

# **The Role of The Environment in The Management of Entre Prenuership Education for Tertiary Education Students in Cross River State of Nigeria,**

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## **Abstract**

This paper takes a perspective look at the enabling plans and subsequent implimentation of enterprenueship education in Cross River State . The paper sees the skills mismatch , job search and frustration of students after several years of schooling as well as the alienation that school leavers faced as not unconnected with the nature of the the bookish education they acquired. The paper therefore ,calls for a neo-libral ideology in the planning and management of education and consequently making school leavers and graduates entrepreneurs and job creators rather than job seekers. Above all the paper calls for attitudinal change amongst policies makers , governments and indeed all manner of persons concerned with the management of educastion to help effect this change if the state must forged ahead in their development strides and more so the attainment of millennium development goals,( MDGS)

**Keywords:** Environment, Entrepreneurship Education

## **Introduction**

### **Background to the study**

Entrepreneurship education seeks to provide student with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Variations of entrepreneurship education are offered at all levels of schooling from Kindergerten schools through graduate university program.

What makes entrepreneurship education distinctive is its focus on realization of opportunity, where management education is focused on the best way to operate existing hierarchies. Both approaches share an interest in achieving “profit” in some from (which in non-profit organizations or government can take the form of increased services or decreased cost or increased responsiveness to the customer/citizen/client).

Opportunities can be realized in several ways. The most popular one is through opening a new organization (e.g starting a new business). Another approach is to promote innovation or introduce new products or services or markets in existing firms. This approach is called corporate entrepreneurship or entrepreneurship, and was made popular by author Gifford Pinchot in his book of the same name. a recent approach involves creating charitable organizations (or portions of existing charities) which are designed to be self-supporting in addition to doing their good works. This is usually called social entrepreneurship or social venturing. Even a version of public sector entrepreneurship has come into being in governments, with an increased focus on innovation and customer service. This approach got its start in the policies of United Kingdom's Margaret Thatcher and the United States' Ronald Reagan.

The 1990s saw the growth of entrepreneurship as a profession within business, and in that professional approach lies the secret benefit of entrepreneurship education-it helps decrease the chances of failure by stressing a consistent and proven set of practices. That idea of professionalizing the process of entrepreneurship is the other great commonality across all of modern entrepreneurship education. whether it is Treps, the National Foundation for teaching entrepreneurship or members of the consortium for Entrepreneurship education working with grade school and high school kids in the USA, or undergraduate or MBA programs like those at Saint Louis university, Babson college, or any of the over 200 schools with majors, there are formal entrepreneurship education programs turning out tens of thousands of prepared, motivated and connected student entrepreneurs each year. There are also non-profit organizations such as SCORE, government programs such as the small business Association (1). With entrepreneurship education, they know more, others (like bankers, investors, corporate customers, etc) know what these student entrepreneurs are likely to know, and the entrepreneurs', their firms, and national economy are better off for their taking the time to learn how to do it right. It is for this reason that the

Oresund entrepreneurship academy which is a permanent organization under the Oresund University was the Oresund University is a collaboration of 12 universities in Denmark and Sweden.

Europe is not fully exploiting its entrepreneurial potentials. Fostering an entrepreneurial mind set as well as the greatly contribute to the strategic goals of the European Union (EU). Young people should be equipped with the skills they will need to be successful in a complex world. Creativity, innovation, independence, initiative are essential attributes for personal fulfillment and success. Entrepreneurship was considered as a new basic skill-to be provided through lifelong learning-by the Lisbon European council of 2000. Education for entrepreneurship is already high in the agenda in most EU member states. A wide variety of programmes and activities exist across Europe. However, there is a need of promoting these initiatives more systematically. The European commission is committed to promoting entrepreneurship through education at all levels.

The Brussels European council of 23/24 March 2006 "underlines the need of creating an overall positive entrepreneurial climate and of appropriate framework conditions that facilitate and encourage entrepreneurship and therefore invites the member states to strengthen respective measures, including through entrepreneurship education and training at the appropriate level of education".

This document presents the current situation in the EU member states, as regards the implementation of measures for enhancing education for entrepreneurship. In particular, the assessment focuses on the including of entrepreneurship as a key competence in national curricula for general/comprehensive secondary.

### **Statement of problem**

The incidence of lack of jobs after tertiary level education is very common in the west African Rontier states. Particularly in Cross River State, Nigeria as there is tremendous of number of qualified graduates rooming the streets in search of jobs. This problem has brought so many questions raised on the curricula of the tertiary education in these countries. Some of these eyebrows raised are whether the tertiary education system produces graduates without considering the peculiarity of the economy. Above all the scenario of unemployment has also put a challenge on the relevance of the education-economy nexus. Hence this relationship was meant to better up the entire polity, it is this biting problem of no job even after schooling that warrant this investigation whether the could be a brand of education that could ameliorate the situation. And if there is how should it be planned and managed.

Nigeria has 91 universities as at October 25, 2007, about 41 polytechnics and 62 colleges of education as at 1998 (UNESCO, 2000). Nevertheless, despite the effort of the government to create about 2 million jobs per annum, most university graduates stay far above the age of 34 years before entering the first job (not career) and marriage, yet the average life expectancy at birth for Nigerians is 54 years. Each of the youth is entering an age fraught with risks and laden with opportunities, not just for them but for their families, their societies, and their economies. Together, their experience will determine the quality of the next generation of workers, parents, and leaders. Decisions about developing their skills, about starting on the road to financial independence, and about engaging with the broader civic community will have long-lasting effects that have repercussions far beyond them and their families.

### **Purpose of the study**

The purpose of this study is to find out how best entrepreneurship education can be and managed in the Cross River state. The study specifically will find out the ways of managing entrepreneurship education in the manner capable of generating desired returns to the educatees. The paper will equally ex-rayed what entrepreneurship education should teach to the learners.

### **Methodology of the study**

#### **Research question**

1. How long has entrepreneurship education been introduced in your Institution?
2. who are those who participate in the teaching of entrepreneurship your institution
3. What is the extent of funding for entrepreneurship education in your institution?

## Hypotheses

1.  $H_{01}$ : There is no significant difference between colleges and universities on the time frame for introduction of entrepreneurship education.
2.  $H_{02}$ : There is significant difference colleges and universities in the caliber of teachers that participate in the teaching of entrepreneurial Education.
3.  $H_{03}$ : There is no significant difference colleges and universities academics in the extent of funding of entrepreneurial education.

## Methods of study.

The population for this consist of academics from departments in faculties of education and management sciences from colleges of education and universities in the cross River state ,They numbered 500.

The sample size is 100 academic staff from the four institutions of higher learning in the state. Ten academics were sample from each institution. Colleges of education and universities constituted the strata The method of data analysis is mean and standard deviation as well as the independent t-test analysis to test the hypotheses.

**Table 1**

Independent t-test analysis between colleges and universities academic in length of introduction of entrepreneurial education

	$\bar{X}$	SD	t-value	t-crit	Df
colleges	6.70	1.61	2.153	1.960	198
universities	7.05	1.54	5.81		

$N=200$ ,  $DF=198 > 0.05$

**Table 2**

Independent t-test analysis between colleges and universities academics on those who teach entrepreneurial education

	$\bar{X}$	SD	t-value	t-crit	Df
colleges	7.10	1.53	4.15	1.960	198
universities	7.34	1.61	6.00		

$N=200$ ,  $DF=198 > 0.05$

**Table 3**

Independent t-test analysis between colleges and universities academic on extent of funding of entrepreneurial education.

	$\bar{X}$	SD	t-value	t-crit.	Df
colleges	7.41	1.63	5.20	1.960	98
Universities	6.61	1.61	2.15		

$N=200$ ,  $DF=198 > 0.05$

## Discussion

From the table 1-3, it is clear that the calculated t-values are higher than the table values and as such the researcher reject the null hypotheses and concluded that there is difference between colleges and universities in the length of time of entrepreneurial education in existence. As well as difference in people teaching the discipline. This is very true of the Nigerian higher institutions of learning, where academics are hired to teach entrepreneurial education and thus displaying their ignorance, as well as further even using monopoly as a tool of instruction. The differences that existed among nations in respect of teaching entrepreneurial education is not tailored towards solving the problems for which the programme was earmarked.

The situation is not different with regards to finding approach and management. The problem ranges from lack of resources to misuse of the available resources. This poor management techniques create further problems for the scheme. (Lawrence 2004), (Sehram 2005), Stefania 2005) (Lave 2006), (Ewen 2006) (Babalola 2007 and Undie 2007).

Bello (2003) reveals that unemployment incidence in Nigeria affects energetic youths within the ages of 20, 24 and 25 44 years more than any other age groups in Nigeria. This implies that many youths with dynamic resources wonder around without gainful engagements. However, a further breakdown of Bello's analysis shows that the secondary school leavers were worse hit by the unemployment crisis in Nigeria. For the polytechnic and university graduates, Bello (2003) shows a relatively low unemployment rate as compared to the school leavers' experience as advanced by Babalola 2007.

In 2006, the federal ministry of education (FME) conducted a large survey involving more than 10,000 online participants, to track the "products" of Nigeria's educational sector (not necessarily tertiary sector). One of the objectives is to determine who the products are, their backgrounds, capabilities and needs to inform a long-term strategic planning process for the education sector. The survey target the beneficiaries of Nigeria's secondary, tertiary, technical or vocational institutions and the individuals who graduated or discontinued their education from these institutions between 1995 and 2005. The survey clearly showed a disturbing trend that over 60% of participants were unemployed or under employed. With this huge human capital waste in Nigeria, the questions were spread by (Babalola 2007) to find answers to the problems of job search.

Why do large numbers of university graduates go jobless for months or even years, while business complain of lack of skilled workers?

He then came out with the following answers.

- A mismatch between teaching in our institutions and the needs of the labour market.
- Lack of consultation with private sector has lead to teaching of outdated curriculum, resources and teaching methods.
- Majority of students learn through lectures and academic text books and are academically sound but they have limited opportunities of acquiring practical experience by using machinery, equipment and practical techniques associated with the profession.
- Lack of qualified teachers to teach vocational, innovative, entrepreneurship and job kills.
- Low demand from private sector for poorly trained graduates from Nigerian universities has lead to increase in unemployment.

- Demand for skilled workers from private sector is very high in growth sectors but there is a serious shortage of skilled workers and technicians in oil, industrial and services sectors.

The findings of the ministry of education confirms the earlier assertion of the World Bank (2002) that the growing unemployment among recent graduates, particularly at the tertiary level, stems in part from the mismatch between educational output and requirements of the labour market.

Skill mismatch is a major concern in Nigeria where tertiary education graduates acquire skills that are not demanded by the labour market. There seems to be a skill mismatch problem especially with respect to areas of petroleum, gas, agriculture, manufacturing, solid minerals, tourism and ICT as identified in the Education sector status report produced by federal ministry of education in 2003. Nigerian society has the bias for some popular courses such as economics, law and medicine which has resulted in skill mismatch.

Table 2 shows that there was a weak positive correlation between university manpower production and Nigerian productive sector. The study further shows that there was a skill mismatch. While the economy was getting much of its contribution from the industrial sector, the university system kept on producing commercial and service oriented labour. For instance, the percentage share of service-oriented disciplines was 52.04 in 1978 when the industrial sector produced 63.77 contributed by the service sector. Moreover, on average, while the service sector contributed only 7.15 to the economy, the university system was producing 53.54 percent of its products in service-oriented disciplines. This trend seems to be present with us in Nigeria today. The trend is also true of other countries West Africa sub-region

**Table 4 university graduates required and employed by GSM providers dealers 2005-2007**

Disciplines	Anticipated employment		actual employment	
	Number	%	Number	%
Administration/accounting	433	68.19	1139	58.33
Agriculture	6	0.94	42	2.08
Arts	17	2.68	79	3.91
Education	14	2.20	82	4.08
Engineering/Technology	77	12.13	278	13.75
Law	2	0.32	37	1.83
Medical & pharmaceutical	6	0.94	26	1.29
Sciences	12	1.89	77	3.81
Social sciences	68	10.71	262	12.96
Total	635	100.00	2022	100.00

**Source:** National Manpower Board (2006).

Table 5 however shows a better picture of labour structure since the bulk (more than 60 percent) of the polytechnic graduates anticipated for employment in this sector of the economy were expected to study computer and science –related disciplines while the

remaining were expected to come from service-related disciplines like business management, accounting, and legal studies. Table 5 however reveals that GSM providers, agents and dealers probably prefer polytechnic graduates to man the technical areas. Nevertheless, there were inadequate polytechnic technicians to fill the established positions especially in computer technology, science laboratory technology, library science, statistics, mathematics, physics/electronics, and chemistry/biology. Out of the 82 technicians/scientists required from the stock of polytechnics technicians, this sector could only employ 5. In contrast, the GSM providers, dealers and agents required only 77 engineers and technologists but eventually employed 278. This excess demand for university technologists might be because of the shortage of technicians experienced in the key areas of the credentialism, under-employment of technologists and perhaps devaluation of university education.

In 2003-2005 Rolling Plan, the National Manpower Board (NMB) estimated that the labour force would grow from 48.4 million in 2003 to 50.2 million in 2005 (900,000 per annum). The absorption capacity of the economy was expected to rise from 42.25 million in 2003 to 44.28 million in 2005 implying that 2.03 million employment opportunities were expected to be generated from the implementation of the plan, thus reducing unemployment rate from 12.70% in 2003 to 11.79% in 2005. Yet, the situation for Nigeria's youth in the labour market today seems disappointing with many of these young people failing to gain employment or ending up working in poor conditions in the informal economy. One clear indicator of this is the youth unemployment rate in Nigeria, which appears to be the highest rate in Africa. This explains why Babalola (2007) youth unemployment in African countries as reflected in the table 1.

**Table 1 – Youth unemployment rates for selected African countries**

<b>Country (group –year)</b>	<b>Unemployment rate (%)</b>
Lesotho (total – 1997)	47.40
Lesotho (male – 1997)	37.90
Lesotho (female – 1997)	58.50
Malawi (total – 1987)	0.80
Malawi (male – 1987)	1.60
Malawi (female – 1987)	0.30
Namibia (total – 2002)	10.90
South Africa (total 2000)	55.80
South Africa (male 2000)	57.90
South Africa (female 2000)	53.30
Swaziland (total 1997)	55.20
Swaziland (male – 1997)	41.70
Swaziland (female 1997)	48.30
Zimbabwe (total 1999)	14.00
Zimbabwe (male 1999)	17.00
Zimbabwe (female 1999)	10.90
Nigeria (all ages -2003)	2.30
Nigeria (pry school leavers – 2003)	14.70

Nigeria (sec school leavers – 2003)	53.60
Nigeria (tertiary graduates – 2003)	12.40

**Sources:** ILO (Al-Samarrai, S. and Brighton, P. B. 2003); Nigeria data from CBN **Annual report and statement of accounts** for the year ended 31<sup>st</sup> December, 2003; and FME (2006) retrieved from <http://www.fme.gov.ng>.

## Recommendations

It was therefore, recommended that only those with relevant skills and interest should teach in this scheme.

Entrepreneurship education should be introduced in the lower levels of education to give the children proper mind set.

Government should contribute to funding entrepreneurial education for the sake of the West Africa society.

The private sectors and particularly the financial institutions should be made by governments or their superintending agencies to commit a little percent of their profits to finding entrepreneurial education.

The agencies for the control of education in their nations should reposition itself to monitor the progress of the scheme and to see how rewarding it is to the West African sub region.

The West African economic community should make commitment to the improvement of this scheme in the various countries.

Higher education institutions should further integrate entrepreneurship into programmes and courses, in order to foster entrepreneurial mind set and skills among students. Special attention should be dedicated to scientific and technical studies, in order to encourage spin-offs and innovative start-ups.

In this perspective, the project “entrepreneurship in higher education, especially within non-business studies” aims at assessing and improving the presence of entrepreneurship courses and programmes in European higher education, especially in technical and scientific faculties and institutions.

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