

ENTREPRENEURSHIP STUDIES IN TERTIARY EDUCATION FOR SECURITY IN NIGERIA

Azuakor, Paul Okwuchukwu, Ph.D.*

Abstract

Entrepreneurship studies equip individuals with necessary skills for starting up a new business and the training to take the necessary risks but with a view to making profit. This is envisaged as capable of creating security in the society inasmuch as people with successful businesses are less likely to be involved in crimes that escalate fear in society thereby causing insecurity. Our aim is to find out in what ways entrepreneurial/entrepreneurship studies/education at the tertiary level of education can help generate security in the Nigerian society. This is a qualitative research employing the method of library research and dependent on primary and secondary sources. The paper finds out that entrepreneurship education which is done at the tertiary level is capable of equipping the individuals with necessary skills and competences for survival and success in the society as all tertiary education should do. But it in addition, specially and particularly prepares the individual to be uniquely innovative, ready to venture into start-up businesses not minding the dangers, for the dangers are necessarily inevitable and cautiously encountered, with a high degree of assurance of success. This is very crucial for making individuals self-employed and money making. This generally increases people's economic welfare, satisfaction and happiness thereby greatly reducing crime; thus generating individual's economic, personal/psychological security, and general well-being, peace and harmony of society which tantamount to societal security. Recommendations include: government should fund schools of entrepreneurship adequately, well-to-do individuals should invest in entrepreneurship education, people should be more orientated to value job creation than waiting for white collar jobs, etc.

Key words: security, entrepreneurship studies, tertiary education

Introduction

Traditional learning is oftentimes devoid of the content of entrepreneurship education that should properly equip students at all levels, in our case, higher institutions, with the necessary skills to be effective as educated and or trained persons. In the words of Olorundare and Kayode (2014), traditional models of education have failed to and is quite incapable of linking the knowledge and concepts learned in the classrooms with the skills and practice of entrepreneurship. As a result of this the knowledge acquired through the traditional models of education are quite inadequate in many respects. This paper, therefore, considers it reasonable that the modern type of education must be one that incorporates entrepreneurship

contents so that those who graduate from schools are better equipped to survive in the larger world of work.

There is the debate whether entrepreneurs who are known to be innovative, creative and resourceful by nature, can be trained in the classroom, in our case then tertiary education classroom. For Solomon and Fernald (1991), the general opinion today is that, at least they, to a certain extent, can be trained in the classroom. This extent to which they can be trained and so affect development and thus eliminate or reduce insecurity is discussed in this paper. It is hoped that training students in this way makes them employable, self-reliant, creative, productive, functional thereby giving them social and economic security which in turn reduces societal insecurity and ushers in social, economic and security well-being of society.

Clarification of Concepts

The concepts that need clarification here are: security, entrepreneurship studies, and tertiary education.

Security

There are two basic meanings to security: the first is “the state of being free from danger or threat” while the second is “a thing deposited or pledged as a guarantee of the fulfilment of an undertaking or the repayment of a loan, to be forfeited in case of default” (Oxford On-line Dictionary, 2022). In this paper, we understand security as in the first sense presented here, namely, the state of being free from threat or danger.

Entrepreneurial Studies

A synonym for entrepreneurial/entrepreneurship studies is entrepreneurial/entrepreneurship education. For Ferreira (2022), “Entrepreneurship is the act of [creating a business](#) or businesses while bearing all the risks with the hope of making a profit” (p. 1). But this definition according to Ferreira is limiting and the more modern definition would also include the transformation of the world through provision of solutions to problems thereby causing social change or engineering an innovative product that challenges the status quo on how we live our daily lives.

On the other hand, entrepreneurship requires the capacity and commitment to organize, develop and run a business enterprise not minding the risks or uncertainties, with the aim of making profit; this becomes very glaring in the face of starting a new business. In the definitions above, we note that entrepreneurship entails ability and readiness to take risks, and adding creativity in the business of creating an enterprise with the hope of making profit. In the long run, this brings about solution to certain social problems thereby causing development. The social problem envisaged in this paper is insecurity.

Tertiary Education

This is the level of education after the secondary level or high school level as it is termed by some countries like America. This level of education usually awards diplomas, bachelors,

masters and then doctorate in different fields of studies. The studies undergone at this level are progressively more specialized unlike in the lower levels of education (primary and secondary).

According to World Bank (2021), “Tertiary education refers to all formal post-secondary education, including public and private universities, colleges, technical training institutes, and vocational schools” (p. 1). Further, it states that tertiary education enhances growth, leads to reduction in poverty, and boosts shared prosperity. When the workforce is highly skilled, with lifelong access to solid post-secondary education, then innovation and growth are guaranteed. When people are well-educated they are more employable and productive; they earn higher wages and are better able to cope with economic shocks. Tertiary education is beneficial not only for the individual, but for the society at large.

Entrepreneurship Studies at the Tertiary Level of Education in Nigeria

In 2006, the Federal Government of Nigeria directed that Entrepreneurship education (EEd) should be made a compulsory course for all students of Higher Education Institutions (HEIs) in Nigeria with effects from the 2007/2008 academic session (Aliu, 2008). Because of this, universities, polytechnics, colleges of education and vocational schools respectively began the implementation. So as to make the teaching of entrepreneurship in tertiary institutions more achievable, the Federal Government through the Nigerian Universities Council inaugurated a committee whose duty was to develop an appropriate curriculum for entrepreneurship studies in the universities. The outcome is as shown in the table below:

Table 1. Entrepreneurship education in the transformation agenda in Nigeria

S/No	Module	Student’s Expectation
1	Business creation and growth	• explain the concept of business planning process • Understand contents and reasons for a business plan • List some factors that motivate people to begin new businesses • Search for and identify business opportunities • Understand the

required legal
formalities for a
business start up

- Prepare a feasibility
analysis report
- State the relationship
between a feasibility
analysis and a business
plan
- List formal and
informal sources of
capital for new
ventures
- Know how to and be
interested in starting a
small business of their
own

2

Issues of business
growth

- Understood the
concept of business
growth
- Explored the
strategies for growth
(franchising, buy in
and buy out)
- Examined merger
and acquisitions
- Discussed the
challenges of growth
- Learnt critical
success factors for
growing venture

3

Sources of funds

- Discussed the sources of funds for new and entrepreneurial ventures
- Understood the importance of formal and informal sources of funds for new ventures
- Explored the concept, method, and types of finances provided by venture capital
- Discussed the various government initiatives in funding new ventures and small and medium enterprises in Nigeria

4

Entrepreneurial marketing

- Understood the concept of small marketing and how it aids the development and growth of small businesses
- Learnt the major differences between small business marketing and marketing for large organizations
- Understood the pillars upon which

marketing rests
(marketing mix) and
how they are deployed
in new ventures

- Learnt the importance of developing a unique selling proposition and how it helps to endear customers to the products and services of new firms

- Understood the concept of International marketing and its dynamics

5

New opportunities for
expansion
(e-business)

- Describe E-Commerce, E-business and related technologies

- Define e-Commerce and describe how it differs from e-Business

- Describe the major types of e-Commerce/e-Business

- Discuss in a practical way the application of these techniques in real business

- Determine the requirement (hardware and software) for a small e-Commerce

web site,

- Identify unique features and business significance of e-Commerce technology
- Examine the challenges and prospect of e-Commerce in Nigeria

6

Ethics and social responsibility

- Understood the concepts of business ethics and social responsibility
- Learnt the ethical principles for entrepreneurs
- Understood the importance of ethics in business
- Discussed the application of the above concepts to the operations and success of ventures
- Discussed social responsibility among business organizations in Nigeria

Source: Draft copy of general entrepreneurship courses in universities edited by Sagagi, Anyanwu, Aliu & Abimbola (2012).

How Tertiary Schools Entrepreneurship Education Impacts on Nigerian Economy

Education in entrepreneurial skills in the universities and other higher institutions is seen by many as a potent tool for bringing about social and economic transformation and development of any given society. As a result of this, Olorundare and Kayode (2012) are of the opinion that many Nigerian universities, nay tertiary institutions are already advancing thinking in the area of entrepreneurial education and development of the students. Oviawe (2010) had stated and re-acknowledged that the massive unemployment found in many tertiary education graduates in Nigeria is traceable to the problem of the disequilibrium existing between the demand for necessary skills by the labour market and the lack of same by many a graduate. Thus continuing, Olorundare and Kayode citing Oviawe, hold that findings from a three-week large scale, rapid national survey in 2004 jointly by the Nigerian Universities Commission (NUC) and the Education trust Fund (ETF) showed that Nigerian university graduates manifested a shocking revelation in terms of having necessary skills and competences. 100 individuals and 20 organizations were visited and the results were as follows: 44% percent rated Nigerian science students as average in competence, 56% rated them as average in innovation, 50% rated them as average in rational judgment. Then 63% rated them as average in leadership skills, and 44% saw them as average in creativity. And then harrowingly, 60% of the respondents saw the graduates as very poor in the needed skills such as oral communication, literacy, information technology, entrepreneurial, analytical, problem-solving and decision making. Such findings show that incompetence and lack of skills contribute to the high level of unemployment among graduates as many of them are simply unemployable. This paper holds that average score in the indices of entrepreneurship for majority of our tertiary institutions' graduates is not a good score at all.

As long as many youths are unemployed, a great number of people go hungry because the youths make up a very large percentage of our population. For Daniels (2022) "Currently, **over 33.6 million** (16.8 percent) Nigerians are regarded as youths (aged between 15 and 35)". And inasmuch as many of the youths do not have the necessary skills to work in the industries, firms and factories, such positions are taken up by foreigners who must repatriate the proceeds, or if the incompetent youths are employed, end up producing poor outputs which negatively and grandiosely affects the Nigerian economy. It is therefore, commonsensical that in order to bridge this gap, tertiary institutions must lay emphasis on inculcating entrepreneurship education on the students so that after graduation, they will be able to close this gap that is noted here.

Entrepreneurial Education and Development of Society

According to Wei, Liu and Sha (2019), "Entrepreneurship education cultivates innovative talents, which are an important driving force for future development" (p. 1). People involved in entrepreneurial education are made to acquire relevant skills and competences which are necessary ingredients for contributions to the development of society. By their entrepreneurship they develop their innovative and creative powers in the direction of solving social problems which benefits them and the society economically and socially, thereby producing development of society. People who are involved in development activities have no business being sources of fear or threat to members of society and so create peaceful and secure society.

In entrepreneurship policy and education, the following characteristics often play out: taking of calculated risks, ability to formulate effective venture teams; development of creative skills to marshal out needed resources; and fundamental skills necessary to build solid business plan; ability to see opportunities where others see confusion, chaos and contradiction (Kuratko and Hodgetts, 2004). In the long run this necessarily brings about development in the business and economy of a society. Entrepreneurship constitutes an engine that makes all round development of a country possible be it social, economic, practical and otherwise. Nationally and globally, it is recognized as a necessary instrument for a virile, stable and sustainable economy. Nigeria has not lost out on this and so successive Nigerian governments have made effort to entrench entrepreneurial education starting especially in the Babangida administration.

Paul (2005), holds that the following constitute the objectives of entrepreneurship education in higher institutions and in general:

To offer functional education for the youth that will enable them to be self-employed and self-reliant.

Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.

To serve as a catalyst for economic growth and development.

Offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible.

To reduce high rule of poverty.

Create employment generation.

Reduction in rural-urban migration.

Provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses.

To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.

Create smooth transition from traditional to a modern industrial economy.

All the above makes development of society possible, because a society that has been able to make its citizens functionally educated or equipped, removed poverty by creating employments, making the members self-reliant and capable of creating jobs for others, and being innovative, is indeed a developed society.

Entrepreneurship Education in Tertiary Institutions and Security of Nigerian Society

Entrepreneurship education in Nigerian higher institutions is capable of creating security in the Nigerian society in the following ways:

By eradication of poverty- when people are poor and do not have hope of survival or livelihood, they become easy prey to evil intentioned persons who may lure them into criminal activities just to make quick money for survival. People also due to poverty can turn to banditry, kidnapping and armed robbery just to get back at society or government. But when tertiary institutions turn out skilled individuals with a mind of creativity, they are able to beat poverty by making their skills work for them.

By getting people reasonably employed and creative; the idle mind is the devil's workshop. The creativeness of entrepreneurship education makes those involved to be creatively engaged and so do not have time for criminal activities.

Because entrepreneurship education in higher institutions make the graduates employable or even capable of generating their own businesses they are satisfied and will not see others as responsible for their woes and then attacking them by various illicit means.

Graduates are youths and the youths are the most active part of any population who are usually capable of engaging in daring activities. By equipping them with necessary skills of survival, youths become "positively boisterous" with their productive endeavours and society is at peace, hence secure. It is in this connection that Oladimeji, Eze and Worimegbe (2016) wrote: "as more people are trained and equipped in entrepreneurship, the crime and insecurity rates reduces" (p. 135). They then encouraged government and other relevant bodies to gear up the training of idle individuals or those with disguised employment as well as students of secondary and tertiary institutions with entrepreneurial skills so as to reduce crime.

Conclusion

The model of education in our tertiary institutions today is a bit becoming inclined towards the entrepreneurial; that is why in many tertiary institutions you have entrepreneurial studies. But it is not enough to have an entrepreneurial unit to which students visit occasionally just as a borrowed course. It should be an orientation in the entire system such that whatever discipline one may be involved in, conscious effort must be made, within that discipline, to be as practical as much as possible and inclining the students to be conscious of the need to acquire skills for survival in society. Such skills produce graduates who are prepared to become entrepreneurs and so can create jobs and employ labour rather than remaining job-seekers almost ad infinitum after graduation and thus being possible elements of exploitation by self-seeking fomenters of criminality in society which lead to insecurity. The government of Nigeria is aware of this hence some of the programmes that have been initiated in the past some of which have been discussed in this paper. Greater efforts have to be made to see to their implementation by first providing the enablers.

Recommendations

- (1). Entrepreneurship education should be emphasized at all levels of education in Nigeria, from the primary to the tertiary.
- (2). More value should be placed on competency for employments rather than just paper certificate; this will make people acquire required skills rather than just theory and thus be able, if need be, to set up their own businesses, employ labour, be their own masters and advance the economy.
- (3). Government and those that have means should fund or equip academic institutions, especially the tertiary with the necessary equipments to acquire skills that lead to entrepreneurship.
- (4). Government should make loans more easily accessible either as soft loans, loans without collateral or interest free loans whenever young people are able to demonstrate, through their business plans, readiness to take risks, be innovative and make profit.
- (5). Students' particular interests and endowments should be targeted in entrepreneurial education rather than just lopping everyone together and giving general entrepreneurial education. Thus for Okon (2021), "The reality of persons can be found only in their distinctive characteristics which entrepreneurship studies should consider important" (p. 39).

***Azukor, Paul Okwuchukwu, Ph.D.**

Department of Social Sciences,

School of General Studies

Federal Polytechnic, Oko, Anambra, Nigeria

08035440767, frpaulokwy4all@gmail.com

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