



## **Managing Entrepreneurship Education for Poverty Alleviation in Nigeria**

**Gift Uchenna NWIYI**

Department of Educational Management,  
Ignatius Ajuru University of Education, Nigeria  
[uchenwiyi@gmail.com](mailto:uchenwiyi@gmail.com)

**Fiokedu Sam OKORIE**

Department of General Studies, Akwa Ibom State, University  
Obio/Akpa Campus, Akwa Ibom State, Nigeria  
[ngtianac4@yahoo.com](mailto:ngtianac4@yahoo.com)

---

### **Abstract**

Entrepreneurship Education is a veritable tool to empower the youths and reduce unemployment in any given society, that is the reason for the inclusion of Entrepreneurship education in Nigeria educational system. In this paper, the meaning of Entrepreneurship Education was x-rayed by different scholars, the objectives which include among others, the acquisition of relevant entrepreneurship skills for self-reliant and to produce graduate with skills that will make them meet the manpower needs of the society. The paper also listed few challenges of entrepreneurship education, such as inadequate funding, poor implementation of government policies and finally ways of managing entrepreneurship education was discussed.

**Keywords:** Entrepreneurship Education, Poverty Alleviation, Unemployment, Management, School.

---

### **INTRODUCTION**

It has been observed that the system of education bequeathed to Nigeria by her colonial masters is devoid of technical skill acquisition and self-reliance which could have resulted to sustainable development, but it emphasized clerical and more certification of education without graduates with all the necessary skills for self-reliance and job creation. This is the reason why Nigerian graduates roam the streets seeking for white collar jobs available in government parastatals, multinational companies and few indigenous investments. The unemployment rate and the present economy of Nigeria society has given a second thought on how self-reliance and technical skills acquisition can be inculcated in the citizenry through entrepreneurship education. Consequently, there is overriding need to overhaul the educational system with emphasis on entrepreneurship education which would provide graduates with the necessary skills and attitude that will make them self-employed, self-reliant, employers of labour and productive members of the society (Agetue & Nnamdi 2011). The Nigeria society has seen the need to diversify the educational system and create job opportunities to its citizens, hence the introduction of

entrepreneurship education for poverty alleviation and the sustainable development of the society.

Therefore, this paper seeks to clearly establish the fact that managing entrepreneurship education effectively is a veritable tool for poverty alleviation and sustainable development in Nigeria.

### **The Concept of Entrepreneurship Education**

Entrepreneurship Education is a conscious effort directed at inculcating transformative skills in those who become committed to it and who would utilize the knowledge gained to create new powerful survival strategies. Nigeria's almost moribund National Economic Empowerment and Development Strategy (NEEDS) (2005) in Onyene (2014) recognised that her education sub-sector is a crucial transformative tool that will stir her citizenry into wealth creation, employment generation, poverty reduction and indigenous cum global value re-orientation. This made entrepreneurship education necessary and meaningful in tackling the employment problems in Nigeria, because it creates varied opportunities that will stimulate economic growth, hence it is seen as the machinery for meeting the national goals and achieving the Millennium Development Goals (MDG). Therefore entrepreneurship education is defined as a specialized training given to students to acquire the skills, ideas and managerial abilities and capabilities of self-employment rather than being employed for pay (Adidu & Olannye, 2006).

According to Agetue and Nnamdi (2011) it is a deliberate attempt to provide trainees with relevant knowledge, appropriate skills, competence and right attitude to effectively run or manage a business outfit. This training enable the beneficiaries to be self-employed, self-reliant, economically empowered and employers of labour.

Okafor (2011) entrepreneurship education as the educational training for the acquisition of knowledge, skills, and attitude for successful formation of business enterprises, while Akintola in Udoh (2015) earlier defined it as a programme that prepare individuals to acquire knowledge and skills to undertake the formation and operation of small business enterprises. Akpan (2011) in his own view sees entrepreneurship education as the training of individuals to acquire the ability to recognise business opportunities and have insight, self-esteem, knowledge, business attitudes and skills to invest.

Entrepreneurship Education is that type of education that enhances creativity in technical and vocational skills that is intended to making vocational and technical education an integral part of education for all. This is why Nwangwu (2007) defined entrepreneurship as that acquisition of skills, creatively, confidence, drive, courage in order to create employment for self and others. And the rationale for entrepreneurial education is to reduce unemployment and its attendant poverty level, when the United Nations Development Report for Nigeria stands at 49 percent (Madumore-Obite & Abraham, 2008),

Therefore entrepreneurship education is that type of education that inculcates into the learner the necessary skills, knowledge, attitude that could assist the trainee become self-employed and also has the capacity to employ others in a given line of business venture.

### **Objectives of Entrepreneurship Education**

The objectives of entrepreneurship education include the acquisition of skills, attitude and knowledge that could make an individual capable of managing a business venture and also

become employer of labour hence reducing the high level of unemployment in the society. However, Nwiyi and Osuji (2009) listed the aims of entrepreneurship education to include:

- To acquire skills in the use of techniques, in the analysis of business situation and in the synthesis of action plan;
- To identify and stimulate entrepreneurial drive talent and skills;
- To undo the risk adverse bias of many analytical techniques;
- To device attitude towards change;
- To encourage new starts and other entrepreneurial ventures

To achieve these objectives, a lot of issues are involved in the management of entrepreneurship education in Nigeria. Such issues include funding, poor teacher quality, for learning environment and poor curriculum implementation among others. However, Udoh (2015), itemize the following as objectives of entrepreneurship education:

- To produce graduates with skills that will meet the manpower needs of the society;
- To provide meaningful education for youths that would make them to be self-reliant;
- To produce graduate with training in risk management to make uncertainty bearing possible and easy;
- To provide graduates with the training skills and the support necessary to help them establish a career in small and medium scale business;
- To produce graduates with enough training that will make them become creative and innovative in identifying new business opportunities;
- To stimulate industrial and economic growth of rural and less developed areas.

Udoh, (2015) also pointed out some constraints to the achievement of entrepreneurship education to include inadequate qualified manpower, inadequate funding, inadequate training facility poor implementation of Government policies and so on. However, the concern of this paper is to see how entrepreneurship education can be effectively managed for the achievement of its purpose in Nigeria.

### **Management of Entrepreneurship Education in Nigeria**

The whole idea of entrepreneurship education in Nigeria is to equip the youth with relevant skills and attitudes to become creative, productive and wealthy as well as being self-employed, self-sustaining, self-reliant and to contribute effectively to the development of Nigerian society.

But the educational system is therefore constrained by the functionality of the entire system in the country where the education system is not funded adequately, both the human and material resources are insufficiently supplied, hence the implementation of the Entrepreneurship education curriculum at all levels becomes a problem.

## **MANAGING ENTREPRENEURSHIP EDUCATION NIGERIAN SCHOOLS**

### **Diversification and Implementation of Entrepreneurship Education Curriculum**

Entrepreneurship Education curriculum should be diversified in content and learning experiences in order to accommodate diverse professional needs and interest groups. Education managers should emphasize entrepreneurship education as a professional course to prepare the youths in order to meet the current technological needs of the society with the philosophy of useful living, employment and the needed human capacities in individual. This course should be given urgent and immediate attention because of its benefits in all the levels of the educational sector.

Therefore educational planners and managers who plan and implement educational policies should strengthen the capacity of entrepreneurship training to translate to job creation, hence appropriate re-orientation of Nigerian undergraduates to have the mind set of self-employment and creation of employment opportunities so as to reduce unemployment in the society.

### **Qualified Entrepreneurship Managers/Head the Entrepreneur Centres**

In most cases, entrepreneurial centres are not equipped with training facilities that will enable the students acquire relevant practical skills capable of making the graduates self-reliant and self-employed. The university management should not emphasise theoretical approach to entrepreneurship education and the appointment of directors of the unit should be professionals who would manage the unit effectively and efficiently for a better result. Agetue and Nnamdi (2011) lamented on the current practice where mechanical Engineers, industrial chemist and their likes occupy the helm of affairs of these centres which does not tell well for professionalism and efficiency in operations.

### **Qualified Manpower Necessary for Effective Management of Entrepreneurship Education**

Entrepreneurship education is the most potent instrument for positive socio-economic transformation, because it provides the youths with relevant skills, innovative ideas and business attitude necessary for self-reliance, employers of labour and to become productive members of the society which are the necessary ingredients for socio-economic development. The recruitment of adequate and qualified manpower to teach the needed skills, knowledge and attitudes required to meet the technological advancement in the industrial world is necessary, no wonder Adeola and Oviawe (2009) confirmed that there is a strong relationship between economic development of a nation and its entrepreneurship education. The youths are equipped with wide and relevant range of occupational opportunities where choice of life career would be made.

### **Constant Electricity Supply**

To effectively manage the entrepreneurship centres, there should be electricity generating set that will empower the machines for optimal result. Generators are expected to be in the centres because of the epileptic nature of our lighting system in Nigeria via Power Holding Companies. This will guarantee effective training and the acquisition of entrepreneurship skills, knowledge

and altitudes to the youths or the trainees as to become self-employed on graduation. Electricity is seen in this paper as the “life-wire” of entrepreneurship education because of its importance in generating power for the machines, thereby simplifying the training of the youths towards achieving the objectives of entrepreneurship education, hence providing jobs through establishment of enterprises (self-employment) as well as providing jobs for others, thus addressing the issue of unemployment ravaging the Nigerian society.

### **Adequate Funding of Entrepreneurship Centres**

When education is adequately funded in Nigeria, self-help will expand, competition and progress will follow. Olowa (2006) view education as a vehicle for social transformation and it brings about intellectual capacity building as well as the protection required to attain global relevant, meet demands to environmental exposure and adaption. Adequate fund is required for the implementation of entrepreneurship education so that the achievement of the objective would be effective. Nonchallant attitude of government and all stakeholders in education toward funding of entrepreneurship education should be changed and the benefits could be gotten from this good programme that empowers youths to be self-employed. And it is achievable when adequate fund is injected in the system for the purchase of the equipment’s and with good maintenance culture for entrepreneurship education or centres to flourish. It is not only purchasing the machines that matters, but also its maintenance is necessary for optimal result.

### **Good Relationship between Institutions and Industries**

There is need for industries to accept students/trainees and industrial attachment to acquire the needed practical of the job experience. According to Udoh (2015), more acceptance of students by the industries to undergo industrial attachment will not pave way for successful career development for youths and to guarantee a knowledge work free and self-reliance which are the secrets of economic success. It is therefore indicated in the paper that companies and establishments should accept these trainees, in order to expose them to the real life experiences on the job for them to be more practical oriented and develop more interest on the job, because practical knowledge and interest on the job will give room for optimal result. This strategy will enhance their effectiveness on the job, and remove the prejudice on where and how to start theirs after graduation.

### **Effective Implementation of Government Policies**

Nigerians are very good in making good policies in every aspect of human endeavour, but implementation is very difficult due to some administrative bottle necks, political instability, corruption, poor supervisory roles of the personnel and so on. Therefore government, private firms, and all stakeholders in Entrepreneurship education should pay much attention to the monitoring and implementation of entrepreneurial policies in the country thereby rendering the objectives of the programme effective or achievable. For effective implementation of entrepreneurship policies and programme, there should be adequate funding, adequate facilities and adequate human resources so that the objectives of the programme are achieved at the end of the day. It is important that all those stakeholders in Education change from their nonchallant attitudes towards funding entrepreneurship education. However, funds meant or budgeted for the

procurement of requirement and facilities needed in school, be released for the benefit of all the youths who are the benefactors and recipients of the programme will now become self-employed and employer of labour.

## CONCLUSION

Entrepreneurship Education is very important as it prepare the youths to effectively and efficiently manage their personal business as to add value to their lives. Entrepreneurship education has the potential of making the learners, or trainees become self-reliant and also employers of labour. This kind of education if properly funded, managed and monitored can reduce the problem of unemployment in Nigeria. It is on this premise that the authors advocate among others, proper funding, adequate facilities provided, diversification of the contents of its curriculum to enhance its effective management for the overall achievement of its goals.

## REFERENCES

- Adeola, K. L., & Oviawe, J. I. (2009). Competencies needed by technical college teachers for the development of entrepreneurship skills in students. *Journal of Technical and Vocational Education*, 2(1), 62-69.
- Adidu, F. A., & Olannye, A. P. (2006). *Basic small business entrepreneurship: a modern approach*. Agbor: Royal Peace Publications.
- Agetue, F. N., & Nnamdi, A. E. (2011). Entrepreneurship training: a tool for job creation and sustainable national development in Nigeria. *Journal of Teacher Perspective*, 5(3), 475-482.
- Akpan, I. U. (2011). Skills acquisition in business education: problems and prospects. *Journal of Qualitative Education*, 5(3), 102-108.
- Madumore-Obike, C. U., & Abraham, N. M. (2008). Functional and entrepreneurship education at the secondary education sector: a veritable tool for poverty alleviation. In J. B. Babalola, G. O. Akpa, I. Hauwa & A. O. Ayeni (Eds.), *Managing education for sustainable development in developing countries*. Ibadan: His Lineage Publishing House.
- Nwangwu, I. O. (2007). Entrepreneurship in education, concept and constraints. *African Journal of Education and Development Studies*, 4(11), 195-207.
- Okafor, F. C. (2011). Entrepreneurship Education: its role in job creation and sustainable development. *Journal of Teacher Perspective*, 5(2), 112-119.
- Ololwa, O. W. (2006). Entrepreneurial Theory Venture growth. In P.E. Mbah, A. Y. P Ojola, & A. W. Olowa (Eds.), *Entrepreneurship in Vocational and Technical Education*: Lagos Has-Fan Publishers.
- Onyene, V. (2014). prospecting Entrepreneurship skills for Nigerian Tertiary Education Learners. In G. O. Unachukwu & P.N. Okorji (Eds.), *Educational Management: A Skill Building Approach*. Anambra: Rex Charles & Patrick.
- Udoh, A. I. (2015). Entrepreneurship education in Nigeria: challenges and prospects. *Journal of Qualitative Education*, 11(1), 119-123.