

## **Assessment of Problems and Challenges of Entrepreneurship Education: Implications for Transformation Agenda**

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### **Abstract**

The study examined the impact of COVID-19 pandemic on selected small and medium enterprises in Kaduna Metropolis - Nigeria. Three essentials- food and consumables, pharmaceuticals, oil and gas in Kaduna metropolis were purposively sampled. Data were collected with the administration of structured set of questionnaire on 110 SMEs which were selected purposively. Results indicated that the enterprises experienced moderate reduction in production and sales during the lockdown. It was also reported that the enterprises experienced a spike in reduction of contracts and deliveries. In the light of the foregoing, it was recommended that policy makers and all stakeholders in SMEs in Nigeria should set aside emergency fund targeting SMEs in the country. Deferment of taxes or waiver of taxes, lower of interest rate could also be embarked on by the appropriate policy makers to make SMEs remain afloat during and after COVID-19 pandemic.

**Keywords:** *ERRT: Transformation Educational Research Paradigm Theory; EAS: Entrepreneurship Assessment Scale; NPE: National Policy on Education.*

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### **Background to the Study**

Education is the heart of a society, it forms the proactive and positive economic changes in a society, it remains the key to empowerment of its citizens and the nation. Olawolu & Kaegon 2012. The greatest weapon against poverty is education of youths. Nwangqua, 2007. The aim of the Nigerian Government in vision 20 – 20 – 20 and Millennium Development Goals (MDG) resulted to the existence of Nigerian Education Research and Development Council to reform the Secondary educational curricula, to embrace entrepreneurial education, information communication technology (ICT) skills. Okereke & Okoroafor, 2011. Education therefore is the key to all doors and one of such is introduction of entrepreneurship education that emphasizes on skills acquisition for self-actualization that will assist the youths after graduating from the universities, an opportunity to prepares youths as responsible, entering and self-actualized individuals to become entrepreneurs or thinkers by way of exposure to life situations, manage any eventuality and learn from the outcomes. Olawolu & Kaegon 2012. Entrepreneurship education also assists youths to seek for success through self-effort. Okereke & Okoroafor, 2011. Entrepreneurship education and ICT skills have been acknowledged worldwide, as self-help, job and wealth creation, with its anchor on business education having three basic career options such as skilled, vocational option, professional option and executive business education options. Okoh, 1999.

Entrepreneurship though is the drive, zeal and ability of a person to create an investment and manage it successfully. It is an inspirational drive that can be called an entrepreneurship spirit a necessary end for an entrepreneurial society having it as a cultural heritage.

This spirit is necessary for an overall economic growth of a country like Nigeria. Nwangwu, 2006.

The issue of assessing the problems and challenges of entrepreneurship education and practice can be narrowed down to the following:

1. Inadequate finance
2. Inadequate equipment & technology
3. Negative economic pressure
4. Inadequate educational curriculum development
5. Low degree of entrepreneurial attitude
6. Incorrect data
7. Inadequate infrastructural facilities
8. Negative cultural barriers
9. Inadequate research & linkages.

Having outlined the challenges and problems of entrepreneurship education and development; however, some of the benefits are numerous like improving academic performance of students such as gifted or talented students. Enhancing performance and quality of schools. More students tend to fall back to entrepreneurship to better their performance resulting to less dropouts in schools.

It has also aided the realization of goals of education, which is on inclusive education, arousing more interest in psychomotor skills and thereby benefiting from education, increasing economic competitiveness. It has in this area encouraged economic capabilities some entrepreneurs as they continue to engage in training and retraining. It has also resulted to a new programme of study as an aspect of educational development and innovation in the school curricula in both secondary and tertiary institutions of learning. To a large extent there has been a minimal level of poverty alleviation and economic growth compared to early 60s. entrepreneurship education has been fuelled by unprecedented student demand as student strive to get a pattern of business education that will results to transfer and practice of acquired skills. Bottomley & Gordon, 2004. In as much as there are some elements of success in the introduction of Entrepreneurship Education and proactive in our society, Nigeria.

Its tremendous problems are of great consequence for review. Section 7 of the National policy on education 2014 edition slightly relates to entrepreneurship under Technical & Vocational Education as a comprehensive term that refers to aspect of educational process involving, in addition to general education, study of technology related to sciences and acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and zonal life, with emphasizes on:

1. An integral part of general education
2. A means of preparing for occupational fields and for effective participation in the world of work.
3. An aspect of lifelong learning and preparation for responsible citizenship.
4. An instrument for promoting environmental bound sustainable development.
5. A method of alleviating poverty.

The word entrepreneurship practice, therefore is an umbrella for the practice of all Vocational & Technical trades which includes all Mechanical Trades (2) Computer Trade Practice (3) element engineering trades, business trades like, stenography, typewriting, store keeping, book keeping, office practice.

The Federal Ministry has therefore instituted different bodies to look into this. The National Business and Technical Examination Board (NABTEB), National Business Certificate (NBC), Advance National Business Certificate (ANBC) Modular Trade Certificate. Recognizing that vocational education is an integral part of technological development: a greater proportion of education expenditure shall continue to be devoted to vocational education at Federal and State Levels.

### **Statement of the Problem**

Inspite of so much benefit of entrepreneurship education and practice, there are numerous challenges and problems confronting the development of entrepreneurship on young entrepreneurs in Nigeria. The basic aims and objective enshrined in the National Policy on Education on Technical and Vocational Education as follows, section 7:42&43.

1. Provide trained manpower in the applied sciences, technology and business

- particularly at craft, advanced craft and technical levels.
- 2. Provide the technical knowledge and vocational skills necessary for agricultural, commercial, and economic development.
- 3. Give training and impart the necessary skills to individuals who shall be self-reliant economically.

In pursuance of the above goals part 43: states that the curriculum for each trade shall consist of five components as follows:

- i. General education
- ii. Theory and related courses.
- iii. Workshop practice
- iv. Industrial training/production work
- v. Small business management and entrepreneurial training.

In all of these goals and facilitating procedures, only one section was geared towards attaining small business management and entrepreneurial training. No reference was made on how entrepreneurs should be funded after trainees have acquired all such skills. This brings to bear the goals of tertiary education. If entrepreneurship exist only in tertiary institutions is there any reference to funding and how can entrepreneurship graduates' benefit from this scheme? One of the goals of tertiary education as it concerns entrepreneurship is: section 8/59/& e states.

- 1. Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.
- 2. Promote and encourage scholarship and community service. And that the above goals shall be pursued through: part 60 F & g, h as it concerns entrepreneurship.
- 3. Access to training funds such as those provided by the Industrial Training Fund (ITF).
- 4. Students Industrial Work experience scheme (SIWES)
- 5. Maintenance of maximum educational standards through appropriate agencies.

In all of these none was linked up with how outgoing graduates, after acquiring entrepreneurial skills of any kind be assisted financially. The issue is that financial assistance which is the main challenge facing graduates of entrepreneurship education is a major problem to the smooth growth of entrepreneurship development in Nigeria. The problems caused by lack of finance are as follows:

- 1. Inadequate equipment & technology
- 2. Negative economic pressure
- 3. Low degree of entrepreneurial attitude
- 4. Inadequate infrastructural facilities
- 5. Inadequate research & linkages.

Also, problem and challenges caused by lack of new updates as follows:

- i. Incorrect data
- ii. Inadequate educational curriculum development

The problems and challenges of entrepreneurship are mainly on finance and updates. This study seeks to assess these problems and proffer solutions to them, in consonance with the provisions in the National policy on education, the only authority that reveals all inadequacies in educational development and activities in Nigeria.

### **Aim and Objectives of the Study**

The aim of this study is to investigate the assessment of problems and challenges of entrepreneurship education & development: implications for transformation Agenda. In specific terms, the objectives of this study seek to look into the aims enshrined in the NPE whether they are unfolding to the development of our nation.

1. Ascertain the extent to which section 7:42 No. 3 of the National Policy on Education as follows: Give training and impart the necessary skills to individuals who shall be self-reliant economically is actualized.
2. Ascertain the extent to which section 8: 5a, d & e of the National Policy on Education as follows:
  - a. Promote and encourage scholarships and community service
  - b. Access to training funds such as those provided by the Industrial Training Fund (ITF) is actualized.

### **Research Questions**

This study was guided by the following research questions

1. To what extent has training and skills acquisition helped individuals to be self-reliant economically in Bayelsa State?
2. To what extent has scholarship and community service been enhanced for grandaunts of entrepreneurship in Bayelsa State.
3. To what extent has entrepreneurs grandaunts been given access to funds by ITF on graduation as a means of poverty alleviation and economic growth in Bayelsa State?

### **Review of Literature**

The issue of development in Nigeria cut across various sectors of our economy, prominent amongst all is the entrepreneurship sector. This sector is very vital of which if properly enshrined will lead to rapid economic growth and revenue generating power of our nation Nigeria. This study shall explain the following areas. Assessment, Types of Empowerment and Youth Empowerment, entrepreneurship education development, theory of transformation.

Assessment can be best defined as the process of collecting, synthesizing and interpreting information to aid in decision making Obulom 2019. The essence of concern for the solution of a problem warrants getting all necessary materials inform of data and information for the purpose of the research study thus is an essence of research. Assessment is more than just the collection of information. It is a collection with a purpose for making decisions with the focus on the adequacy of student progress toward instructional goals or outcomes and on the need

for special programs and related service. Salvia & Ysselayke (1995). The reliance of decision making is paramount in research studies so as to make all necessary adjustment in ongoing programs and related ones such as entrepreneurship education development with its component's skills acquisition programmes, these put together will enhance the developmental process of our nation Nigeria. Assessment of this nature therefore involve carrying out proper documentation of individuals or group achievements or mastery of standards, measures achievement status at a point in time for purpose of reporting accountability. Stggins Chappius et al (2004). It is only when programmes assessment is done that the level of achievement of that programme is known. There is need for a proper and regular assessment of programmes for all necessary result-oriented targets to be known and necessary recommendations to enable decisions be make for a proper policy on ongoing programmes.

### **Types of Empowerment & Youth Empowerment**

The problems and challenges of entrepreneurship education development cannot be explained without considering the types of empowerments and youth empowerment needed for the success of this programme. Youth involve various ways that youths can be facilitated to cause change in the life style and way of inculcating into the youths the spirit of transformation of ideas into creativity

Tiness Usman (2014) examples are:

1. Green revolution programme of feeding the nation 1976;
2. The School to land Programme and Skills Acquisition programme of 1978.
3. The Youths employment and Vocational Skills Development Scheme of National Directorates of Employment (NDE) in 1986.
4. The small-scale industrial and graduate farmers programme of NDE in 1988.
5. The National Open Apprenticeship Scheme in 1988.
6. Empowerment
7. Amnesty programme.

All these are progrmme of empowerment carried out in Nigeria but none of them has been tagged as entrepreneurship empowerment programs for grandaunts of entrepreneurship education in order to make them self-reliant and to eradicate poverty in our nation.

### **Types of Youth Empowerment**

There are various types of empowerments which involves that of the youths in our nation such as:

#### **Economic Empowerment**

This is a form of motivating individuals in any of the nation to be productive and self-dependent by inculcating into the individual entrepreneurship skills such as personal business initiatives and all basic skills in business development Ogbe (1996), it is only when entrepreneurs are economically empowered with the view of developing theory business that production capacity can be enhanced. Entrepreneurship education development needs a

proper data collection to know all youths that are involved in this area for proper empowerment.

### **Production Empowerment**

This is the basic focus of entrepreneurship initiatives. Idachaba (2006). This consists of when to produce, how to produce and whom to produce for what to produce. It inversely goes on to the 4 Ps of marketing: Product, Place and Promotion. The entrepreneur has to put into practice the 4 Ps in order to realize the target of the business.

### **Marketing Empowerment**

Goods and services produced in any economy which is to be at the right market Magbogbedia (2004). This is the end result of production for every business man. It therefore needs to be funded for a successful outcome of sales which is the end product of production.

### **Skill Development Empowerment**

Youth empowerment as an act of skill development signifies different creative measures of developing basic ideas through training in skills that are relevant to the social and economic survival of the nation. Ochiagha (1995). This empowerment usually enhances all types of craftsmanship zeal, entrepreneurship and job creators rather than becoming job seekers. But the reverse is the case youths are more of job seekers rather than creators. There is therefore the need to reorient and make a change in this direction.

### **Entrepreneurship Education Development**

Entrepreneurship education is the opportunity, recognition, marshaling of resources in the presence of risk and building a business ventures Unachukwu quoting Kourusky (2009). It is also a collection of formalized teaching that informs, trains, educates anyone interested in business creation or small business development Bechand & Toulouse (1998). Also, it is the consciousness of initiating and maintaining a business enterprise for oneself with the aim of making profit and creating job opportunities for self and other people. Amadi quoting Sexton et al (2012) entrepreneurship development is therefore the ability of harnessing all that it takes to take entrepreneurship grow in the different universities of and in the nation. The entrepreneur is a person who explores and exploits business opportunities for the purpose of maximizing profits and economic gains to enhance his life and other people around him. He is always ready to take risks in business ventures where gains or losses are made. Baridam (1995).

An entrepreneur is therefore one who is achievement oriented, risk taker, positive thinker, desirous, self-reliance, leadership, diligent and hard-working, self-employed, responsible, result oriented, ambitious, inspirational, optimistic, achievement oriented, curious, innovative attitude, expansion oriented, goal setter, reserved life, mentor spirit, principled, intuitive capacity, patience, visionary, good communicating skills, simple life pattern, peaceful generous and lastly a change agent of high self-esteem. Amadi (2012).

Entrepreneurship education development in Nigeria will therefore need the harnessing of all three sectors entrepreneurship practice, entrepreneur, and the developmental process, this will do well to make the desired result of the programme gain an end result that will foster the nation's economic growth as a source of revenue generation.

### **Theories of Transformation & Entrepreneurship**

The theoretical framework underpinning this study are Holland's theory of Vocational choice and development and transformative Educational Research Paradigm theory. (TERRT). The former stipulates that people tend to choose what to be or do based on the peculiar need and personality trait patterns also that the individual personality characteristics and need, enables the person to gain job satisfaction which will lead to high productivity. Classified under six personalities, the realistic personality, social personality, conventional personality, investigative personality, artistic personality, enterprising personality Amadi (2012). This theory tends to explain the importance of personality type with job satisfaction which is the motivating factor for success in entrepreneurship practice and development in Nigeria. The later which is the transformative educational paradigm theory is basically for the transformation agenda of any nation. It is designed to address four key managerial functions, executive Quality, which commitment, deals with long term planning of policies. Meta planning which deals with enterprise, sustainability and quality vision. Transformation accomplished; includes quality strategies, process transformation, quality evaluation and learning transformation. Realization: entails tracking of efforts to tangible benefits for corporate bodies. Both theories are vital to this study as the former on entrepreneurship explains the different types of personality and the reason for success or failures and the necessity of job satisfaction while the later on transformative entails the relevance for transformation agenda studies and the essence of transformation accomplishment which was in four phases.

### **Methodology**

The research design adopted for this study is the descriptive survey design. This is the design in which the researcher collects data from a large sample drawn from a given population and describes certain characteristics of the sample as they are at the time of study. Tiebowei & Osusu quoting Nwankwo (2018) and it makes use of only research questions and also the use of sample to represent the entire population and data collection techniques such as questionnaires, tests interviews etc, the population of the study consist of all youths that graduated from the University as having studied entrepreneurship education as this area of study for their first degree in Yenagoa Local Government Area of Bayelsa State a population of 353,344 (National Population Census 2006 as cited in Kaings & Johnson (2012). The sample size of 660 respondents was chosen for the study which is above the minimum estimates sample size of 385 as stipulated in Krejcie and Morgan (1970) graph as cited by Kpolovie (2011) as below. This is in line with Nwakwuo (2013) which states that one need a large sample size the larger the size the less error involves in generalization Ukwuije & Orluwene (2012). The research employed the simple random sampling and purposive technique to select particular sites in Yenagoa Local Government Area of Bayelsa State while purposive sampling technique was used to select respondents only fresh graduates for the study.



The research instrument for this study is the entrepreneurship Assessment Scale (EAS) is a self-developed, non-cognitive multivariation instrument. The items of the instrument are responded on a 4-point Likert scale of very high extent, high extent, low extent, very low extent. Validity and reliability of the instrument was ascertained by experts from field of educational measurement and evaluation. The reliability of the instrument was done through crookback alpha method with reliability coefficient of 0.83. the method of data analysis used was simple percentage, mean and standard deviation to answer all research questions.

## Results

The results of the data analyzed for each research questions and its corresponding hypothesis are presented on tables as follows:

**Research Question 1:** To what extent has training and skills acquisition helped youths in Bayelsa State to be self-reliant economically.

**Table 1:** Economically self-reliant youths in Bayelsa State

S/NO	Items	Means	SD	Decision
1.	Positively self-reliant youth – female	2:6241	0.90169	Very low extent
2	Positive self-reliant youths – males	2.0011	0.91010	Very low extent
	Criterion Means (x) = 2.5			Grand Mean = 2.3

From the above table the Criterion mean (x) of 2.5 is more than the Grand mean of 2.3, which indicates that the training and skills acquisition has not helped youths to be self-reliant economically in Bayelsa State.

**Research Question 2:** To what extent has scholarship and community service been enhanced for graduates of entrepreneurship in Bayelsa State.

**Table 2.**

S/NO	Items	Means	SD	Decision
1.	Female graduates' beneficiaries of scholarship grants	1.5491	0.89057	Very low
2	Male graduates' beneficiaries of scholarship grants	1.5492	0.88064	Very low
	Criterion Means (x) = 2.5			Grand Mean = 1.5

The result of the above tale indicates that the criterion means (x) of 2.5 is far higher than the grand mean of 1.6. Thus, means there is a very low extent of youths given grants as scholarship and community science assisted projects in Bayelsa State.

**Research Question 3:** To what extent has entrepreneurship graduates been given access to funds by ITF on graduation as a means of poverty alleviation and economic growth strategy in Bayelsa state.

**Table 3.**

S/NO	Items	Means	SD	Decision
1.	Female beneficiaries of ITF funds	1.4.739	0.83310	Very low
2	Male beneficiaries of ITF fund	1.7119	0.91010	Very low
	Criterion Means (x) = 2.5		Grand Mean = 2.3	

The result of the table indicates that the criterion means of 2.5 is far higher than the Grand mean of 1.5 which indicates that there is a very low level of youth's graduates who are beneficiaries of ITF funds as a means of poverty alleviation for economic growth.

### **Summary of Findings**

1. The extent to which skills acquisition and training has impact on youths positively to be self-reliant economically is still very low.
2. The extent to which scholarship and community service funding for graduates is still very low in Bayelsa State.
3. The extent to which entrepreneurship graduates been given funds by ITF on graduation as a means of poverty alleviation and economic growth strategy is still very low in Bayelsa State.

### **Conclusion**

In view of the findings of this study, the researchers concluded that there is a very low level of funding in all areas indicated in the study by the ITF and other sources on graduates of entrepreneurship as a secure poverty alleviation and for economic self-reliant of youths in Bayelsa State. It seemly implies that the aims and objectives as stipulated in the national policy on education for tertiary education is not actualized and as well as we all can see there is a very high rate of unemployment in as well as we all can see there is a very high rate of unemployment in Nigeria. There is need to properly channel on resources to the leaders of tomorrow who are the youths of today to be self-reliant economically for our nation.

### **Recommendations**

The following are recommendations made for forward advancement on entrepreneurship education development in Bayelsa State and our nation in general.

1. There should be a provision for funding of entrepreneurship graduates in the national policy on education.
2. Entrepreneurship practice should be added in all years in the University syllabus in course content.
3. The different departments should practice it and have a course work attached to the practical in each year and should be cumulative.
4. There should be award given to best students in Entrepreneurship practice

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