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Enpowering Individuals for Self-Reliance through Entrepreneurship Education and Training for National Development

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Abstract

The paper focus on empowering individuals for self-reliance entrepreneurship education and training for national development. The need for entrepreneurship education and training is as a result of prevailing problem of poverty and insecurity by unemployment among other factors in Nigeria. The paper highlights key issues such as objectives, functions, challenges of entrepreneurship education and how to use entrepreneurship education and training to empower individuals for self-reliance. The recommendations that were made include; the need for the government to encourage entrepreneurship education and training for individual and communal empowerment. This will go a long way in promoting self-reliant for national development.

Keywords: Empowering individual entrepreneurship, education, self reliance and national development

Introduction

Education remains a pivot upon which the wheels of the society revolve. Faoran (2020), defined Education as the process of learning to live as a useful and acceptable member of the society. From this definition, it is obvious that the essence of education is functionality. Section 1 paragraph 7b of the National policy on Education emphasized that the national

educational goals is the acquisition of appropriate skills and the development of mental, physical and social abilities and competences as equipment for the individual to live in and contribute to the development of the society (FRN, 2014). This section of the National Policy on Education is also in harmony with the position of Farrant. The essence of any educational programme is to ensure that the products of the system are equipped with the relevant knowledge, skills and attitude needed to contribute meaningfully to the economic development of the nation.

This education has become necessary as Nigeria continues to turn out graduates that are hardly self-reliant but solely dependent on white collar jobs.

According to Idada, Okosun, Anolu, Atagana and Aiwansedo (2019), in a similar vein, Ekankumo and Kemebaradikumo (2018) stressed that entrepreneurship education seeks to provide student (especially those in tertiary schools) with the Knowledge, skills and motivation to encourage entrepreneurial studies in a variety of setting. From these assertions, it is obvious that a well implemented entrepreneurship education will climax in economic empowerment and development. The essence of entrepreneurship education is to build in the students Entrepreneurship spirit and culture (Adejmola, 2019).

The term empowerment refers to increasing the spiritual, political, social education, gender, or economic strength of individuals and communities. It is perceived that a well planed and implemented Entrepreneurship Education is capable of creating more jobs in the country and redirecting the focus of the unemployment graduates. Economic empowerment involve empowering of previously disadvantage sections of the population. It is this that translates to economic development which is the quantitative and qualitative changes in the economy and National development

The importance of empowering individuals and communities through entrepreneurship education and training as indicator for national development cannot be overemphasized. It is a known fact that no nation can develop above her knowledge, ability and economic development. Nigeria as a nation is naturally endowed with abundant human natural resources capable of accelerating national development in all ramifications that would have placed her at a pinnacle and a model in Africa.

Despite these endowments, the Nigerians are living with fear and uncertainty as it affects both the socio-economic and political survival of the country. The country is faced with problems such as unemployment, poverty, hunger insecurity, kidnapping, attack on correctional centers and schools. These problems which affect both individuals and communities will only be curbed or minimized if people can be motivated to become creative with vocational skills through entrepreneurship education. Such education and training is capable of equipping individuals and communities not only to become self reliant but also improve their status, standard of living, economic and financial empowerment for national development. it is hoped that if the present government being piloted by Jagaban can focus empowering individuals and communities through entrepreneurship education and skill acquisition programmes, it will

enhance national development. this is because, if communities or individuals are developed, the nation is also being developed.

Conceptual Framework

This conceptual framework shows at a glance the inter-related variable in the study and it is used in illustrating the various stages and processes that eventually climax into business formation. Below is the illustration of the conceptual framework.

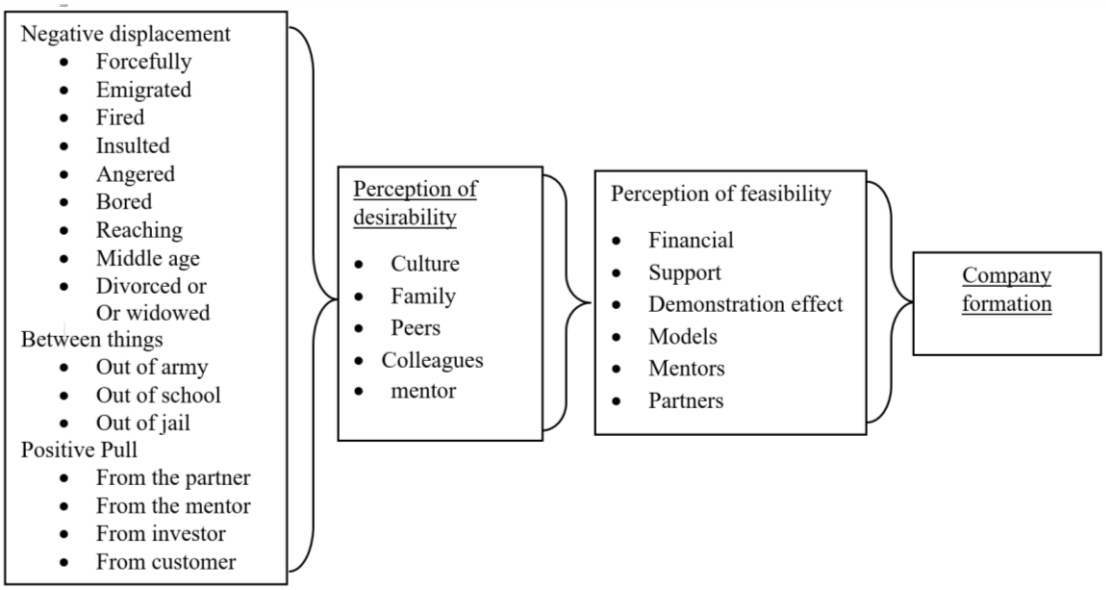


Figure 1: Shapero and Sokol's Entrepreneurial Event model
Source: adapted from Shapero and Sokol (1982) in Ediagbonya (2023)

The above conceptual framework is built on the entrepreneurial event model (EEM) introduced by Shapero and Sokol (1982) in Ediagbonya (2023). When the model was introduced by the authors, they did not propose it as an intention model, but it was quickly seen and used as such in the literature (Kermit, 2018). The aim of the model Was to explain the series of processes, stages and activities That leads to launching a business enterprise (Kollmann & Kuckertiz, 2019). This model identified three (3) main stages that lead to business formation. The model assumes that inertia guides human behavior, until some event 'displaces' that inertia unlock previously undesired behavior, individuals may not want to start up business enterprise. For example, a displacement such as the death of spouse (that is, a 'bread winner'), might alter perception of the desirability to become self-employed by the widow shapero and sokol (as cited in Ediagbonya, 2023) classify these life path changes into three and they include: negative displacement, between things and positive pull.

The term negative displacement in this context refers to such as getting divorced or becoming widowed, loss of job and insulted. The above frame work has more details on these items. The second is being between things such as graduating from high school, university, finishing duty or being released from jail. The second category is of great importance to stakeholders and it

is potentially interesting for Entrepreneurship education programme since students often have no clear idea of what they want to do after graduation. It is upon this premise that entrepreneurship education programme introduced by the federal Government in 2006 to be taught as a compulsory course across the tears of tertiary institutions in the country. This programme was perceived as a sure way of remedying the current unemployment challenge due to the Government inability to absorb all the graduates from the nation's tertiary institution (Ediagbonya, 2023). The third category is called positive pulls. Just as the name implies, it is positive in nature and it refers to positive supports/encouragement from partners, mentors, investors and customers that propel the individual to start-up a business. This first stage leads to te other two stages-perceptions of desirability and feasibility.

Perceived desirability refers strongly to values and how they will ultimately impact the individual's perception of what is attractive or desirable and what is not. In this context, Shapero and Sokol (as cited in Ediagbonya, 2023) identify culture, family, peers, colleagues, mentors and previous work experience as factors that strongly influence personal values and perception of desirability.

Perceived feasibility indicates to which degree someone feels personally capable of, for example starting a business. This concept is similar to Bandura's self-efficacy, which is often used as a measure of perceived feasibility (Krueger & Reilly, 2019). The propensity to act is the personal disposition to act on one's decision (Krueger, 2023). Shapero and Sokol (1982) in Ediagbonya (2023) suggested an internal locus of control as a measure of the propensity to act.

Entrepreneurship Education and Training

The concept is as old as man because man is made to be a creative being. Abuh (2023) defined entrepreneurship as the pursuit of opportunity. Also, Idenema (2021) defined entrepreneurship as the willingness and ability of an individual to recognize or seek out investment opportunities, establish and run the enterprise successfully. Entrepreneurship therefore is the process of identifying, developing and bringing a vision which maybe an innovative idea or an conceptual framework.

Entrepreneurship education on the other hand is defined by Shepherd and Douglas (2022) as the ability to envision and chart a course for a new business venture by combining information from the functional discipline and from the external environment in the context of the extra ordinary uncertainty and ambiguity which faces a new business venture. Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage success in a variety of settings. Paul (2025) opined that entrepreneurship education entails innovative ideas and can transform them into profitable activities. Osuala (2024) described it as specialized training given to students and other able bodied individuals to acquire sills, ideas and the management abilities necessary for self-reliance.

Jagun and Mutauh (2023) in their opinion viewed entrepreneurship education as an education that teaches and shows the students and individuals to make a living, develop plan and forecast

for the future; Wikipedia (2018) defined training as the acquisition of knowledge, skills and competencies as a result of teaching of vocational or practical activities. It is an effort aimed at improving or developing oneself or individual. By these foregoing views and definitions, entrepreneurship education entails training of individuals whether informal or non formal setting in order to acquire relevant skills and competencies meant to empower them for gainful living for self-reliance in the society.

Objectives and Entrepreneurship Education and Training

It is no gain saying that that inclusion of entrepreneurship education in the school curriculum for both formal and informal setting in most developed countries over the years account for the technological and economical advancement of those countries. Suffice to say that benefits of this form of education has necessitated calls by educators (Osuala, 2024; Anozie, 2019) in recent years for the adoption and integration of entrepreneurship education into schools curricula at all levels of education in Nigeria. Thus, Paul (2025) posits that the form of entrepreneurship education to be adopted should be guided by the following objective.

i. To offer functional education for the youth that will enable them to be self employed and become self-reliant.
ii. Provide individuals with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
iii. To serve as a catalyst for economic growth and development.
iv. Offer individual adequate training in risk management to make them certain bearing feasible.
v. To reduce high rate of poverty and insecurity
vi. Create employment generation.
vii. Reduction in rural-urban migration
viii. Provide individuals with enough training and support that will enable them to establish a career in small and medium enterprise.
ix. To inculcate the spirit of perseverance in the youth and adults which will enable them to persist in any business venture they embark on.
x. Create smooth transition from traditional to modern industrial economy.

Function of Entrepreneurship Education and Training

Entrepreneurship education and training prepares individuals to be enterprising or creative, self-reliant and able to contribute meaningfully to the development of a society.

Entrepreneurship education equips or empowers people or communities to develop decision and problem solving skills. By this, people are helped are helped to be involved in decision making process in their communities irrespective of their educational status.

Wealth generation, effective resources managers, robust economy, individual and corporate success, increase in capital, focused citizens, satisfactory life, good leaders and stable political environment among other things are the result of entrepreneurship education. Apart from

profit in business and other gains in commercial activities, individuals in society develop entrepreneurial behaviours like good for-sight, ability to analyze or assess and manage people, problems and prospects.

At national and international level, entrepreneurship education reduces urban rural migration, transforms traditional economy to modern and real sector driven economy, reduces poverty create as a result of increase in per capital income, reduces brain-drain from developing to developed nations and stabilizes the political terrain of a nation.

Entrepreneurial Training and National Development

Recent development witnessed in Asian countries through entrepreneurial training shows that a nation's progress and economic development is not essentially constrained by the levels of natural resources it possesses, but by the human capacity and capability in responding to challenges in the environment. The Asian countries have developed and equipped their human assests with orientation an capacity for spontaneous responses to opportunities of wide ranging pattern both near and far because of appropriate entrepreneurial educational training and development right from childhood every six out of ten people in Indonesia are entrepreneurs. The truth is that entrepreneurship has become a culture of that country and indeed all the Asian Tiggers. That is why their economy is the fastest growing and developing ones in the world today.

Consequently, entrepreneurship development has equipped the Asian Tiggers with the competencies of turning their economics to very dynamic one for national development. For Nigeria to move into the club of great and dynamic economies there must be massive entrepreneurial training and development. For the desirable entrepreneurial educational training and development, it must be stated here the levels of formal education will affect entrepreneurship. In addition,the levels and types of technical, vocational, managerial and other forms of specialized education training and development will equally affect entrepreneurship. Lack of appropriate and necessary education, training and development would adversely affect the pace of emergency patterns of behaviours and consequently lead to a slow pace of performance of the economy. r Therefore, appropriate entrepreneurial educational training and development programmes must be provided for pupils and students of various levels of Nigeria educational systems and for the adult in other forms of social institution of which they are members. To fasten Nigerian economic growth and national development, entrepreneurial educational training and development programmes should be inculcated into the educational curriculum of Nigerian institutions right from primary school level to the tertiary institutions.

Empowering Individuals for Self-Reliance through Entrepreneurship Education and Training for National Development

Empowerment is seen as having security and access to basic necessities of life. According to world Bank (2021), empowerment is the process of increasing capacity of individuals and

groups to make choices and to transform those choices into desired actions and outcomes. Hassan (2019) defined empowerment activities that enable one to be self confident, self-reliant, and assertive and exhibit high self esteem through acquisition of knowledge, skills and right attitudes. By these aforementioned definitions of empowerment, it is then obvious that there is a relationship between the concept of entrepreneurship and development.

Since one of the objective of entrepreneurship education spelt out the need for self-employed and self-reliant, it then needful to point that individuals or communities can only be self reliant and self employed when the government creates both within the outside the school system vocation and skills acquisition centers where people will be opportune to select and acquire appropriate vocation skills that will help them to be self dependent or enterprising. Such skills acquisition centers should be spread across urban and rural areas for accessibility to all and sundry for uniform development.

Also, there should be provision for teaching entrepreneurship skills at an early age in life. The formal system in the country can serve as a platform to orient upcoming youths towards entrepreneurial life style and not depend on white colar jobs that are scarcely unavailable. The existing curriculum should be domesticated or reviewed to help students to develop vocation or practical skill. This will promote job creation and human resource development that can enhance national development.

Resources including resources persons for teaching entrepreneurial skills should be explored and used in our existing school system. Rather than emphasizing theoretical knowledge only, existing curriculum should be tailored towards developing more techniques in addition to the ones earlier mentioned, to promote entrepreneurship among youths.

More skills acquisition centers should b established in order to develop vocational skills among the teeming youth population. Quality control mechanism or programmes should be put in place to determine the quality of the entrepreneurship education programme operated in the country. Forum should be organized for experts or entrpreneurship educators both home and abroad to brainstorm on ways to develop indigenous based techniques apart from formal classroom lessons, curricula of existing education programme should be expanded to accommodate workshops where students are helped to develop various related skills like construction and building among other things.

Challenges Facing Entrepreneurship Education and Training in Nigeria

Presently, the existing subjects' curricula do not make provision for students to develop vocation or practical skills. This is an impediment too human resource development and job creation that can enhance national development.

i. Apart from the inadequacy of the existing subjects' curricula in aiding sills acquisition among learners, the scope of content of the objectives does not give room for entrepreneurship. This is one of the major reasons for the alarming unemployment problem in Nigeria in recent times.
ii. There is the problem of lack of continuity in policy formulation implementation of decision makers; as a result trying to satisfy personal or partly interest.

iii. There is the problem of inadequate evaluation programmes or mechanism designed to determine the quality of the education programme operated in the country.
iv. Another problem facing entrepreneurship education and training is the problem of inadequate qualified entrepreneurial/skill/vocational educators.
v. There is also the problem of poor and research programmes. No workshop and where they exist, they are not properly or adequately equipped.

Conclusion

The paper examined the meaning, objectives, functions, and challenges facing entrepreneurship education and training in Nigeria. The paper highlighted ways in which entrepreneurship education and training can be used to empower individuals for self reliant and development in Nigeria for national development. It is hoped that the recommendations made in this paper, if adopted will go a long way in promoting economic advancement and national development in Nigeria

Recommendation

The following recommendations were made in this paper.

1. The government should promote entrepreneurship education or training at all levels of education that will motive the youth towards skill acquisition for national development
2. More entrepreneurship based institutions should be established in he country to promote research aimed at developing appropriate method and techniques that is suitable for use to foster national security and development.
3. The government should establish and allocate more funds to existing science, technology based institutions.
4. All levels of government (federal, states and local government) in Nigeria should organize fairs for exhibitions of locally made goods to promote entrepreneurial mindedness among Nigeria
5. Communities should engage in result oriented collaboration for cross fertilization of entrepreneurial based innovations or ideas that can bring development to communities and individuals for national development.
6. Talented indigenes with sound vocational skills should be encouraged by giving them incentives such as scholarships for further training both within and outside Nigeria.
7. Schools' science curricula should be reviewed and new approaches that promotes among other things, acquisition of entrepreneurial skills such as problem solving and decision making skills among learners.
8. The government should adequately fund and provide learning facilities to schools to facilities schools to facilitate acquisition of entrepreneurial skills among school leavers.

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