Redirecting Education System Towards Entrepreneurship development in Nigeria: A Panacea For Poverty Alleviation.

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ABSTRACT
The objective of this study is to emphasize the need and importance of entrepreneurship education, which will serve as a panacea to some social economic problems. The present situation in Nigeria poses serious threats and challenges to both government and well meaning citizens. These socio-economic problems call for different strategies and action for it to be ameliorated. Entrepreneurship education has been embraced by almost all the developing countries and its capabilities and efficiency in springing up economies is not in doubt. It is believed that refocusing education system will immensely contribute in developing the spirit and culture of entrepreneurship in the country. The methodology here involves review of the current situation especially existing education policies and highlights the need for departure by studying some models that can be applied. It was discovered that the current education system is deficient in providing the necessary impacts for development. It also finds out that same problems keep escalating despite various efforts by the government to review policies and programmes in the past. The uniqueness of this study is providing entrepreneurship education framework as an explanation of what and how it should be rather that what it is. It also challenges policy makers on the need to refocus their policies in problem solving rather than maintaining the status quo. The study therefore recommends that schools should be seen not only centers for knowledge creation and acquisition but also centers for human empowerment and development through entrepreneurial skill acquisition and training. Also the study recommends that there is need for complete change in approach in the education sector particularly in our policy direction and decision making process, which will pave way for a more realistic and attainable result.

INTRODUCTION
Background of the Study
Entrepreneurship development through education has been receiving attention globally. Several attempt have been made through researches, mounting of entrepreneurship courses, programmes in both institutions of learning and entrepreneurship research centers for the purpose of developing both entrepreneurship spirit and culture (Akpomi 2009; Adejimola and Olufunmilayo 2009; Dickson, Solomon and Weavwe 2008, Vincent and Farlow, 2008; Urbano, Aponte and Toledano,2008; Poikkijoki and Heinonen,2006; Matlay,2008 and 2009; Solomon, 2007). In this regard effort has been intensified to mobilize and enhance entrepreneurial activities which will consequently benefit individuals, government and the society at large. The issue of poverty eradication has been a top priority of many government and institutions especially in developing countries where extreme poverty is conspicuous and became pandemic (MDGs report, 2007; Akpomi, 2009; Kalirjan and Singh, 2009). Poverty and unemployment are among the major developmental problems that face every developing economy in the 21st century (Ewhrndjakpor,2008:7).

In Nigeria today, the increasing rate of poverty, unemployment, corruption and so many other social problems become worrisome to the government and to every well meaning citizen. Therefore, the need for apparent change is very desirable and necessary for the country to forge ahead and to meet up with the global challenges. The integration of economies through globalization process any government or state that hesitates or vacillates on whether to imbibe the culture of change will certainly create standstill not only at the detriment of its country but to the larger global community. The incidence of
poverty in Nigeria is on the high side, where according to Nigeria entrepreneurship initiative, (2009) in Ewhrudjakpor, (2008:10), 70% of the total population has been classified as poor. This rate of poverty is however accentuated by the increasing rate of unemployment, high level of illiteracy, corruption and bad governance among others. Therefore, as a panacea to this problem, entrepreneurship has been identified as a means of providing employment and income generation in the country. Today, more than ever before in human history, the wealth or poverty of nations depends on the quality of higher education. Those with a repertoire of skills and a greater capacity for learning can look forward to lifetimes of unprecedented economics fulfillment. But in the coming decades, the poorly educated face little better than the dreary prospects of lives of quiet desperation (Gillis, 1995:12).

Education is undisputedly recognized as the bedrock of any meaningful development. Section one of the Nigerian National Policy of Education (FGN, 2004) states the need for functional education, to be relevant, practical and acquisition of appropriate skills and the development of competencies as equipment for the individual to live in and contribute to the development of his society. This means that the quality of instruction at all levels has to be oriented towards inculcating the values of acquisition of competencies necessary for self—reliance and reducing poverty. This is where entrepreneurship education as a course of study comes in.

One of the eight Millennium Development Goals (MDGs) is the reduction of poverty and for the education which we are more concerned. One of the goals is the acquisition of physical and intellectual skills, which will enable individuals to be self-reliant. All of these show that the Nigerian government, in blue print, lays emphasis on self—reliance and self employment with the ultimate aim of developing the economy and reducing poverty. The problem is translating this laudable policy into practical curriculum that will achieve the philosophy behind the policy. Unfortunately, however, over the years, the nations policy makers on education have failed to realize that the type of education offered students in most higher institutions in Nigeria constrained their entrepreneurial capacity to contribute meaningfully to national development and reduce poverty. The critical fact underlies the directive of the Federal Government to all tertiary education regulatory agencies to establish necessary mechanisms for the introduction, development and sustenance of entrepreneurial culture among Nigerian youths (This Day, 2007). The machinery and environment for carrying out this directive have to be put in place.

There is need for a well-planned and implemented entrepreneurship education program in Higher Education Institutions.

Federal Government of Nigeria (FGN), on 8th November 2007, launched a new curriculum known as the New Basic Education Curriculum for primary and junior secondary schools. The new curriculum will address amongst other things the issue of value re-orientation, poverty eradication, critical thinking entrepreneurial and life skills. The new curriculum seeks to correct the abnormalities of the former one which was lacking in the areas of human capacity development. Entrepreneurial forces are relatively strong in this Nigeria, as the lack of jobs and a rise in poverty leaves few other options for the Nigerian people. Daodu, (2007) investigated the relevance and modalities of utilizing entrepreneurship and enterprise education as a strategy/instrument for channeling the energies of university graduates in Nigeria away from paid employment into self employment. He reports that; graduate unemployment should be recognized as a major socio-economic challenge by all stakeholders in Nigeria so as not to jeopardize the limited gains made so far and overturn the colossal investments in democracy since 1999. He also reports that graduate unemployment has risen because the Nigerian economy is not expanding at a rate commensurate with the output of university graduates. He finally reports that the introduction of enterprise education into educational system should include all levels of education. It is imperative that one of the major challenges that is facing the developing and underdeveloped countries like Nigeria is poverty and researches have shown that solution to poverty reduction is through teaching entrepreneurship education. It is on this background that we carried out this study.
Statement of Problem
The problem of unemployment is partially pathetic as the number of those coming out from various institutions looking for employment opportunity is increasing day by day. The situation in Nigeria is of such concern that according to Dabalen, Oni and Adekola (2009:9), hundreds of unemployed university graduates mounted a demonstration in front of the presidential offices to express their concern. They demanded that government provide them with jobs for them to cater for their essential needs of life. The incidence of poverty in Nigeria is increasing at a geometric rate. About 70% of total population of Nigerians according to Nigerian entrepreneurship initiative (2009) has been classified as living below poverty level.

The high increase in poverty level brings about untold hardship amongst Nigerians. This hardship therefore bring about all social vices like corruption, armed robbery, political thuggery, kidnapping of innocent citizens and general malfunctioning of the social, economic and political system including the present insurgency in Nigeria. The present situations of economic, social and political decay in Nigeria pose serious threats and challenges to both government and well meaning citizens. These socio-economic problems call for different strategies and action for it to be ameliorated.

It is pertinent to note that education can be a means to an end. It can simply be a tool for securing employment and emancipation of people through the provision and acquisition of necessary knowledge and skills to make lives more flourishing hence this study.

Objectives of the Study
The general objective of this study is to determine the extent to which redirecting education systems towards entrepreneurship development in Nigeria serves as a panacea for poverty alleviation. The specific objectives are:
1) To emphasize the need and importance of entrepreneurship education as a panacea to employment generation.
2) To determine the role of Nigerian Educational Policy and Entrepreneurship on poverty alleviation.
3) To determine the role of Entrepreneurial Education and National Development on alleviation of poverty

REVIEW OF RELATED LITERATURE
This section contains the empirical and theoretical review of researched works related to the subject matter. It also contains the theoretical framework of analysis.

EMPIRICAL AND THEORETICAL REVIEWS
Entrepreneurship has been recognized as an important aspect and functioning of organization and economies (Dickson et al, 2008:6). It contributes in an immeasurable ways towards creating new jobs, wealth creations, poverty reduction and income generating for both government and individuals.

Schumpeter in 1934 argues that entrepreneurship is very significant to the growth and development of economies (Keister, 2005). Having understood the vital role of entrepreneurship in economic development, it becomes apparent that careful attention is needed to invest and promote entrepreneurship. Education is also seen as one of the precondition for entrepreneurship development particularly in a place where the spirit and culture is very minimal. It is said to be important determinant of selection into entrepreneurship, formation of new venture and entrepreneurial success (Dickson, Solomon and Weaver, 2008). However, it equally assumes here that there is a positive relationship between education and individual’s choice to become an entrepreneur as well as the result and outcome of his or her entrepreneurial activity.

The move towards poverty reduction should not be considered and treated in isolation, different approach and strategies need to be employed. For any country to foster genuine economic growth and development, its education system must be considered as basis and essential ingredient. Education is undisputedly considered as the bedrock of any meaningful development, be it economic, social or political(FGN,2004 in Akpomi,2009:10). The Nigeria policy of education made it clear on the need for
The acquisition of practical and appropriate skills and development of his/her society (Aladekomo, 2004:12). Adejimola and Olufunmilayo (2009) report that about 80% of the graduates finds it difficult to get employment every year. And at the same time much has not been done in trying to bring collaboration between the entrepreneurs and the institutions. According to Abubakar (2010:9), the Universities, Polytechnics and any other academic Institution and community stands to benefit a lot from entrepreneurs out there. This kind of interaction and interrelationship will go a long way in bringing the gap that existed between the entrepreneurs and the institutions. According to Aiadekomo (2004); Akpomi (2008); Adeimyoa and Olunfunmilayo (2009), lack of this king of synergy shows the weakness, inadequacies and fallacies of the educational policies in Nigeria in attainment of its educational objectives.

Nigeria Educational Policies and Entrepreneurship
The history of Nigeria education system could be traced back to the colonial period, the educational policy then was geared towards serving the interest of the colonial masters in term of supply of manpower for their effective administration of Nigeria colony and protectorate (Aiadekomo, 2004:7). In the view of Abubakar (2010:10), the policy was aimed at producing Nigerians who can read and write to hold certain position such as clerks, interpreters, inspectors etc, without any entrepreneurial or professional skill to stand on their own or even establish and manage their own venture. According to Aiadekomo (2004:8), the Nigeria industrial policy that came immediately after independence place emphasis and concentrated attention on the establishment of big companies by completely neglecting the development of small scale sectors. This neglect invariably means killing entrepreneurship at the micro level in Nigeria at the very beginning, which is consider to be very essential for economic growth and development. The over pressing demand for white collar Job for majority of graduates is just an up shoots of colonial educational policies (Abubakar, 2010:10).

However, later in the mid 70s the government because of perceived importance of small scale industries to the economy decides to focus attention on small and medium sector. According to Abubakar (2010), thirteen industrial centers and some institutions were set up to support the activities of entrepreneurs in the small and medium industries in the country. Institutions set up were; Nigeria Industrial Bank (NIB), Nigeria Bank for Commerce and Industries (NBCI), Nigeria Agricultural and Cooperative Bank (NACB) etc. In the 1981 National policy of education, attempt has been made by the government to link the policy with the issue of self employment and the industrial policy (Garba, 2010:12). But then, the main focus was only on primary and secondary schools. The Higher education policy was deficient in the sense that it failed to take issue of self employment at tertiary level. Thus higher education policy as stipulated is expectedly to cater for production scientist and technologist and absolutely none was directed for self employment but for the vacant position in government or public offices (Aladekomo, 2004:11).

In the study of Abubakar (2010), it is revealed that, in an attempt to ascertain the way forward and in response to the current socio-economic problems of the country, questions were raised by various people as to what is the right education for Nigeria and what kind of education may be suitable in propelling development in the Country? So many suggestions were made in favour of refocusing the current Nigeria's educational system to reflect the present realities. It would be recalled that in Nigeria, technical and vocational education has received a lot of attention at both State and Federal levels. Different institutions were established to offer technical education. These include technical Colleges, Polytechnics, Colleges of Technical Education, Vocational centers and schools etc. The National policy on Education of 2004 described technical education as ‘as aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge (Abubakar, 2011:5).

The technical education aims at:

i. Providing trained manpower in applied science, technology and commerce, particularly at sub-professional grades.

ii. Providing the technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.
iii. Providing people who apply scientific knowledge to the improvement and solution of environmental problems for the use and convince of man
iv. Giving an introduction to professional studies in engineering and other technology.
v. Giving training and impact the necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant;
vi. Enabling young men and women to have an intelligent understanding of the increasing complexity of technology (Abubakar, 2010:12)

In another development, Ojukwu (1999) in Onifade (2002), point out that commonwealth Minister of Education in August 1988 and the Commonwealth Association of Polytechnics in Africa (CAPA) in 1991 opines that students in tertiary institutions should be taught entrepreneurship education in their final sessions. The criticism still continued in same manner that many graduates came out from university with the expectation to work for others not for themselves. Because of the unprecedented increasing number of graduates without corresponding vacancies, the felt that entrepreneurship education is very necessary to make this large scale number of graduates self reliant. According to Abubakar (2010:13), it is believe that the current formal education is only aimed at making people to be the same in spite of the differences in them. This fact has been corroborated by Ingalla (1976); “it is becoming increasingly clear that formal schooling in our society generally aims at creating sameness and not difference. The members of class, for example, are graded on the basic of how well they each acquire the same information presented in same way to all. While this process appears necessary in order to produce doctors, engineers, lawyers, teachers and so forth, it does not necessary produce individual who are different. In other words it produces a person but it does not tend to produce individual who can transform society itself”.

Entrepreneurial Education and National Development
The need of education in the developmental effort of any nation cannot be underestimated. The development of educational sector is sine-quanon for the development in all other sectors. Adamu (2001) in Barnabas and Durkwa (2007:10) assert that “development in any society is anchored primarily to education process” Sule (2004), is of the opinion that education is a sure pathway to liberation of the mind and the improvement of socio economic status of people. It follows that education and training help individuals to be empowered and escape poverty providing them with the skills and knowledge to raise their output, income and wealth (Aliu,2007:9). In light of the above stated facts, various government and international agencies are making serious effort in both developed and underdeveloped to optimally develop the education sector. Although, a number of achievements have been recorded in this regard, yet a lot of effort is needed to meet up with the ever increasing demands of the present and of course the future challenges (Abubakar, 2010:13).
The millennium development goals coupled with the pressures of globalization therefore creates new challenges for countries, especially, the under developed ones to refocus their attention in dealing with this myriad socio-economic problems. It is disheartening when looking at deteriorating position of Nigeria, despite its great natural wealth, the country is poor and social development is limited. If present tend continuous the country is not likely to meet the millennium development goals (national Planning Commission, 2004).
National Economic Empowerment and Development Strategy (NEEDS) recognizes that income poverty has many strands and must therefore be tackled from several and different ways at once. Sustainable development must be pursued to cater for the subsisting socio economic and environmental challenges to development. According to Essien (2004:5), “sustainable development has to do with meeting the needs of the present generation without denying future generation access to the same natural resources for their own needs”. The development here is appraised in terms of both redistribution of wealth and meeting the basic needs of the masses at sustainable level. This means that it must be sustained to be able to impact and change the life and living of the masses (Kazaure and Danmallam, 2006:9)
According to Udu and Okafor (2009), “...experiences has shown that entrepreneurship education in Nigeria tertiary institution has mainly addressed how entrepreneurs act, what happens when they act, why they choose to act as entrepreneurs and the identification of environmental and situational factors that predicts entrepreneurial activity”. Udu and Okafor (2009) went further to state that empirical researches have shown that it is difficult to study actual entrepreneurs even environmental and situational factors have not been found useful on the prediction of entrepreneurial behaviours. According to the scholars, environmental and situations factors including job displacement, pervious work experiences, availability of resources and governmental influence, all of which can be gleaned from data available outside the internal entrepreneurial environment. In study of Kruger, Railly and Carsrud (2000) cited by Udu and Okafor (2009:32), while each of these factors are considered to be important to the development and encouragement of budding entrepreneurs, empirical studies of these contextual factors have found low explanatory power and predictive ability.

Developing and supporting Entrepreneurial Careers/Selection in Schools.

According to Vincent and Farlow (2008:23), there is increasing interest shown in the area of entrepreneurship by Universities specifically the business schools. There is much effort and enthusiasm to teach entrepreneurship course using wide range of method such as venture feasibility study etc. This shift from general education to specific entrepreneurship education becomes necessary in the present realities of the need to develop and empower particularly the Youth in all society. There is seeming consensus on the importance of entrepreneurship in ameliorating some socio economic problems especially poverty, unemployment, and all sorts of social vices in the society. Thus the focus of teaching and learning particularly in developing countries where these problems are predominant, call for another approach. This clearly indicates the sheer need of reorientation towards inculcating values that allow acquisition of necessary competencies to sense of self reliance, independence, youth empowerment and of course poverty reduction (Akpomi 2009:13). In their opinion, Adejimola and Olufunmilayo (2009:6) lament that “even in the developed countries, education system emphasized the trial of inquiry-discovery application in teaching”. In the views of Giwa, (2008), Adeyemi (2006) in Adejimola and Olufunmilayo (2009:11), it is very apparent that both challenges and opportunities are abound to tap, exploit and possibly turn it into goods and services of commercial values.

The task of universities and other institutions where entrepreneurship education need to be taught, Daoedu(2007) in Akpomi (2009) make an investigation on the modalities of using entrepreneurship education as strategy or instrument for challenging necessary energies of the Nigeria Universities, faculties and students away from rapid employment to self employment. Many economic and strategic theories have been used to provide a framework in which education can be seen as very important determinant of selection of entrepreneurship or venture formation for individuals in the course of their studies (Dickson et al, 2008:10).

Vincent and Farlow (2008) Assert that there are several attempts to teach students entrepreneurship using venture creation in order for the students to acquire business skill and competences. But not withstanding those with this kind of approach are perhaps small minority. People also believe that entrepreneurial bahaviour can be learned through experiences and discovery (Akpomi, 2009, Vincent and Farlow, 2008). Hence there is need for learning in which students can experience aspect of entrepreneur way of life.

Serious importance has been attached to formal business plan in teaching entrepreneurship by the educators, but Gibb in Vincent and Farlow (2008:18) feels that there is need to have a rethink in the value of developing business plan as a process of learning and career development in entrepreneurship. This position was also concurred by Johanissian (1991) in Vincent and Farlow (2008) “to teach individual to become not only more enterprising but businessmen as well as an undertaking that is both in time and scope beyond the capabilities of academic business schools” the issues here is that plan may be inevitable for entrepreneurs to succeed but emphasis placed by developing business plan by the
students need to be reduced. Students are expected to feel and act as entrepreneurs rather than only assuming or pretending to be. This effort will certainly strengthen their inspiration and would be indoctrinated towards the culture of entrepreneurship.

**Figure 1**

![Diagram showing entrepreneurial education flow](image)

**Sources: Adapted from Abubakar (2010)**

This model tries to identify the need to incorporate entrepreneurial education in order to ameliorate the persistent socio-economic problems especially unemployment among youth and high incidence of poverty in the country. The need for entrepreneurship education has to be up-hold by the society and calls for reorientation among students and their teachers. This will ensure debunking and unlearning the earlier belief of been employed rather than self employment after schooling. The government is expected to play a greater role in providing the necessary atmosphere and policy framework for the success of this transformation process. Students while in school will acquire the necessary skills and training, identify an opportunity to exploit and eventually creation of their venture. The aggregation of individual efforts and emergent large number of business will promote the challenges.

Vincett and Flarlow (2008:17) in their research indentify and suggest some task of educators involve in entrepreneurship training and this will go a long way in explaining and clarifying the above mentioned framework, viz:

1. **Student must have a serious business idea:** they are of the opinion that good ideas cannot be invented to order. Normally student were asked to produce a business plan and their assessment in basically rest on that, therefore, they are urging to provide a realistic guided experiences of the entrepreneurial life, which can be done if student are truly committed to their own real ideas and can actually be entrepreneurs not pretending to be so during their course.

2. **A formal Business plan is not required, but planning; itself is important:** Honing (2004), Spors (2007) in Vicett and Farlow (2008:17) argue on the position of business plan. They raised a question, on whether formal business plan correlate with business success. According to them, “it may even be counter productive, time consuming and perhaps psychologically diminishing flexibility in the early state of the actual operations”.

3. **Insist on extensive, direct student contact with outside community, to validate and optimize the ideas:** This explains the need for students to learn in an uncontrolled environment which is far from institutional context through relationship with stakeholders. The students can modify their ideas based on their direct experiences outside the university or institution. It is the duty of the educator to make sure that students establish contact with outsiders.

4. **The number of business is limited so as to allow a highly interactive environment:** classroom environment is identified as a key complement of student’s entrepreneurial workshop. The buck of classroom time is devoted to students discussing their experiences. It allows free flow of business ideas with diverse concept and experiences. It also provides an opportunity for the students to experience the creative intuitive and lateral thinking from various people.
THEORETICAL FRAMEWORK OF ANALYSIS

Entrepreneurship has been for a very long time, and over the last 200 years or more, so many different theories have emerged:

a. Classical capitalist economic theory: Adam Smith in 1776 describes the capitalist as an owner-manager who combined basic resources into successful industrial enterprise. Later and during the 19th century, the French word entrepreneur (meaning to undertake) was introduced and used to identify the owner—manager of a new industrial enterprise.

b. Neoclassical theory: These theorists towards the end of the 19th century saw no place for the entrepreneur. They argued that the market consists of many buyers and sellers who interact to ensure that supply equals demand. The market which they described as a perfect market would therefore be at equilibrium and this would be achieved by fluctuations in price with supply levels.

c. The Austrian School: in the early 20th century, Schumpeter argued against the Neoclassical theory and insisted that entrepreneurship was far too important a part of capitalism to be ignored. He proposed that innovation or the use of an invention to create a new product or services was the driving force behind the creation of new demand for goods and services.

So many other theories on entrepreneurship exist but this study is anchored on social cognitive career theory. This theory as propounded by Lent, Brown and Hackett (1994) as cited by Udu and Okafor (2009) proposes that career interest, goals and choices are related to self-efficiency beliefs and outcomes expectations. Based on this educational activities that enhance students' entrepreneurial self-efficiency and outcome expectations will increase student interest and goals for an entrepreneurial career. Social cognitive career theory is therefore chosen among various entrepreneurship models because it holds some promise on the front of prediction and inculcation of entrepreneurial behaviour which entrepreneurship education is meant to achieve. Bandura (1986) as cited in Udu and Okafor (2009:10) has earlier explained self-efficacy as people's judgments of their capabilities to organize and execute course of action required to attain designated types of performances. Outcome beliefs from a SI result of an individual's expectations about the consequences of his behaviour. Where self-efficacy is concerned with, “if I do this then what will be the result?” He further saw goals as the determination to engage in a particular activity. Indeed, peoples’ self-efficacy belief and outcome expectations with regard to Self-employment can predict their goals to become self-employed based on these analysis, entrepreneurship is seen as one of many career choices, social cognitive career theory becomes a nice benchmark from which to operate. It is a good theory to learn on especially as it is one of the most accepted and validated models discussed in the careers literature regarding the understanding of career interests and goals (Segal, Borgia and Schonefeld, 2002 in Udu and Okafor, 2009:10).

DISCUSSION

This section looks at the discussion on the strategies for accomplishing the Stated Objectives, discussion of the stated theoretical frame work, and discussion of the reviewed literature, findings, conclusion and recommendations.

Discussion on the Strategies For Accomplishing The Stated Objectives:

Technical and vocational institutions where designed largely to prepare technicians at occupational levels. Fakae (2005) asserts that “emphasis is on skill-acquisition and sound scientific knowledge, which gives ability to the use of hand machine for the purpose of production, maintenance and self—reliant”. Despite these well articulated polices, the problem remains very conspicuous. The Nigerian government is very worried on the increasing unemployment rate, poverty and general bad economic condition in the country. Different scholars are of the opinion that Vocational and technical education cannot provide the necessary remedy to the problem of unemployment. Univick, (1992) in Onifade (2002:5) reveals that vocational education has not and cannot provide permanent solution to unemployment as some of us may believe. Ojukwu, (1999) in onifade (2002:6) observes that “the threat of job scarcity and growing unemployment creates doubts and pessimism on the programs of vocational technical schools and the education system in general”. Adamu (2008) asserts that the
Nigeria University Education, patterned after the “gold standard” of British Colonial Universities remains the high way to white collar jobs and social security for millions of Nigerians. Immediately after independence in 1960 from Britain, a number of questions were raised on whether the country is to retain that legacy or open up and gradually evolve a new district character on its own. Although some modifications has been made with time to reflect changing demand, little or no achievement has been recorded in ameliorating the diverse socio-economic problems in the country.

In recent time, the most visible education reform in the country is on higher education. Under this kind of reform Vocational Enterprise Institutions (VEIs) and Innovations Enterprise Institutions (IEIs) were introduced by the government to provide another dimension for higher education in the country. VEIs and IEIs are principally private institutions that will offer vocational technical technology or professional education and other skills-based, training at post basic (VEIs) and post secondary (IEIs), to equip our youth and working adults employment skill and knowledge to meet the increasing demand for technical manpower by various sectors of the nations economy (Muhd, 2008:7). In another development, effort is geared toward giving science and technology preference over non Science and humanities. The revisit of 70:30 Science/Art policy in the polytechnic Sector creates a lot of questions that requires critical analysis. Infact, the belief of the policy makers was that having more science/technology based ratio could be a Panacea to socio-economic problem of the country. This situation creates discomfort and feeling of inferiority on part of those studying Art and Humanities especially in polytechnic sector in which a large number of people vehemently opposed to this development.

According to Onukaogu (2008:12), “There is absolutely nothing wrong with a very well set out plan by the government to encourage the Nigerian child to pursue science subjects. What was obnoxious is the impression we give to our children that science is superior to arts and that art and humanities centered Nigerian students are inferior. It is not true that once all Nigerians become scientists, we arrive at our Eldorado”. However, a number of macro and institutional factors were identified as affecting vocational development in the country. Some of these factors are membership, home influences, institution attended, community, pressure groups, role perception, etc.

However, with the growing number of students coming out from various institutions into labour market, if some measures are not taken, there is tendency that the situation will escalate the rate of poverty and corruption and other social crime especially among youth. Hence it is hoped that in the first place, the government should encourage a diversification of the economy through adequate support for private establishments and practical acquisition of skills in all higher institutions. It is against this backdrop that the need to redefine and refocus the current system of education with a view to creating and enhancing the supply of entrepreneurship initiatives and activities imperative (Akpomi 2008; Adejimola and Olunfunmilayo,2009). It is expected that our educational institutions will become centers for inculcating the spirit of entrepreneurship rather than the spirit of passing exams to get white caller jobs. The best way to do this is to create a curriculum that is all encompassing in developing that spirit and culture of entrepreneurship in the youth through educational programs in universities and other institutions of higher learning. While acknowledging the necessity and important role of school in shaping our culture, we have equally understood the fact that a serious departure is needed from hitherto traditional way of doing things especially the manner of training and method of teaching in all our schools.

The term entrepreneurship means different things to different people and with varying conceptual perspectives. However, it is important to know that in spite of these differences, there are some common aspects such as risk taking, creativity, independence and rewards. Therefore the question here is how do we harness, inculcate and develop the entrepreneurial career of the younger generations and also improve them potentially toward entrepreneurial skills which will consequently foster economic growth and development. This question is answered in the study of Udu and Okafor (2009:9) when they assert that “entrepreneurship education is constrained as the model for changing attitudes and
motives of individual persons, indeed an attempt meant to amuse interest and create passion for practical entrepreneurship”. They went further to say that entrepreneurship education contrasts with traditional education in that traditional education is marked as only a transformation of knowledge and skills. Entrepreneurship education envisions and is characterized by a systematic cultivation and development of the natural entrepreneurial skills by inculcation through instruction and training in an institution of learning. Entrepreneurship education is, therefore, one of the lew ways towards securing the future developed Nigerian society.

Discussion of the Stated Theoretical Framework
Human capital theory provides a framework for examining the impact of acquired variables such as education, learning and experience on career outcomes and it was further develop on the assumptions that education can serve as a key determinant of decision choice and providing benefits to specific ventures. Generally, most of the theories examined on this topic assumed education as a means of enhancing managerial capabilities and generating broader option of making entrepreneurial selection lesser or great value. In cognizance of this fact, education should be refined with a view to creating and enhancing the supply of entrepreneurial initiative and activities. The-bottom line here is to inculcate the spirit of policies and new curriculum in line with demand of the present time.

Revans in 1971 developed a model of action learning which focuses on learning by reflecting on actions that solve real problem of an organization (Dickson et al,2008:10). Reviewing the of work of some researchers over this issue, a number of questions were raised that will aid in generating understanding about relationship between education and entrepreneurship. These are; first does the probability of Selection into entrepreneurship increase with the level of general education? Secondly, is the level of general education linked to entrepreneurial performance and if so, what type of performance have linked to education? In the final analysis, from the reviewed literature, it was concluded that “in both developing and industrialized countries there is evidence to support a positive and significant relationship between education and entrepreneurship performance, whether Performance is measured as growth and profit or earning power of the entrepreneur. They further conclude that evidence linking general education to selection into entrepreneurship is ambiguous and cannot be classified as either positive or negative (Dickson et al, 2008:12).

Findings
From this study. we found out that;
1. Developing entrepreneurship education has been identified as a means of providing employment and powerful weapon for fighting poverty in this country.
2. The study discovers that the Nigerian higher education policy is deficient in the sense that it failed to take issue of self employment at tertiary level. The higher education policy was mainly concerned with the development of both higher and middle man power. Thus higher education policy as stipulated is expectedly to cater for production scientist and technologist and absolutely none is directed for self employment but for vacant positions in government or public offices.
3) The study also discovers that entrepreneurial education and national development are inseparable. This in other words means that entrepreneurial education is a wheel to national development.

Implication and Conclusion.
The wide spread and acceptance of entrepreneurship education is a clear indication of its usefulness and importance in the present realities. The development of entrepreneurship will go a long way in providing the necessary impetus for economic growth and development. It will be crucial in boasting productivity, increasing competition and innovation, creating employment and prosperity and revitalizing economies.
Poverty eradication been the major development challenges facing the Nigerian government, efforts have been tailored toward restructuring the Nigerian economy in the height of available resources and business opportunities.

Moreover, polices and programs were designed particularly with regard to poverty eradication but to no avail. It is proper to mention that polices and programs on poverty eradication cannot be formulated and implemented hastily and frantically. It is discovered that the current education system is deficient in providing the necessary impetus for development. It also finds out that same problems keep escalating despite various efforts by the government to review polices and programs in the past.

The uniqueness of this study is providing entrepreneurship education framework as an explanation of what and how it should be rather what it is. It also challenges policy makers on the need to refocus their polices in problem solving rather than main training the status quo. The study will suggest to other researchers the opportunity to examine/study the contributors or impacts of institutions especially of higher learning in entrepreneurship development in Nigeria.

RECOMMENDATIONS

Schools should be seen not only as centers for knowledge creation and acquisition but also centers for human empowerment and development through entrepreneurial skill acquisition and training. This will greatly assist in changing the psyche of our students from studying, get certificate and work, but instead prospective students should think of coming to school, acquire entrepreneurial skills and work for themselves. For this to be realistic, our curriculum in schools at all levels has to be reviewed and also the manner and teaching approach must be changed.

There is need for complete change in approach in the education sector particularly in our policy direction and decision making process, which will pave way for a more realistic and attainable result.

REFERENCES


