REVITALIZING SECONDARY SCHOOLS THROUGH ENTREPRENEURSHIP EDUCATION IN NIGERIA

Amaechina, Uche Obumneme *Ph. D*[1] & Alaubi, Stanley C.[2]

[1]*Department of Educational Management and Policy*
Federal College of Education (Technical), Umunze
[2]*University of Port Harcourt, Rivers State*

Abstract
Entrepreneurship education in Nigeria seeks to provide students at all level of education with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of ventures. This paper focused on revitalizing secondary schools through entrepreneurship education. It highlighted the concepts of entrepreneurship education, entrepreneurship education in secondary schools and challenges of entrepreneurship education in Nigeria. The paper concluded that, entrepreneurship education is a central pillar to economic growth and development, as well as employment generation and poverty alleviation which has not been fully embraced and functional in Nigeria. Recommendations were made which include that: students should be trained very well in the area of technology and computer manipulation for a genuine business online, entrepreneurship education should be introduced in the schools right from primary, through secondary and to tertiary institutions and that the government should ensure that the curriculum of secondary education is strengthened to accommodate more business and vocational courses and training.

Key words: Revitalizing, Secondary schools, Entrepreneurship ,Education.

Introduction

Education has been regarded as the vehicle for entrepreneurship skills and scientific development. It had undoubtedly broadened horizons, brought about creative minds, skills and talents which are the hallmark of scientific development and innovations. One of the key indices of a sustainable economy is the ability of a nation to provide gainful employment for its citizens so as to contribute to national building. The productivity acumen is enhanced through the entrepreneurship education provided in the curriculum since no society can rise above the level of its educational system. Entrepreneurship education in Nigeria amongst other things seeks to provide students at all level of education with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of ventures (Ezeobata, 2007). Variations of entrepreneurship education are offered at all levels of schooling in Nigeria, primary, secondary schools and tertiary institutions. Countries that have embraced indigenous educational system or technology are in the threshold of technological advancement while those who have relegated it have remained stagnant.

A society that is tied to its natural resources tends to develop people who don't have the enthusiasm and zeal for learning skills for entrepreneurship. The educational system of any country is supposed to be a reflection of its environment, needs and social structures and its objectives and curriculum should encompass the totality of the people's needs. Ozochi (2008) posited that the Colonial Government in Nigeria enforced the pre-independence educational system on Nigeria. It was an education that alienated the people from their culture and value systems. The colonial system of education had limited social objectives. The aim was to produce at best, middle level manpower for the colonial civil services. The indigenous society had no part in designing or implementing it but had to cooperate with it. It was not designed to have an impact on the masses except that it gave public officers certain power over the populace. It could not effectively equip people to fight poverty, ignorance and disease (Akpomi, 2009).

Following the political independence of Nigeria, there was a realization that the type of education our colonial masters left with us needed a critical re-examination of the values of contents, objectives, relevance, methods, administration and evaluation. Nigeria, having realized the effectiveness of education as a powerful instrument for national progress and development, adjusted her educational philosophy and methodology to match the ideals and challenges of changing economic and social structure of modern society (Federal Government of Nigeria, 2013). The implementation of the 6-3-3- 4 education system in Nigeria began in 1982 and brought many reforms into the educational system. At the Junior Secondary School level, pre-vocational subjects were introduced into the curriculum while vocational subjects were introduced into the senior secondary level. The aim was to make the graduates of junior and senior secondary schools to learn skills that will make them to be self-reliant even if they don't want to proceed to tertiary education (Omosewo, Akanmu & Asebiomo, 2013).

The Nigerian economy seems to have been depending heavily on oil revenues. There is public suggestion now from all the quarters of the country for the diversification of economy as a result of global fall in oil prices and rising of unemployment among the graduates in the country (Ojeifo, 2013). There is need for the country to increasingly embrace education through information and communication technology and entrepreneurship education. No wonder, a onetime President of the Federal Republic of Nigeria, Chief Olusegun Obasanjo mandated that all students in Nigeria regardless of their course of study would need to study entrepreneurship. With the current situation of unemployment and social vices resulting from it, especially among secondary school graduates, it becomes imperative for the nation to have a re-think on her educational delivery in order to produce children who can be self reliant and self sustaining (Baba, 2013). There is need for entrepreneurship studies in secondary education to be strengthened and tailored towards practical acquisition of skills as well as entrepreneurial culture for sustainable development of individuals as well as the nation.

Concept of Entrepreneurship Education

Entrepreneurship education is designed for the learner to become an entrepreneur. Susan (2013) noted that, an entrepreneur is a person who starts new business venture. Such ventures can be based on totally new ideas, and new ways of doing things or attempting what no one else has done before. An entrepreneur has the talent of seeing opportunities and ability to develop those opportunities into profit making business. Lundstrom and Stevenson (2005) described entrepreneurship as a dynamic process of vision change and creation. This implies that entrepreneurship requires application of energy and passion towards the creation and implementation of new ideas and creative solutions. Entrepreneurship skills are business skills which individuals acquire to enable them function effectively in the turbulent business environment (Ademiluyi, 2007). Uko (2010) stated that entrepreneurship skills are the abilities to manipulate input resources efficiently with a particular enterprise to achieve production goals.

Baba (2013) described entrepreneurship education as a specialized training given to the students or trainees to acquire skills, ideas, managerial abilities and capabilities for self-employment than being employed for pay. Entrepreneurship education according to the European Commission (2006) is a training given to awaken sense of initiative of an individual and ability to turn ideas into action. It includes creativity, innovation, risk-taking, as well as the ability to plan, manage projects in order to achieve the objectives and to master one's own life. Omosewo, Akanmu and Asebiomo (2013) posited that the need for introducing entrepreneurship education in Nigeria's educational system can easily be attributed to the scary unemployment statistics of the nation. The high unemployment rate in Nigeria is the result of academic institutions turning out graduates mostly regarded as unemployable by employers of labour because they lack technical/vocational and entrepreneurial skills. To that extent, entrepreneurship education is an approach to stimulate students to be curious and creative. Stimulating their entrepreneurial abilities and making them confident about education as a specialized training given to the students to acquire skills, idea, managerial abilities and capabilities for self-employment than being employed for pay.

Salleh and Gibbs (1990) conceptualized an entrepreneur as someone who exhibits a distinctive set of enterprising attributes. According to Salleh and Gibbs, these attributes embrace a number of skills, personality traits, acquire experiences and attitude. The enterprising attributes therefore, include creativity, initiative taking, analytical ability, high autonomy and achievement motivation. Entrepreneurship education is designed to provide students with the knowledge, skills and motivation to start up businesses. Ojeifo (2013) noted that, entrepreneurship education is designed to offer functional education for the youth that will enable them to be self employed and self-oriented. It also provides the graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities. However, Ojeifo observed that, entrepreneurship education also serve as a catalyst for

economic growth and development, reduce high rate of poverty, rural-urban migration and offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible. In this study, entrepreneurship education is regarded as the means on how to design, develop, organize and manage a business venture along with any of the risks involved in the process.

Entrepreneurship Education in Secondary Schools

According to (FGN, 2013), secondary education is the education children receive after primary education and before the tertiary stage. The broad goals of Secondary Education shall be to prepare the individual for useful living within the society and among other things shall offer diversified curriculum to cater for the differences in talents, opportunities and future roles. It will also provide trained manpower in the applied sciences, technology, and commerce at sub-professional grades and more so, inspire students with a desire for self improvement and achievement of excellence in the process provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development. It is no longer news that the youth unemployment rate in the country has skyrocketed. Oguntimehin and Nwosu (2014) noted that, for the Nigerian youth to be empowered economically they should be given the necessary skill acquisition and for this to be done the curriculum should be effectively implemented.

The purpose of secondary academic school is to impart broad and extended general education, thereby providing pupils with standard entry qualifications for university and a solid basis for more specialized education or training. Although the secondary school considers the imparting of knowledge as one of its foremost tasks, it also aims at providing students with numerous other qualifications and skills (e.g., working methods, the ability to cooperate, independence and responsibility). Oladele (2011) believed that to ensure a positive future for Nigeria, the youth who are believed to be the future leaders of the country ought to be well equipped with basic skills to drive the economy. Entrepreneurs have the talent for seeing opportunities and the ability to develop those opportunities into profit making businesses. Entrepreneurship skill acquisition is paramount to developmental strides and prosperity in any nation. The hope of Nigeria becoming one of the biggest 20 economies in the world by the year 2020 would be a mirage without stirring up the entrepreneurship skills in the unemployed youths and adults. Alam and Hossan (2013) noted that, entrepreneurship plays a key role in the process of economic development.

Ofoha (2010) posited that one of the developmental tasks of the youth is the attainment of economic independence which invariably arises from the youth becoming gainfully employed. Consequently, youth unemployment tends to have negative psychological effect on the youth themselves. Entrepreneurship seems to be the key driver of every economy. Wealth and a high majority of jobs are created by small business started by entrepreneurially minded individuals many of whom go on to create big businesses. Omosewo, Akanmu and Asebiomo (2013) posited that the

need for introduction of entrepreneurship education in Nigeria can be attributed to the scary unemployment statistics in Nigeria. It is very disturbing to observe that most of graduates at both the JSS and SSS levels of Secondary Education who have not furthered their studies stay without job. Despite the fact that the training at this level was targeted at preparing this group of youths with both academic and vocational skills that would make them become self-reliant and also prepare them for further studies. Experience has shown that some of graduates of both the JSS and SSS who are jobless after school, become liability to both their parents and the society. Some engage in vices that are detrimental to themselves and the society (Ademiluyi, 2007).

The focus of the pre-vocational education was to expose students at the junior secondary school level to world of work through exploration. Such exposure would enable junior secondary school students make intelligent career choice. Among the pre-vocational subjects are practical Agriculture, Home Economics, and Business Studies (Ofoha, 2010). Introductory Technology is an integration of components of woodwork, metalwork, basic electronics, applied electricity, water flow technology, airflow technology, food preservation, automobile mechanics, technical drawing, physics, rubber technology, chemistry, plastics, basic building technology, and ceramics. While Business Studies has typewriting, shorthand, bookkeeping, office practice, commerce and computer science as components. Fafunwa (2002) stated that the specific objectives of the Junior Secondary School Education are to develop in the students' Manipulative skills (Manual dexterity) invention, respect for dignity of labour and above all healthy attitude towards things technical.

Despite the efforts made by both the government and NGOs to address some of these problems through setting up training centers and programmes, it still persists. There are still a huge number of dropout or secondary school graduates wasting in penury and constituting nuisance in the society. The white collar job pursuit by our graduates which is not always available is not helping the economy of the country. So there is the need for the schools at all levels to gear towards skill acquisition for self-reliant nation.

Challenges of Entrepreneurship Education in Nigeria

In spite of the profound benefits of entrepreneurship education, it still not fully embraced and functional in Nigeria. Entrepreneurship education has emphasis on economics and covers business disciplines like management, marketing and finance with links to psychology, sociology, and teacher education as well as business education. It prepares and builds persons to be responsible and enterprising individuals capable of deep entrepreneurial thinking that contribute to economic and sustainable development. It focuses on expertise that is needed and used to conceive and commercialize business opportunities. Nigeria especially in the face of the global economic crisis and its energy crisis requires graduates who will be job creators and not job seekers. According to Ojeifo (2013), the problems that hinder the development of entrepreneurship education in Nigeria include: lack of access to

capital, rampant political and bureaucratic corruption, poor access to vocational and skills development training for rural and urban youths and lack of data for entrepreneurship. There is little or limited programme design for entrepreneurship education and the absence of a pro-active regulatory environment that encourages innovative enterprise development at the grassroots level. Baba (2013) observed that the problems that hinder the development of entrepreneurship education in Nigeria include:

***Difficulty in securing loans from financial institutions*:** The major challenges being faced by entrepreneurs in Nigeria are the issue of start-up capital. You will agree with me that it is very difficult to secure loans from banks as an entrepreneur, because some of these banks see lending entrepreneur's money as a huge risk. This is due to the level of uncertainty surrounding the Nigerian economy. From experience, I have been able to discover that these financial institutions tend to frustrate aspiring entrepreneurs with some of their ridiculous requirements in a bid to discourage young entrepreneurs from obtain loans from financial institutions. Some of these financial institutions discourage aspiring entrepreneurs with some of their unrealistic demands such as; huge collateral and their unrealistic interest rate which is aimed at discouraging aspiring small business owners. With these practice by banks, a lot of brilliant business ideas has been washed down the drain due to financial constraints.

Poor state of the country's infrastructure: The absence of good infrastructural facilities has been one of the major problems entrepreneurs are battling in Nigeria. The major one is the issue of 'epileptic power supply' that has forced so many businesses to shut down due to the high cost of running them. Imagine when entrepreneurs have to spend extra resources is buying fuel to run their generators which are resources that should have been channeled to other productive areas of the business.

Difficulty in getting venture capital: Getting capital to finance entrepreneurial endeavors in Nigeria is extremely difficult, due to the lack of stability in the political and social economic system.

***Inconsistency in the policies of government*:** The incessant change in the policies of government is one of the major challenges being faced by Nigerian entrepreneurs. In time past, we found out that there's inconsistency in the policies of government which is attributed to the constant change of government. Some of the policies made does not even last for more than 4 years before the new administration changes it. There's no continuity in the policies of government.

The desire for quick returns: another major problem facing Nigerian entrepreneurs is the desire for quick returns. The desire for quick returns is inimical to sustain

entrepreneurship development. However, a lot of businesses fold up due to greed and the urge for quick returns by business owners. A lot of business owners have fallen victims of fraudster who pretend to be business associate and promise to either deliver goods at a very low rate compared to what is obtainable in the market. A lot of unsuspecting business owners have fallen victims to some of these fraudsters, who take advantage of the credulity of business owners and reap them off their hard earned money.

Conclusion

Entrepreneurship education is a central pillar to economic growth and development, as well as employment generation and poverty alleviation. Secondary education is designed to provide the recipients with vocational and entrepreneurial knowledge necessary for agricultural, industrial, commercial and economic development. Entrepreneurship education in Nigeria amongst others, seeks to provide students at all level of education with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of ventures. Despite the efforts made by both the government and NGOs to address some of these problems through setting up training centers and programmes, it still persists. There is need for the country to increasingly embrace education through information and communication technology and entrepreneurship education so as bridge the gap of the unemployed in the country.

Recommendations

1. Students should be trained very well in the area of technology and computer manipulation for a genuine business online.
2. Entrepreneurship education should be introduced in the schools right from primary school to secondary and tertiary institutions.
3. Teachers should ensure that entrepreneurship teaching has to go beyond the traditional teachings in schools to real practical and students' participatory training workshops.
4. The curriculum of secondary education should be strengthened to accommodate more business and vocational courses and training.
5. Government should establish youth empowerment schemes where the students and graduate of secondary schools could access loan to establish businesses.

References

Ademiluyi, F.L. (2007). Business competencies needed for effective entrepreneurship as perceived by fresh graduates. *Business Education Journal 6 (1), 235-246.*

Akpomi, M.E. (2009). Achieving millennium development goal (MDGs) through teaching entrepreneurship education in Nigeria higher education institution. *European Journal of social sciences. 8(1)152-159.*

Alam, J. & Hossan, M. A. (2013). Linking between franchising networks for entrepreneurship and economic development-looking for a new model. *Arabian Journal of Business and Management Review. 3 (7), 122-128.*

Baba, G.K. (2013).The challenges of entrepreneurship development in Nigeria and way forward. *Journal of Business and Organizational Development.5, (1)54-64.*

European Commission (2006). Key competences for lifelong learning: European reference framework. Retrieved on 20th August 2018 from http://www.britishcouncil.org/sites /British council.uk2/files/youth-in-action-keycomp-en.pdf

Ezeobata, P.A (2007). *An evaluation of the religion knowledge programme of teacher training College in Anambra State*. Onitsha: Spaco Press.

Fafunwa, A. B. (2002). *History of education in Nigeria*. Ibadan: NPS Educational Publishers Ltd.

Federal Republic of Nigeria (2013). *National policy on education*. Abuja: NERDC Press.

Lundstrom & Stevenson (2005). *The role of entrepreneurship education in teacher education.* New York: HarperCollins Publishers Inc.

Ofoha, D. (2010). *Assessment of the Implementation of the secondary schools skill-based curriculum to youth empowerment in Nigeria*. Lagos: Macmillan Publishers Ltd.

Oguntimehin, Y.A. & Nwosu, J.C. (2014). Building a sustainable development through entrepreneurship education in Nigeria. *Arabian Journal of Business and Management Review. 3 (7), 278-285.*

Ojeifo, S.A. (2013). Entrepreneurship education in Nigeria.A panacea for youth unemployment.*Journal of Education and Practice. 4(6), 61-67.*

Oladele, J. A. (2011). *The need for revitalization of national power sector in line with prevailing economic situation and global development.* Ibadan: Ace Publishers Ltd.

Omosewo, O.E.,Akanmu, M.A. & Asebiomo, M.A. (2013). Evolution of functional basic and senior secondary education curriculum in Nigeria; Implication for effective implementation. *Journal of Education and Practice.4(22)73-79.*

Ozochi, C. (2008). *History of education, A global trend*. Enugu: Fabson Graphic Production.

Salleh, M. & Gibb, A.A (1990). *Universities small business and entrepreneurship education. Towards a holistic approach in small enterprises development*. London: IT Publications.

Susan, W. (2013): Entrepreneur; Retrieved July 13, 2018 from http: // sbinfocanada. About.com/ cs/startup/g/enterprenuer.htn.

Uko, E.O. (2010). *Resource management education needs of secondary school graduates for their economic success in oil palm production enterprise in Akwa-Ibom State. (Unpublished M. Ed Thesis.)* Department of Vocational Education, University of Nigeria.