

Entrepreneurial Education in Nigeria Tertiary Institutions and Sustainable Development

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Abstract

The higher education in Nigeria has witnessed a tremendous growth in the last 50 years in terms of producing manpower that could bring about development. However, the problem of Nigeria today is not about human and natural resources, but how to translate the human potentials to meet the realization of its all round development and sustain economic growth. It is a paradox that the nation remains undeveloped. Furthermore, the educational system has failed to serve its purpose of producing manpower with relevant skills and the nation's development is hampered by poverty, dilapidated infrastructure; economic recession, militancy and unemployment. Therefore, the paper examines the role of tertiary education and training for entrepreneurship on manpower development and sustainable development in Nigeria. Data on enrolment in tertiary institutions, employment and unemployment trend were obtained from relevant authorities. It was found that the level of entrepreneurial education in the tertiary institutions was low, graduates produced by the system lack employable skills, thus the prevalence unemployment. The paper therefore concludes by suggesting that in this era of globalization and dynamic technology, affirmative policy and actions to revolutionalise the science and technology infrastructure and massively invest in entrepreneurial skills through education and training is the key to sustainable development.

Introduction

Manpower is the basic resource of any country national development; it is an indispensable means of converting other resources to mankind's use and benefits. No nation can develop without human resources accounting and management; understanding of people as an important asset whose skills and qualities must be given great attention. Harbison (1969) affirmed that the progress of a nation depends on the progress of its people, unless a nation develops the human potentialities, it cannot develop much materially, economically, politically or culturally. Okoye (1978) describes manpower as managerial, scientific, engineering, technical and other skills employed or which should be employed to design and develop organizations and manage productive and service enterprises and economic institutions. The place of manpower in any nation's development could not be over emphasized. According to Okoh (2002), capital plays significant roles in the economic growth and development, none is more important than human capital.

The concept of manpower was aptly defined by the economists to represent the aggregate of skills and attitude which result from education and training that equipped a labour force with capacity to plan, organize, and carry out economic processes when properly allocated. Otherwise said, manpower represents human resources that through training and education have acquires skills and attitude to equipped the labour force with ability and capacity to make new innovations, plan, organize and carry out economic process properly allocated.

Manpower Environment in Nigeria

Manpower environment according to Aghenta (2002) are those factors that have effect or influence the development of manpower. They are made up of social, political, cultural, economic and technological. Any changes among these factors could affect the wellbeing of manpower resources. The above factors have affected the Nigerian labour market so drastically; they also affect the training of manpower. The result effect is the turbulent manpower environment. Turbulence in the sense that Nigerian manpower environment is being infected with unprecedented under employment and unemployment of graduates (manpower) with critical skills. The situation of the nation's economy has of great deal influenced the manpower environment. As the heart of any country, in terms of national development, the

weak and unexpanded Nigeria economy constitutes the major reason for slow pace of industrial development, as necessary infrastructures are not in place as a result, the nation's industrial base was not developing fast enough to absorb the increasing labour force thus, the massive unemployment witnessed in the nation. However, the Nigeria's case is paradoxical in the sense that while the economy is so weak to absorb the labour force, the same economy cannot develop without the contribution of those unemployed labour force. Asserting this fact is the findings of Okoh (2002) which revealed that since 1984, about 93 percent of employable graduates are unemployed and this trend has worsen since then. The goal of structural Adjusted Program (SAP) introduced in 1986 was to overhaul the nation's economy in line with labour market as well as attain self-reliance and foster sustainable development. According to Mba (2002), the proportion of dependent youths to people in economically productive age is high. In addition, the unemployment of most people in productive age group as a result of harsh economy has slow down the pace of development. Table 1 present the data on unemployment in Nigeria

Table 1: Registered Unemployment and Vacancies Declared

Year	Grade Workers			Professional & Executive		
	Registration	Vacancies Declared	% of Employment to Unemployed	Registration	Vacancies Declared	% of Employment to Unemployed
1996	83,411	8,940	10.7	30,467	3,694	12.1
1997	81,962	8,507	10.4	29,137	3,678	12.6
1998	81,239	8,291	10.2	28,381	3,670	12.9
1999	86,024	7,313	8.50	63,669	138	0.22
2000	85,368	6,583	7.70	104,960	115	0.11
2001	85,926	7,437	8.70	84,359	127	0.15
2002	85,648	7,010	8.20	94,663	121	0.13
2003	143,484	2,889	2.01	61,961	917	1.50
2004	290,678	2,841	0.98	87,731	617	0.70

Source: Federal Min. of Employment and Productivity in National Bureau of Statistics (2006)

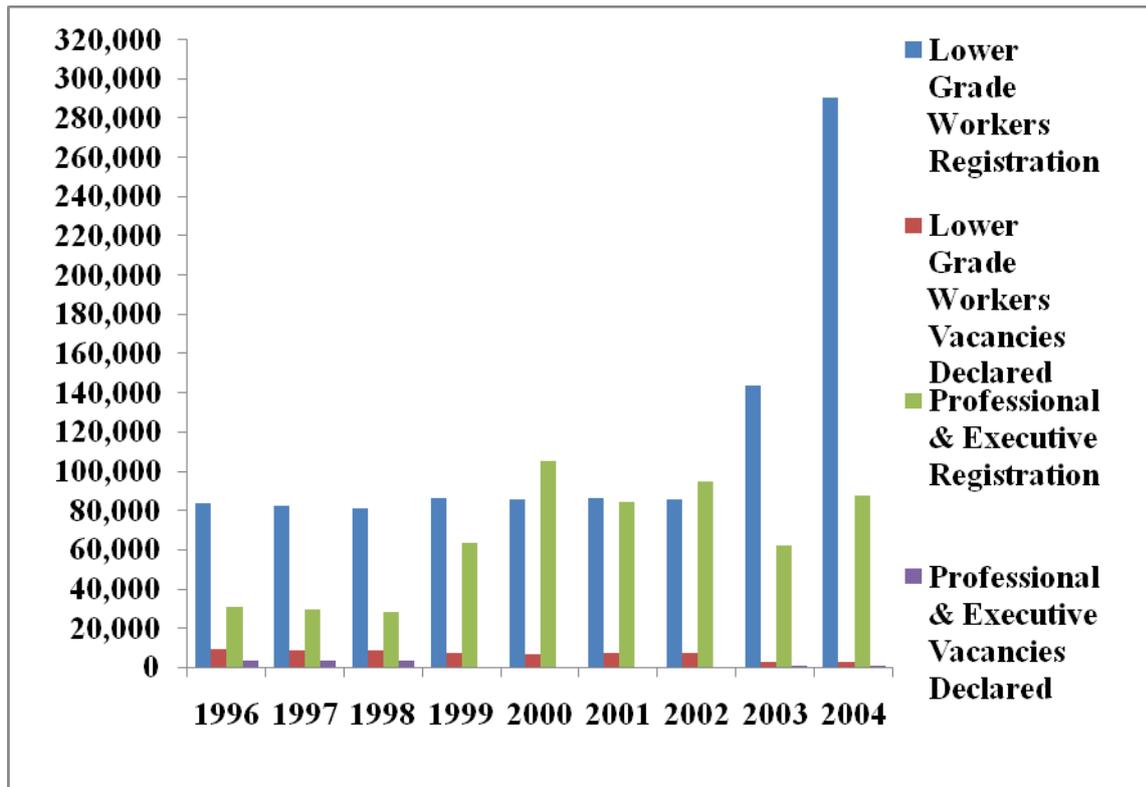


Figure 1: Registered Unemployment and Vacancies Declared

Table 1 reveals that the internal environment has been characterized by graduates with poor training, shortage of workers with critical skills, ineffective job performance, among others. The labour market is dearth of people with essential and critical skills while at the same time, it is so saturated with general skills that cannot bring about the desired national development. This assertion was corroborated by the Federal Ministry of Labour and Productivity (FMLP, 2006) as cited in National Bureau of Statistics (2006). Of great concern is the involvement of professions like engineering, medicine, architecture and other fields in the unemployment crisis. The nation in recent times, witness industrial unrest, workers incessant strikes, corruptions, misappropriation of public funds and very high rate of turn-over over experienced and skillful workers which could be attributed to unemployment and non-utilization of skilled and professionals that can bring about development. The percentage of Employment to Unemployed for unskilled workers was between 0.98% and 10.7% while professionals and executives was 0.11% and 12.9%.

Many reasons have been advanced for the turbulent Nigerian manpower environment, they include; the inability of the system to absorb the teeming populace of the unemployed graduates; the nation's weak economy; low pace in the development of industrial base to absorb the rising unemployed graduates; inappropriate education/training and lack of proper orientation of the working populace. The report of

FMLP (2006) revealed that the rate of graduates output do not match the job opportunities. This is presented in table 2.

Table 2: Percentage of Unemployment Persons by Educational Level, Age Group and Sex

Year	Educational Level				Age Group				Sex	
	No School	Primary	Secondary	Tertiary	15-24	25-44	45-59	60-64	Male	Female
1996	6.1	9.6	65.0	9.3	54.4	40.4	5.2	-	58.5	41.5
1997	13.4	16.8	48.3	21.5	53.0	36.3	6.0	-	48.3	51.7
1998	8.1	11.0	64.7	16.2	45.6	45.6	6.6	2.2	63.2	36.8
1999	8.8	8.8	67.8	14.6	53.8	36.2	5.3	4.7	55.0	45.0
2000	8.9	12.8	64.2	14.1	52.8	35.6	8.4	3.2	58.2	41.8
2001	14.0	21.0	55.2	9.7	59.9	34.2	4.2	4.7	56.4	43.6
2002	16.6	16.1	57.4	9.9	49.6	35.9	5.2	9.2	59.8	40.2
2003	11.0	18.3	59.7	11.0	54.8	35.5	3.9	6.8	55.5	44.5
2004	14.9	15.8	52.8	16.5	52.9	41.1	2.7	3.4	58.3	41.7

Source: National Directorate of Employment in National Bureau of Statistics (2006)

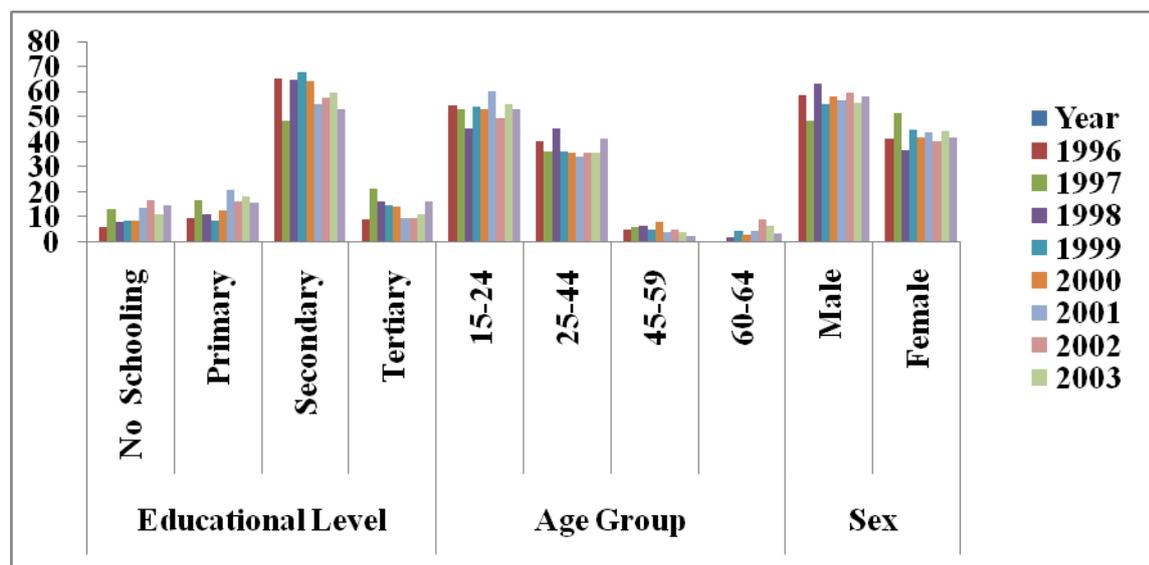


Figure 2: Unemployed Persons by Educational Level, Age group and Sex

Table 3: Graduate Output by Educational Level (2001-2005)

Year	Polytechnics			Universities		
	Total	Male	Female	Total	Male	Female
2001	30540	18634	11906	47791	29782	18009
2002	35224	23021	12203	58305	35989	22316
2003	70746	42360	28386	70361	41252	29109
2004	51372	34173	17199	50419	30105	20314
2005	54604	34878	19726	26042	15327	10715

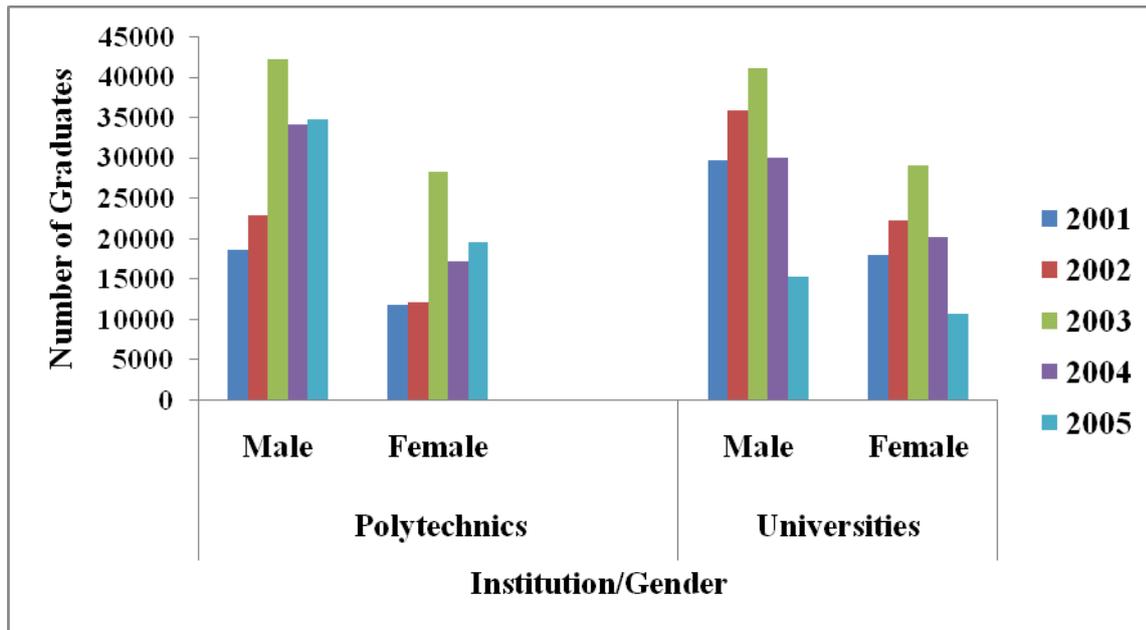


Figure 3: Graduate Output by Bachelor Degree.

Table 2 and Table 3 show that the rates of unemployed graduates ranged between 9.3% and 16.5%. Those that are in the productive age group have mean percentage of 39.9% and 52.8%, sex wise male unemployment ranged between 48.3% and 63.2% while that of female is 3.8% and 51.7%. This could be an indication that the capacity of the nation to create job opportunities is very low. Lack of economic growth in the Nigerian economy has incapacitated the proper utilization of the nation's resources to effectively increase productivity for the betterment of the citizenry. In recent times, the Nigeria economy has witness a decrease in per capital national income and productivity. Despite the abundant human resources and other wealth of the nation in area of agriculture and mineral sectors, Nigeria per capita income still fall below some African nations.

The purpose of education and training is not merely to prepare young people for employment, but first and foremost education is to help develop the individual's personality, wealth creation and value re-orientation. With the present situation of the Nigerian manpower environment and level of development, the objective of this paper is to examine the concept of entrepreneurship, role of tertiary education and training on manpower development through entrepreneurship and the connection with the national development. Furthermore, the paper would serve as a tool for educational planners to effectively calculate the required school indicators as well as stimulate various scenarios for policy alternatives for effective entrepreneurship and strategies on how to help higher institutions become more entrepreneurial—not only in what they teach and how they teach it, but in how they operate in relation to sustainable development. It will also help the government to implement effectively policies on tertiary education that could bring about the desired improvement in enrolment, staffing, and funding that could in turn bring about development.

The Concept of Entrepreneurship

The most urgent challenge facing Nigeria today is graduate unemployment and high level of poverty in the midst of abundance human, material and natural resources. The goal of attaining development through education seems to be unrealizable as teaching and learning curricula in higher institutions in the country are more theoretical than practical geared mainly towards securing white collar jobs. Graduates turn out of these institutions often lack employable skills. Consequently, the labour market is flooded by unemployable labour force. The challenge of addressing the issue of irrelevant employable skills by graduates has been put on the managers of institutions of higher learning. Thus there is a consensus that students of higher institutions must be equipped with entrepreneurship skills that can help them to become enterprising graduate, self-reliant and become employer of labours themselves. If this is the case, it's imperative to explore the concept of entrepreneurship education and examine how it could enhance the nation's sustainable development. Different scholars have defined entrepreneurship in many ways. According to Smith (1995) "...no one ... not you, not me – will succeed in the 21st Century by continuing to do well what we're already doing." Entrepreneurship is the dynamic process of creating incremental wealth by individuals who assume the major risks in terms of equity, time, and/or career commitment of providing value for some product or service. The service or product invented by the entrepreneur may or may not be new or unique but they are infused with value by the entrepreneur (McOliver and Nwagwu, 2009).

Entrepreneurship education on the other hand was defined by Lankard (2003) as education which provides the learners with basic knowledge, skills attitudes and ideas that will equip the individual for self-employment. Entrepreneurship education empowers the recipients to be self-reliant, enterprising and innovative. It brings to bear the innate ability and potentials of an individual to be creative and contribute meaningfully to the economic, social and political development as well as sustain the development of the host society. According to Aghenta (2006) the education sector in Nigeria is far ahead of labour system which shows that it has not fail in producing high-level manpower, but the major problem is the lack of critical skills. The educational system focused more on basic theoretical experiences of the learners at the expense of those areas like technology and science that could invoke creativity, equip learner with entrepreneur skills and new innovations that will reduce unemployment rate in the nation. Considering America as an example of economic impact of education on sustainable development, the successful use of many factors and techniques of mass production and increased productivity per worker, efficient business

management and method of distributing profits was as a result of entrepreneurship educational programmes put in place. Manpower has been able to translate education into social, political and economic realities of the society.

The role of Entrepreneurship education is to identify potential entrepreneurs through the traits and characteristics they possessed and portrayed and with adequate and relevant training and education invoke in them their creativity and innovative abilities. Education helps the entrepreneur generate ideas to pursue, nurture and develop them successfully. In addition education is to help the entrepreneur to transform creative ideas into useful applications by combining resources in new and unusual ways to provide value to society through improved products, technology and/or services. Below is a model of creative process developed by McOliver and Nwagwu (2009) that can assist in the education and development of entrepreneurs.

The concept of entrepreneurship is not new in the contemporary world, it's about being enterprise in any venture. The future of any nation depends on the entrepreneurial ventures founded by creative individuals. These are inspired people, risk takers who seized the available opportunities to harness and optimally use resources in an unusual manner to bring about a visible change. Oviawe (2009) defined entrepreneur as an individual who is willing and possess the ability to take risks, identify economic opportunities, mobilizes and organizes resources with a view to maximize profit. In other word, entrepreneurs are job and wealth creators, visionary, innovators and investors who undermining the risks lurch into the future with their money, time and other resources to achieve what others thought impossible. In essence, an entrepreneur is a person who creates or starts a new project, opportunity, or venture. In developing countries like Nigeria, the concept is increasingly gaining prominence among people in government and private sector. The need to ensure the actualization of Government's 7-point agenda for national development, especially in the area of HUMAN CAPITAL DEVELOPMENT as well as to meet up with the increasing knowledge globalization and dire need to climb out of economic recession have brought the issue of entrepreneurship to bear. Entrepreneurship provides the required strategic skills for job creation and poverty eradication hence the concept has been adopted by Nigerian government to tackle the challenge of development in the nation. To realize its objective, education at all levels have been mandated to include entrepreneurship as part of their curriculum.

Education as Tool for Development

Education has been adopted as a vehicle for all round development of most countries, Nigerian inclusive. The role of education in national development could not be over-emphasized considering the fact that the acquisition of intellectual and manipulative skills possessed by man is through education and training. Education is aptly defined by Addison (1972) as cited in Okoh (2002) as thus:

“Education is a companion which no misfortune can depress, no crime can destroy, no enemy can alienate, no depression can enslave. At home a friend, in solitude a solace and in society an ornament. It hastens vices, it guides virtue, it gives at once grace and government to genius, without it what is man? A splendid slave; and a reasoning savage.”

Education and human resources constitute a tool for rapid national development. Either education or human resources can do it nor alone achieve it. The two are essential to achieve meaningful development. Curle (1970) cited in Aghenta (2006) affirmed that education is a tool for fighting under development. Educated people are specialist human resources that put their ideas and skills into productive use. Some of them become change designers bringing about new discoveries and inventions, suggesting new ways and strategies of doing things. Others become change pushers who are able to inspire people to put new ideas to work. In essence, economic growth and sustainable development depend largely upon educated and trained manpower.

In recognition of this fact, Nigeria in its 3rd National Developmental Plan of Federal Government 1975 adopted education as a tool to achieve the following objectives: Increase in per capita income; more even distribution of income; reduction in the level of unemployment; increase supply of high level manpower; diversification of the economy, balanced development and indigenization of economic activities. Education is very crucial to manpower development which in turn could bring about social, economic, technology and political changes and sustainable development in Nigeria.

The economist's definition of national development on the other hand, entails the economic growth and sustained price in real output per head i.e. Gross National Product per capital (GNP). The indicators of development include high standard of living, modernization, industrialization, materials, scientific and technological advancement. In addition, development is associated with urbanization, physical advancement, socio-cultural transformation, mass literacy, abundant health facilities; vertical and horizontal mobility, employment opportunities and high yielding mechanized farming. Aptly put,

development involves materials, mental, psychological, physical, institutional and organizational innovations (Aghenta, 2006). A developed or advanced country is measured based on the afore-mentioned indices. In the case of Nigeria, these indicators are in short supply; they are producer of predominantly primary products, the minerals are under-developed due to inaccessibility of capital and primitive technology, labour productivity is low and cost of production are very high. The citizens are capital poor as their personal incomes are low thus, affecting investment in capital goods and savings. Instead of being producer of consumer and capital goods, they are importer and to worsen the situation, the nation has a large difference between required employment and available labour. This give rise to the questions;

- | | | |
|----|---|----------------------------|
| 1. | national development interact? | How do education and |
| 2. | entrepreneurship education in the nation faring? | How is the |
| 3. | education and training impact on sustainable development? | How do entrepreneurship |
| 4. | militating against the entrepreneurship education in tertiary institutions? | What are the factors |
| 5. | achieve sustainable development through entrepreneurship education? | What are the strategies to |

Education plays the role of socialization, occupational preparation and the development of self-conception that bring about radical changes in attitudes, motivation and incentive, improvement in tastes efficiency and effectiveness which in turn lead to technological changes, invention and innovations. Education is the major means by which development is achieved. According to Phillips (1964) cited in Ehiametalor (1985), the direct impact of education in economic development is found to be the quantity and quality of occupational skills, noting that labour force account for about three quarters of national output. Thus, education in economic environment is so crucial, as the provision of skills and techniques required to improve human competencies is through education. Consequently, entrepreneurship education generally is aimed at developing expertise as entrepreneurs that can through the training and skills acquired create jobs rather than seeking for employment. Education brings about productivity, creativity, initiative, innovativeness and inventiveness. These qualities in themselves cannot bring changes or development except they are embedded in human resource development. Educated people possess knowledge, skills, positive attitudes, and in that position they become agents of change or prime movers of innovation as they occupy entrepreneurial, managerial, professional and administrative positions.

Tertiary Education, Entrepreneurship and Development

University environments are natural breeding grounds for creativity, the exchange of ideas, and new ways of looking at and studying things. Colleges and universities have embraced entrepreneurship, making it the fastest-growing field of study on campus and, in some cases, resulting in the emergence of entirely new academic fields. The main purpose of entrepreneurship for students in higher education is to encourage them to think of innovation as a vehicle that can take them anywhere. Why entrepreneurship matters to Nigerian higher education and to offers broad recommendations about the potential of entrepreneurship as a key element in undergraduate education, the major, graduate study, the evaluation of faculty, topics referred to as the "co-curriculum," and the management of universities. Federal Government in 2004 introduced "National Economic Empowerment and Development Strategy" (NEEDS) to address the issue of poverty reduction, employment generation, wealth creation and value re-orientation through entrepreneurship education in tertiary institutions. Nwoye (2007) as cited in Ezugworie (2008) opined that Nigerian youths are being modeled into consumers instead of into creativity and innovations. He proffers that youths have the capacity to create, consequently, there is needs to revisit the questions type of education we give them. He raised some salient;

1. Is their education a creative one?
2. Have their potentials been exploited and exhausted by the kind of education they have?
3. How is the educating environment?
4. Does it have the necessary technology for them to create?
5. How often have their teachers been trained to meet up with the challenges of modern globalization and technology?

The implication of these is that our youths are learning outside the concept of entrepreneurial education and it could be inferred that youths not being able to perform is not as a result of lack of intellectual ability, but because of the poor state of entrepreneurship education.

Some Impediments to Entrepreneurship Education in Nigeria

Entrepreneurship education has become a global phenomenon issue. It has been accepted as one of the major tool towards the achievement of sustainable development. However, this is not the case in Nigeria; many higher institutions of learning in Nigeria today do not offer entrepreneurship education just for the main reasons of:

1. **Lack of academic manpower:** - Entrepreneurship education is a new concept in Nigeria because of this, there is dearth of those professionals and academic manpower in quantity and quality that will facilitate the programme and translate it to reality.

2. **Curricula that is irrelevant to labour market:** - The curricula used by the Nigerian tertiary institutions are obsolete when viewed from the modern global labour market perspective. The orientation and content of program received by labour force while schooling have negatively impact on the entrepreneurial skills acquired by the graduates. Nigerian educational system produces more of general knowledge and skills in area like technology, social, economical and political are lacking. This is an indication that educational system is faulty and the curricula inadequate. Curricula for higher education is merely designed for the pursuit of certificates, and tailored after white collar jobs without much emphasis given to vocational or entrepreneurial ability that can bring about development. Not much have changed in the curricula being used many years ago.
3. **Finance:** - lack of venture capital as well as poor funding and misappropriation of the available funds which have hindered the provision of adequate and modern training facilities, inability to employ the service of professional instructors and the inaccessibility of young entrepreneurs to soft loans and scholarship.
4. There is gap between the employer of labour and the trainer of entrepreneurs that is, the higher institutions. The situation in Nigerian labour market is that, the majority of labour force turns out as graduates have general skills and/or irrelevant skills that can generate productivity or promote self-actualization and sustainable development.

Strategies to Achieve Sustainable Development through Entrepreneurship Education

The entrepreneurship education and training is to promote a radical change towards new innovations in an individual though, such would-be entrepreneur may be not be endowed with high skill in generating ideas. In an increasing competitive and dynamic global economy, the major way to step up the development is through entrepreneurial skills. The vehicle towards achieving this goal is through education and training to acquire the needed skills and attitude that can promote and sustain the national development. Kauffman foundations came up with New Teaching and School Model to promote entrepreneurial skills. These models developed by innovators in the education community are to create vibrant new environments for learning and transforming existing schools with new energy. The ways to support and replicate the most promising school models and the out-of-school programs that take the most effective approaches to helping children improve their academic achievement is looking beyond the constraints of conventions and traditions, find new opportunities for young people to learn and engage with the world. Adopting Kauffman (2008) initiatives towards the realization of sustainable development through entrepreneurial skills acquired by the students. They include:

- **Provision of Supportive School Environment**

To transform the present schools to a more dynamic one, there is a need to provide a supportive learning environment for students—who are referred to in the program as "scholars"—with a curriculum that emphasizes reading, writing, mentoring, leadership, and conflict resolution.

- **University Talent Identification Program (TIP)**

Government, individual and private organizations should establish foundation that provide grants for scholars to participate in program designed to prepare a pipeline of high potential youth from underrepresented and economically disadvantaged populations to be competitive for admission to selective colleges and universities.

- **Expeditionary Learning Schools Outward Bound**

Expeditionary Learning Schools Outward Bound (ELS) is a comprehensive K-12 educational design that combines rigorous academic content and real world projects called Learning Expeditions with active teaching and community service.

- **Knowledge Is Power Program (KIPP)**

The Knowledge Is Power Program (KIPP) is a network of free open-enrollment college-preparatory public schools in under-resourced communities that emphasizes outstanding educators, more time in school, a rigorous college-preparatory curriculum, and a strong culture of achievement and support.

Conclusion/Recommendations

The paper concludes that the level of entrepreneurship education and training in tertiary institutions in Nigeria is still very low. The level of unemployment is still high particularly among the productive age-groups and the male unemployment is higher than those of female. This could be attributed to the high enrolment and graduation of male in tertiary institutions. In addition, most institutions of higher learning have not commenced the teaching of entrepreneurship education. It could be concluded also that there are not enough academic manpower in the entrepreneurial field as well as the infrastructure. In view of the above, for the improvement of indices of development the paper made some recommendations that can be that are Entrepreneurship education should be introduced as a compulsory credit load course for all the new entrants; overhaul the tertiary institutions in terms of provision of modern infrastructure, equipment, materials and maintenance; review the present curricula to be meet the modern globalization and technological dynamics; there should be concerted effort and policy towards the adequate funding and massive investment in entrepreneurship education; the gap between the employers of labour and the managers/administrators of tertiary institutions must be bridged through collaboration of efforts. The private sectors could provide students with exchange programmes in form of industrial attachment,

induction and overseas programme training sponsorship for the indigent and potential entrepreneurs and professionals in entrepreneurial field.

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