

# MANAGEMENT OF FUNCTIONAL ENTREPRENEURSHIP EDUCATION FOR SUSTAINABLE NATIONAL DEVELOPMENT IN NIGERIA

**Obi, Chidinma Evan Ph.D**  
*CSS Aluu, KELGA, Rivers State*  
*chinmaeva255@yahoo.com*

&

**Japhet-Nwapi, Ihunda Aruchi**  
*CSS Igwurita-Ali, KELGA, Rivers State*  
*aruchiwigwe@ahoo.co.uk*

## Abstract

This paper focused on the management of functional Entrepreneurship Education towards achieving sustainable development in Nigeria. It discussed the concepts involved; the relevance of management in education was also highlighted. The constraints in managing functional entrepreneurship education in promoting sustainable development in Nigeria were also examined and suggestions on how to solve such problems were recommended. Finally, recommendations made amongst others include; a call for the provision of adequate fund that will boost the purchase of desired facilities, which will further promote the quality of instruction that will enable students gain skills required by entrepreneurship. Also, functional resource persons should be used to make the entrepreneurship training productive and meaningful.

**Keywords:** Management, Entrepreneurship education, Sustainable development

## Introduction

Education at all levels is considered as the most effective means of bringing about total change that would ensure accelerated economic growth and national development for any country. Entrepreneurship education in Nigeria amongst other programmes seeks to provide students across all level of schooling with the knowledge, skills and motivation to encourage entrepreneurial success. Entrepreneurship education was introduced in schools by the federal government in 2006, as a result of most graduates' inability to contribute meaningfully to the economic development of the nation by being self-employed and self-reliant. However, one of the specific goals of education in Nigeria is to promote functional education for skill acquisition, job creation and

poverty reduction. This brought the introduction of Post-basic Education and career development where trade subjects with entrepreneurial studies were introduced as one of the compulsory subjects which a student must pass to enable him to be self-reliant after his Post-basic education, (under 9-3-4 system) higher school and continuing education given in Vocational Enterprise Institutions. Hence, in the University Education, entrepreneurial skills acquisition is a requirement for all Nigerian universities according to National Policy on Education (NERDC, 2007). This indicates that entrepreneurship education is imperative in economic empowerment and job creation. It is therefore expected to play an important role in national development. With the emphasis of the United Nations General Assembly on sustainable

development, this educational programme can also help the nation to meet the needs of the present Nigerians' generation, without pawning the expectations and desires of the future generations. To perform these functions, all educational stakeholders, teachers, lecturers, the government, administrators and managers of educational institutions, etc. have roles to play.

However, the move by the government to make entrepreneurship education one of the compulsory subjects and general studies for students in both the post-basic education (Senior Secondary School, VET) and Universities (irrespective of area of specialization) across the country should be seen as a step in the right direction. The big question remains thus; how can entrepreneurship education be achieved to sustain development in Nigeria? This is where management of entrepreneurship education comes in. Management has turned to an issue because there is no institution that can achieve its goals without appropriate management. Management of functional entrepreneurship education has come to form the main tool in the world's education sector for sustainable national development. It is against this background that this paper discusses the definitions of the concepts involved; constraints that the institutions face in managing the programme effectively and more that are stated in the paper.

## **Conceptual Review**

### **Management**

Many scholars have several definitions of the concept management. Management means many things to people. To the economist, management is just one of the factors of production. To a modern industrialist, management means "getting things done through other people" (Nwankwo, 2014). Bateman and Snell in

Chukwu (2017), argued that management is the process of working with people and resources to accomplish organizational goals. Robbins and Coutler in Nwachukwu (2007) defined management as "the process of co-ordinating work activities so that they are completed efficiently and effectively with and through other people". This means that management is primarily the use and control of resources to achieve predetermined goal of the organization.

This paper adopts the views of Resser in Nwankwo (2014) that management functions include the following: Set objectives for using available resource- Objectives are to be laid down on how to use available resources to manage the entrepreneurship education. Formulate plans for achieving these objectives-plans to achieve these objectives will be mapped out. Planning is all about deciding in advance the things that are to be done. The next function is to identify the activities to be performed and organize the activities into groups-here the human and material resources required to attain the entrepreneurship education should be assigned to the right job positions at the right time, appointing suitable supervisors with appropriate responsibility attached to their task. Define task to be done and group the tasks into jobs-under this function, the manager streamlines the responsibilities to be done by every individual in the organization and ensures that the goals of entrepreneurship education will be achieved. Staff the job with people - which involves recruiting the right caliber of employees for the institution. Initiate staff activities and supply incentives to stimulate productivity- the function of motivation is of paramount importance in the educational institutional. He, the manager should be able to make his employees see the desire for success in the tasks they perform. Set up controls to measure the achievement of objectives- This involves

measurement and evaluation of standards against results. Finally, he takes a remedial action if the objectives are not being met.

### **Functional Education**

Functional education is tailored towards the development of the human resource potentials by contributing meaningfully to his society. It is a type education where the learner can put into practice what he has learnt and as well use it to produce something meaningful. Functional education according to Etesike (2012), is a pragmatic or practical education rather than a decorative education. In the same vein, Okon and Akpan (2014) posited that: “functional education should be capable of producing Nigerians who can manufacture raw materials, machines and tools needed for local and international markets, invent new designs, discover drugs capable of curing diseases hitherto incurable, and transform the nation from consumption to a manufacturing status. Functional education is an education programme that is fit for purpose, that is, an education that is designed to achieve specific goals (Alani, 2017).

### **Entrepreneurship Education**

Entrepreneurship is a process by which an individual or a group identifies a business opportunity, develops it, organizes and manages the business resources along with its risk in order to make profit. The three main concepts in entrepreneurship are evaluating opportunities, securing resources, and growing and sustaining the enterprise (Gottlieb & Ross in Chinonye & Akinbode, 2014). The people that create these businesses are called entrepreneurs. Entrepreneurs are innovative and inventive. According to Smith and Chimucheka as cited in Onyido and Duru (2019) entrepreneurship encompasses the use of individual abilities, money and other assets in order to achieve

profitability and sustainability of the business venture.

Omolayo in Arogundade (2011) viewed Entrepreneurship as the act of starting a company, arranging business deals and taking risks in order to make a profit through the education skills acquired. It applies to all the levels of life as well as the different forms of apprenticeship. Nwafor in Ediagbonya (2013) defines entrepreneurship as the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run as an enterprise successfully based on the identified opportunities. Owenbiugu and Iyamu in Ediagbonya (2013) stressed that entrepreneurship is the process of bringing together creative and innovative ideas and coping with management and organizational skills in order to combine people, money and resources to meet an identified need, thereby creating wealth. Entrepreneurship is in various forms of which the most obvious form of it is that of starting new business which is referred to as startup. Gana (2001) and Ojeifo (2012) defined it as willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on identified opportunities. Entrepreneurship can thus be defined as the ability of an individual to manage his creative idea with other available resources towards the successful attainment of an identified opportunity and creation of more wealth.

Analysts viewed entrepreneurship education as an educational programme which focuses on impacting students on matters surrounding entrepreneurship education. According to Ekankumo and Kemebaradikumo as cited in Ediagbonya (2013), Entrepreneurship education seeks to provide students (especially those in tertiary schools) with the knowledge, skills and motivation to encourage

entrepreneurial studies in a variety of setting. It places emphasis on the development of youth and making them to be self-reliant. The Consortium for Entrepreneurship Education in Ediabonya (2013), maintained that it is a lifelong learning process, starting from elementary level to other levels of education and spanning to adult education. Alain in Ediabonya (2013) further referred Entrepreneurship education to all activities aimed at fostering entrepreneurial mindsets, attitudes and skills as well as covering a range of aspects such as idea generation, start-up, growth and innovation. Entrepreneurship education is involved in the motivation, mentorship of youths and elders on approaches to become self-reliant in thinking, creating and operating a venture (Gorman, Hanlon & King, 1997; Rasheed & Rasheed, 2003 as cited in Onyido & Duru, 2019)

### **Objectives of Entrepreneurship Education**

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 also maintaining sustainable business ventures, including but not limited to those arising from research.

(<http://www.thenigerianvoice.com/nvnews/45849/1/Why-we-set-up-entrepreneurship-studies-in-varsities.html>)

According to Paul in Ojeifo (2012) and Arogundade (2011), Entrepreneurship education is structured to achieve the following objectives.

1. To offer functional education for the youth that will enable them to be self-employed and self-reliant.
2. Provide the youth graduates with adequate training that will enable them to be creative and innovative in

identifying novel business opportunities.

3. To serve as a catalyst for economic growth and development.
4. Offer tertiary institution graduate with adequate training in risk management, to make certain bearing feasible.
5. To reduce high rule of poverty.
6. Create employment generation.
7. Reduction in rural-urban migration.
8. Provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses.
9. To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.
10. Create smooth transition from traditional to a modern industrial economy.

### **Sustainable Development**

Sustainable development as defined by Magaji, Magana and Hakimi in Chukwu (2017), is all round development that takes place in all sectors of the economy, meeting the needs of both the present and future generations. According to Brundtland Report in Alani (2017) sustainable development is “development that meets the needs and aspirations of the present without compromising the ability of the future generations to meet their own needs”. The most interesting aspect of sustainable development is that it considers the present conditions of people as well as not compromising those that will come later. The term sustainable development has a very crucial point of consideration which is to ensure that the development of cities, businesses, communities, and so on to satisfy our present needs, will not prevent the need satisfaction of the unborn generation. The implication is that, let what we have built for this generation stand the test of time so that many that are yet to be born will

benefit from it by the time they come up. Sustainable national development is very crucial to the wellbeing of the citizenry, which can only be achieved through functional education at all levels especially entrepreneurship education which is the focus of this paper.

UNESCO (2005) stated that the purpose of sustainable development in any country of the world today is to provide a means of configuring civilization and human activity so that, society, its members and economics can meet their needs and express their greatest potentials in the present, while preserving biodiversity and natural ecosystems. In September 2015, the Heads of State and Government and High Representatives adopted 17 Sustainable Development Goals (SDGs) and 169 Targets at the United Nations Headquarters in New York (Alani, 2017). Nigeria has to perform commendably on all these goals and targets by 2030, but the question is, can it be achieved alone? The key roles of the stakeholders must come in to play.

### **How relevant is Management in Education?**

Management in education involves a person or a group of people whose duty is to plan, organize, direct, motivate, coordinate and control the efforts of a larger group of individuals towards the effective realization of the organizational objectives. As an educational manager, your responsibility is to get things done through your subordinates or other people. Hence, the educational manager must have some stated objectives to achieve, directs human activities with the aid of other available resources (such as money, materials, methods, and even time) towards desired goal. Gulick and his colleague Urwick influenced public management a great deal (Nwankwo, 2014). Gulick came up with the function of the chief executive, given as,

“POSDC RB” which meant Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting. These functions are meant to be performed by educational managers in charge of delivering programmes designed for enhancing sustainable development in the country.

For the programme of Entrepreneurship education to be achieved, there is need for adequate planning such as itemizing the different types of tasks to be undertaken, the sequential order in which the tasks are to be carried out, when it is to be done and who and who is to perform the task. The management of entrepreneurship education has to harness or organize the resources (human, material, financial, and time) effectively in order to realize the objectives of the programme. This includes teachers with entrepreneurial skills that will impart the theoretical and practical knowledge on the students, learning materials for the practical aspect has to be duly provided. It is the task of the manager to recruit capable workers that will be dedicated enough to help realize the objectives of the programme (staffing). The managerial function of ‘Directing’ will be performed by the top-level managers that manages this programme who issues instruction which should always be clear and comprehensive to his subordinates. He still needs to follow-up in order to ascertain the progress made. Coordination of the activities of the various units, departments or sections in the programme consistently is necessary so that none will be working across the designed objective. The Reporting function entails that those in the lower level of management (Head of Schools) will have to provide feedback to the appropriate middle and top managers such as Boards, Councils, Commissions, MoE Officials at Federal and State levels. Finally, the function of budgeting which has to do with funds (how to raise, expend

and control them) is very important. The educational manager in charge should prepare a detailed estimate of income and expenditure that will be used to run a particular programme, thus making it easy for objectives to be accomplished.

### **Constraints to Managing Functional Entrepreneurship Education for Sustainable National Development**

Many issues have hindered the effective management of functional entrepreneurship education in Nigeria, thus have also retarded our country's development. Some of these issues among others include:

#### **1. Dearth of Infrastructural Facilities**

Due to inadequacy of facilities like good roads, electricity, access to information, water supply, raw materials, etc. there is increased problem confronting the development of entrepreneurship education (Unachukwu, 2009). Distribution of finished goods to target markets in other states is being hindered due to bad road network in the country. Also, production of goods or items, rendering services, etc., that requires the use of electricity is also hindered in our country due to poor supply of electricity. This leads to high cost of production and sale of goods by the entrepreneurs which in turn causes our youths not to engage in entrepreneurship. Government should ensure adequate supply of these infrastructures to boost production and sales. Lack of infrastructural support and infrastructural failures results to high transaction costs which makes delivery very expensive and inefficient (Adenike, 2016). In the same vein, Ojeifo in Ayatse (2013) also lamented that significant infrastructural deficits (especially with regards to roads and electricity) and systematic irregularities are inimical to small business.

#### **2. Inadequate Capital**

One of the biggest challenges of any entrepreneur or business management is access to capital or improper use of available capital. There is need for substantial funds for teaching in practical terms for entrepreneurship education; for financing startups and expansion of business ventures in order to produce successful entrepreneurs (Ayatse, 2013). The funds available for the management of the entrepreneurship education especially in our secondary or tertiary institutions especially the government owned institutions are inadequate. That is why at the senior secondary school level, most schools offer marketing as their trade subject due to insufficient fund to teach other trade subjects (which involves practical) like fishery, photography, cosmetology, auto electrical work, painting and upholstery, etc. Other sources for funding entrepreneurship education are always very little and insufficient to procure and maintain instructional equipment and technology for learning amongst others.

#### **3. Decision on the Right Entrepreneurship Curriculum**

The question that bothers here is what to teach in entrepreneurship education. Decision on the entrepreneurship curriculum should be one that will captivate the interest of the students. The diverse nature of entrepreneurship demands that the content of entrepreneurship education should be rich enough to contain all the topics that will help in developing students' entrepreneurial skills, attitudes and behaviors (Chinonye & Akinbode, 2014). The concept of "problem-based learning activities" is not used in developing the curriculum, and this was observed to be common problem of most entrepreneurship education curricular (The

Consortium for Entrepreneurship Education in Adenike (2016), the dependence on a written business plan as preparation for starting a business is a limiting educational approach.

#### **4. Determining who teaches Entrepreneurship Education**

There is a dearth of lecturers and instructors with practical training in entrepreneurship education or entrepreneurship (Adenike, 2016). In American institutions of higher education, entrepreneurs are brought out of entrepreneurship and moved into the classroom to teach entrepreneurship classes. The emphasis of this method will be on bringing in real-life entrepreneurs to talk to the students in the classroom to share their experiences first hand with students, a practice that also referred to as ‘Master Class’ (Neergaard, Robinson, Tanggaard & Kruegerin Chinonye & Akinbode 2014). In contrast, in Nigeria, the majority of entrepreneurship instructors are from traditional disciplines such as economics or business administration (Adenike, 2016).

#### **5. De-emphasis on Practical Delivery**

The present method of teaching entrepreneurship education leaves no room for the students to engage personally with the hard realities of our business environment. The high ratio of student versus lecturer or student versus teacher in our educational institutions orchestrated by expanded or increased admission quotas; usually above the carrying capacities of the available learning facilities has been suggested as the reason for de-emphasizing the practical aspects. Scholars have suggested that inadequate facilities and equipment for teaching and learning in practical-related courses was the reason why entrepreneurship education has not been able to record a significant impact in Nigeria industrialization drive and

reduction of youth unemployment (Akpomi, 2009; Nwosu & Ohia 2009; Brown 2012 and Offorma, Egbe and Eze as cited in Adenike 2014).

#### **Conclusion**

Functional entrepreneurship education is necessary for youths to acquire in the secondary school and in the tertiary institution to enable them to engage in useful skills that will eradicate poverty and lead to the sustainable development of the country. For a society to achieve a sustainable development, the quality of its education should be improved. This will go a long way to inculcate in the youths the spirit of self-reliance. It is therefore, imperative for the government to give proper attention to the management of entrepreneurship education as it is a remedy to all domains of development in any country. Entrepreneurship education should only be managed by functional teachers who can be able to deliver. Adequate funds should be provided; training equipment, instructional materials and facilities among others should be sufficiently provided for effective management of functional entrepreneurship education for a sustainable national development.

#### **Recommendations**

Entrepreneurship education is imperative to the stimulation of gainful employment in a blue economy like Nigeria. To attain a sustainable national development through a functional entrepreneurship education the following suggestions were proffered:

1. State and federal governments have to increase the budgetary allocations to education sector.
2. The provision of adequate fund which boosts the purchase of desired facilities is imperious, this further promotes the quality of instruction that will enable students gain skills required by entrepreneurship.

3. The content of the curriculum (both for the university and secondary schools' students) should be properly coordinated and revised to meet the realities of time in addition to attracting the interests of students.
4. Functional resource persons should be used to make the entrepreneurship training productive and meaningful. Existing teachers/lecturers should undergo more practical training on new ideas in teaching entrepreneurship education as the world is growing fast in the use of technology.
5. There is need to organize and align the curriculum for entrepreneurship education to develop a practical and strategic learning themes.

## References

- Adenike, A. A. (2016). Challenges of entrepreneurial education in Nigerian universities: towards a repositioning for impact. *Journal of Education and Social Research*. 6(1), 208-214.
- Alani, R. A. (2017). Managing functional tertiary education for leadership, value re-orientation and sustainable development in Nigeria. In N. B. Abraham, D.O. Durosaro, C.R. Aguba, G.G. Kpee, F. T. Bua & O. E. Okpa (eds). *Managing functional education for leadership, values re-orientation and sustainable national development*. (NAEAP) Port Harcourt: University of Port Harcourt Press.
- Arogundade, B. B. (2011). Entrepreneurship education: An imperative for sustainable development in Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies*. 2(1), 26-29.
- Ayatse, F. A. (2013). Driving entrepreneurship education in Nigeria: issues and challenges. *International Journal of Business and Management Review*. 1(4), 83-90.
- Chinonye, L. M. & Akinbode, M. (2014). Entrepreneurship curriculum and pedagogical challenges in captivating students' interest towards entrepreneurship education. *Research Journal of Economics & Business Studies*. 4(1), 1-11.
- Chukwu, L. C. (2017). Effective leadership and management in primary education: implications for values re-orientation and sustainable national development in Nigeria. In N. B. Abraham, D.O. Durosaro, C.R. Aguba, G.G. Kpee, F. T. Bua & O. E. Okpa (eds). *Managing functional education for leadership, values re-orientation and sustainable national development*. (NAEAP) Port Harcourt: University of Port Harcourt Press.
- Ediagbonya, K. (2013). The roles of entrepreneurship education in ensuring economic empowerment and development. *Journal of Business Administration and Education*. 4(1), 35-46.
- Etesike, C. N. (2012). *The imperative of educational technology resources utilization in Nigeria classrooms for employment and productivity among Nigerians in the 21<sup>st</sup> century*. A conference paper presented at the 14<sup>th</sup> annual national conference of NAFAC; Auchi, 12<sup>th</sup>-16<sup>th</sup> March.
- Federal Republic of Nigeria (2007). *National Policy on Education*. Lagos: NERDC Press.



- Nwachukwu, C.C. (2007). *Management theory and practice*. Onitsha: Africana First Publishers Ltd.
- Nwankwo, J.I. (2014). *Management in education: modern approaches in educational management*. Ibadan: Giraffe Books.
- Ojeifo, S. A. (2012). Entrepreneurship education in Nigeria. *Journal of Education and Practice*. 3(4), 78-82.
- Okon, A. U. & Akpan, E. O. (2014). Functional education: rising vocational skills requirement in a global economy. *Impact International Journal of Research in Humanities, Arts and Literature*. (2), 143-150.
- Onyido, J. A. & Duru, I. D. (2019). Entrepreneurship education for sustainable development in Nigeria. *British Journal of Education*. 7(2), 58-72.
- Unachukwu, G. O. (2009). Issues and challenges in the development of entrepreneurship education in Nigeria. *African Research Review*. 3(5), 213-226.
- UNESCO (2005). UN decade of education for sustainable education: 2005 *UNESCO education for sustainable development*: retrieved from <http://www.unesco.org/education/desd> on 30th September 2019.