

PROBLEMS AND VISIONS OF ENTREPRENEURSHIP EDUCATION IN POST PRIMARY SCHOOLS

Musibau Akintunde Ajagbe 

Department of Management, Ritman University, Nigeria

ajagbetun@gmail.com

Amanda Ngozi Kelechi

Centre for Entrepreneurship Development Studies, Covenant University, Nigeria

amandano2000@yahoo.com

Saadat Nakyejwe Lubowa Kimuli

Makerere University Business School, Makerere University, Uganda

ksaadah@mubs.ac.ug

Nkam Michael Cho

Department of Business Administration, ICT University-USA

Yaounde Messasi Campus, Cameroon

nkammike@yahoo.com

Abstract

Entrepreneurship education seeks to provide students with all the necessary skills, knowledge and motivation that can enable them successfully carry out entrepreneurial activities. Different aspects of entrepreneurship education are offered at the different levels of schooling ranging from primary through secondary schools to tertiary education in other parts of the world. In order to create sustainable employment for the youths and reduce reliance on white collar employment after graduation from school, there is the urgent need for the introduction of entrepreneurship education in educational institutions in Nigeria. This study is therefore aimed at examining some of the problems and visions that may affect entrepreneurship education in post primary schools in Nigeria. The study uses secondary sources of data generation to source

information. Relevant information were sourced from international and local conference proceedings, international and local journal proceedings, newspapers, magazines, internet sources and brochures. The study finds that amongst others the following are problems faced in teaching entrepreneurship education in post primary schools. They are; lack of equipment and ample spaces for the disseminating of lectures, lack of concentrations of learners due to orientation, not having satisfactory material and funding, very limited time allotted on time table, lack of enough workshop. This study suggests the need for government to focus more attention to catch them young by encouraging the teaching of entrepreneurship in post primary schools in Nigeria.

Keywords: Entrepreneurship, Entrepreneurial Education, Curriculum, Secondary Schools, Human Capital Development, Knowledge Economy, Nigeria

INTRODUCTION

Nigeria which is a very fast growing economy in Africa is faced with numerous problems that can be overcome if only the country could build a pool of innovative, well focused educated and entrepreneurial minded citizens. This can only be achieved if the socio-economic and political situation of the country is well managed to encourage the youth, given that a flourishing economy would require a greater number of young people who are willing and able to become entrepreneurs. To corroborate this, Ojejifo (2012) as quoted by Enu (2012) observe that entrepreneurship education is essential not only to shape the mindsets of young people but also to provide the skills, knowledge and motivation to start up their own businesses. Fayole et al. (2006b), as he further quoted, argue that for this to be achieved there is need to introduce entrepreneurship education right from early childhood. For Akhuemonkhan et al. (2013), paying more attention on the education system of a country will substantially inculcate the spirit and culture of entrepreneurship in that country. The importance of education can therefore not be over emphasized as regards entrepreneurship. It is for this reason that there is need for a fundamental human right to indicate an urgent need for integration of entrepreneurship in national education curriculum. Okafor & Onwumere (2012) observe that by so doing, unemployment in Nigeria will be greatly reduced. According to Shane & Venkataraman (2000) and Schumpeter (1934), talents developed through Entrepreneurship Education has been considered as an essential engine for the development of the national economy. In the same light, Nwekeaku (2013) argues that education is undoubtedly the bedrock of development for every nation, be it in the economic, social or political domain. It is therefore necessary to encourage entrepreneurship education given that it is accompanied by massive employment

creation (Fadeyi et al., 2015; Adegbuyi et al., 2015; Schumpeter, 2002; Amanda, 2016). Other studies have shown that after graduating from secondary schools and universities about 80% of Nigerian graduates annually find it difficult to secure gainful employment. This assertion is supported by Uzoma & Adali (2013). It is therefore very important for the various stakeholders such as the entrepreneurs, the State and other relevant institutions to mutually collaborate in order to equip these graduates early in life. Elenurm (2012) considers the controversial nature of the existing literature in research concerning entrepreneurship as caused by authors who perceive the concept of entrepreneurship education as still being in its infancy state. The works of Kunkel (2001), Brixiova (2010) and Ajagbe et al. (2015a) indicate that teaching, learning, and program establishment form the main crux of entrepreneurship education. Other studies show that there are controversies on what to teach and how to teach entrepreneurship programs in order to bring out the most reliable outcomes. Gibbs (2002) reveals that the actions of facilitators to the concept of entrepreneurship education are without further reflections on educational implications, and without the use of literature on teaching and learning from education or psychology. The innovative concepts on how entrepreneurship education should be taught, how students should learn entrepreneurship, and how entrepreneurs themselves should learn is inhibited by the conceptual framework from traditional business education. Also, since entrepreneurship education is an emerging field, entrepreneurship shows uncertainty as to its role in our secondary schools and its relationship to other fields. Miles et al. (2000) however argue that entrepreneurship professors have come out with some different fundamentally approaches on how to teach the subject. This can be explained by the fact that the professors used diverse schools of thought and different definitions of entrepreneurship. Miles et al. (2000) and Gibbs (2002) suggest that the creation of the ability to identify opportunities will enhance the teaching of entrepreneurship in schools.

Consequently, some researchers have suggested the urge for further research to clarify what is expected of the entrepreneurship education (Izedomi & Okafor, 2010; Ikeme et al., 2007; Ajagbe et al., 2015b; Amanda, 2016). Some of these studies suggested that disciplines such as adult education and human development could be added as results to concept of entrepreneurship education processes. For perfect evaluation and continuous enhancement to enable teachers assess student's interest in entrepreneurship education, a more fitting conceptualization is essential for good measures. This study is aimed to find out the visions and problems of entrepreneurship education in post primary schools in Nigeria. The work is arranged in different sections including the theoretical framework which consists of: need for achievement theory; human capital theory; risk-taking theory; refugee effect and Schumpeter effect. This is followed by the conceptual framework which discusses the various opinions of

past authors on entrepreneurship education. The methodology of the study is then followed by the conclusion and recommendations to both the policies makers and professionals.

THEORETICAL FRAMEWORK

According to Izedomi & Okafor (2010), Ikeme & Onu (2007) and Ajagbe et al. (2015b), the concept of entrepreneurship has been a phenomenon of preoccupation to both researchers in and out of Nigeria given her rich profile of being endowed with what it takes a country to develop such as its variety of mineral and human resources, entrepreneurial attitude, culture and education. Considering entrepreneurship education as an academic discipline means that it can be regarded as a special knowledgeable domain involving teaching learners the necessary skills that can enable them manage the factors of production appropriately, taking in consideration the aspects of risk taking and innovation for the production of goods and services for economic needs (Burns, 2007). According to Ajagbe (2014), entrepreneurship has been described in terms of ability, risks, and innovation while Busenitz et al. (2003) consider entrepreneurial development to be an educational process and a discipline that enhances human resource development. Gibbs (2002) on his part considers an entrepreneur to be a visionary and an integrated person endowed with outstanding leadership qualities. The author adds that such a person assumes risks by identifying business opportunities and always fosters the spirit of enterprise for the welfare of mankind. Busenitz et al. (2003), while emphasizing on the importance of entrepreneurship to employment, define unemployment as a situation that takes place when people who are willing to work cannot find work within a period of four weeks. Business Week Magazine 2011 reported that over 200 million people globally are out of work, since almost two-thirds of advanced economies and half of developing countries are experiencing a slowdown in employment growth. This then caused the existence of significant theoretical debates on the causes, consequences and solutions for unemployment.

Elenurm (2012) stresses that financial stimuli, publicly funded job creation, and expansionist monetary policies are some of the Keynesian models that government can involve in so as to boost demand for workers and hence reducing unemployment. Schumpeter (2002) also argues that this will enable entrepreneurship to create jobs and help to quell the unemployment crisis in any economy. Many entrepreneurial theoretical insights have come from economics including a rediscovery of the work of Schumpeter (1934, 2002), as a result of the relationship between classical economists and the theory of entrepreneurship of Schumpeter and his cohorts. However, the theoretical foundation of this research draws from the psychological theories of the need for achievement theory; human capital theory; risk taking theory; refugee effect and Schumpeter effect. According to these theories, a successful

entrepreneur is one who is able to make good judgment about the future. McClelland's need for achievement psychological approach was considered particularly dominant in driving people for entrepreneurship. Busenitz et al. (2003), on their part define entrepreneurship education "as the process of providing individuals with the ability to recognize commercial opportunities and the knowledge, skills and attitudes to act on them." The human capital development index of a country can therefore also be enhanced by entrepreneurship. Cost effectiveness in the use of resources and productive performance on the job according to Brown(2000) can be achieved through a detailed mechanism created by individuals, firms and government for human resources under their jurisdiction. Specific studies on the theories are explained hereunder. It is therefore clear that entrepreneurship education and human capital development can be used interchangeably, as each concept explains the other as clarified by the above concept. Particular models that provide theoretical foundation for entrepreneurship education and human capital development will be examined below.

Risk Taking Theory

Wee (2004) observes that the risk-taking theory which provides basis for entrepreneurship education was propounded by Richard Cantillon and John Stuart Mill. The theory considers entrepreneurship as a mental education that stimulates individuals to take moderate or calculated risk for which they stand to enjoy the benefits, and that people who take bigger risks have to match them with greater responsibility (Cooney & Murray, 2008).

Schumpeter Effect

This model provides logical explanation that entrepreneurship and unemployment are inversely related, meaning that increasing entrepreneurship activities in the economy sustainably reduces unemployment situation (Schumpeter, 2002; Gibbs, 2002). The process of entrepreneurship activities that leads to gainful employment is referred to as the "Schumpeter effect". Therefore according to this theory, when people are provided with qualitative entrepreneurship education through training, there is a tendency that they will start up their own ventures.

Human Capital Theory

This theory endorses education, training and skills acquisition as configurations for accomplishing organizational productivity, employee efficiency and overall socio-economic growth. Brown (2000) acknowledges that spending on human capital and productive investment is synonymous to a country's investment in physical assets. Boohene et al. (2012) on their part consider education as a tool for improving human capital, stimulating labour productivity and

boosting the levels of technology worldwide. Enhancing human capital through quality education serves as a critical element that is responsible for the massive economic development in East Africa and some Asian countries. To Collins et al. (2004), entrepreneurship training is responsible for the situation they consider as creative destruction, meaning an instance where education acts as an impetus for creating new ideas, improved techniques, new technologies and new products.

Need for Achievement Theory

Cope (2005) sees the achievement theory as a psychological theory which displays the functionality of strong connections between need for achievement, economic development and entrepreneurial activities. Nevertheless, this theory reveals that the entrepreneurship activity is the potent process by which the need for achievement leads to economic growth. Matlay(2005) argues that if the average level of need achievement is relatively high among the people, then one would expect a relatively greater amount of entrepreneurial activities in the society.

Refugee Effect

Elenurm& Alas (2009) believe that unemployment phenomenon positively encourages higher intensity among frustrated members of the society to start their own businesses through a process described as refugee effect. This implies that the introduction of varied entrepreneurial activities among those without employment in the economy serves as a motivation for them to create their own businesses. Dickson et al. (2008) point out that unemployed individuals confronted with the reality of absence of wages often turn to self-employment as a way to survive.

CONCEPTUAL FRAMEWORK

The Entrepreneur

An entrepreneur is generally described as one who organizes, manages, and assumes the risks of a business enterprise. Matlay (2009) opine that an entrepreneur is an actor, innovator or a developer of technology meanwhile Ireland & Webb (2007) see the entrepreneur as the centre of an integrated model of economic development, incorporating a theory of profit and interest, as well as a theory of the business cycle and the capitalist system. The entrepreneur is therefore one who introduces a new product; opens up a new market; conquers of new sources of raw materials; and organizes a new industry. Enu (2012) views an entrepreneur as one who is intelligent and analytical, is an effective risk manager and a networker, possesses a

strong set of moral, social and business ethics, exhibits a basic trader's instinct, and is always learning.

Concept of Entrepreneurship

The concept of entrepreneurship dates back as of 1732, when an Irish economist Richard Cantillon used the word in describing people that have "a willingness to carry out forms of arbitrage involving the financial risk of a new venture" (Erdos & Varga, 2010). Since then the definition of entrepreneurship has become multifaceted, not having a universally accepted definition for this term. Idogho & Ainabor (2011) posit that entrepreneurship is an "innovative act, which includes endowing prevailing resources for new wealth-producing capacity." While this definition is still conceivable, Fayole et al. (2006b) argue that entrepreneurship as such is still a field with no clear boundaries and that it lacks a clear conceptual framework. Duru (2011) adds that it is essential to understand that entrepreneurship is a primary source of innovation that may involve the development of new visions and business methods for established companies as well as the creation of new organization. Kraus & Kauranen (2009) contribute that entrepreneurship is the willingness and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully.

Even though, there is no universally accepted definition for entrepreneurship, Minnit & Levesque (2008) confirm that it is often defined with respect to the functions of an entrepreneur as the man who perceives business opportunities and take advantage of the scarce resources to use them profitably. Nabiet al. (2006) define entrepreneurship as the pursuit of opportunity without regard to resources currently controlled, while Millman & Matlay (2008) on their part perceives an entrepreneurship as a source of innovation and change, which spurs improvements in productivity and economic competitiveness. Ajagbe et al. (2015a) consider entrepreneurship as the engine of small and medium sized enterprises in most developed countries where the private sector compliments the efforts of government in the provision of employment opportunities, social amenities and welfare services to the citizenry. Miles et al. (2000) consider this concept as the most potent economic force the world has ever experienced. Due to the importance of this concept, most countries of the world now embrace entrepreneurship education. Raimi & Towobola (2011) acknowledge that studies in some countries revealed that Zambia recorded about 25% of youth self-employment. According to these studies, majority of the youths sampled are involved in marginal trading and service activities. The situation in Ghana considering small scale enterprises reveal that young people owned almost about 40% of the enterprises (Roomi & Harrison, 2011). However, Kirby (2006) observes that asimilar research in South Africa suggests that the chance of self-employment

among young people rises with age. When unemployed youths in Nigeria are mentored and provided with the needed resources and enabling environment for business startups, they will engage in economic activities and this will reduce illegal vices in the society. Schumpeter (2002) defines entrepreneurship as the art which involves recognizing a business opportunity, mobilizing resources and persisting to exploit that opportunity in a new way. Shane (2000), on his part defines it as the effective manipulation of human intelligence as demonstrated in a creative performance. On the other hand, the active form of entrepreneur, "entreprendre", can be translated as "to undertake or start something". Researchers and "economists such as Uzoma & Adali(2013), Schumpeter (2002) and Ajagbe et al. (2015b) are among the most influential contributors to our understanding of the concept of entrepreneurship.

Entrepreneurship Education

Ajagbe (2014) considers entrepreneurship education to be a way of providing the students with the knowledge, skills, and motivations that will encourage them succeed in entrepreneurial activities in a variety of settings. Therefore entrepreneurship education should be able to offer to the students the tools that will enable them think creatively, analyze a business idea objectively, solve problems effectively, and evaluate a given project optimally. To Bubou & Okrigwe (2011), the importance of entrepreneurial education is to make students feel more confident about setting up their own business since entrepreneurship education is oriented towards different ways of realizing opportunities. While management education is focused on the best way to operate hierarchies, entrepreneurship education focuses on the realization of available opportunities. Ikeme & Onu (2007) corroborate Ajagbe (2014) by positing that entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings.

Since the Nigerian educational system is a colonial heritage, it does not have much consideration for entrepreneurship education given that colonial education was designed to assist colonial masters administer Nigeria better by breaking the communication gap between the colonialists and the colonized Nigerians (Ekpeyon, 2007; Ojeifo, 2012; Amanda, 2016). Emphasis was placed on producing clerical and administrative officers, teachers, clergy and other liberal arts graduates who would facilitate the westernization process. Uzoma & Adali (2013) argue that liberal arts, through rote learning, dominated our educational system. Although our educational institutions have been expanding with geometric proportion, curriculum restructuring has been with arithmetic progression. Gabadeen & Raimi (2012) note that even though the Nigerian's educational institutions were few; they remained factories for producing white-collar jobs seekers without special professions and without envisaging

entrepreneurial skills in their educational system. Despite the fact that the Federal Government made entrepreneurship education compulsory, many universities have not yet started implementing this with some degree of seriousness. The aim of the Government making entrepreneurship education studies is to produce knowledge-based entrepreneurs who are expected to be critical growth drivers of her economy (Igbo, 2006). It was discovered by Enu (2012) that tertiary institutions in Nigeria ascribe varying meanings to entrepreneurship education. Instead of developing the spirit of entrepreneurship which is the stimulation of entrepreneurship activities and performance in various disciplines, some of the institutions simply present entrepreneurship education in the context of vocational training. This attitude creates problems for the definition of entrepreneurship education in Nigeria. Ebiringa (2012) stresses that the country's universities were not prepared for entrepreneurship education when they were compelled to commence it. It is not clear whether any special fund has been made available to the universities for the commencement of entrepreneurship education. The same conventional facilities for conventional education are being used in the universities. Fayole et al. (2006a) concludes that same personnel for conventional courses are being used for the teaching of entrepreneurial studies in our universities.

Importance of Entrepreneurship Education

The commercial importance of entrepreneurship is widely recognized for many years with a lot of research being carried out on this concept. Kunkel (2001) argues that entrepreneurship education is a constant learning process, starting as early as elementary school and progressing through all levels of education, including adult education. Okojie (2009), stresses on the financial gain that a country will benefit as a result of entrepreneurial activities. Nabi et al. (2006), Millman&Matlay (2008) and Ojeifo (2012) mentions that entrepreneurship education focuses on developing understanding and capacity for pursuit of entrepreneurial behaviours, skills and attributes in widely different contexts. Okezie et al. (2013) report that unemployment in Nigeria has been on the increase since most of the graduates seem to lack relevant marketable skills for self-employment. The findings of Osisioma (2010) show that about 80% of youth is unemployed while about 10% are underemployed. Analysis of unemployment rates in Nigeria shows that between 2000 and 2009, this phenomenon has been on a steady increase. Oghojafor et al. (2009) suggests one way to empower the youth is to provide them with adequate and qualitative education in order to make them job creators and not job seekers so as to eradicate poverty. Okafor & Onwumere (2012) acknowledge that education generally has much impact on entrepreneurship and hence a strong relationship exists between education and the probability of becoming a successful entrepreneur.

Problems of Entrepreneurship Education

It is believed that the Nigerian Government obliged the teaching of entrepreneurship education in secondary schools in order to strategically position her economy as the leader in Africa by letting these graduates self-employed and thereby reducing unemployment. Oghojafo (2011) argues that for this policy to be effective there is need for an enabling environment. To Paul (2005), the entrepreneurship education delivered to schools is not meeting the aims and the objectives for its introduction. The content and management of the course seems not to provide the necessary skills and knowledge required for entrepreneurial activities. Hence, the purpose of establishing the entrepreneurship studies seems not to have been attained. It is for this reason that Okezie et al. (2013) suggest the need to find out the problems with the program and how it can be managed and delivered so as to meet its goals and objectives. If entrepreneurship education is expected to attain the desired goals of the country, then the many challenges Nigerian secondary schools are facing need to be discussed and addressed. Among the challenges identified are: (a) Wage-earner culture of society: (b) Ignorance of school administration: (c) What to teach and to who: (d) Who is to teach entrepreneurship: (e) Lack of teaching Materials: (f) Government and policy-makers: (g) Systemic Corruption: (h) Poor access to vocational skills: (i) Absence of regulatory mechanisms: (j) Administrative and trade barriers: (k) Infrastructural deficits: (l) Lack of a pro-active regulatory environment.

Obiajuru (2012) finds that entrepreneurship education in Nigeria is structural in nature in the sense that it is linked with the educational policies since independence. Shortly before independence and after then, the country has introduced and adopted four educational policies guiding elementary education, secondary education, and university education. Studies from entrepreneurship researchers remark that these adopted policies did not have much impact on entrepreneurship education simply because the policy makers did not appreciate on time the relationship between entrepreneurship education and venture creation (Paul, 2005; Oghojafo, 2011; Okezie et al., 2013; Ajagbe, 2014; Ajagbe et al., 2015a).

Visions of Entrepreneurship Education

It is always very essential for every nation to emphasize on preparing citizens who would start their own businesses or expand on the existing ones in order to stimulate economic development, especially for developing countries. Brixiova (2010) opines that entrepreneurs have a great variety of individual features which can enable them to take a risk in return for a profit. He further notes that even though there is no academic requirement to become an entrepreneur, it is important to develop good skills such as communications, interpersonal abilities, economic understanding, digital skills, marketing, management, and finance skills in

order to become good entrepreneurs. Brown (2000), on his part notes that entrepreneurship should not only be learned by reading textbooks and then taking a test, but should include practical examples. The youth can build confidence in their abilities to become entrepreneurs in their future as a result of a varying entrepreneurship skills taught in school. Entrepreneurship education is important at all levels of education, from experiences at primary school through skill development for existing entrepreneurs (Baum & Locke, 2004; Burns, 2007; Bubou&Okrigwe, 2011).

Cassis & Minoglou (2005) posit that entrepreneurship is not just skill acquisition but entails an acquisition of skills and ideas for the sake of creating employment for ones-self and betterment of the society. Lazear (2005) contributes that entrepreneurship leads to the development of businesses of all sizes based on creativity and innovation, and that the success of these businesses in turn helps in developing the nation and reducing poverty rate with visible increment of employment rate among the youths. Lazear (2005) and Naude(2007) highlight that entrepreneurship provides practical applications for students as benefits. Entrepreneurship can be used to inculcate innovation spirit and create avenues for youths to manage innovations; manage entrepreneurial process; and develop their potentials as managers while boosting job creation and reducing crime in the society. Therefore youth self-employment and jobs creation will increase, if entrepreneurial programs are well planned and properly executed.

Quality and meaningful education together with the available human resources will enable every nation for its development process. This can only be realized if schools develop their curriculum taking into consideration the concept of entrepreneurship to be able to catch up with the realities of the globalized world. As stated by United Nations, Salami (2011) stresses that entrepreneurship and innovation are increasingly being recognized as necessary drivers of economic growth, productivity and employment in this today's competitive world. Entrepreneurship that is growth-oriented and innovation-stimulating is an important economic aspect that will solve many societal problems for which schools and other tertiary institutions have much to contribute. Shane (2000) considers entrepreneurship education to be very critical for developing entrepreneurship skills, attitude and behaviors that are the basis for economic growth. It helps for developing the human capital necessary for the future society. Obiajuru (2012) observes that education is the clearest path to individual opportunity and societal growth. Entrepreneurship education on the other hand is especially vital for promoting a more robust global economy since it brings new ideas to life through innovation, creativity and the desire to build something of lasting value. It is therefore important to continue to foster educational cultures within our communities in order to keep the entrepreneurial activities alive for generations to come.

Past Efforts of Entrepreneurship Education

According to Oteh (2009), the phenomenon of entrepreneurship education stimulating the processes of enhancing economic growth and youth empowerment is not entirely new in Nigeria. She further observes that since the 1970's, many institutions and government agencies have been engaged in different aspects of fostering entrepreneurship in Nigeria. The national economic empowerment and development strategy (NEEDS) which is described as a home grown medium term development and poverty reduction plan is what enables the government in drawing her policies to this effect. The policy rests on four key pillars one of which is "Growing the Private Sector". The private sector is considered as the engine of growth for the economy under NEEDS. It is in this context that universities under the canopy of the Nigerian Universities Commission (NUC) decided to commit them to produce entrepreneurial graduates for the stimulation of private sector growth (Solomon et al., 2002; Oteh, 2009; Omolayo, 2006). The education and training of entrepreneurs in the country has become a national agenda through this policy.

Raimi et al. (2010), opine that NUC had incorporated entrepreneurial development as a compulsory course to be taught in undergraduate programs of administration and management under its approved minimum academic standards for universities before NEEDS ever came up. Omolayo (2006) stresses the aim of NUC was to have a curriculum that will "encourage self-reliance in the individual and of the nation". The need to incorporate entrepreneurial education in the system was born as a result of a quest to harness, inculcate and develop the entrepreneurial career of the younger generations and also improve their potentials towards entrepreneurial skills. This leads to the creation of a curriculum that is involved in developing the spirit and culture of entrepreneurship in the youth through educational programs in our post primary schools and other institutions of learning (Uzoma&Adali, 2013).

Policy Thrust of Entrepreneurship Education

Since entrepreneurship education in Nigeria offers a realistic approach in solving unemployment problems, this concept became imperative in almost all higher institutions in Nigeria. Many schools of thoughts have been presented to support this idea. For example, Yahya (2011) supports this view by presenting that the overall objective of entrepreneurship education is to continuously foster entrepreneurship culture amongst students and faculty with a view of not only educating them but to also support graduates of the system towards establishing and maintaining sustainable business ventures. This is just to support the fact that the policy thrust is intended to sensitize training and empower graduates who are interested in setting up their personal businesses. Enu (2012) argues that the ministry of education introduced

entrepreneurship education into the curricula of Nigerian institutions of higher learning in order to embed the entrepreneurial culture among new generation of students. This was in collaboration with two other supervisory agencies of higher institutions namely: national board for technical education (NBTE) and national commission for colleges of education (NCCE).

Ojeifo (2012) observes that there is no difference between the roles assigned to the two supervisory agencies in charge of the higher institutions in Nigeria with regard to management of entrepreneurship education. With regards to entrepreneurship education in Nigeria, Fayole et al. (2006a) bring out some of the roles as the implementation of government's policy. These roles have some expected outcomes which include: i) introduction of entrepreneurship education in all higher institutions, ii) development of curriculum to include this course, iii) development of teachers guide, instructional manual and students' handbook for capacity building for at least lecturers, iv) to set up knowledge and entrepreneurship resource center in colleges, and v) capacity-building programs for faculty members and develop post graduate programs in selected universities. Entrepreneurship education in the polytechnic system is described by Salami (2011) as acquisition of entrepreneurial skills by undergraduate students as a form of preparation for self-employment prior to graduation. He further contributes that the vision within the education policy circles is that from 2006 to 2010 where not less than 50, 000 students would have been sufficiently trained with practical enterprise management skills. Out of this number, not less than 10,000 of them would be able to set-up their own business ventures. Very good policies are often drawn up in Nigeria but the problem arises from translation of the objectives of a curriculum from paper to practical realities at the implementation stage (Solomon et al., 2002; Obiajuru, 2012; Osisioma, 2010; Akhuemonkhan et al., 2013).

RESEARCH APPROACH

The methodology used for this research involved an in-depth review of articles and consultation of documents from both international and local conference proceedings. Other sources of information include: international and local journal proceedings, textbooks, internet sources, newspapers and magazines. This was to find out the visions of entrepreneurship education in secondary schools in Nigeria and the problems faced at the level of implementation. The authors wish to mention here that enough empirical qualitative study has not been used and it is therefore important to declare that future research from these authors will expose through an empirical qualitative study the variables identified in this study.

CONCLUSIONS

This study which aimed to understand the problems and visions of entrepreneurship education in post primary schools in Nigeria has identified certain factors which are responsible for the non proper teaching of entrepreneurship education in these institutions. It can therefore be realized that the main aim of this study has been achieved since most of the problems confronting the teaching of entrepreneurship in post primary schools in Nigeria have been unveiled. The study finds that amongst others the following are problems faced in the teaching of entrepreneurship in post primary schools: lack of equipment and ample spaces for the disseminating of lectures; lack of concentrations of learners due to orientation problem; lack of satisfactory material and funding; limited time allotted on time table; and lack of sufficient workshops. Even though entrepreneurship education is an emerging concept in Nigerian secondary education, this study had brought to limelight the role of entrepreneurship education in the development process of this country.

For the Nigerian government to revitalize its economy by reducing unemployment and generating more employment opportunities, a paradigm shift in policy that is critical to effective entrepreneurship development becomes imperative. Given the continuous growth in population, it is imperative that Nigeria leverages the talent and energy of its youths. Nigeria needs to re-orientate her policies by providing access to entrepreneurial opportunities and experiences which will ensure that all young people have the opportunity to develop their talent and realize their life objectives. This study has recognized entrepreneurship education as a key driver to development since it greatly reduces unemployment which is a cankerworm to the economic development of every nation. Since entrepreneurial capabilities are traits that can be learned and acquired, teaching this aspect in schools and other institutions will harness the potentials in the youths for better implementation in the society.

The authors are currently working on certain variables identified in this study to empirically examine the challenges and benefits of entrepreneurship education in secondary schools in Nigeria. The ongoing study will adopt a qualitative approach to data collection with samples randomly selected among secondary schools in Ogun state in Nigeria. The schools to be sampled will be those with high prospect for teaching entrepreneurship education in Nigeria.

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