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## **BUSINESS EDUCATION AND ENTREPRENEURSHIP PROGRAMME**

**PATRICIA OKOYE (MRS)**

DEPT. OF CURRICULUM & INSTRUCTION F.C.E.(T) BICHI

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### **ABSTRACT**

In Nigeria today, education is the fastest growing industry and Business Education has equipped many of its graduates with valuable skills which have earned them employment in both public and private sectors of the economy. This paper aimed at discussing the roll of business education for a successful entrepreneurship programme. The paper discusses the positive attitude to entrepreneurship programme and how to acquire ample knowledge that will make the graduate to be creators of job rather than job seeker. It also identifies the constraints of Business education in producing creative entrepreneurs and suggests recommendations that will help Business Education graduates to be self-reliance, be creative, have ability to identify and exploit opportunities and have personal drive. One can clearly understand that Business Education is an entrepreneurship programme designed to achieve socio-economic development in Nigeria. For effective realization of Business education programme as an enterprise, there should be adequate number of teachers with their salaries, remunerations, in service training and retraining should be considered with priority. And to succeed as an entrepreneur, one must have self-confidence, technical knowledge drive or the spirit of investment and goal orientation.

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### **INTRODUCTION:**

Business Education has over the centuries helped creative people to provide new solution to the problems of the time. The ability of human beings to find creative solutions to problems are essential for the well-being of the human race. There is need for the development of creative skills among ourselves which will in turn lead to the production of self-reliant individuals who will be job creators rather than jobs seeker. In Nigeria the present situation of things has resulted to the closure of many factories, compulsory retirement and retrenchments of factory workers, unemployment of youths high cost of things and poverty. This situation has necessitated increased awareness of the need for self-reliance and self-employment. The Nigeria Educational system is expected to rise to the challenge by equipping students with the requisite competencies and skills for self-reliance. The sustainability and relevance of any business enterprise in this world of competition and constant change requires a dynamic and creative individual. It is the capacity of persons to produce compositions, products or ideas of any sort which are essentially new or novel and previously unknown to the producer **HUR/OCK**, (1993). Creativity is a form of self-expression. It is the ability to create something from personal

feeling and experiences. The conditions of modern day living characterized by complexities of hardship and interdependence call for increased levels of creativity **Torrance** (1979). The rapid change requires new adjustment, new habits, and new ways of thinking, new material needs and new methods of doing things. In entrepreneurship programme, there is need for new ideas through productive thinking; new strategies and investment fields are required for diversification. It is people with greater receptivity for newer ideas and initiatives that are likely to enjoy the benefits for researchers offer. The world is to-day faced with a lot of competition and constant change. Under these changing conditions, simple conditions, and simple conformity to the past may lead to unresolved problems and consequent unhappiness. Business Education is a field of study that offers numerous occupational opportunities for individuals. It is capable of equipping individuals with saleable skills that help for self-employment, hence self-reliance. This paper examines the potentialities of a functional Business Education programme in stimulating entrepreneurial development in our economy. It also examines the challenges faced in tailoring Business Education to produce creative entrepreneurs and recommend strategies for re-stooling Business Education for self-employment.

#### ■ **CONCEPTUAL CLARIFICATIONS:**

In order to place this paper into its proper perspective, it is necessary to clarify the key concepts like Business Education, Creativity, and Entrepreneurship.

#### ■ **BUSINESS EDUCATION:**

Anao (1986) defined Business Education as an education process of content which has its primary aim as the preparation of people for roles in business enterprises, such roles could be as employees/entrepreneur or employers or simply self-employed . It is aimed at equipping graduates with the right skills that will enable them to engage in a life of work in the office as well as for self-employment **NCCE** (2002). The objectives of Business Education at any level include the following:-

1. To provide guidance for each individual in solving problems of personal living, educational choices, occupational choice and adjustment. Business Education is tailored towards providing the individual with requisite skills and attitudes for effective performance in a business profession in addition to equipping the individual with the ability to adapt to work situations. Every organization has its peculiar system of operation. Business education aims at providing individual with necessary attitudes to apply to personal initiative in solving organizational task.
2. To provide Entrepreneurship Education. Business Education curriculum regardless of the Level in which it is offered aims at developing some understanding of the free enterprise system and encourages the individuals to ultimately own, manage and administer their own business thereby achieving self-reliance.
3. Develop basic awareness of the contribution which business and office employees make, to the Nigerian economic system.
4. Improving personal qualities and building, attitudes necessary for adjustments to personal and employment situations.

5. Developing the abilities of students to the maximum.
6. Guiding individuals for suitable placement in business and office employment  
**Osuala** (1993).

#### ■ **CREATIVITY:**

**Encarta** (2007) defined creativity as imaginative ability, the ability to use the imagination to develop new and original ideas or things especially in an artistic context. Creativity can be manifested by being innovative **AKPAN** (2004). It is characterized by doing new things or the doing of things that are already being done in a new way. Therefore, it is all about imaginativeness originality, ingenuity and innovation. Entrepreneur is said to be creative, imaginative and innovative.

#### ■ **ENTREPRENEURSHIP:**

Entrepreneurship is the changing of the value of resources, labour materials and other production factors for more viability. **Lankford** (2003) defined it as process of creating something different with value by devoting the necessary time and assuming the accompanying financial psychic and social risks and receiving the resulting rewards of most personal satisfaction. Entrepreneurship, is thus about self-reliance in employment in creativity and in taking risks.

According to **Schumpeter** (2005) entrepreneurship could be regarded as an innovative process of change, whereby new products, or new combinations or procedures were created. Entrepreneur is a factor of production which effectively controls, manages, organized and co-ordinates all other factors of production in order to achieve the objectives of organization. The functions of an Entrepreneur are providing the capital, Risk bearing, decision making, coordinating other factors of production. Others are efficient management, organization, research and development, determining price policy and maintenance of good communication.

The Schumpeterian theory of entrepreneurship believes that no nation would break the barriers to development without a critical mass of entrepreneurs. Pascal Dozie in his goodwill message remarked that Nigeria falls into the category of countries that lack strong entrepreneurial class. Thus **Akpan** (2004) noted that the problem of employment in Nigeria is as a result of the deficiency in the countries educational curricula. He argued that the formal educational system in the country prepares youth to fill existing jobs but fail to equip them to create jobs. Business education is a field of study that offers numerous occupational opportunities for individuals, it is capable of equipping its graduates with saleable skills prepared for self-employment, hence self-reliance.

Since Business Education has the potentials to produce graduates with entrepreneurial ability, it would then be necessary to examine the roll of Business Education in developing creative entrepreneurship.

#### ■ **ROLE OF BUSINESS EDUCATION AND ENTREPRENEURSHIP PROGRAMME:**

Business Education produces teachers that teach business subjects in our secondary school. It also equips the graduates with the right skill that can enable them become self-

reliant. The utilization of practical skills acquire will enable the students who studied business education to get better jobs and help them to contribute their own services to the society. Through the skills acquired individual individuals could explore his environment and available resources with it to create their own job. The marketable skills that they have help them to fit into the world of employment or be self-employed. The knowledge acquired in Business Education and the training in the Entrepreneurship programme will help the graduates to set small scale businesses like business centres, internet cafes, typing institution fashions and textiles designing etc. **Oghechi** (2005). **Kurya and Danko** (2006) noted that the future of the country lies in the direction of small and medium enterprises with the people who are technically competent running them as technical skills training comes with entrepreneurship programme. Business Education with entrepreneurship programme will prepare our graduates to venture into self-employment and avail themselves with the opportunity to set up their own enterprises and also employ other job seekers. **Abe** (2006) aptly explained the role of entrepreneurship programme in economic development as follows:-

- ❖ Helps in building economic base and provides job opportunities for individuals and society in general.
- ❖ Helps in initiating and constituting changes in the structure of business and society.
- ❖ Helps in the innovation and development of new products on services for the market. Helps in stimulating interest in the new venture created.

#### ■ **ENTREPRENEURIAL NEED IN TEACHING AND LEARNING BUSINESS EDUCATION:**

Business Education as a skill –oriented discipline has the capacity of equipping learners with saleable skills, thus helping in the reduction of the unemployment problems in the country. It is an applied field of study built upon many disciplines for the purpose for achieving and maintaining the well-being of individuals in the society. Exposure of students to relevant manipulative skills enhances their knowledge base and creativity. Entrepreneurial creativity is viewed as an embodiment of a different economy, different technology and different society characterized by the idea of wealth producing potential capacity expressed in a going working, producing business actions and behaviours. **Schwartz** (1979). This is achievable if the medium of education is used to help students' **evaluation** ideas and behaviours. The current level of unemployment among graduates in the country suggests that there are gross deficiencies in the training acquired and application of skills possessed by the graduates **Ochonogor** (2003) and **Onyebeke** (2003). Entrepreneurial creativity is capable of empowering Business Education graduates through small or medium scale enterprises in the areas of business centres, service locations etc.

#### ■ **CONSTRAINTS IN ACHIEVING ENTREPRENEURSHIP IN BUSINESS EDUCATION PROGRAMME:**

1. **Shortage of enough trained Business Education Teachers:** there is shortage of trained personnel in this field who are to produce other teachers. This is as a result

of low status accorded to teachers and lack of motivation to retain these in service, plus low remuneration and poor conditions of service. It has been noticed that many schools have only one or two business education teachers to handle courses which need many experienced and competent teachers. The shortage of manpower causes a lot of problems as teachers can only pass on the skills and ideas to their students when they themselves are masters of their trade.

2. **Curriculum.** Akpan (2004) observed that the scarcity of employment opportunities in Nigeria is as a result of deficiency in the country's educational curricula. The argument stands that the formed educational system in the century prepares the youths to fill existing jobs but fail to equip them to create jobs. The curriculum content especially at NCE level is too narrow for the level of that the introduction of computer has rendered some equipment obsolete e.g. manual typewriters.
3. **Constraints of information technology and globalization:** Aluwong (2004) observed that in the face of shrinking public sector jobs, partly because of globalization and universality of knowledge, the most beneficial way to access the labour market is self-employment. The introduction of computers has brought new challenges to the functionality of Business Education. Majority of practicing Business Teachers have minimal or o ICT skills for effective utilization of software, internet, fax etc. the teacher therefore cannot impart the skills.
4. **Lack of fund:** Business Education is capital intensive and so some schools have not enough money to purchase computers as emphasis now is on the use of computer. Nolen (1967) and Denyer (1980) both agreed that for any form of instruction or training to be meaningful, the right type of equipment must be available. Shortage of regular power supply to support efficient and effective instruction and development of technology is always there.
5. **Poor Societal Attitude:** Vocational Education which Business is an aspect is regarded as inferior to secondary school and believed to be meant only for drop outs. This according to Yakubu (2000) in Imarghigbi (2003) is the reason for continued low enrolment figures in colleges of education. Oran cited in Imarghigbe opcit lead to challenging issues of lowering the requirement by institution sourcing for students. The end result is that of producing mediocre teachers who cannot complete with other professional colleagues in the system.
6. Shortage of textbooks needed for teaching and learning are lacking.
7. **Methodology of teaching:** The lack of equipment lead to the method of teaching being more theoretical rather than emphasizing on the practical aspects that help to build the much need vocational skills.

## CONCLUSION:

The paper examines the role of Business Education in creative entrepreneurship programme and its needs in terms of skills acquisition and inculcation of entrepreneurial attributes for an effective teaching and learning of business education. Factors inhibiting development of creative thinking at all level (individuals, schools, and societies) were also discussed. The challenges faced in tailoring Business Education and

entrepreneurship programme were highlighted. The paper also recommends strategies for rebuilding Business Education for self-employment.

### **RECOMMENDATIONS:**

In order to achieve an effective and functional entrepreneurship programme in Business Education, the following recommendations are suggested.

1. The curriculum contents of Business Education need to be enriched to make it more functional. The recent introduction of Entrepreneurship programme and computer appreciation in the curriculum of Business Education is a step in the right direction **NCCE (2002)**. With the introduction of computers, Business Education should be computer/ IT bias. Computer studies should be a core in every semester though the whole programmes. And because of the wide use of computer in Nigeria and the need for self employment, computer studies as of entrepreneurial education should form one of the main streams of Business Education at all levels. Some of the subjects that are absolute should be purged and replace with skills that are available to computer application like shorthand.
2. The issue of manpower shortage needs to be addressed. This can be done by offering special bursaries or scholarships to interested and competent Business Education Students. The local sourcing of students for entry into Business Education should be stopped. To enhance the retention of well trained manpower in Business Education competitive salaries and allowances should be paid them. Furthermore, the current practice of appointing non-professionals to teach Business Courses should be stopped. This is because Business Education is an integrated whole and therefore should not be taught using electric approach. Also specialists in Business related subject should teach Business courses as support staff.
3. The challenge of information technology and globalization have made our traditional education system no longer able to cope with the rapid advancement of scientific knowledge and changing needs of the society in various levels. There is the need therefore to renew expand and diversify our education programmes and provide our student with scientific and technological knowledge and skills necessary to induce innovation in our economic plan for sustainable development. **Ekpen Young (2003)** and **Nwabuisi (2003)** noted that emphasis has been shifted from that of teaching business subjects through chalk and Talk to that of applying the resources provided by information and communication technology (**ICT**). It is concerned with systems for the creation, acquisition, processing, storage, retrieval, selection, transformation, dissemination and use of visual, pictorial textual and numerical information. The availability of items such as printers, disk drives, fax and internet facilities in teachers' college is a more towards the application of advance information.
4. Business teachers already in service need massive re-training and re-orientation in areas of computer studies and information technology so as to equip them with relevant skills to pass to their students.

5. Government should assist graduates of Business Education who need to float their own business by providing them with soft loans to procure capital items of equipment e.g computer. Government should also address the shortage of equipment and instructional materials which Business Education has been contending with. The private sectors should be motivated to contribute towards solving these problems.
6. The methods of instruction adopted should produce sound versatile teachers of the discipline. Practical work should be emphasized more as the enhancement of our instruction given out to depend exactly on the transfer value instruction given out to student especially when such mode of instruction is practically oriented.

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