has a wide range of meaning. First, who is an entrepreneur? In French language, entrepreneur is called "entreprendre" which means to "undertake" (Mahama, 2014). An entrepreneur is that person who conceives of an idea, utilizes identify opportunities by employing the factors of production; land, labour, capital and time towards productive ends by way of bringing about appropriate innovation either in the production process by revitalizing an existing or beginning an entirely new business. The innovation results in the product of goods and services which will help in solving socio-economic problems in the society (Igwe, 2009). Pinson (2010) opines entrepreneur as an individual who starts a business to follow a vision, to make money, to be master of his or her own and a risk taker. Odeleye (2020) argued that the entrepreneur is the central figure in economic growth that where a society is endowed with large amounts of natural resources, blessed with favourable trade opportunities and internal political stability, growth may still not take place unless individuals take advantage of the opportunities of businesses available. In explaining some of the qualities of entrepreneurs, Nwachukwu (2009) stated that they must be reasonable risk

takers, self confident, hard workers, goal setters, accountable, innovative and in addition must possess leadership qualities, be original, creative, flexible and resourceful.

Entrepreneurship education is a problem solving approach to students' empowerment that is capable of leading them to gain the skills required to plan, start, run and grow a business that focuses on innovation and development of new products and services (Inegbenebor, 2006). Entrepreneurship education is a means of inculcating entrepreneurial skills in students to enable them create, build and manage a business of their own. Carree and Thurik (2002) defined entrepreneurship as a manifestation of effective control of human intelligence, skills and financial resources to achieve great profit. Gana (2001) presents entrepreneurship as the 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 the identified opportunity. Entrepreneurship education is the process of providing individuals with the ability to recognize business opportunities and the insight, self-esteem, knowledge and skills to act on them (Bakere, 2013). It is about transforming an idea into reality and becoming self reliance and job creator. It is promoted by the spirit of capitalism which in turn promotes economic growth and development through job creation, increasing output of goods and services, enhancing technological innovation, enhancing the per capital level of income, the standard of living and increasing the level of government revenue through taxation (Etuk & Mbat, 2010). Without entrepreneurs economics all over the world would remain stagnant and demand for goods and services would always exceed the supply.

## **Methodology**

### **Research Design**

A survey research design was adopted for the study

### **Area of Study**

The study was carried out in Gwagwalada Area council. Abuja

### **Population of the Study**

The population is made up of Entrepreneurship teachers and students in FCT College of Education, Zuba and some selected secondary schools in Gwagwalada Area council. Abuja

### **Sample and Sampling Technique**

#### **Instrument for Data Collection**

The instruments for the study are tagged "Students Questionnaire (SQ)" and "Entrepreneurship Teachers' Questionnaire (MTQ)". They are divided into two segments: one for students and the second for Entrepreneurship teachers. Each of the questionnaires is made up of two sections, section A of each dealt with the demographic variable of the respondents while section B of SQ and MTQ consists of 16 items and 9 items respectively.

### **Validity and Reliability of the Instruments**

The instruments were validated by two experts after in the measurement and evaluation department, School of Education, FCT College of Education, Zuba.

### **Administration of Instrument**

A total of 200, 80 copies of the instruments were administered to the respondents respectively by the researcher and her assistants. 183 and 71 were respectively collected back after respondents have filled them.

### **Method of Data Analysis**

A four-point likert scale rating was used from the strongly Agree (SA) to strongly Disagree (SD) with weighting ranging from 4 to 1 for positively cued items and vice versa for negatively cued items.

The research questions were analyzed using mean and standard deviation. To arrive at a decision, any item that is positively worded which has a mean score of 2.5 and above is taken as accepted while an item with a mean less than 2.5 is rejected. For the negatively worded items the reverse is the case.

Exceptionally in SQ, to determine the extent the entrepreneurial skills needed Entrepreneurship, Pearson moment correlation was used to correlate the students' score in Entrepreneurship Education and Entrepreneurship.

## **Results**

### **Research Question 1**

**Table 3: Mean and Standard Deviation scores of Respondents' (students) Opinion on the need of Entrepreneurship in Developing Entrepreneurial skills**

S/ N	ITEMS	Mean	Standard Deviation	Remarks
1	I like Entrepreneurship.	3.47	.678	Accept
2	I like acquiring entrepreneurial skills	3.46	.600	Accept
3	I need Entrepreneurship to do well in entrepreneurial skills.	3.11	.904	Accept
4	Good Entrepreneurship students do better in entrepreneurial skills than those who are not so good in Entrepreneurship.	3.05	.953	Accept
5	Developing entrepreneurial skills needs sufficient knowledge of Entrepreneurship.	2.90	.876	Accept
6	Entrepreneurship is highly needed in every entrepreneurial skill.	2.89	.916	Accept
7	I cannot do well in entrepreneurial skills without Entrepreneurship.	2.54	.948	Accept
8	Knowledge of Entrepreneurship is not really needed in entrepreneurial skill development.	2.32	.983	Reject
9	Every entrepreneurial skill requires knowledge of Entrepreneurship Education.	2.88	.894	Accept
10	My doing well in entrepreneurial skills hinges on my knowledge of Entrepreneurship.	2.85	.909	Accept
11	Without knowledge of Entrepreneurship I cannot do well in entrepreneurial skills.	2.91	.855	Accept
12	My entrepreneurial skills cannot be developed without Entrepreneurship Education.	2.69	.924	Accept

**Table 4: Mean and Standard Deviation Scores of Respondents’ (Entrepreneurship teachers) Opinions on the Need of Entrepreneurship in Developing Entrepreneurial Skills**

S/N	ITEMS	Mean	Standard Deviation	Remarks
1	Entrepreneurship Education is needed in developing entrepreneurial skills.	3.68	.580	Accept
2	Teaching of entrepreneurial skills need adequate knowledge of Entrepreneurship Education.	3.44	.649	Accept
3	There is no entrepreneurial skill that does not need Entrepreneurship knowledge.	3.13	.792	Accept
4	A good Entrepreneurship student will do well in entrepreneurial skills.	3.39	.597	Accept
5	A good entrepreneur cannot do without a good knowledge of Entrepreneurship Education.	2.94	.715	Accept
6	Required traits of a good entrepreneur are impeded in the traits/ attitudes of a good Entrepreneurship learner.	3.08	.627	Accept
7	Teachers of entrepreneurship need adequate knowledge of Entrepreneurship Education.	3.25	.625	Accept
8	A good Entrepreneurship student will be a good entrepreneur.	3.27	.675	Accept
9	The innovative skills of Entrepreneurship mind includes:			
	. Optimistic	3.54	.556	Accept
	ii. Initiative	3.61	.520	Accept
	iii. Risk- taker	3.59	.550	Accept
	iv. Drive and persistence	3.61	.547	Accept
	v. Resilience	3.62	.544	Accept
	vi. Critical and creative thinking	3.63	.541	Accept
	vii. Problem-solving ability	3.58	.552	Accept
	viii. Goal-setting	3.59	.523	Accept
	ix. Decision-making	3.56	.527	Accept
	x. Planning and organizing	3.58	.525	Accept

**Research Question 2**

**Table 5: Pearson Moment Correlation of Students’ Score in Entrepreneurial Skills and that of Sustainable Economic Development**

Mean	Standard Deviation		Correlation Coefficient	P- Value
Entrepreneurship Score	70.97	17.07	0.691	< 0.001
Entrepreneurship Score	69.78		16.11	

**Major Findings**

Based on the results of the study, the following findings were made:

1. Entrepreneurship education is really needed in developing entrepreneurial skills.
2. Both students and teachers need knowledge of Entrepreneurship to be good entrepreneurs.

3. There is strong positive relationship between Entrepreneurship and Sustainable economic development.
4. The gender of Entrepreneurship teachers does not influence the entrepreneurial skills acquisitions.
5. A good Entrepreneur would be a good entrepreneur.
6. The attributes of the Entrepreneurship minded persons were confirmed to be that of entrepreneurs.

### **Discussion of Findings**

From the study, it shows that the knowledge of Entrepreneurship will enhance entrepreneurial skills development and Sustainable economic development of the Nigerian economy. This is in agreement to Sidhu (2006) who maintained that the aim of learning Entrepreneurship education is not only for knowledge and understanding objectives, it includes skills objectives which among other things, will help the learners and develop skills. It will also help him (learner) develop the ability to apply knowledge of Entrepreneurship in his future vocational life. This finding also agrees to the general saying that Entrepreneurship is needed in every facet of life and sustainable development.

The study also emphasised that both students and teachers agreed that knowledge of Entrepreneurship is really needed for the development of entrepreneurial skills. And, that though knowledge of Entrepreneurship education is needed, one need not be a novice before entrepreneurial skills are developed.

The positive relationship between the students' Entrepreneurship score and that of their sustainable development as stated in table 5 is a clear indicator and agrees with people's opinion that a good Entrepreneurship students can equally do well in other areas including development of entrepreneurial skills. Furthermore, it reveals that a good Entrepreneurship student should be a good entrepreneur.

Table 6 also reveals that the gender of the Entrepreneurship teacher does not influence entrepreneurial skills and sustainable development of the Nigerian economy. This agrees with the opinion of Uka (2006) which says that there is no significant main effect of gender on pupils' academic achievement in Entrepreneurship.

Finally, it was revealed in the study that the attributes of Entrepreneurship minds were that of entrepreneur. This agrees with the thinking of some experts who said that entrepreneurs are willing to take risks, make decisions, and possess ability to initiate among others.

### **Recommendations**

Based on the findings of this study, the following recommendations are made.

1. There is an urgent need to introduce practical vocational and entrepreneurship skills in all segments of schooling from primary to the university. This is to enhance the Entrepreneurship background of students.
2. There is an urgent need to develop technology-based business incubators managed by institutions of higher education so as to promote technology transfer, educational opportunities, and community development, creation of wealth and jobs, and scientific freedom. Through these business incubators, entrepreneurial institutions can create the social capital that can sustain development of intellectual capital and consequently foster

the creation and growth of high technology firms that will lead innovation and wealth creation in the country.

3. Traditionally, institutions of higher education conducted basic research that contributes to underlying scientific understanding, leaving the process of converting research results to commercial products to the private sector. in the light of this government should provide fund to schools to generate research and development

4. Teachers with strong Entrepreneurship background should be used in teaching entrepreneurship education.

5. Training and re-training programmes should be organized frequently for Entrepreneurship education teachers to improve their traits.

### **Conclusion**

This study revealed that knowledge of Entrepreneurship is a crucial element in the teaching/learning and development of entrepreneurial skills. The sex of the Entrepreneurship teaching has nothing to do with acquisition of the entrepreneurial skills. Both the students and teachers need knowledge of Entrepreneurship to really scale through in the acquisition of entrepreneurial skills.

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