NATIONAL TRANSFORMATION THROUGH ENTERPRENEURSHIP EDUCATION

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Abstract
Following the return to civil democratic governance in 1999, Nigeria has witnessed numerous efforts at transformation the economy and the lives of the people. The transformation Agenda is designed by the National Planning Commission to fast track the Vision 20:2020 plan. The Country has fallen far behind other development peer nations like Brazil, Ghana, Malaysia, and South Africa in all the Human Development Indices. The economy is also not where it should be considering the resources and opportunities. The 2011 Human Development Report places Nigeria as 156th out of 187 countries in International Human Development Index terms. Malaysia is ranked 61, Brazil 84, South Africa 123 and Ghana 135. In the attainment of the Millennium Development Goals, a lot is still to be desired. The re-launching of the Universal Basic Education Programme, the passing of the Education Act, 2004, the National Economic Empowerment and Development Strategies policy, 2005, the Education Reforms, Pension Reforms, Entrepreneurship Education plan for university students, and so on were all geared towards creating the right environment for accelerated national development. It has been identified in the NEEDS document that Education is central to the success of the plan. The Federal Government plan to transform the nation focused on addressing the constraints to growth and competitiveness, aggressively pursuing a structural transformation of the economy from a mono product to a diversified and industrialized economy, investing in human capital to transform the people into active agents for growth and national development, and investing in infrastructure to create an enabling environment for growth, industrial competitiveness and sustainable development. Domestic and external constraints to growth and development were identified for remediation. It is clear that at the policy level, these are the right measures. However, corruption, insecurity, bad governance, unregulated population growth, and a host of others pose a serious threat to the attainment of the development objectives. Experiences from the failures of government run bodies and agencies, and the inability to insulate them from outside interferences, highlight the growing importance of the private sector in production and service delivery. Entrepreneurship therefore promises a bright future for the country. The Entrepreneurship curriculum provides for the training of youths in both the theoretical and practical- on- the- job applications in different skills. If properly executed, the curriculum will produce the critical mass needed to transform the economy towards becoming one of the top 20 economies in the world and enhancing the lives of the Nigerian people.

Introduction
Individuals and societies depend on one another for livelihood and prosperity. They are in continual dynamic interactions with each other. This dynamic interaction continually shifts
the balances of interdependence depending on the ability of the parties to satisfy each other’s needs and create new ways and products that enhance survival and reduce discomfort in the environment. Based on the needs of individuals and groups, new products and services are created by certain individuals who combine an awareness of the need for the product or service, and the psychological energy and skills to produce the product or provide the service. According to psychologists, these sorts of individuals combine what is called creativity and the achievement motive. They are tagged entrepreneurs, combining an inventive mind with the need to compete and excel in their chosen activities. Inventiveness or creativity also implies that the individual is above average in intelligence, with a minimum I.Q. of 120 points (Mukherjee, 2002). Henry Murray (1938), described twenty-eight motives in the human individual. One of these, the Achievement Motive is strong in the entrepreneur. The score obtained when the strength of this motive is measured in an individual using a standardized instrument is referred to as the individuals’ score in Achievement Motivation or nAch, in the same way as heat is measured in say, degrees Centigrade. Several methods have been used by psychologists through the decades to measure the strength of the achievement motive, ranging from the old Dream Reports method to Thematic Apperception Tests, on to the inventory measures of Hope for Success and Fear of Failure and Causal Attributions, and so on. McClelland, D. (1953) and his colleagues extended the impact of the motive to achieve in individuals (and some other motives) to the level of societies. Societies with a preponderance of individuals with high levels of the motive to achieve, progress and develop faster than other societies with fewer such individuals or where the environment does not allow them to freely operate. So achievement and productivity are determined by entrepreneurial activities in societies.

In 1958 Max Weber introduced his work on Protestant Ethics and Spirit of Capitalism, observing that business leaders and owners of capital, higher grades of skilled labour and higher trained technical and commercial personnel in modern enterprises are overwhelmingly Protestants, especially in Western Europe. In this study, he surveyed the attitude and behaviour of Protestants, Catholics and Muslims toward profits. He concluded that Protestant ethics tend to accept the making of high profits and the accumulation of capital more than the other religions. This seems to indicate that cultural values promote or deter entrepreneurial activities in societies. By the same token, societal values support or deter entrepreneurship and development.

Perhaps the purpose in introducing entrepreneurial education is to produce/activate in our young educated population the spirit of enterprise as a way of checking the problem of unemployment and quickening the pace of socio-economic development. It is note-worthy that these individuals in the university are highly intelligent and motivated to achieve as pointed out earlier. Entrepreneurship education could also help in checking the dual problems of corruption and insecurity in the long run. The pace of development in Nigeria from 1960 to the present has fallen short of expectations. This is evident when the present development status of Nigeria is compared to those of peer nations like Brazil, Ghana, Malaysia and Indonesia who were at the same level of development as Nigeria in the early 1960s. The United Nations Development Programme annual reports provide opportunity for this comparative analysis from the Human Development Reports. A look will be taken at some of the measures of Human Development in those countries and Nigeria in due course. Perhaps it is in connection with some of these poor
annual international assessments of Nigeria that efforts are being made to fast-track the pace of development in the country. Some of these efforts made by governments have focused on attaining improved levels of literacy, maternal health, reduced child mortality, poverty, and many other problems, and all the efforts have attained varying degrees of success.

They include Vision 2010, Reform Agenda, National Economic Empowerment and Development Strategies (NEEDS), 7-Point Agenda, and Vision 2020. Apart from the levels of success they attained, they have served to sensitize and mobilize Nigerians towards improving their lots. They are taking us closer and closer to success, though at a slow pace. Today, the nation is working on the Transformation Agenda which to my understanding is an effort aimed at achieving many development objectives, including some of those we failed to achieve fully earlier on, such as the one on power generation. Entrepreneurship education will strengthen private enterprise and private sector contribution to the Nigerian economy. It seems obvious today that private sector participation is needed to ensure the attainment of our development objectives.

Experiences from government run bodies like Nitel, Nigerian Railways and Airways have amply demonstrated the limitations in the capabilities of government run ventures in growing or even sustaining themselves. The profit motive, spirit of competition and the taking of responsibility and accountability in management are lost in government run ventures. To my mind only private enterprise can guaranty efficiency and sustainability in production and service delivery. The role of the private sector in driving the economy, particularly in our present day reality in Nigeria needs to be recognized and entrenched in government policy. The idea of empowering young graduates through Entrepreneurial Education is therefore a right step in the right direction.

It was initiated by the Federal Government in 2002 when it directed the inclusion of Entrepreneurship Studies in the University Curriculum (NUC, 2011). Certainly there are challenges in the effective implementation of Entrepreneurship Education curriculum which the paper will also delve into. The prospect of Entrepreneurship Education leading to National Transformation is the core subject here. To my mind this implies turning our fortunes around and improving the lot of the people through improvements in all the Human Development indices, thereby raising Nigeria’s ranking towards being one of the 20 leading economies in the world by the year 2020 as stated in the Federal Government’s Vision 2020 statement. What is national transformation?

**National Transformation and Transformation Agenda**

As stated in the introductory section, political regimes in Nigeria have identified themselves with one development vision or another. This becomes the battle cry during the life of that administration. During the Obasanjo administration of 1999 to 2007, the country went through many socio-economic changes which enhanced the economy and well being of the people. Several reforms were initiated in education, health care, security, governance and so on. Among these are Universal Basic Education, National Health Insurance and Contributory Pension schemes. The economy grew and laws were passed and guiding documents were produced to support development objectives. Anti corruption, National Drug Law Enforcement agencies and laws were put in place, etc. Examples are the Universal Education Act (2004), and
the National Economic Empowerment and Development Strategies document (2005). The Obasanjo administration made efforts to address the decay left behind by long reign of military administrations. For instance, the neglected Universal Primary Education scheme he introduced while serving as military Head of State in 1976 was reintroduced in his second coming in 1999 as Universal Basic Education Programme. The programme which is still operational today, though with lost steam, was aimed at the provision of nine-year free and compulsory education to all Nigerian children.

Universal Basic Education Programme has the potential of raising the average national years of schooling and addressing gender disparities, among others. The education sector reform introduced by the government in 1999 was necessitated by the objectives of repositioning the industry to make the Nigerian economy one that could compete globally, and become one of the top 20 economies in the world by the year 2020. The reforms introduced were wide-ranging and far-reaching. It was clear that the reforms were initiated with the hope of fast-tracking the attainment of the goals of Education-for-All, National Economic Empowerment and Development Strategy (NEEDS), the Millennium Development Goals and the Federal Ministry of Education 10 Year Strategic Plan. To attain the United Nations and Federal Government objectives, quality manpower and visionary leadership was required to guide the reform agenda in all sectors of the economy—financial, agricultural, power, health, education, etc. It was envisioned in the NEEDS document that only the education sector could supply such quality manpower and visionary leaders, hence the Education reforms. In the National Economic Empowerment and Development Strategy (NEEDS) document (2005, p. 35), the Federal Government states that:

*NEEDS recognizes education as the vital transformational tool and a formidable instrument for socioeconomic empowerment. The education sector has responsibility for producing and supplying the personnel required to propel and sustain the NEEDS initiative. The goals of wealth creation, employment generation, poverty reduction, and value reorientation can be effectively pursued, attained, and sustained only through an efficient, relevant and functional education system. Education is critical to meeting the goals set by NEEDS. It is also a sector that the initiative seeks to reform.*

In the National Economic Empowerment and Development Strategy document (2005, pp. 34-35), the Federal Government laid bare its concern that the education system:

*...emphasizes theoretical knowledge at the expense of technical, vocational, and entrepreneurial education. School curricula need urgent review to make them relevant and practice oriented.*

It is noteworthy that School curricula have been reviewed at all levels from 2005 to date through the NERDC and other agencies of government. The NEEDS document further lists six Goals for Education, with detailed "key strategies" that will lead to the attainment of the six goals. The six goals of education are to:
i) Ensure and sustain unfettered access to education for the total development of the individual.

ii) Improve the quality of education at all levels.

iii) Use education as a tool for improving the quality of life through skill acquisition and job creation for poverty reduction.

iv) Ensure periodic review and effective implementation of the curriculum at the secondary level to meet the requirements of higher education and the world of work.

v) Mobilize and develop partnerships with the private sector and local communities to support and fund education.

vi) Promote information and communication technology capabilities at all levels.

With respect to the concern expressed by the Government that the education system emphasizes theoretical knowledge at the expense of technical and entrepreneurial education, it had in 2002 directed that Entrepreneurship Studies be injected into the curriculum of University Education in Nigeria. Since then, it has been introduced as General Studies (GST) (NUC, 2011).

The Yar’adua administration that succeeded Obasanjo was short-lived and achieved little due to his ill-health. He proposed a 7-Point Agenda to develop infrastructure and make the economy competitive. The present administration of Dr. Goodluck Jonathan introduced the Transformation Agenda. According to the Minister of National Planning Dr. Shamsuddeen Usman (Sunday Trust, May 20th 2012, p. 8),

The Transformation Agenda was actually designed as President Jonathan’s commitment, what key programme and project would be pursue by the administration from 2011 to 2015 in other to move us further towards achieving Vision 20:2020.

The Hon. Minister further explained on the same page that:

The Seven Point Agenda was to be from 2007 to 2011, while doing to Vision, what we did was that every possible plans that have been designed for this country, we took it and extricated critical issues, challenges and solutions that have been proffered and built them into it. When people ask me where is NEEDS II, where is Seven Point Agenda, They have all been swallowed by the Vision 20:2020 and advanced now by the Transformation Agenda. The Vision is a long term plan.

In the same newspaper edition, an economist, investment expert and stoke broker, Mr. David Andori writing on The Vision 20:2020 explained that (p. 9):

In 2010, the National Planning Commission carefully crafted Nigeria’s Vision 20:2020 plan which is a long term goal aimed at growing and developing Nigeria and bringing her to the league of world’s 20 leading economies by 2020. The Vision emphasizes maximum use of available resources and suggests ways of overcoming the challenges of implementation. It identifies
sound economy, good governance and sustainable development as vehicles for transforming the economy and lives of Nigerians.

The major focuses of the plan are:

- To urgently and immediately address the most serious constraints to Nigeria’s growth and competitiveness.
- To aggressively pursue a structural transformation of the economy from a mono product to a diversified and industrialized economy.
- Investing in human capital to transform the Nigerian people into active agents for growth and national development.
- Investing in infrastructure to create an enabling environment for growth, industrial competitiveness and sustainable development.

Furthermore, the following domestic and external constraints to growth and development were identified by the Vision 20:2020 plan, viz.,

- Poor and decaying infrastructure.
- Epileptic electric power supply.
- Weak fiscal and monetary policy coordination.
- Fiscal dominance and its implication for inflation and private sector financing.
- Pervasive rent seeking behavior by private and public agents, including corruption.
- Weak institutions and regulatory deficit.
- Policy reversal and lack of follow-through.
- Inordinate dependence on the Oil/ Gas sector for government revenue/expense.
- Disconnect between the financial sector and real sector.
- High population growth which places undue stress on basic life sustaining resources which eventually results in diminished well-being and quality of life.
- Insecurity of lives and property.
- Threats of climate change, especially in relation to food production and desert encroachment.
- Vulnerabilities in the global economic environment especially in the Crude Oil market.

Andori reports that the Vision is to be pursued through a series of 3-4 year plan, and the economy is targeted to grow at13.8% per annum, driven by Agriculture and Industry initially and subsequently by Manufacturing and Services. Other targets in the plan include single digit inflation, stable exchange rate, increase in manufacturing output from the present 4% of GDP to 30%, and Electric Power generation of 35,000 megawatts per day in 2020. Other targets in the plan are steel production of 12.2 million Metric Tons per annum in 2020, implementation of the Niger Delta development master plan and promotion of non oil export of Made in Nigeria goods. Andori cautions that non implementation of the Vision plans and insecurity could pose serious challenges to its timely realization.
Having taken a look at the evolution of the reforms and transformation goals of the nation from 1999 to date, and the Vision of making Nigeria one of the top 20 economies in the world by the year 2020, perhaps it will be worthwhile to discuss how Entrepreneurship training programme in our universities (and perhaps other levels of education), could help in realizing the development objectives stated in Vision 20:2020. But before that, perhaps it will be worthwhile to take a brief look at our level of human development today compared to other countries of the world. This will give some idea on the quality of life of Nigerians relative to people in other countries of the world, more especially, its development peers. To the mind of this writer, whereas it is good to be idealistic, it is still better to be realistic. After all it is humans that will implement the development policies. While optimism aids motivation, realism aids achievement. If the human development status of a country is low, being one of the top economies in the world is not exactly meaningful to the citizen on the ground. National transformation to my mind should imply a strong economy combined with visible improvements in the quality of life of the people.

Human Development Status in Nigeria

As seen above, our Vision of becoming one of the 20 leading economies of the world by the year 2020 identifies sound economy, good governance and sustainable development as vehicles for transforming the economy and lives of Nigerians. A major objective in the Vision 20:2020 plan is that of investing in human capital to transform the Nigerian people into active agents for growth and national development. The United Nations Development Programme (UNDP) has since 1980 conducted annual assessments of the level of human development attained by countries and has ranked them accordingly. As stated by UNDP (2011),

*The first Human Development Report introduced a new way of measuring development by combining indicators of life expectancy, educational attainment and income into a composite human development index, the HDI. The breakthrough for the HDI was the creation of a single statistic which was to serve as a frame of reference for both social and economic development. The HDI sets a minimum and a maximum for each dimension, called goalposts, and then shows where each country stands in relation to these goalposts, expressed as a value between 0 and 1.*

A much noted problem for development in Nigeria is that of policy implementation. Good policies are drawn up but are often poorly implemented. This has adversely affected the quality of life of the people. For instance, the Universal Free Primary Education programme was introduced nationally in 1976. Also, the Universal Basic Education Act was passed into law in 2004, but to date, some 10 million Nigerian school aged children are still out of school, and no parent/guardian is prosecuted as provided for in the Act. Children are also withdrawn from the schools before completion, without sanction applied to the offending parents. Government also fails to make the necessary investments in education and healthcare, etc. As will be seen shortly, only 1.7% and 0.8% of the GDP were expended on health and education respectively in Nigeria according to the 2011 UNDP International Human Development Report. The allocations made are largely embezzled as a result of corruption. Such problems greatly lower the level of
human development in Nigeria. Table 1 presents the 2011 Human Development Indices for Nigeria and some peer countries.

Table 1  
Status of some Human Development Indicators in Nigeria and four Peer Countries in 2011.  

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Brazil</th>
<th>Ghana</th>
<th>Nigeria</th>
<th>Malaysia</th>
<th>S/Africa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Expenditure on health (% of GDP)</td>
<td>3.5</td>
<td>4.3</td>
<td>1.7</td>
<td>1.9</td>
<td>3.6</td>
</tr>
<tr>
<td>-Under 5 Mortality Rate (per 1000 births)</td>
<td>21</td>
<td>69</td>
<td>138</td>
<td>6</td>
<td>62</td>
</tr>
<tr>
<td>-Life Expectancy at birth (Years)</td>
<td>73.5</td>
<td>64.2</td>
<td>51.9</td>
<td>74.2</td>
<td>52.8</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Public Expenditure (% of GDP)</td>
<td>5.1</td>
<td>5.4</td>
<td>0.8</td>
<td>4.1</td>
<td>5.4</td>
</tr>
<tr>
<td>-Expected years of schooling of children under 7 years</td>
<td>13.8</td>
<td>10.5</td>
<td>8.9</td>
<td>12.65</td>
<td>13.1</td>
</tr>
<tr>
<td>-Adult literacy rate, both Sexes (% aged 15 and above)</td>
<td>90.0</td>
<td>66.6</td>
<td>60.8</td>
<td>92.5</td>
<td>88.7</td>
</tr>
<tr>
<td>-Mean Years of schooling of adults over 25 years</td>
<td>7.2</td>
<td>7.1</td>
<td>5.0</td>
<td>9.5</td>
<td>8.5</td>
</tr>
<tr>
<td>-Combined Gross enrolment in education for both sexes (%)</td>
<td>85.1</td>
<td>63.3</td>
<td>54.8</td>
<td>70.3</td>
<td>51.6</td>
</tr>
<tr>
<td>Income Indicators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-GNI per capita in PPP terms (constant 2005 international $)</td>
<td>10,162</td>
<td>1,584</td>
<td>2,069</td>
<td>13,685</td>
<td>9,469</td>
</tr>
<tr>
<td>-Breakdown of MPI poor (% of population)</td>
<td>2.7</td>
<td>31.2</td>
<td>54.1</td>
<td>Na</td>
<td>13.4</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Maternal mortality ratio (deaths of women per)</td>
<td>58</td>
<td>350</td>
<td>840</td>
<td>31</td>
<td>410</td>
</tr>
</tbody>
</table>
100,000 live births

It is seen from the status of the HDIs in table 1 that Nigeria is in a weak position compared to the four peer countries whose data were used as reference. In overall assessment in 2011, out of a total of 187 countries assessed, Nigeria came in the 156\textsuperscript{th} position, under the Low Human Development category. Brazil was ranked 84\textsuperscript{th}, Ghana 135\textsuperscript{th}, Malaysia 61\textsuperscript{st} and South Africa 123\textsuperscript{rd}. Malaysia and Brazil were placed in the High Human Development category, while South Africa and Ghana came in the Medium Development category. 47 countries out of 187 came out in the Very High Human Development category. It is seen from the Education indicators that in public expenditure, Nigeria expended less than 1\text% of GDP on Education, compared to the 5.4\text% each expended by Ghana and South Africa in the same period. This pattern of expenditure has remained the same for the past three decades. The adult literacy level is just 61\text% in Nigeria compared to 67\text% and 89\text%, in Ghana and South Africa, respectively.

Mean years of schooling attained by adults in Nigeria who are over 25 years of age is just 5 years compared to 7.1 years and 8.5 years of Ghanaian and South African adults. All these are in spite of the Universal Basic Education programme being in place since 1976. Attitudes to education are poor in many parts of the country and little concerted effort is done to weaken the obstacles. In the health sector, public expenditure as percentage of GDP in Nigeria was 1.7\text% compared to the 4.3\text% and 3.6\text% expended in Ghana and South Africa respectively. With respect to standard of living, the multidimensional poverty index (MPI), which identifies multiple deprivations in the same households in education, health and standard of living, reveals that 54.1\text% of Nigerians in 2011 were poor and living in abject poverty compared to 31.2\text% of Ghanaians and 13.4\text% of South Africans. Massive growth in population is not helping the situation. Life expectancy is also least in Nigeria compared to the other countries, standing at 51.9 years. It is clear that despite the growth seen in the economy in the past decade of democratic rule, the lot of the average Nigerian has not changed much. As stated in the Human Development Report Nigeria 2008-2009 (p.105),

\textit{Corruption has underdeveloped Nigeria. In more specific terms corruption has limited the growth potentials of the country and, more importantly, initiatives against poverty and inequality.}

To my mind, the problem of Nigeria’s underdevelopment goes beyond corruption itself. As a psychologist, I see corruption as an adaptive behavior employed by individuals and institutions to safeguard and promote their interests in what they see as a threatening, exploitative and potentially subjugating environment. It is a kind of defense mechanism which the individuals and institutions truly feel they are justified to employ in a situation they perceive as unjust, with other individuals and groups trying to exploit and dominate them in an unfair competition. The only way to check it is through ensuring that all individuals and institutions perceive the rules and procedures in society to be fair and that their rights and benefits are protected and guaranteed.

This could be achieved by ensuring that all individuals in positions of power and authority discharge their responsibilities according to fair and agreed rules, and sanctions are applied consistently against them for failure to discharge the responsibilities assigned to them.
according to the agreed rules, which are seen to be fair by all. In this way trust will be established among all individuals and parties. In Nigeria for instance, trust in governance has been corroded so deeply by leadership over decades of misrule and the glaring failures are there for all to see in the applications of rewards and sanctions. For this reason, individuals and groups take matters into their hands to protect their interests, even by breaking the rules, thus engaging in corruption. This has thwarted trust and the development of a sense of community and cooperation. This has undermined efforts at social and economic developing and has sustained divisions using fear and sentiments to advance individual and group anti-social interests. In this way the circle of fear, suspicion and distrust is maintained thus denying the country the opportunity to escape from poverty, insecurity and underdevelopment. Luckily, we have managed to avoid plunging into a totally destructive civil war (like many developing countries) by the sensible actions and restraint of some far-sighted groups and individuals. We are still making efforts to break away from the problems of poverty, unemployment, insecurity, bad governance, corruption and poor quality of life.

**Can Entrepreneurship Education do much to change the Nigerian situation?** Before addressing this question, a brief look will be taken at the concept of entrepreneurship itself and the requirements for successful entrepreneurship. This will clear the ground for a discussion on Entrepreneurship Education, and ultimately its potential for transforming the Nigerian economy and society, as seen in the goals and targets stated in the Vision 2020 plan discussed above.

**Entrepreneurship**


> Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence.

From the definition it is observed that entrepreneurship is a process. In other words it is the way or manner or procedure of creating something. Secondly, it results in the creation of something new or a new way of doing things that has value. Thirdly, it involves investment in terms of time and effort from the individual. Fourthly, the process is accompanied by risks of financial loss, or psychic/ emotional pains, and social conflicts or rejection. On the positive side, if the venture succeeds, the entrepreneur enjoys the financial benefits that result, and he gets personal, psychic/ emotional satisfaction and independence from domination by others. Rather than depend on others, he is now liberated as a result of his success and others depend on him and work for him. This definition emphasizes the creation of something new and of value.

The creation of something new as mentioned in the introductory part of this paper implies being creative and the individual is labeled as a creative personality. In psychological terms, the creative individual is identified by his above average intelligence and high divergent thinking ability (Mukherjee, 2002). University undergraduate students are expected to have an above average intelligence, having been screened continually and sieved out in earlier levels of education. It is therefore noted that they are ideal for the Entrepreneurship education
programme since they have the psychological potential for “creating something new with value” as stated in the definition of entrepreneurship given by Hisrich, Peters and Shepherd. There is therefore justification to expect the emergence of the best entrepreneurs from the training of our university students. This could form the critical mass we have been waiting for to propel our economy and change the lives of our people.

To the economist, entrepreneurship is largely viewed in the context of self employment and wealth creation to counter the problems of low capacity production, massive unemployment, collapsed infrastructural facilities, poverty, and the other attendant consequences with these (Duru, 2011). In Nigeria, the present focus on entrepreneurship is largely due to these concerns. Entrepreneurship is therefore seen as a gate-way to tackling graduate unemployment, rising wave of insecurity due to poor governance and corruption and other problems associated with these. In some instances entrepreneurship is also seen as a means of promoting the application of knowledge and skills by graduates who are seen as inadequate in the training they have received in school. The Nigerian educational system has often been criticized for not equipping the graduates with practical skills that they need to perform effectively in the workplace. This position is backed by the findings of a large scale survey sponsored by the National Universities Commission and Education Trust Fund in 2004, to determine the needs of the labour market that Nigerian university graduates are failing to meet. The findings revealed that of the 20 organizations and 100 individuals surveyed, 44% rated Nigerian science graduates as average in competence, 63% rated them as average in leadership skills, 44% rated them as average in creativity, 56% rated them as average in innovation and 50% rated them as average in rational judgment (Oviawe, J.I., 2010). The focus on entrepreneurship could demand the graduates to put into practice what they had learned at the university. In this case, the entrepreneurship drive would serve as opportunity for training in the practical applications of the courses learned, thereby reducing unemployment and creating wealth.

Requirements for successful entrepreneurship
In addition to the drive (achievement motive) and creative potential in the individual, some requirements for successful entrepreneurship are cited extensively in the literature (e.g. Duru, 2011; Nigeria Small and Medium Scale Enterprises Toolkit). These include (with elaborations):

- Creating a vision of what one realistically wants or can do. This could depend on a person’s training or not, as some people enjoy and are good at what is not their professional training. Where the person lives, his commitments, and so on, should also be taken into consideration in choosing a business to engage in.
- Determining what one is good at or enjoys doing. Chances are if one enjoys doing something (i.e. is motivated to do it), then he will put in a great deal of effort in it and will have a competitive edge even where competition is keen.
- Going for what the market wants/ needs. If the market needs a product or service, then the demand will sustain the business.
- Having knowledge of the Basic Sciences and Technology required in the business. In this information age, knowledge of the basic sciences and technology involved in one’s chosen business will give him competitive advantage in the volume, quality and cost of production/delivery.
Ensuring you stand a fair chance to survive the competition in the market. This could mean a lot of things. In Nigeria, the absence of a strong patent law is something to be tackled. Porous and unregulated boarders permitting massive smuggling are a major challenge to contend with.

Ensure the expected returns are higher than the opportunity cost. If the cost of doing business is not high, then the chances of success are higher. For example, availability of functional infrastructure at reasonable cost and absence of corruption and unrealistic tax regimes are boosters.

Ensure appropriate Incentive Structure. Business thrives better in an environment where the attitude to work is not distorted by the presence of activities which give easy money for less work, such as where drug pushing is rife.

If these conditions are met, then individuals are more likely to establish and operate successful entrepreneurial activities.

**Entrepreneurship education and national transformation**

The critical question is can Entrepreneurship education facilitate the national transformation we desire? Entrepreneurship education is defined as that education which seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings (Adeboye & Olubela, 2010). Graduate unemployment and widespread poverty pose serious challenges to the Nigerian society. As cited from the National Universities Commission and Education Trust Fund sponsored survey (2004) above, which was carried out to determine the needs of the labour market that Nigerian university graduates are failing to meet, a large proportion of the graduates were rated as lacking in competence, leadership skills, creativity, innovation and rational judgment. In the National Economic Empowerment and Development Strategy document (2005, pp. 34-35), the Federal Government laid bare its concern that the education system:

> emphasizes theoretical knowledge at the expense of technical, vocational, and entrepreneurial education. School curricula need urgent review to make them relevant and practice oriented.

Along these lines, the Federal Government in 2002, directed that Entrepreneurship Studies be injected into the curriculum of University Education in Nigeria (NUC, 2011). Today, this course is the GST Entrepreneurship. Entrepreneurship Centers are well established in some universities and springing up in others.

The curriculum states clearly that there is undoubtedly a growing need for entrepreneurship education as a basic skill in the Nigerian educational system. It went on to state that (NUC, 2011, p. 1):

> Integration of Entrepreneurship Studies into university education will prepare the youths to be responsible enterprising individuals who will become entrepreneurs or entrepreneurial thinkers and contribute to economic development and sustainable communities. The goal is to empower graduates, irrespective of their areas of specialization, with skills that will
enable them engage in income-yielding ventures if they are unable to secure paid jobs. It is a re-orientation from the take-a-job mentality to the make-a-job mentality.

The course is designed to run during the second semesters of 200 and 300 level, each with a 2 credit units weighting. The stated objectives of the course are:

- To redirect education/ training for relevance and quality by developing in the undergraduate/ graduate an entrepreneurial mindset (spirit) and equipping him with the skills necessary to start and run a business successfully.
- To enable students appreciate the importance of businesses in the society.
- To make students recognize the need to grow existing businesses.
- To enable students appreciate the value and importance of family businesses.
- To Challenge students to continuously diversity the scope of businesses.
- To expose students to management principles and best practices.

In addition to the learning of concepts, theories and principles, students are to be exposed to a wide range of Trades (Skills) in soap/ detergent, tooth brushes and tooth paste making; cloth dyeing/ textile blocks making, food processing/ packaging/ preservation, vegetable oil and salt extractions, fisheries/ aquaculture, bakery, leather tanning, photography, paper production, farming (crop), tailoring, interior decoration, printing, animal husbandry (poultry, piggery, goat, etc), book- keeping, bricks, nails, screws making, plumbing, glassware production/ ceramic production, metal working/ fabrication- steel aluminum doors and windows, refrigeration/ air-conditioning, plastic making, domestic electrical wiring, radio/ TV repairs, brick laying/ making, iron welding, building drawing, carpentry, metal craft- blacksmith tinsmith, sanitary wares, vehicle maintenance, etc.

It is evident that the program, if properly executed, will empower the young graduates with the requisite technical, vocational and entrepreneurial skills to make them job-makers and wealth creators. Hopefully, this will go a long way in reducing the current problems of poverty, insecurity and poor quality of living, as evident in the international Human Development Indices of the country. In that case it could be said that Entrepreneurship Education could lead us to the National Transformation we desire. However, there is need for caution in our optimism.

Although the planned programme on entrepreneurship education looks promising if well implemented, we have a record of poor policy implementation. For this reason, all effort must be made to implement it with utmost diligence by all that will be involved. It must not be allowed to be another conduit of siphoning national resources. With the critical mass of graduates from the universities leading the transformation in job creation and poverty eradication, multiplier effects should be expected as other Nigerians follow the trail of the young entrepreneurs in nation building. The lot of the populace will be improved in all the areas of human development as a result of the inputs made towards realizing the goals and targets set in the National Transformation Agenda discussed above.

Supporting Entrepreneurship for National Transformation
To ensure the realization of the objectives of the Transformation Agenda, certain measures need to be taken to tackle the obstacles to entrepreneurship and entrepreneurship education in Nigeria. Some of the measures that need to be taken to ensure success include:

- Providing students in Nigerian schools with good knowledge base in the sciences and technology.
- Providing adequate numbers of entrepreneurship teachers and equipments.
- Sensitizing the public on the importance of technical and vocational occupations.
- Providing adequate facilities for teaching and learning.
- Ensuring the provision of infrastructural facilities.
- Tackling the problem of corruption.
- Ensuring a strong patent law.
- Ensuring policy stability.
- Providing opportunities for loans affordable to the young entrepreneurs.

Conclusion

From 1999, the Federal Government has put in place policies and development goals aimed at placing the country among the top 20 economies of the world, through Vision 20:2020. The Vision planned to urgently and immediately address the most serious constraints to Nigeria’s growth and competitiveness. In specific terms, it aims to aggressively pursue a structural transformation of the economy from a mono product to a diversified and industrialized economy; investing in human capital to transform the Nigerian people into active agents for growth and national development; and, invest in infrastructure to create an enabling environment for growth, industrial competitiveness and sustainable development.

Furthermore, the following domestic and external constraints to growth and development were identified by the Vision 20:2020 plan with the aim of addressing them, viz., poor and decaying infrastructure; epileptic electric power supply; weak fiscal and Monetary policy coordination; fiscal dominance and its implication for inflation and private sector financing; pervasive rent seeking behavior by private and public agents, including corruption; Weak institutions and regulatory deficit; policy reversal and lack of follow-through; inordinate dependence on the Oil/ Gas sector for government revenue/ expenditure; disconnect between the financial sector and real sector; high population growth which places undue stress on basic life sustaining resources which eventually results in diminished well-being and quality of life; and insecurity of lives and property among others as discussed above.

The NEEDS document has identified Education as a key instrument for the realization of the Vision. It spells out in very clear terms the goals for education in meeting the Vision 20:2020 plan as highlighted earlier. Noble as the objectives of the Vision are, it is important to be cautious as failure at implementation, corruption and insecurity could pose serious challenges to its timely realization. The problems of very poor quality of life being experienced by the bulk of the population for so many decades as compared to our development peers need concerted efforts to reverse. This is evident in the contents of the Human Development Report examined. The 2011 Report shows we have MPI of 54.1%, very low Public Expenditure as percentage of GDP for both the Education and Health sectors, The problems of smuggling and unregulated population growth are also serious challenges, among others. In my view, National Transformation should imply a strong economy combined with a good quality of life for the
people. An inability at law enforcement, such as the failure to fully enforce the provisions of the Education Act 2004, is a threat not only to education, but to the entire development effort.

Today, there are over ten million Nigerian children out of school. If Entrepreneurship Education is to have the desired impact on the Nigerian economy and society, all sectional and primordial sentiments used by individuals, groups and interests to hold on to power and continue to exploit the people and resources, without being accountable for the responsibilities entrusted on them, must be checked, with the full understanding of all sections of the country. The Freedom of Information Act will go a long way in helping to place the country on a sound path towards development.
References


