UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.14 (2);
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355.
July-December, 2022
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

RE-MODELING ENTREPRENEURSHIP EDUCATION IN NIGERIAN UNIVERSITY FOR EFFECTIVE MANAGEMENT, EMPLOYABILITY AND GLOBAL COMPETITIVENESS

Adaora Vivian ANYAEJI & Chinenye Blessing AMAONYE
Department of Educational Management and Policy,
Nnamdi Azikiwe University, Awka, Anambra State, Nigeria
Email: cb.amaonye@unizik.edu.ng; av.anyaeji@unizik.edu.ng.

ABSTRACT
The purpose of this paper is to find out how remodeling entrepreneurial education in the Nigerian university can lead to self-reliance, producing employable graduates, entrepreneurs, job creators, business owners and being able to compete globally. The paper critically examines conceptual content of entrepreneurship and entrepreneurial education, with a view of enhancing the employability and global competitiveness of Nigerian graduates. The paper, however proposes a change of nomenclature and the adoption of a more practical approach to EE. It discusses in details some of the challenges militating against effective management of entrepreneurial education in the university. It concludes that education for employability and global competiveness can only be achieved if entrepreneurial education in the Nigerian university is remodeled using teaching model developed by Neck and Greene. It recommends an overhaul of the programme, provision of soft loans to students for start-ups among others.

Keywords: Entrepreneurship Education, Entrepreneurial Education, Global Competiveness, Employability, Teaching Framework.

Introduction

Unemployment has become a recurring theme in discussion held in several quarters in Nigeria. In fact, it has assumed unprecedented level in recent times. Media houses, churches, academic conferences, workshops and symposia have at one time or the other been lit up with discourses on the stark realities of this menace. However, several strategies such as making higher education entrepreneurial has been suggested as likely solution to this gargantuan problem.

Entrepreneurship Education Versus Entrepreneurial Education

The terms entrepreneurship and entrepreneurial are often used interchangeably. However, there is a thin line between the two concepts. Entrepreneurship is regarded as the study of enterprise and entrepreneurs, including the practical and academic knowledge, skills and techniques used in being an entrepreneur. This supposes that entrepreneurship is aimed at developing entrepreneurs- who identify or create and act on opportunity, for example by starting new businesses, ventures or social enterprises. Entrepreneurship is a distinctive example of

the application of enterprise skills and attributes in a specific context, (Binti & Sukanlaya 2020).

According to Agaba (2017), entrepreneurship is the process and activities involving establishing, nurturing and sustaining a business enterprise. Further, the author noted that entrepreneurship at the individual level meant creating employment and wealth. In the view of Onoyima (2018), entrepreneurship is regarded as the transformation of idea into reality with the aim of achieving self-reliance and job creation. The scholar stressed that entrepreneurship is promoted by the spirit of economic growth and development through job creation, increasing output, goods and services, enhancing technological innovation, the standard of living and increasing youth employment.

Entrepreneurship education focuses on building knowledge and skills about, or for the purpose of entrepreneurship, amongst secondary and higher education students. Its core value is the development of students' ability to create social, cultural, or economic value. What is common in the views of many scholars regarding entrepreneurship education is the transfer of knowledge about on establishing enterprises, learning attributes, principles of entrepreneurs, and creating wealth within a distinct context. This conceptual content of entrepreneurship education is not only limited but also lack the basic applicability in real life situation. Therefore, the researchers will like to establish a distinct disparity between the entrepreneurship education and entrepreneurial education.

Entrepreneurship education can be seen as the inculcation of knowledge, theories, values, principles and competencies of becoming an entrepreneur through teaching and learning processes. It is the study of the various processes that are involved in establishment, sustenance, and managing a venture. Simply put, it is the acquisition of basic knowledge of business. On the other hand, entrepreneurial education transcends acquisition of knowledge.

Entrepreneurial education is a form of training which focuses on developing enterprising skills, competencies, capabilities, which enables individuals to establish, sustain, and manage business ventures. These capabilities which are acquired through training which empowers individuals to become entrepreneurs. This is in affirmed by Sawang (2020) who regarded entrepreneurial as training for entrepreneurship. This means that entrepreneurial leads to entrepreneurship. Therefore, an entrepreneur is a product of entrepreneurial training.

Entrepreneurial education emphasizes training which is concerned with the development of skills by instruction and practice. This supposes a two-way process. As an instruction, it is a continuous process aims at building positive attitude, improves knowledge of enterprise and enterprising competencies; while as a training. It can be seen as an organized activities supervised by experts which aims at acquiring skills, enhance abilities and competencies required to become an entrepreneur. This means that for one to be an entrepreneur, the individual

must have acquired and developed the necessary skills that will enable s/he become a business owner. Unlike entrepreneurship education which deals on transmission of knowledge, entrepreneurial education deals on development of enterprising skills through training and learning. In other words, training and learning is integral parts of entrepreneurial education. In entrepreneurial education, individuals are exposed to series of learning through training. From the foregoing, it has been established that the latter is practical-based while the former is theory-based and has been operated in the Nigerian higher institutions over the years with little or no practicality. Though, the researchers will prefer a change of the nomenclature from entrepreneurship education to entrepreneurial education, but it is rather more imperative to review it in Nigerian higher education with the view to focus on training by adopting a teaching model developed by Neck and Greene.

Teaching Framework/Model

This teaching framework was proposed by Neck and Greene in 2011 as cited by Ismail and Sawang (2020). The framework is proposed to be used for entrepreneurship education. The scholars outlined four ways/approaches to teaching entrepreneurship education which relates to four worlds, and affirmed that entrepreneurship education is being taught currently using the approach in most universities. According to the framework, most of the educators teach in four different "worlds". They are entrepreneur world, the process world, the cognition world, and the method world.

(i) The entrepreneur world focuses on imparting entrepreneurship knowledge about entrepreneur traits and behaviours, and emphasizing the theoretical foundation that relates to the entrepreneur, firm creation, and the contribution to the economy (Laukkanen cited in Ismail & Sawang, 2020). This approach is pedagogical because of its suitability to convey knowledge about the field (Neck and Greene 2011 cited by Ismail & Sawang, 2020).

(ii). The second approach is the process world. In this world, students are expose to learn how to plan, predict their new venture creation, learn the entrepreneurial process, such as the start-up for a new venture, learn about how to write a business plan, a financial plan, a marketing plan, and an administrative plan.

(iii). The third approach is cognition world. In this world, the emphasis is on how to make an entrepreneurial decision, as an entrepreneur, and also as a team member. This agrees with Hytti and O'Gorman as cited in Ismail and Sawang (2020), who stated that the purpose of studying entrepreneurship education is to prepare individuals to act as entrepreneurs by setting up the entrepreneurial environment in the classroom. It is learning through entrepreneurship", because the student learns about business understanding and entrepreneurship skills collaboratively at the same time to solve a problem.

(iv). The fourth world is method world. In this world, the learners are required not only to understand and know, but also to apply and act using a portfolio of techniques to

encourage creativity (Neck and Greene 2011 in Ismail & Sawang, 2020), through running a business, gaming and simulation, design-based learning, and reflective practice. The method world involves learning through experience.

The model advocated for in this context is considered suitable for the Nigerian universities. This is because the approach is holistic as it encompasses both passive and active approach while providing a more practical oriented framework that will help students become business owners, self-employed, self-reliant and provide opportunities for others even before graduation thereby reducing the unemployment among graduates.

Importance of Modeling Entrepreneurship Education in the Nigerian Universities for Employment Generation and Global Impact.

Using the approach in the Nigerian universities, EE can achieve increased employment, global competitiveness among others.

4.1 Increased Self-employment and Employment Opportunity: through the model, students will be equipped to become self-employed. Njoku, Amadi and Osuagwu (2016) observed that even when traits are active, good guidance through a good training programme could help a potential entrepreneur to avoid some of the expensive pitfalls and mistakes which often characterize new ventures. The objectives of entrepreneurial education are to upgrade the status of self-employment as a career alternative in the society and to facilitate enterprise culture. Enterprise culture is an environment that initiates the youth to take advantage of abundant business opportunity by providing supportive measures for entrepreneurs at all levels to realize their potentials. Also, it will help in abolishing the perception or impression that only graduates of vocational discipline can be entrepreneurs and reposition the course as multidisciplinary to stimulate entrepreneurial skills that will enable students (both science and non-science) become self-employed, self-sufficient and contribute meaningfully to the economic and social wellbeing of the country

4.3 Employability: it will equip the students with set of skills, knowledge, understanding and personal attributes that make them more likely to choose and secure occupations in which they can be satisfied and successful. They will be able to get and keep fulfilling works and businesses. Entrepreneurship education equip students with entrepreneurial skills and competence that will enable them to respond to their need, establish their own business and become employers of labour. It enables them become employable.

Global Competitiveness: EE will create the ability for the Nigerian nation to provide high level of prosperity to their citizens by creating enabling environment entrepreneurship to thrive through the use of available resources to compete globally.

Despite the huge benefits of the model, a lot of changes can affect the successful implementation of the models. The challenges include;

Lack of core-specialist professional with practical entrepreneurial training. Majority of the lecturers teaching the course

do not know the aims, objectives, content, models and methods of imparting the desired knowledge and entrepreneurial skills to their student (Olorundayo & kayoed, 2014). The available lecturers are not professionals in the field and do not possess the competencies needed for successful implantation of entrepreneurship education for self-employment and job creators.

Inadequate facilities and equipment for teaching and learning in practical related courses. There is a little or none availability of facilities and equipment for practice of entrepreneurial courses which is the main vital entrepreneurship skill acquisition. Same courses are taught only on theory basis without practical. Nsude and Onoyima (2018) noted that what the teacher knows can make a difference, what he does not know can be irreparable loss. There is lack of expertise in Nigeria schools to ensure entrepreneurship oriented training. The entrepreneurial education in Nigeria lacks quality of purpose which makes university graduate unemployable and cannot compete in global market. This results in lack of employment opportunities and decrease in gross domestic product(GDP) and over dependent on white collar jobs.

Entrepreneurial education is capital intensive. Funding has been the greatest challenge facing education in Nigeria at all levels. Lecturers and students need money to practice the theory of initiating, establishing and running business enterprise in Nigeria, (Olorundayo and Kayode,2014). This undoubtedly constitute constraints which subsequently frustrates the integration of the entrepreneurship education in academic programme in Nigeria universities. Entrepreneurship education needed fund to maintain equipment and facilities. Poor funding of education has been a major setback to the development and high productivity in education in Nigeria.

There is a gap between course content of entrepreneurial curriculum and industries. This has hampered the progress of entrepreneurial education in school. The establishment of linkage between schools and industries or business community is an important factor for successful acquisition of entrepreneurial skill by the student. The non-encouragement of schools, business link in Nigeria is a great challenge to effective and efficient acquiring of entrepreneurial education.

Students lack of interest and determination: Lack of interest and determination by students in entrepreneurship is a very big challenge to students' acquisition of entrepreneurial skill and knowledge. This has to led to students' lackadaisical attitude towards the idea of being self-employed. This is a serious threat to inculcating entrepreneurial skills to students and this made many students permanent job seekers.

Lack of motivation of the professionals. Motivation can be regarded as the desire to do something. It may be intrinsic or extrinsic but it has power to catalyze a person to achieve more. Anyaeji (2018), observed that teachers are laboring under stressful condition and that they are poorly motivated. Teachers are poorly paid. High morale and enhanced status will add to the quality in the profession. Improvement of workers' condition and payment of salaries is inevitable.

Get rich quick syndrome. Majority of Nigerian youths no longer believe in dignity of labour, acquiring of entrepreneurial skills, engaging in small and medium enterprises, instead they take to kidnapping, internet fraud, ritual killing, armed robbery, cultism and other social vices in the society. This negative attitude to work hinders the objectives of entrepreneurial education.

Lack of provision of soft loan to graduates to start their own business. Fresh graduates may not have collateral to access loan from financial institutions to practice entrepreneurial skills learnt in school and that is a very big challenge.

Lack of practicality in other disciplines. Many discipline in the universities in Nigeria do not take entrepreneurial education in practical term as the discipline is seemed to be meant for students in technical and vocational education, ICT or agriculture.

Effective Management of Entrepreneurial Education for Employability and Global Competiveness

There is need for effective management of entrepreneurial education in the University for Achievement of it objectives. Moreover, the skills acquired will help the graduate to contribute meaningfully to the development of the nation, grant him equal opportunity to be employable and for global competitiveness.

Employment of qualified professionals; specialists on various entrepreneurial skills need to be employed in the university and other levels of education to avoid entrepreneurial education being all comer's affair. According to national policy on education (FRN, 2013), no nation can rise above the quality of its teachers. Specialists from industries and other renowned entrepreneurs should be employed to teach entrepreneurial education in both theory and practice. Entrepreneurial experts and well experienced teachers in the field of indigenous skills should be employed to teach these skills.

Building entrepreneurial curriculum content to have link with industries, the need of the society and the realities of unemployment. The school should ensure that there is a need to have link between the entrepreneurial skills acquired in the school and the industries available for employment purposes to avoid the graduates been unemployable by the existing industries. Various communities in Nigeria have skills, crafts, and should be built into the school curriculum to solve the problem of immediate needs of the society. There is every need for a learner to be kept closer to the environment to enable ideas and mindset nurtured in an individual to be properly harnessed to ensure a productive end. Through entrepreneurial skills acquired in school, the school leavers can start their own business without waiting for non-existing white collar jobs.

Adequate funding and management. Education is capital intensive. Educational policies require huge amount of money to execute, no amount of money is too much for education. Lack of fund hinder entrepreneurial education and development (Ubogu, 2020), government funding of entrepreneurial education will help to sustain it in schools. Resources required for entrepreneurial education and developments should be recognized in funding allocation mechanisms. The universities can equally

establish connections with major entrepreneurs, philanthropists, industrialists to source fund for promoting acquisition of entrepreneurial skill. This is the major driving force of entrepreneurship education in Europe and Asian continents.

Adequate facilities and equipment for practical aspect of entrepreneurial education. The availability of facilities and equipment for practical will help the students receive adequate knowledge and effective entrepreneurial skills to create jobs. The necessary facilities and equipment will help student do more practical and will provide adequate real-life skills with enough opportunities for self-development that will help the student become useful member of the society.

Provision of soft loan for gradates to start up their own business. There should be provision of soft loan by government for fresh gradates with proper identification to start business. This will encourage them to practice entrepreneurial skills learnt in school, and will equally encourage youths to learn skills and become self-reliant and employers of labour. Government at the local and state level should desist from collecting multiple tax charged as business premises, ground rent (Nebo,2020). Non-payment of these taxes may lead to closure or disruption of business activities. The provision of credit facilities without stiff condition or short repayment notice will increase entrepreneurial initiatives.

Proper orientation of Nigerian youths towards entrepreneurial education. There is need for proper re-orientation of Nigerian youths concerning entrepreneurial education. Some youths have taken to the syndrome of get rich quick which lead them to various social vices and crime ranging from kidnapping, ritual killings, internet fraud, cybercrime. If they were given proper orientation, it will help them channel their energy to learn entrepreneurial skill that will help them to be self-reliant and not form nuisance to the society. Entrepreneurial skills generate wealth and bring about social changes in the individual. Many Nigerians are talented but were not well informed and thereby many of them cannot compete globally with their counterpart after graduation.

Conclusion

Achieving employability and global competiveness depends on effective remodeling of entrepreneurial education through a practical approach which specializes on study and training capable of equipping graduates and Nigeria youths with entrepreneurial skills so as to make them responsible, enterprising individuals, job creators, entrepreneurial thinkers and making them employable. Building entrepreneurial education into all discipline in the university, will enhance acquiring of entrepreneurial skills. Entrepreneurial education as a robust concept provides opportunities for the graduates to master competencies related to entrepreneurial knowledge, skills and attitude including business opportunity, creativity, critical thinking that leads to employability and global competiveness.

Recommendations

Based on the above discussion, the following recommendations were made:

1. Funding is needed to maintain facilities and equipment for entrepreneurial education to provide graduates with needed entrepreneurial skills.
2. Continuous development training for professionals to be abreast with global industrialization and competiveness, emerging technologies, ICT in order to impart the necessary entrepreneurial skills for the need of the society.
3. The government, the stakeholders and curriculum planners should see it as a point of duty for total overhauling of entrepreneurial education programme in the university to meet with the realities of the global economy.
4. Government should provide soft loan for the students to start their own business, become job creators, employers of labour and shun social vices in the society.
5. The National Orientation Agency should live up to its duty by given re-orientation to Nigerian youths to shun get rich quick syndrome and embrace entrepreneurial education.

REFERENCES

Abuno, A. and Ranay, D. et al. (2021). Entrerenural values, cognition attitude towards business and business behavioural intention of ABU Grade 12 and fourth year . Business management study : A comparative study https://www.researchgatepublication35676.8

6. Humanities and social research, 4, (*4*), 2021.

Anyaeji, A.V (2018). Management of Universal Basic Education for attainment of sustainable development goal. *Nigerian Journal of Education Management.* 2 (1), August 2018, 31-46.

Ani, F.C (2015) Entrepreneur education and technology, the nexus. Society. www.globalacademicgroup.com

Chidobi, R., Onwuzilike, N. & Nicholas, O. (2018). Managing entrepreneurship education for achieving self-reliance among secondary school students in Enugu North Local Government Area, Enugu State Nigeria. *Nigerian Journal of Educational Leadership and Management.* 2 (1), 2018.

Erekkila,O. (2000). Meaning of entrepreneurship education https://www.reseadigate.net3190

Henry, L. (2018). Concepts of Management: definition, Need, nature of management semester. In 7 concept-of-management.

Ibe, T.C and Igwe, A. (2017) Entrepreneurship education in national development: Problems and prospects: *ESUT Journal of Education*, 5(1), 155-160.

Ibe, A.I (2013) Towards managing entrepreneurship education, for social security: The roles of school teachers and administrators in Ebonyi state, *Nigeria Journal of Education Administration and planning (*NJEAP) 13 (2), Nigeria.

Ismail, A. B, & Sawang, S. (2022). Entrepreneurship education, pedagogy and delivery. doi: 10.1007/978-3-030-48802-4_1and delivery. 5-12. https://www.researchgate.net/publication/342473297

Ngerem, E.I and Ezeikpe N. (2016). Role of entrepreneurship education in secondary school students economic development. *International Journal of Education and Evaluation* 2(3), 36-42.

Njoku, U. Amadi, G. and Osuagwu, L. (2016). The need for entrepreneurship education in tertiary institution in Nigeria (NJEAM) 1 (1), -352

Nebo, J. (2020). Challenges of entrepreneurship education in Nigeria. https://www.globalacademygroup.com

Olorundare, S. and Kayode, D.J (2014). Entreprenureship education in Nigerian Universities: A tool for National Transformation https://www.researchgate.net/publication/250641730

Sawang S (2018) Why middle-aged entrepreneurs are better than young ones. The Conversation

Sherrard, D. and Alvarado, I, (2017). Entrepreneurship education in Agriculture: The Earth University Approch. *African Journal of Rural Development*, 2 (2) April to June 2017: PP 153-160.

Terry, G. (2018). Management concept and Application retired forms- https://en.m.wikibooks.org

Uboju, B. (2020). Entrepreneurship education: challenges and strategies towards promoting entrepreneurship in Higher Education in Nigeria. *Academic Journal Interdisciplinary Studies* 9 (5), www.richmann.org