



**REPOSITIONING EDUCATION THROUGH ENTREPRENEURSHIP TRAINING IN SCHOOL
BUSINESS MANAGEMENT FOR NATIONAL TRANSFORMATION IN NIGERIA**

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Abstract

Education managers and graduates of educational administration had in time entangled with their inability to keep proper books of account and records, distinguish between school income and expenditure. This has incapacitated them in the actualization of self reliance in business. This is because the valuable skills needed by the managers are leant through trial and error, which can be eliminated by education. Therefore, this paper defines entrepreneurship education as that conscious effort geared towards the education and development of entrepreneurial knowledge, skill and ability essential in the management of education venture (enterprise). It further explains that self employment role of an entrepreneur serves as key to national transformation. Also that improvement of education through entrepreneurship training in school business management will enhance self reliance of graduates of educational administration and managers of both public/private schools. More so, curriculum content of education management should be reviewed to accommodate the essential skills in school business management. Finally the paper recommend among others that: Government organize workshops, seminars and conferences on entrepreneurship competencies for entrepreneurs and would be practitioners in such business.

Introduction:

After more than 2 decades of education reform, it is clear that unemployment and high cost of living are promotion of the overarching focus of the Nigeria government. Promotion of economic development, enhancement of people's standard

of living and self reliance individuals become the main focus of Nigeria government. In pursuance of the implement, education for economic growth, self reliance individuals and as well improvement of people's standard of living Nigeria needs an entrepreneurial education to boaster the employment opportunity of her higher school graduates.

Edu (2012) upheld that entrepreneurship is the application of entrepreneurial skills in the management a new business activity especially in the area of policy formulation, choice of

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business and its location, sourcing resources and identification of goods and services to be rendered. It is on this ground that Onele and Okonkwo (2009) observed that entrepreneurship education enhance economic development, creates jobs, transforms traditional industries, and stimulates investment and increases per capital income and output given the fact that vocational education seeks to relate education to employment, job creation and self-reliance (self employment).

In this context entrepreneurship education has therefore been defined as that conscious effort geared towards the training and development of entrepreneurial knowledge, skills and ability considered to be essential in the management of private education institutions, enterprise and other economic venture. This implies that entrepreneurial functions should include initiating, controlling and managing of an enterprise as well as making an enterprise dynamic, competitive and proactive in its background etc. It therefore follows that an entrepreneurial function implies the co-ordination of factors of production for the achievement of maximum returns to the capital invested by the owner(s).

Regrettably, many nations like Nigeria have refuse to understand that education for human development has gone beyond the chalkboard and theory based. The paradox accompanying this belief is that, despite the huge investment in education, there exists no strong evidence of growth promoting externalities of education in Nigeria.

The question is the extent to which the practices in Nigeria education system depict education for self reliance, economic growth and improved standard of living. Despite the directive from the President of the Federal Republic of Nigeria that entrepreneurship education should be introduced in all university of the Federation, most students in various disciplines do entrepreneurship education just to fulfill the required courses without any practical back-up.

School business management on the other hand was viewed on the side of public

schools and private owned schools. In the course of this write-up school business management means managing school (institution of learning) for profit making. In the case of public schools, it is been manage by government and the intension is not to make profit it is rather to satisfy the interest of the poor masses (socially, economically, politically and technologically). On the side of private schools, it is mainly for profit making and is been owned and manage by private individual to earn their living and to bridge the upward surge of unemployment in our nation Nigeria.

Currently, entrepreneurship training in economic venture is gaining ground and has become a topical issue in management and vocational education discourse. This may be as a result of the belief that entrepreneurship education is capable of instilling the culture of self-reliance in students. Alas, students of educational administration are not gaining much since the study of entrepreneurship education in higher institution was based as a general course without pinning it down to school business management.

Therefore, one can deduce that the aspiration for self-reliance and self-employment in the business of education can be made possible through entrepreneurship training. Anyakoha (2001) states that the Nigerian education system is expected to rise to the challenge of equipping the youths and adults with the skills for self employment especially in the area of business management. Hence Ezema (2000) sees entrepreneurship education as the answer to the ever growing unemployment problems and solution to the difficulties in the management of private educational institutions in our society. In view of the above this paper examines how entrepreneurship training can be used to stem economic growth, people's standard of living, and self reliance by increasing the skills of school business management in Nigeria.

Entrepreneurship Training:

This is made up of two important terms: entrepreneurship" and training", consequently, it is believed that the meaning of the two terms

should be sought separately. Entrepreneurship has to do with 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 extraordinary uncertainty and ambiguity which focuses on a new business venture (Shepherd and Douglas, 1997). Awah and Inakwu (2008) assert that entrepreneurship also involve the coordination of the traditional functional and disciplines of management.

Training on the other hand has to do with acquisition of skills in a specific area. Egwuasi (2007) opined that training is the process by which a child or adult develops abilities for the actualization of stated objective.

Entrepreneurship training (education) therefore seeks to prepare people especially youths to be responsible enterprising individuals who posses managerial qualities and can contribute to economic development which in turn improve people standard of living (Agweda and Abumere, 2009). They stated that in this type of education, rather than the usual textbook course, students are immersed in real life learning experience where they have an opportunity to take risks, manage the result and learn from the outcomes. Thus, it is not just making one acquire the skill of operating a business but also about creative thinking and promoting a strong sense of self-worth (Effanga, Egwuasi and Mfan, 2009). Entrepreneurship education is associated with skill of recognizing business opportunity, generating new idea and identifying needed resources, etc.

Therefore, Akpomil (2009) sees it as education which focuses on developing the understanding and capacity for pursuit of entrepreneurial behaviors, skills and attribute as in a widely different contexts. Hence, entrepreneurship education calls for graduates with more sophisticated skills and a sound basic education, which are considered as a prerequisite foundation for technical and school business management. Also, it prepares a solid ground for students' ability to venture and nurture business of their own

Education for self reliance economic growth, and improvement of standard of living

Education for self-reliance implies education that emphasized skills development that can sustain one for the purpose of achieving economic independence and self-sufficiency. Self-reliance has been defined as ability to do things independently and ability to stand the risk that will come out of it. Self-reliance can be attained at individual level, group level and national level. Akinoka (2006) observed that at individual level it is the right and ability to set one's goals and realize them as much as possible through one's efforts. This can culminate into group level and automatically transform into national self-reliance. National self reliance is therefore the ability of a nation to rely on her citizen's handwork, skills, abilities and competencies in initiating, coordinating, controlling and managing the factors of production for the purpose of economic and good standards for her citizens.

It is pertinent to note that self-reliance does not mean doing things all alone. It implies self - dependent, self enterprising and self sufficient in facing challenges. In relation to entrepreneurship training Udu (2012) disclosed that it the ability to perceive a business opportunity, explore it, invest in it, and make dynamic economic survival. The possession of these skills will go a long extent in enhancing self dependent of an individual and the entire society. This invariably implies education for economic growth as well as improved standard of living. This is because the contribution of entrepreneurship education to economic growth includes:

- Bringing about inventions and innovations
- It makes room for trial testing of new ideas so to improve the economic sector.
- It trains one for appropriate use of personnel and their potentials
- It modifies reward system so as to encourage market competition
- It reduces cases of unemployment which obviously increase the economic growth of a nation.

Hence these objectives are realized, the peoples standard of living will be improved.

Need for Improving Education through Entrepreneurship Training

Some of the cardinal aims of education according to the Federal Government of Nigeria (FGN, 2004) include the development of the intellectual capacity of individual to understand and appreciate their environment and the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community the objective of the National Policy is laudable but it is still far from being attained looking at the standard of education in our country, Nigeria. The possession of university certificate is no longer a guarantee for employment. This is observed with the number of unemployed graduates in Nigeria society which is ranging between 50 – 70% of the total university graduate per year. Unemployment is seen as when a country's economic stand can not accommodate the supply of labor force in that country. Available reports have shown that our educational status quo is totally ill – equipped to face the challenges posed by unemployment situation.

Therefore, there is need to improve our educational system so as to be relevant to the socio-economic needs of an individual and the nation, Based on this, Fabiyi and Adetoro (2006) blamed our education system for failing to take cognizance of the human power planning strategies and the failure has been observed to make it difficult to place graduate in their right position. It is on this ground that Nwagwu (2000) states that the existence of irrelevant curriculum has been a recurring factor which explains the remote causes of youth unemployment. Igbo (2006) advocates that the curriculum should incorporate entrepreneurial skills that should equip youths with solable skills to enable them become self employed and resist the attack of unemployment.

It is against this backdrop of irrelevant curriculum and youth restiveness call the attention of curriculum planner to ensure that interest is give to entrepreneurship education in

order to realize the aim of education. This will enhance the attainment of self reliance individuals/nation.

Training of Student/School Managers for Effective School Business Management

Entrepreneurs are the sole proprietors who are responsible for initiation and operation of enterprise for profit maximization. Education managers need to be trained to decide on the type of education enterprise to establish and graduates to produce and services to be rendered, bearing the risk involved in mind. It was observed that entrepreneurs range from sole proprietors to company share holders and cooperators. In Nigeria universities, the introduction of entrepreneurship mostly ends in chalk board theory without enough funds for students to trail test their ability by establishing small business ventures or open small nursery school before graduating as practitioners in education administration. It there means that seminars and workshops may be organized on how to adjust individuals who are willing to take some personal risk and are able to mobilize the resources necessary to begin small business ventures in the economies of both developed and developing countries. Managers should have adequate training on leadership ability, innovation and risk-bearing. He/she should be well equipped with the following attributes-technical, competence, mental ability, human relation skills, high achievement drive and creativity Kayomo (2009) identified the characteristics of entrepreneurs to include the ability to take reasonable risk, self confidence, accept the success or failure of one's work and doing things in new ways to bring about changes in school business.

Entrepreneurship training is the preparation of entrepreneurs for profit making in business, technological and scientific innovation. Thus making them to seek for more efficient methods and take the risk of introducing them.

In school business, the existence of the entrepreneur is based on the fact that he performs certain functions between the staff and the students. Here, the entrepreneurs receive training on how to advertise for work and as

well recruit the caliber of workers needed in an institution. It is not like in corners where the end product is goods and services. The end product of school management is human beings who can render services in other parastatals. Therefore, there should be an organized training to enable school business operators and intending ones produce the caliber of people needed to service the societal need.

Business of school management involves the hazards which confront the school managers with stark reality. Consequently, he gives the guide lines necessary to safeguard why some fail in the school image. In doing this he should be abreast with financial controlling in a modern school business organization with relevant modifications to suit the circumstances of the present day schooling. He needs the skills to forestall fraudulent practices and a formalized system of education that ensures adequate checks and balances. As a diligent school business operator, he must be equipped with the authority, integrity, know ledge and expertise of school management

Factors associated with the failure of school business management

Udu (2012) observed that effective school business management is always associated with a number of impeding factors these among others include.

- (1) short fall of expected capital
- (2) Credit facilities granted without safeguarding school interest.
- (3) Inability to fore cast the environmental trend.
- (4) Inability to keep proper books of account and other records.
- (5) Inability to distinguish between school income and expenditure and personal income as well as expenditure.
- (6) Lack of adequate advertisement of the school programme and
- (7) Inadequate specialized knowledge of course content of the programme.

There is need for the school business operators to know how much he owns how much he owes, how much profit or loss he has made and what financial position he is at, in a give time bearing

in mind that quality should not be sacrificed at the expense of self interest.

Again, the growth of the “credit system” has advanced the need for the school managers to keep effective system of recording every financial transaction in the school business. It can easily be deduced that without accurate and careful records in the school, the school manager may not have consistent idea of the progress made by the school. The individual running the school may likely be in danger and may see himself unfit to pilot the school affairs. More so, if the school programme expands, his transactions in the school will likely expand. So the absence of regular and consistent records may result in frustration and total collides. In fact, no school manager can do well in school business without keeping reliable records. The knowledge of entrepreneurship education may likely bridge this gap and help one to be self made in school business operation.

Recommendation

In order to improve education via entrepreneurship education the following recommendations are made.

1. Government should organize work shops, seminars and conferences on entrepreneurial skills and need for entrepreneurship training for private school operators on yearly bases for them to meet up with the trend in the society.
2. Mass media should be made to promote entrepreneurship education as a prerequisite for one to own and manage school business enterprise.
3. Skill acquisition in school business management through entrepreneurship education should be made a national issue so as to encourage self employment to reduce unemployment which has bed devised Nigeria economy.
4. Reading documents on entrepreneurship education should be made accessible to school managers and intending owes.
5. Entrepreneurship Education should be made compulsory at the three levels of education in Nigeria so as to encourage students to strive for self-employment and self-reliance.

6. Curriculum content should be harnessed to depict entrepreneurship skills in most courses offered in higher institutions of learning.

Conclusion

The Nigerian's inability to actualize self-reliant nation has been showcased on their high rate of youth's unemployment. This calls for the type and nature of education that will develop the individual to understand to acquire the skills of producing for oneself and for the entire society. Entrepreneurship education is any education calculated to foster people's knowledge in form of skill development in business transaction. In the area of school business management, entrepreneurship will enable one possess skills that will enable them assail in the business of school programmes thereby creating employment for themselves and for others.

In this sense, the entrepreneur seeks to discover how best the graduates of education can convert their education to fit well in general business and in school business.

This implies that the school entrepreneurs should explore every business opportunity in school transactions. In doing this he/she should keep abreast of shortfall of expected capital, credit facilities, ability to forecast the enrolment trend and to keep proper book of accounting.

It then, recommends among others that government should organize workshops, seminars and conferences on entrepreneurship skill and need for entrepreneurship training for private school operators.

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