

IMPLEMENTATION PROBLEMS OF ENTREPRENEURSHIP DEVELOPMENT IN NIGERIA SECONDARY SCHOOLS: A THREAT TO SUSTAINABLE NATIONAL DEVELOPMENT

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Abstract

Entrepreneurship education in Nigerian Secondary Schools should serve as the basics and most promising strategies for ensuring sustainable national development. This is the essence of introducing vocational courses into the secondary schools' curriculum as integral part of entrepreneurial education. However, there has not been proper implementation of entrepreneurship education in secondary schools in Nigeria. This study therefore examined the concept of sustainable national development. It also reviewed the needs for entrepreneurship education in Nigerian secondary schools. The implementation problems of entrepreneurship education were as well reviewed and literature revealed that lack of human and material resources, poor attitude of students and their parents towards teaching and learning the skills among others affect the implementation of entrepreneurship development in secondary schools in Nigeria. Based on these findings, it was recommended that human and material resources needed to fortify entrepreneurship education in secondary schools for sustainable national development should be channeled toward that. Also, good relationship should be established between secondary schools and indigenous technologists among others.

Keywords: Entrepreneurship education, National developments, sustainable, skills.

Introduction

There exists a close relationship between education and development, education being a veritable and critical instrument for achieving sustainable development. It is a *sine qua non* for any person or any nation to experience development. In the developmental effort of any nation therefore, the need of education cannot be underestimated. Man who is said to be the main instrument for development is transformed and equipped to contribute to development through education. Also, education according to Ememe (2014) helps man to be aware of his environment as well as understand the need and requirement for sustainable development. As further explained by Ememe, education has been found to be essential not only in helping man to deal with his environment and life situation but also in equipping him with skills, knowledge and ability to participate in social, economic and political activities for the improvement of his life and environment.

The issue of underdevelopment, high rate of unemployment and unemployable youths in Nigeria after education necessitated the introduction of the type of education that emphasizes skill acquisition that will enable graduates to be independent of the government's

white collar jobs, and be creators of job opportunities themselves. In line with this, Njoku (2020) observed that government institutions and agencies, researchers and well-meaning Nigerians are recently paying attention to and advocating for entrepreneurship education which is the most effective strategy for saving the country's poor economic development. Akinola (2012) defined entrepreneurship education as the willingness and ability of an individual to acquire educational skills to explore and exploit investment opportunities, establish and manage a successful business enterprise. Entrepreneurship education can be seen as a conscious effort directed at inculcating transformative skills in learners who become committed to it and who would utilize the knowledge gained to create new powerful survival strategies (Amoke, Nwafor & Daira, 2020).

The development of entrepreneurship through education has been identified as the panacea to economic transformation of both individual and the nation because it is a means of providing employment and a powerful weapon with which to fight poverty in the country. Nigerian governments at various levels and times having realized the significance of entrepreneurship in the employment opportunities, and as an instrument in sustainable economic development have come up with one entrepreneurial programme and agency or the other and given financial support for them. Such programmes and agencies according to Saheed, Taiwo and Alebiosu (2014) include: National Directorate of Employment (NDE); Small and Medium Enterprises Development Agency of Nigeria (SMEDAN); National Poverty Alleviation Programme (NPAP); Youth Empowerment Scheme (YES) among others. Some of these suffered some challenges which led to their failure. At the secondary school level, there are such a wide variety of entrepreneurship education programmes to help the students acquire skills that will enable them to contribute to economic growth and development since it is not every secondary school graduate that would have interest or resources for higher education. Otunla and Sanusi (2016) noted that the federal government introduced 34 trade and entrepreneurial subjects in secondary schools' curriculum in 2007 to match ideas and challenges of the changing economic structure of the modern society. At the junior secondary level, there are pre-vocational courses, Basic Science and Technology, Business Studies and creative Art. This is to ensure development of skills in learners that will make citizens self-reliant for useful living in the society. Despite these efforts, Nigerian secondary school graduates according to Saheed, Taiwo and Alebiosu (2014) are not productive enough, they are being currently confronted with poverty, unemployment, lack of capacity building and critical skills that are needed for useful living and to contribute in moving the country forward. One then wonders what the problem is. It is not enough to include entrepreneurial courses in the secondary school curriculum. If the implementation is not well carried out, the aim will not be achieved. Many problems are hindering the proper implementation of entrepreneurship education in secondary schools in Nigeria. Such problems according to Osakwe (2015), Yang (2016) and Egbefo and Abe (2017) include among others lack of human and material resources, poor attitude of students and parents, poor perception of teachers. With this, there is no hope of Nigeria achieving sustainable national development through education.

Education for Sustainable National Development

The word development is complex and means different things to different people. It means improvement in the quality of social and economic well-being of the citizens to some

people while for others it is improvement in physical and tangible structure like big buildings, good roads, bridges, water, light, schools hospitals etc. From the definitions and views of different people of development, Ememe (2014) explained that development connotes extended improvement in the political, social, cultural and economic life of the citizens. That man is not only the springboard for development but also an essential agent and clientele for development. He further explained that the essence of development is to help man to acquire knowledge that will result in an improvement in his environment culminating in decent standard of living. Ememe (2014) who posited that what constitute development have evolved over a period of time, spanning from the period between the 1950s when development was equated with economic growth to the present dispensation traced the four stages of development as Economic growth paradigm, Modernization paradigm, Basic needs paradigm and 'Human or people centred' Development paradigm. According to him, all these paradigms faced criticism as they were silent on the area of sustainability. That is to say, they did not consider how the future generation can have access to resources and meet their own needs. This therefore gave rise to the paradigm of sustainable development.

The word sustainability is derived from the Latin *Sustinere* (*tenerere*, to hold). Dictionaries have their different meanings for 'Sustian' but their meanings brought together can be seen as to "maintain" "Support", or "endure". The word 'sustainable' according to Oni and Adetoro (2014) therefore can be interpreted to mean 'enduring' and 'lasting' and 'to keep in being'. This can also be seen as 'that can continue or be continued for a long time'. Hence, one can deduce from these the meaning of sustainable development. It is the all- round well-being of present generation and that will last to the future generation. It is a process that envisages a desirable future state for human society. Adelakun (2016) defined sustainable development as a quantitative and qualitative advancement that can stand the taste of time or over a long period of time at the same time giving future generation the opportunity to meet up with their needs. Madumere-Obike and Nwabueze (2010) described sustainable development as a construct, which envision development as meeting the need of the present generation without compromising the needs of the future generation. Sustainable development in a nutshell ensures conservation of necessary resource to provide for the needs of future generations. It aims at providing a means for today without mismanaging the needs of tomorrow. Sustainable development has three pillars or three spheres known as the three E's- Social Equity, Environmental Equity and Economic Equity. They are not mutually exclusive but inter-connected and inter-dependent. They should go together and cannot be separated and divided.

For a society or nation to achieve a sustainable development, there is need to improve the quality of its education. As posited by Enwere, Ugwu and Olawoyin (2013), education for sustainable development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. Education for sustainable development was declared to be an enabler for sustainable development with the potential to empower learners to transform themselves and the society they live in (UNESCO, 2014). Education for sustainable national development can be summarized as education that will help the people to develop knowledge, skills values and behaviours needed for sustainable development of the nation. It implies according to UcheOlele and Nwabueze(2013) that while education meets the national demands of the present, it does not compromise the ability of meeting the demands of future generations for enhanced sustainable development.

Need for Entrepreneurship Education in Secondary Schools

It is primarily on the process of education that the development of any society anchors. More so, one way to empower the youth is to provide them with adequate and qualitative education in order to make them job creators and eradicate poverty with sure increment of employment rate. Olanipekun, Brima and Rabi (2015) pointed out that most nations who are economic giants today started by equipping their citizens with the right type of education that will enable them use both their heads and hands. Uleanya (2017) also noted that the economic growth of a country is dependent on individuals who possess productive entrepreneurship knowledge and skills.

In Nigeria, entrepreneurship education has been recognized as an important aspect of our educational system that should serve as engine room for sustainable economic development of this country. This was made explicit in the Nation Policy on Education, Federal Republic of Nigeria (2004) which stated that for education to be functional, it has to be relevant, practical and acquisition of appropriate skills and the development of competencies as equipment for the individual to live and contribute meaningfully to the society. This means that there is every need for education to be geared towards inculcating skills and competencies necessary for self-reliance, capacity building and national development.

There is much need for the development of entrepreneurship education in Nigerian education system. Saheed, Taiwo and Alebiosu (2014) reasoned that entrepreneurship in Nigeria should be perceived as a catalyst to increase the rate of economic growth, create job opportunities, reduce importation of manufactured goods and decrease the trade deficits that result from imports. According to Obunadike and Ughammadu (2014) entrepreneurship education leads to the development of small, medium and sometimes large scale business based on creativity and innovation, and the success of these business in turn helps in developing the nation.

Entrepreneurship education makes it possible for students to possess marketable skills and translate them to self-employment (Kaitumi, Balami&Datony, 2017). It imparts the necessary skills and stimulates the entrepreneurial spirit in the learner of self-awareness of possession of the potentials or ability to become a master of his/her own (Onynu, 2007). As a functional education process, entrepreneurship education provides the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities in their future chosen careers (Ojeifo, 2015). Entrepreneurship education equips individuals for productive activities and employment opportunities which could attract wage employment, self-employment and income generation activities (Egbefo& Abe, 2017).

At the secondary school level, the need for entrepreneurship education cannot be over-emphasized. Since it is not every secondary school graduate that would have interest or resources for higher education and/or gain admission into tertiary institutions, it become necessary to help the students acquire skills that will enable them contribute to the economic growth and development of the nation. According to Obi and Ovute (2013), the essence of introducing entrepreneurship education in secondary schools is to equip students with necessary skills and mindset required for successful entrepreneurship from early years. It is to instill in the students the self-confidence and assurance required for launching a business. In the study of Ngerem and Ezikpe (2016), the findings showed that entrepreneurship education

is a viable medium of steering the wheels of economic development for secondary school graduates in Imo state, Nigeria. The researchers also discovered that certain entrepreneurial skills are the skills required for economic development and empowering of youths. Such skills include: Financial management skill, risk taking skill, communication skill, human relation skill among others.

In an attempt to highlight the benefits of entrepreneurship education to secondary school students, Ramanigopal, Palaniappan and Hemalatha (2012) showed why there is need for entrepreneurship education in secondary schools and they are as follows: Creation of entrepreneurial thinkers who also have the skills and tools to start their own business; write a business plan; apply economic principles; determine individual entrepreneurial interests; apply basic marketing skills, use straggles for idea generation; access feasibility of ideas; manage risk; identify legitimate sources of capital; evaluate ownership structures; translate problems into opportunities; apply principles of human relations management; speak “business” and “entrepreneurship”; apply basic accounting principles; engage in ethical business practices; and demonstrate financial management. In the same vein, Obunadike and Ughmmadu (2014) listed the following as the benefits of entrepreneurship education to secondary schools: It provides practical applications for students; it can be used to inculcate innovation spirit targeted at the youth; create arenas for them to manage innovations, manage entrepreneurial process, develop their potentials as mangers of creativity in given fields, boosts job creation and crime reduction. According to them, if entrepreneurial programmes are well planned and properly executed, it will ensure that the issue of youth self-employment and job creation will increase, and menaces usually visible due to youth unemployment and restiveness will be highly reduced.

Problem of Implementing Entrepreneurship Development in Secondary Schools in Nigeria

An assessment of Nigerian secondary school graduates brings in the doubt whether the entrepreneurship education programmes introduced at that level are actually attaining their goals. As observed by Chinyelugo, Abubakar and Iwuagwu (2020), the number of unemployment graduates in Nigeria tends to show that most of them may not have applicable, marketable, employable and entrepreneurial knowledge and skills that would make them relevant in society. Arokoyu and Nwafor (2018) in their studies found out that entrepreneurial education in Nigerian secondary schools is at low level. Yang (2016) lamented that with the way things are with entrepreneurship education at senior secondary school level, senior secondary school graduates will continue to roam about Nigerian streets with no knowledge and skills of engaging in any meaningful business whether small, medium or large. Ugwoke, Ibe and Muhammed (2013) pointed out that despite the introduction of entrepreneurship programmes in education system, entrepreneurship development in the senior secondary schools still faces major unattended challenges. Being unattended, these challenges pose a threat to sustainable development of the nation.

Having a wonderful entrepreneurship programme in the education system does not stop at its mere inclusion in the secondary school curriculum, but also having sound implementation to achieve desired goals. Implementation means bringing into reality, putting into action and practice a plan or proposal. Chinyelugo, Abubakar and Iwuagwu defined implementation as the proper execution of educational programmes with the recommended

and appropriate resources and procedures. In the Nigerian education system just like in other sectors, many beautiful curriculum plans and programmes normally get crippled at the implementation stage.

The implementation and actualization of entrepreneurship education in secondary schools in Nigeria is facing a lot of challenges ranging from lack of human and material resources to poor personal attitudes. The findings of Chinyelugo, Abubakar and Iwuagwu (2020) revealed that there are unavailability of material resources for entrepreneurship education in the secondary schools. The necessary personnel requires for entrepreneurship education are also evidently lacking. The findings further showed that students have negative perceptions on entrepreneurship education and expressed lack of any entrepreneurship skills for their future use. The students viewed entrepreneurship education as theoretically-based and thus an illusion in senior secondary school level. This is in line with Yang (2016) who observed that entrepreneurship education fails to thrive due to students' lack of conviction as well as teachers' perception and orientation of the programme. The teachers Yang noted perceive and treat entrepreneurship education programmes as being knowledge based when it is expected to be action oriented. In addition to lack of manpower and infrastructural instructional facilities, Osakwe (2015) observed that inadequate provision of funds needed for entrepreneurship education by the government and lack of awareness, counseling and orientation on entrepreneurship education are challenges facing entrepreneurship education. Many researchers have also attributed barriers to ineffective entrepreneurial skill acquisition to: Poor training leading to lack of competence in various skill-based areas of the curriculum; lack of facilities and equipment; poor attitude to learning skills; Poor orientation by parents and teachers; lack of cooperation between the schools and the indigenous technologists; Poor environment; Poor attitude and poor policy implementation (Egbefo & Abe, 2017). As a result of these problems, entrepreneurship development in Nigerian secondary schools becomes difficult, and this in turn has led to much unemployment of school leavers with its negative effects among them. This apparently does not give room for sustainable national development.

Conclusion

Generally, Nigeria is one of the countries with the highest number of unemployed graduates in the world as observed by Udo (2016). Students after graduating from secondary schools cannot be employed as they lack skill, the skills that Kaitami, Blami and Datong (2017) described as 'marketable skills'. Entrepreneurship education introduced in Nigerian secondary schools with the aim of engaging the youths at this level to acquire better skills needed for self-employment, job creation, and sustainable development is not achieving its goals. This is because it is being confronted with a lot of challenges such as lack of human and material resources, poor attitude of parents, students and teachers among others. These need to be addressed if we are to achieve sustainable development because education is central to sustainability, and the relationship between education and sustainable development is so intimate that one cannot be dispensed from the other.

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