

ENTREPRENEURSHIP EDUCATION FOR SUSTAINABLE DEVELOPMENT: THE CHALLENGES IN TERTIARY INSTITUTIONS IN NIGERIA

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Abstract

Entrepreneurship education has been an integral part of national development strategies in many countries and in Nigeria. This is because of its impact on productivity, in many economic growth and development. Entrepreneurship education is considered to be the most important catalyst of making people self-employed, alleviated poverty, diversify the economy and improve the quality of life of people. The partial introduction of the subject to different level of education in Nigeria is considered as a good attempt towards producing highly skilful and self-reliant graduates. However this research has discovered so many challenges that hinders the realization of the goals set to achieve by introducing entrepreneurship education in tertiary institutions. Some of these challenges includes: lack of qualified entrepreneurship staff, in adequate supply of power, lack of capital to start after graduation, to mention but few. The study relied solidly on secondary sources of data. Research papers and journals on similar issues were reviewed and analysed. The paper recommended that:

- *Entrepreneurship should be fully introduced and implemented in all tertiary institutions in Nigeria.*
- *Government should provide fund and facilities for practical in all tertiary institutions in Nigeria.*
- *Take off fund should be given to all graduate before or after the youth service.*

Keywords: Entrepreneurship, entrepreneurship Education and Sustainable Development.

Introduction

For a long period of time, entrepreneur's activities are treated as backbone for economic growth and development in many countries. This is one of the reasons it's seen as a vital instrument of economic growth and development. Ayoade and Agwu (2016), pointed out that the greatest of human endowments are intelligence and entrepreneurship. It has been noticed that countries that have enabling environment for entrepreneurs to pool their resources are fast developing, regardless of their natural endowments. This is evident in countries like Japan, Hong Kong, Israel and others that do not have appreciable amounts of valued natural resources like petroleum, gold diamond deposit. From the historical point of view, such great inventions and creation of Egyptian pyramids, models of space craft, discoveries in telecommunications, electronics among others are products of human entrepreneurship.

In the case of Nigeria, it has been decades of over reliance on oil (Monolithic economy). Unfortunately, this over reliance exposed the country to some major risk, as pointed out by Barde (2015)

- i. Therisk that production could fall (domestic factor)
- ii. Therisk that demand for oil could fall (external factor)
- iii. The risk that the price might fall (external and OPEC related)
- iv. Therisk that the country could run out of reserves.

Some visionary Nigerians saw these troubles coming and the country couldn't do much about them before they surfaced and created a serious economic draw back which Nigeria is currently battling with. The situation became so apparent that a solution must be searched for and urgently too. One of such viable solution was the introduction of entrepreneurship education in the curriculum of our schools at different levels. This is to enable graduates not to rely on government for white caller job but to be self-reliant, that is to create Jobs for themselves and even others. However, years after the partial introduction of entrepreneurship in our educational system we continue to see graduates at different level moving around with their certificate looking for jobs. Many of them without knowledge and skills to start on their own even when they are given capital to start, an indication that the policy didn't work.

It is against this background that the paper is aimed at fishing out the major challenges of entrepreneurship education in tertiary institutions in Nigeria and with the view to proper solutions.

Research Methodology

This paper relies on secondary sources of data. Scholarly work on the subject matter will be reviewed, newspapers and other secondary sources.

Conceptual Clarification

Entrepreneurship is a concept that has no worldwide accepted definition; many scholars have viewed it from different angles. Though the economists Adam Smith and others talked about it for many decades, they did not assign to it the name entrepreneur. They used the term such as 'employer', the 'master', the 'merchant' and the 'undertaker', for carrying out different entrepreneurial activities now all encompassed in entrepreneurship. It was cotillion who first coined out the term entrepreneur, (Murphy 2000).Entrepreneurship was later recognised in economic literature. Since then considerable attention has been focused on

the definition of the term, Schumpeter in Sanusi, Shehu&Barau (2010) considered the entrepreneur as an innovator. He stated that entrepreneurship is the “carrying out of new combination we called enterprise. The individuals whose function is to carry them out we call them entrepreneurs”.

Entrepreneurship according to Sanusi, Shehu&Barau (2010), is about skills, aptitude and attitude to turn opportunities into reality. It is a way to improve every aspect of life, it is a new way to live, work and achieve. According to Oyebanji (2014) entrepreneurship is about the capacity and disposition of an individual or group of individuals to establish a business or venture having in mind that it can succeed or fail. Even when it fails the skills and interest are motivating factors for continuing. Adegbite (2010) sees entrepreneurship as “one who undertakes innovation into economic good this he added may result in new organizations or can be part of revitalizing mature organizations in response to a perceived opportunity. Adeola (2020) observed that entrepreneurs possess certain unique qualities which differentiate them from ordinary business men who just imitate. “An entrepreneur as a risk lover always hopeful, futuristic, hardworking, inquisitive, attentive, watchful, well-mannered, and always self-controlled among others.

Entrepreneurship Education:-

Entrepreneurship education has to do with acquiring qualitative, knowledge and skills for self-employment and self-dependent. For Shem and Nanli (2014) entrepreneurship can be understood as deliberate way to sensitize the youth at different and at all school levels to acquire skills in any vocation of their choice so as to avoid unemployment in the future. Entrepreneurship education they stressed is the art of equipping learner with relevant knowledge, skills and theories with the aimed of preparing him in establishing a small scale or big business for self-employment, possibly to even employ others. Entrepreneurship education referred to standard and qualitative training in business, this could be achieved through adequate financial commitment to cater for qualified teaching personal, provision of adequate financial, up to date machinery and equipment, proper planning and implementation of the programme for the purpose of producing competent and qualified graduate at all level that will be self-reliance.

Entrepreneurship education is a necessary ingredient for stimulating economic growth and employments in all modern societies. This is because small business enterprises are the primary engines for job creation, income growth and poverty reduction (Sanusi 2008). Entrepreneurship education also involves opportunity recognition, commitment of resources and creation of business of value to deliver goods and services to the nation (Selah, Yusuf, Bwala and Fori 2021). It involves an individual who is ready to take risky ventures and who imply his/her initiatives to manage resources for better productivity. Also, it emphasises empowering individual with knowledge of developing legacy to his business for generation to come (Ubogo 2020).

Entrepreneurship Education and Sustainable Development

Sustainable National Development is the focus towards individuals in the economy and should also enhance the development of a nation and such development should be maintained over time. Entrepreneurship is art of building individuals, building individual is about adding value to national growth and development. Oyobanji (2018, 118), pointed out

that apart from “its usefulness to an individual, at micro level, it help to improve economic performance and fosters economic growth and development via the following ways:-

- i. Entrepreneurs create new businesses: it is the innovative spirit in the entrepreneur that leads to the creation of new businesses and new products. The fearless search by the entrepreneur is what has given us electricity, computer, cell phones, etc. These new products and the technological advancement that breeds them are particularly helpful in improving peoples' well-being and their standard of living which are ail indicators of national development.
 - ii. Creation of jobs: as indicated in the paper, entrepreneurs create new businesses and these new businesses in turn create jobs. This causes more people to be engaged in addresses social vices (armed robbery, prostitution, militancy, terrorism, etc.) and improves security within the country.
 - iii. Increases level of income: the increase in the number of employed persons also has other positive multiplier effects. This includes increase in the national income and also in the individual's disposable income. These people can now afford better meals, quality health care, vacations, etc. which hitherto were out of their reach ushers in increased competition among them. This usually improves the quality of service offers consumers and on the average brings down prices.
 - iv. Development of local technological base: the development of indigenous technological base in all countries of the world has been championed by native entrepreneurs; this helps in transferring the much needed technology for the rapid transformation of the country.
 - v. Conservation of foreign exchange: this will result from reduced importation of machineries and equipment, raw materials and payment to foreign experts.
- And all of these constitute indices of national development.

The Challenges of Entrepreneurship in Tertiary Institutions of Nigeria

The history of entrepreneurship in Nigeria can be traced back to 1960s. This is evident from the previous government programmes such as the entrepreneurship development centre (EDC), Nigeria industrial development Bank (NIDB), National open apprenticeship scheme (NOAS), etc. As promising as they sound these programmes lived. Simply because they were not inculcated into the educational system (Okoli and Allahna 2014). However, in recent years, entrepreneurship has been included in the curriculum of our education at different level. This paper called it partial introduction because up till this moment entrepreneurship is not compulsory in many institutions of Nigeria. In 2006 the Federal government made entrepreneurship compulsory in the University curriculum irrespective of area of specialization. The implementation started in 2007/2008 academic session (Oyabanji, 2018). With all these efforts, graduates at different level are moving around with their certificate looking for jobs. Most of them cannot stand on their feet even if they are given financial support. An indication that the policy did not serves it purpose. There are numerous challenges in the implementation of this programme.

Ojeifo (2012) wrote on “entrepreneurship in Nigeria” and submits that most of the challenges of entrepreneurship development in Nigeria are administratively related, among them are:-

- Rampant political and bureaucratic corruption and together with absence of social consensus on important macroeconomic policy issues. The presence of administrative and

track barriers that curtail capacity building and inhibit access to technical support and absence of regulatory mechanisms for effective oversight of enterprise development initiatives, especially those in the MSME space. Political and bureaucratic corruption remained stumbling block behind any development in Nigeria.

Lack of Qualified Teaching Staff

In many tertiary institutions in Nigeria, entrepreneurship as a course is placed under-general studies and taught by staffs who are not really specialist in the subject. The wrong assumption is that anyone who studied social or management science can teach the course. The consequence at end of the day is producing graduates with insufficient practical and theoretical requirement to be self-reliant.

Poor Funding

Funding is an important requirement for the effective implementation of entrepreneurship education. Jerume (2020) pointed out that there's the need for constant provision of materials and equipment to expose students to practical skills even if qualified teachers are there. The provision of instructional materials such as textbooks requires funding too. Entrepreneurship education does not only require theoretical knowledge but also skills and where we talk about skills there's need for materials and equipment as pre-requisite, therefore, the need for funding. To sum this all, Efebo (2000) observed that "We graduate people who have little or no skills to live a functional life ... students graduate without touching the equipment which they have been trained to operate".

Similarly, Iyalekhere (2022) conducted a research on "The challenges militating against home economics entrepreneurship education in tertiary institutions in south western Nigeria". The study also discovered among others the recruitment of unqualified teachers business capitals inadequate funding of entrepreneurship education in schools and universities, inability to access bank loans and credit facilities as the major challenges.

Lack of Policy Implementation

A policy is an action plan to address the problem of the society. According to Simons (2000), a policy is "an intention, a guide to action, encompassing values which set priority and relations". Educational policies are therefore, initiative of government that determine the directions of entrepreneurship program in tertiary institution. This policy has suffered some element of non-implementation due to lack of government commitment and also sincere desire for educational development. Hence, failure to actually implement the National policy Education as articulated in it has really deprived large number of citizenry right to quality entrepreneurship education (Akphan 2021).

Shortage of Power Supply

It is well known fact that Nigeria as a whole is faced with this problem of steady power supply which affect many businesses. Our campuses at different levels are not exception of this problem, therefore practical lessons that require the use of power may not be possible. Okeke (2014), added that, the poor nature of power makes business owner to actually resort to other alternative uses of power thereby contributing to the high cost of business in the country at large, and this in turn result to increase in the price of goods and services.

Faulty Foundation

At the time when government became serious in implementing entrepreneurship education, it did not place so much emphasis on primary and secondary schools level, till tomorrow many primary and secondary schools did not integrate entrepreneurship subjects in their curriculum. This has resulted to poor foundation. Oyebanji (2018) observed that, the major implication of this is entrepreneurship education cannot be available to the Nigerians who do not have access to tertiary education.

Conclusion

The introduction of entrepreneurship education in the curriculum of tertiary institutions in Nigeria is a good attempt towards addressing problem of unemployment among youth, as well as ensuring economic growth and development. The purpose of the programme is also to provide graduates at all level with the knowledge and skills, so that they can stand on their own rather than scouting for a white collar job or even staying ideal. The increase in the rate of crimes today such as kidnapping, armed robbery, cybercrime, fraud etc. and increase in social problems such as prostitution, drug abuse, political tuggery etc. all these can be attributed to mass unemployment among youth. However, entrepreneurship education, as a programme will not yield the desired result without addressing the challenges discussed in the paper.

Recommendation

While the paper discusses the major challenges that affect the proper implementation of entrepreneurship education in tertiary institutions, the following are the recommendations that need to be considered by both government and other stake holders.

- i. The government need to create department of entrepreneurship education in all tertiary institutions rather than just a course under general studies.
- ii. The government need to introduce entrepreneurship education in the curriculum of both primary and secondary schools thereby making it a compulsory subject to address the problem of faulty foundation.
- iii. The government should provide more funding to purchase materials and equipment for practical's, so that graduates will come out with the much need knowledge and skills to stand on their own.
- iv. Government should set up more micro finance banks to enable young graduates get access to take-off start loan as capital, at minimum or no interest rates.
- v. Sufficient power supply needs to be provided at least in our campuses to carryout practical. The authority of the institutions can make effort in providing solar energy as an alternative.

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