TEACHING ENTREPRENEURSHIP IN BUSINESS EDUCATION IN SECONDARY SCHOOLS AS A GRASS ROOT STRATEGY FOR REALIZING THE NIGERIAN’S TRANSFORMATION AGENDA

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Abstract
This paper examines the need for teaching entrepreneurship in business education at secondary school level as a grass root strategy for realizing the nation’s transformation agenda and different methods by which entrepreneurship education can be taught in the course of teaching business education. Interview was conducted for five (5) local entrepreneurs selected by convenient sampling, to ascertain how and when they started the business and their level of knowledge of business and entrepreneurial education. Also a group discussion was held with 10 business education teachers in the ten (10) secondary schools in Adamawa State on the issue of teaching entrepreneurship in business education. The interview and group discussion revealed that business education and entrepreneurship education are synonymous and are means by which people can be self-employed and self-reliant, as they create employment in the society. The paper concluded that both should be taught simultaneously from secondary school level.

Introduction
Nigeria, like any other developing country is highly sensitive to the need of providing vocational and technical education to her teeming population in order to equip them with saleable skills. The complexities of modern societies demand a type of education that can equip the individuals with knowledge that can make them highly functional. The National Policy on Education (2004) highlighted Nigeria’s desire to achieve her national goals through education; hence, the need for acquisition of appropriate skills, abilities and competence both mental and physical as equipment for the individual to live and also contribute to development of the society.

Business education is by nature almost totally economic-oriented, and its contribution is significant to the realization of the transformation agenda. One of the two aspects of business education, “basic business”, contributes to economic literacy and therefore to the general education of everyone. Basic business education is that broad area of knowledge that with a country’s enterprise system identifies and explains the roles of business a nation’s economic institution and provides content and experiences that prepare individuals for effective participation as citizens, workers and consumers in nation’s society (Osuala, 2009). Quality Business education is vital in the programme of services delivery in the economic vision of transformation agenda of Nigeria. While entrepreneurship education can turn around the economic fortunes of the country and reduce the poverty level (Olorunmolu & Olufunwa, 2008). Etonyeaku (2009) affirmed that business education has a formidable force that will equip individuals with appropriate skills, knowledge, abilities and competencies that will enable
them to be self-employed and self-reliant which will lead to sustainable economic development.

Business education is an aspect of vocational and technical education which is used as a term to refer to those educational processes involving the study of techniques, related sciences, acquisition of practical skills attitudes and knowledge relating to occupation in vocational sectors of economic and social life (Etonyeaku, 2009). While entrepreneurship education according to Olufunwa (2009) is a specialized training given to students of vocational and technical education to acquire the skills, ideas and managerial abilities and capabilities for self-employment rather than being employed for pay. In the same vein, Olurunmolu & Olufunwa in Ezemoyih, (2011) opined that entrepreneurship education is the type of education that involves the acquisition of skills, ideas and management abilities necessary for self-reliant, and can turn around the economic fortunes of the country and reduce poverty level. In line with National Policy on Education the objectives of business education includes: -

- To empower the individual with desirable skills, knowledge and values to perform specific functions so as to become self-reliant;
- To empower the individual in such a way that the individual will develop his intellectual capacity that would help him to make informed decisions in all spheres of life;
- To understand the political framework of a nation and contribute to national economic and development.

While the objectives of entrepreneurship education are: -

- To provide meaningful education for the youth which could make them self-reliance and subsequently encourage them to derive profit and be self-independence;
- To produce graduates with the training and support necessary to help the establish a career in small and medium sized business;
- To provide graduates with training in skills that will make them meet the manpower needs of the society;
- To stimulate industrial and economic growth of rural and less developed area;
- To produce graduates with enough training that will make them creative and innovative in identifying new business opportunities; and
- To provide graduates with enough training in risk management and make uncertainty being possible and easy. (Ezemoyih, 2011).

Business education will expose the students to information that are necessary for managing business which includes (i) recording accounting data; (ii) classifying and summarizing accounting data and (iii) communicating information on accounting data and how to use the information and service in the business world (Frank Wood & Alan, 1999). While entrepreneurship education could also help the students to identify investment opportunities and help them harness untapped natural resources in Nigeria in order to produce the goods and services needed. It involves taking actions necessary to analyze business opportunities, to grow a business, to finance the business and possibly make profit. It is a concept that has to do with how several activities are carried out in an organization for effective operation, for example -

- To identify business opportunities;
- To make choice of business opportunities;
- To decide on the form of business organization;
- Selection and blending of the enterprise resources for maximum utilization;
- Good leadership, motivation of employees, coordination and monitoring; and
- Assume risk of different dimension etc. (UNESCO, 2009)

According to Berglund and Holmgern (2006) entrepreneurship education means opening up entrepreneurial training to the wider school and making the spirit of enterprise a central part of the educational system, and the school will attract the interest of students who want the opportunity to operate their own business, make their money and remain successful.

**Teaching Entrepreneurship in Business Education**

Teaching entrepreneurship in business education is necessary as it is imperative to incorporate new courses of entrepreneurship in business education which will equip students to meet the socio-economic requirement of the world of work. It will empower the students so that after graduation, they can explore the business and economic opportunities around them to become self-employed and create job for other people. Through business education, specific skills that are needed for successful entrepreneurship is taught – such as the knowledge of the business environment, managerial skills, marketing strategies etc. According to Federal Ministry of Education (FME) (2007) this will take cognizance of the need to provide students with the ability and skills to be gainfully employed upon completion of their programme as well as prepare them for setting up their small businesses as entrepreneurs. All these are in tandem with the National Economic Empowerment and Development Strategies (NEEDS) thrust on value orientation, employment generation and wealth creation. Teaching entrepreneurship in business education is in line with the National Value Curriculum prepared by NERDC in conjunction with ICPC as an anti-corruption programme for the school system which has been infused to relevant areas of Business Studies (FME, 2007). The purpose is to inculcate in the youth at an early age the worthwhile values that are required if an entrepreneur and workers in the business environment are to succeed. Osuala (2009) predicted that teaching entrepreneurship in business education at grass root will not only drastically reduce social vices among the youth but will also cater for all interests, the dropouts, the handicapped, the geniuses and other physically-fit persons.

Teaching entrepreneurship in business education at grass root entails the strategies as adopted by the teachers, which vary from teacher to teacher and subject matter to subject matter. Okon (2002) confirmed that teaching strategies include not only the manner of presentation that the teacher employs, but everything that he/she does in the way of arranging conditions, grouping students, guiding activities, making assignments and providing information to aid learning. According to Obi, (2005) teaching is much more than presenting information or ideas, it involves guiding students to learn by means of discerning, probing, examining and analyzing activities. This is in agreement with the learning approach proposed by Shepherd and Douglas (1997) in Agbamu, (2011) and has been touted as an effective path towards developing the entrepreneurial spirit. This approach requires a shift from the traditional teaching and telling to learning through active participation in a real life entrepreneurial environment (Nyanducha, 2006). The approach enables the student engage in some activity, reflect upon the activity, derive insight from the analysis and incorporate the result through a change in
understanding of what (Sherman, Serbora & Pigman, 2008) calls experiential learning, which is gained through experience. Osuala (2009) opines that business education remains a practical programme that empowers the students for greater challenges of the future, as it will enable the individual to understand how the economic decision he makes will influence his present and future standard of living as he will understand:

- How the labour market function;
- The present and future condition for employment in the labour market;
- The sources for gaining entrance and advancing in the world of work;
- The laws affecting personal economic matters;
- How to make rational decisions by applying such economic tools of analysis as opportunity cost and the law of diminishing returns.(Osuala, 2009)

Thus, teaching entrepreneurship in business education at grass root is supposed to be dynamic, practice-oriented and activity based through the application of different teaching strategies.

The purpose of the study was to (i) discuss the importance of entrepreneurship in business education and the strategies for its effective teaching at grass root with business education teacher in secondary schools in Yola, Adamawa State; (ii) interview some practicing entrepreneurs who are products of the secondary schools in Yola. The design of the study was group discussion and interview and the population of the study was 10 business education teachers from 10 secondary schools in Yola which include: Federal Government Girls College, Federal College of Education Model Secondary School, Capital GDSS, Doubeli GDSS, Gwadabawa GDSS, Yelwa GDSS, Karewa GDSS, Upper Lugere GDSS, Dougire Borongi GDSS, and Army Barrack Road GDSS. Five (5) practicing entrepreneurs chosen by convenience sampling were interviewed.

**Interview with Practicing Entrepreneurs**

Five local entrepreneurs in the community (Jimeta-Yola, Adamawa State) were interviewed on how and when they started the business and how they are fairing now as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Biz Name</th>
<th>Qualification</th>
<th>Business Line</th>
<th>Source of Capital</th>
<th>No. of Staff</th>
<th>Age Started</th>
</tr>
</thead>
<tbody>
<tr>
<td>David James Onyebuchi</td>
<td>David Homes &amp; Interior</td>
<td>WASC</td>
<td>Wood Furniture, Foams &amp; Foam Materials</td>
<td>Master’s Support</td>
<td>4 Staff &amp; 4 Contractors</td>
<td>27 years</td>
</tr>
<tr>
<td>Ugochukwu K. Ebis</td>
<td>Ugoken Magnet Ventures</td>
<td>WASC</td>
<td>Electronics, Importation of General Goods &amp; Services</td>
<td>Parental Support</td>
<td>3 Staff</td>
<td>23 years</td>
</tr>
<tr>
<td>Nwaigwe Solomon N.</td>
<td>SAINANA RESOURCES Nig. Limited</td>
<td>M.Sc. Bus. Ad.</td>
<td>Telecommunication, distribution of mother care wears, booking of air travels &amp; accommodation, table water</td>
<td>Personal Savings</td>
<td>100 Staff</td>
<td>As a Youth</td>
</tr>
<tr>
<td>Sir Oti Uchechi</td>
<td>CASMOT VENTURES Limited</td>
<td>Dip. Bus. Mgt</td>
<td>Stationeries, Computer accessories, office equipment /services</td>
<td>Bank/Personal Savings</td>
<td>1 Staff &amp; 2 Apprentices</td>
<td>30 years</td>
</tr>
<tr>
<td>Adamu Yakubu</td>
<td>Jalabu International Super Market</td>
<td>Dip. Infotech</td>
<td>Glossaries</td>
<td>Bank Loan</td>
<td>6 Staff</td>
<td>27 years</td>
</tr>
</tbody>
</table>


The entrepreneurs lamented that if they had had knowledge of entrepreneurship alongside their study of business education at secondary school before delving into business, they would have performed better especially under the present technological globalization. They became what they are today due to personal interest, masters and parental influence. Their business has progressed to the extent that some have diversified into other areas of business. Although they experienced a lot of challenges in carrying out their businesses due to lack of knowledge of business and entrepreneurial skills, they strongly suggested that business and entrepreneurial education should be introduced right from junior secondary schools. They agreed that a developing nation like Nigeria must include both business and entrepreneurial education in her curriculum because of its significant contribution to the overall knowledge and well-being of the individual for life.

Group Discussion with Some Business Education Teachers

Group discussion with business education teachers from 10 secondary schools in Yola on the importance and how to incorporate entrepreneurship in teaching business education. The following questions were discussed:-

i) Is business education and entrepreneurship related?

ii) What teaching method will best suit entrepreneurship education?

iii) What time allocation is suitable?

iv) Should there be a separate curriculum?

v) At what level should entrepreneurship education be introduced in business education courses, eg. SS I, II, or III.

In the course of the discussion, it was agreed that teaching entrepreneurship in business education was very important because they are synonymous. Entrepreneurship is education for gainful employment and self-reliance while business education is an education that leads to the acquisition of the skills, attitudes and knowledge that are necessary for gainful employment and self-reliance. On the issue of teaching method, it was agreed that the general methods used in teaching business education should be used such as – experiential activities,
demonstration activities, discussion, reading and listening activities, simulation and role playing, field trip etc. The method could be teacher-centered or learner-centered and there could be individualized or group work but in all practical should be emphasized. Concerning the other questions on - Time allocation, and Separate curriculum and at what level should entrepreneurship be introduced? It was unanimously agreed that reference be made to the present secondary school curriculum and it was discovered that provision for them have been made but the problem lies with the classroom implementation.

Summary/Conclusion
The objective of business education and entrepreneurship education is to improve the standard of living of persons as well as their communities by creating employment opportunities. Business education is setting the strategy while entrepreneurship is the execution. Business education and entrepreneurship education is a necessary tool for the economic and social development and economic emancipation; it reduces unemployment and various social vices in the society. Hence it is vital that secondary school leavers be encouraged to pursue entrepreneurial careers and crucial that business education teachers adopt the learning approach that will encourage potential entrepreneurs. The National Economic Empowerment and Development Strategies (NEEDS) is the Federal Government instrument set up to attain the millennium development goals which is geared towards making Nigeria socially and economically developed with equal opportunity for her citizenry (FGN, 2004). NEEDS is for value re-orientation, wealth generation, poverty eradication, job creation and using education which business education is an aspect would empower the people. Teaching entrepreneurship in business education, potential entrepreneurs would be taught on how to set up their own business, keep proper book of accounts and interpret business transactions information, how to relate with the target market and public and how to inform the public about their products. This means that the success of any enterprise is the execution capabilities which are as important as setting the strategy. Being well informed on the above, will enable them play active roles in development paradigm for transformation agenda of the nation.

It is pertinent to say based on the discussion and interview conducted that entrepreneurship should be taught alongside the teaching of business education from junior secondary school; and 9-year basic education curriculum should be strictly implemented in the classroom situation by stakeholders. Practicals should be emphasized more in teaching both business and entrepreneurship education; model business unit should be established in our schools as part of its teaching facilities and experiential learning for students.

Thus teaching entrepreneurship in business education is an added advantage for better graduates in future. Fadare (2007) posits that when those who read other courses will be looking for jobs, job and business opportunities will be looking for the business education graduates. The validity of this statement remains as business education in combination with entrepreneurship education will go a long way to reducing unemployment and promoting economic life of its graduates. If entrepreneurship education is taught alongside business education in our secondary schools, it will expose our youth with pre-vocational knowledge and enable them to be gainfully employed at whatever level they graduate, JSS, SSS, or proceeding to the University.
References


National Diploma in Business Administration and Management.