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Research Article

QUALITY ENTREPRENEURIAL EDUCATION: YOUTH ADVANCEMENT, JOB CREATION, AND POVERTY REDUCTION ARE ALL POSSIBLE IN NIGERIA

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ABSTRACT

Nigeria's implementation of entrepreneurial education is seriously threatened by quality and quantity issues, further separating African nations from developed nations like Japan, the United States, and Great Britain. This paper discussed poverty, unemployment, and the quantity and quality of entrepreneurial education. It likewise took a gander at how to lessen neediness and advance headway in Nigeria by giving admittance to great pioneering training. The paper concluded that Nigeria ought to focus its resources on fostering inclusive growth. Young Nigerian entrepreneurs will be able to both benefit from and contribute to the country's economic development as a result of this.

KEYWORDS

Progress, entrepreneurship, and reducing poverty.

INTRODUCTION

Nigeria lags behind many developed and industrialized nations, including the United States

of America, France, Joined Realm, and others, in terms of economic development. The Gross

National Product (GNP) and other economic indicators can be used to evaluate progress here. Countries have been divided into developed and underdeveloped groups using the GNP as an economic indicator; Countries with a high GNP per capita are thought to be more developed than those with a low GNP per capita. Other indices, such as poverty, inequality, unemployment, political decay, and economic crisis, also contribute to an increase in the gap between developed and developing nations.

Pioneering training has expected conspicuousness in worldwide monetary need, which is the reason it is remembered for the educational programs of schools from essential to tertiary levels. Nigeria's educational policies and programs are constantly being reviewed in accordance with global best practices because the country views education as an excellent tool for national advancement. To really impact headway to improve confidence to check the danger of destitution, which numerous researchers have previously depicted as constant, pioneering training has expected conspicuousness. Despite the fact that little effort has been made to improve quality through indicators such as facility quality, staff motivation, instructional quality, and so on,

the desire to increase access (quantity) poses a threat to this lofty program due to the phenomenal increase in school enrollment. resulting in a dilemma regarding a program of high-quality education in entrepreneurialism. The accompanying thoughts were additionally researched in this paper: We examined youth advancement, unemployment and poverty reduction in Nigeria, inclusive growth, the National Economic Empowerment and Advancement Strategy, entrepreneurial education, and quality dilemmas in order to establish facts on which the findings will be discussed.

In Nigeria, unemployment is out of control and getting worse. How to Reduce Poverty Clearly, a significant number of these young people, educated or not, trained or untrained, are "idle" because they are either self-employed or do not possess the saleable skills that would make them appealing to labor employers. Even at the minimum wage required to survive or provide for themselves financially, many of these young people have no hope of finding employment. Okoro (1994) says that youth unemployment is unquestionably one of Nigeria's biggest problems. The unemployment rate is rising as a

result of a large number of young women leaving secondary or tertiary education and entering the workforce without the necessary skills. A lot of these kids don't have enough money to buy food, clothes, or a place to live on their own. Street trading, hawking, criminal activity, political manipulation, drug trafficking, prostitution, armed robbery, and area boys are among others. Miller claims that this situation led to their involvement in criminal activities such as armed robberies, car snatching, street gangs, and others.

Nigeria is plagued by unemployment and underemployment as well as other social issues like 419 fraud, corruption, drug trafficking, advance fee fraud, and poverty because the country has reduced its human resources. Inflation, rising living costs, and a deteriorating standard of living are additional issues brought on by the economy's poor performance, according to Ukit (2005). These issues have an impact on both the youth and adult populations. However, Nigerian youth unemployment and uncertainty regarding the future are more significant issues for adults than for youth. In light of the cumulative effects of unemployment on society and young people, it is critical that government at all levels place a high priority on

practical, low-cost, effective, and well-funded technical/vocational and business education for self-sufficiency, employment, and skills that can be sold. If given the priority it deserves, this kind of education, according to Borges, Adubra, Medupin, and Okunola (2003), will empower or equip young people with relevant skills for jobs, job creation, and most importantly, guarantee their economic and social sustenance. As indicated by Okoro (1993), the country's schooling system, which puts practically zero accentuation on the headway of entrepreneurship and the development of talented work, is to be faulted for youth joblessness. Olukosi (2003) asserts that the application of necessary business, entrepreneurial, and vocational skills for self-employment and paid employment ought to be the objective of our educational system and practice.

On the other hand, the goal of "poverty reduction" is to permanently lift as many people as possible above the poverty line by encouraging economic growth. Individuals living in destitution don't approach fundamental necessities like food, water, cover, energy, dress, medical services, or schooling — all of which add to a superior personal satisfaction. According to Lumilade,

Asaolu, and Adereti (2006), those who lack a job, cannot support themselves or their families, and do not own a farm or business are considered poor. They are sometimes referred to as those who are malnourished, get older quickly, lack self-esteem, look dirty, and live in filthy places. There are various aspects to neediness, which is a huge hardship in prosperity. Low incomes and the inability to acquire the essential goods and services necessary for dignity-preserving survival are included, according to Oseni and Ehikioya (2011). Poverty includes a lack of voice, inadequate physical and food security, inadequate access to clean water and sanitation, inadequate access to energy, and inadequate capacity and opportunities to improve one's life.

The National Economic Empowerment and Advancement Strategy (NEEDS), as stated by Okon (2012), is Nigeria's own domestic strategy for economic empowerment and advancement. Enhancing Nigeria's economic standing is its objective. NEEDS bases on four critical areas to be explicit; esteem reorientation, diminishing destitution, producing riches, and creating work therefore, Okon (2012) guided out that Necessities has areas of strength for a toward schooling, which thus connects with

entrepreneurism preparing. Courses that teach skills for business and the job market will receive more funding due to needs; building professional and specialized schools and giving viable work devices. As per the Thousand years Headway Objectives, instructive educational programs in Nigeria have been checked on to incorporate pioneering courses at all levels.

Education focuses on human development because human development generates wealth for nations. Subsequently, a country that has an adequate number of gifted and proficient people is fit for staying important in the exceptionally serious worldwide economy. However, a nation will continue to be poor and underdeveloped if it is unable to produce skilled and competent labor. Entrepreneurial education emphasizes self-sufficiency, innovative, creative, and work-related learning. According to Egbule (2002), improving practical skills necessitates maintaining a high level of cooperation between institutions and industries. Nigeria's educational policy places a high value on advancement due to the widespread belief that no nation can grow beyond its educational system. The Federal Republic of Nigeria (2004) defines education as the "par excellence" instrument for national

advancement. In addition to other things, the country's goal requires "the structure of an extraordinary and dynamic economy." Nigeria's instructive way of thinking rose up out of this. Access (instructive open doors) and quality (utilitarian enterprising schooling) are underscored in the execution of these, which supports comprehensive development and occupation creation.

Comprehensive Development

The genuine meaning of the compound jargon, comprehensive development, alludes to both the speed and model of a country's monetary development. The writings on the topic clearly distinguish between shared growth and redistribution of profits without deviation. The inclusive growth strategy emphasizes productive employment rather than direct income redistribution, which takes a shorter-term perspective, as a means of increasing incomes for excluded groups. In contrast to income distribution schemes, which may temporarily reduce disparities between the poor and the rest that may have resulted from policies designed to stimulate growth, inclusive growth is intended to be intrinsically sustainable. In contrast to income sharing programs, which allow individuals to

profit from financial expansion in the short term, inclusive growth allows individuals to contribute to and benefit from economic expansion. Growth is inclusive if it supports high employment rates and rising incomes. This means increasing Nigeria's competitiveness in emerging industries and technologies.

By providing high-quality entrepreneurial education capable of preparing individuals to be productive citizens, Nigeria can support inclusive growth. Adolescents who acquire pioneering abilities in school will become capable residents who can add to the development and headway of the economy while likewise receiving the rewards. They will also become a part of the economic development and expansion process. Whenever it sets out monetary open doors and guarantees equivalent admittance to them, development is comprehensive. By clearly providing abundant economic opportunities for disadvantaged and vulnerable segments of society, inclusive growth may increase the effectiveness of poverty reduction efforts in addition to addressing disparity. The emphasis here is on the connection that exists between inclusive growth and high-quality entrepreneurial education in terms of economic

advancement and growth. A number of additional advantages for the Nigerian economy can be derived from inclusive growth made possible by high-quality entrepreneurial education.

Pioneering Schooling

Numerous Nigerians accepted that working with one's hands by a clever or instructed man was disparaging; Graduates of higher education are as a result now reliant on government white-collar jobs, which are difficult to absorb and employ; They have all the earmarks of being inactive. People don't make money if they don't have work, says Corbeff (2006); As a result, poverty and unemployment rise simultaneously. When discussing entrepreneurial education, the ideas of entrepreneurship and education are taken into consideration first. Okon (2011) defines entrepreneurship as the process of organizing, managing, and taking on business risk. It is, in the words of Illesanmi (2000), the procedure of locating business opportunities and accumulating the resources necessary to launch a profitable business venture. In addition, success as an entrepreneur requires initiative, originality, and risk-taking. Organizing production factors is necessary to turn a business idea into a profitable

reality. Everything really revolves around making esteem.

As indicated by Oduyungbo (2006), fruitful entrepreneurship requires the business person's viable securing and use of explicit business or adventure information. An entrepreneur is someone who sees a business opportunity and takes advantage of it. People think of entrepreneurs as creative people who lead, supervise, control, and take risks. have the ability to develop novel products, production methods, and services; be capable of locating brand-new markets, supply sources, and organizational structures.

On the other hand, education has been portrayed as a means of influencing progress in the nation. NTI (2000) asserts that education is a social endeavor whose objectives and methods are determined by the society in which it is practiced. In addition, it entails imparting valuable qualities to participants. It is considered valuable to possess desirable skills, knowledge, a positive attitude, the ability to work in a team, the capacity to solve problems, and other abilities that can support occupational functionality and self-reliance.

As a result, entrepreneurial education is the learning of skills in a formal educational setting to develop an entrepreneurial mindset and orientation as a necessary preparation for one's business, professional, and vocational lives after graduation. Regardless of their areas of expertise, students in this type of education are taught how to identify business opportunities for self-sufficiency. Through entrepreneurship education, students will acquire the skills they need to participate in local economic activities;

make decisions about when, how, and where to engage in any kind of economic activity based on accurate information; learn about the workplace's values, culture, and attitudes.

In Nigeria, entrepreneurship education has been incorporated into the curriculum at all levels and in all school curricula. The National Economic Empowerment and Advancement Strategy (NEEDS) includes entrepreneurial skills, creative thinking, and critical thinking in the relevant content of the nine-year basic education curricula, as stated by the Nigerian Educational Research and Advancement Council (NERDC). In a similar vein, NERDC maintained that, in order to further consolidate the gains of the new basic education program and the Government's 7-Point

Agenda for national advancement, particularly in the area of human capital advancement, NERDC developed a new curriculum structure for senior secondary schools in Nigeria. This structure was approved by the National Council in Education (NCE). It likewise affirms that the consideration of exchange/entrepreneurism, PC studies/ICT, and metro schooling as obligatory cross-refined subjects are among the new educational plan construction's features. All tertiary students, regardless of their field of study, are now required to take entrepreneurship courses by Nigeria's National University Commission and other regulatory bodies of higher education. The Nigerian government is determined to influence advancement through entrepreneurial education to alleviate poverty, unemployment, and economic crises.

Dilemmas of Quality and Quantity A quality education is a set of standards that are used to evaluate an individual's education or desired level of skill acquisition. Quality assurance is a method for determining whether or not schools have attained the desired levels of accountability. Specific documents, such as the guidance and educational program's quality and content, could be used to estimate quality affirmation; quality of

the contributions made by students; the quantity and quality of the recommended textbooks; the quantity and quality of educational facilities for classrooms, libraries, and laboratories; size of the class and the way it is taught today; proportion of understudies to instructors and responsibility; utilizing cutting-edge management and administration techniques; nature of oversight, assessment, and checking, as well as a zero-squander disappointment.

Quality in tutoring is stressed over access and identical enlightening entryways in the overall population. This might have to do with gender equality; equal access for everyone, regardless of their socioeconomic status; among individuals of various ages, ethnicities, and other characteristics. With regards to Nigeria, the uniqueness between the previously mentioned bunches is reflected in both amount and nature of schooling. As a consequence of this, it is now a problem; In order to improve quality, it may be necessary to reduce quantity. Moreover, to augment sum (access), quality may be influenced.

Omorie (2011) defines quantity as the number of people. For instance, how many instructors are there? How many have signed up? How many of each facility do we have? How often do school

inspectors visit? Unprecedented among the arrangements of sum are students enrolment and the contrasting instructor extent as well as the workplaces to adjust to students enrolment. A review conducted by Omorie (2004) revealed that the educator-student ratio is acceptable for both privately funded and publicly funded schools. However, the study also revealed that, in comparison to public schools, private schools have lower-than-average teacher quality. In a related study, Omorie (2005) compared the number, quality, and facilities of private and public primary and secondary schools in two Local Government Areas in the Nigerian state of Edo. The study found that, in comparison to private schools, public primary and secondary schools had a greater number of and higher-quality teachers. Additionally, public schools have the best facilities.

Consensus on the significant quality and quantity gap in Nigeria's entrepreneurial education and advancement is the primary focus of this study. In the past, we saw the relatively small project of value education as the most exciting method for providing advanced education students with entrepreneurial development skills. The following concepts were then briefly examined:

With the end goal of laying out proof on which the discoveries will be talked about, comprehensive development, the Thousand years Progression Objectives (MDGs), the Public Financial Strengthening and Headway Procedure (NEEDS), enterprising instruction, and quality and amount situations will be examined. As a result, the study suggested that the Nigerian educational system should emphasize quality rather than quantity when it comes to entrepreneurship education. We also suggested that e-entrepreneurship education is the kind of education that teaches young people to be responsible, creative people who think like entrepreneurs and help build and keep communities going. Okolie et al. claim that (2014), it provides youths with opportunities to experience and acquire entrepreneurial knowledge, skills, and attitudes, such as opportunity recognition, idea generation, taking risks, mobilizing resources to pursue opportunities, starting and running a business, creative thinking, and critical thinking. Schooling in entrepreneurship ought to be seen as a device for changing over Nigeria's assets into completed labor and products that will uphold a better quality of living from now on.

The Obstacles It has been observed that Nigeria's efforts to expand educational projects and increase access to high-quality pioneering training are hampered. As per Yalokwu (2005), the nature of advanced education in Nigeria has been diminishing, especially concerning entrepreneurship. In addition, the author attributed the problem to imbalances in input, procedure, external examination, and output. According to Yalokwu (2005), who looked at the expansion of access as well as the assurance of relevance, quality, and quality, one way to look at these would be as if quality and access were either unrelated or mutually exclusive. The connection between Nigeria's advancement and education in entrepreneurship of high quality and quantity is the subject of this additional investigation. Okojie (2003) affirms that Nigerian youth have procured more conventional instruction after some time. In any case tutoring frameworks in Africa have seen diminishes in quality, both in instructive projects and establishments at all level over the latest twenty years. They are intended to give individuals the fundamental education abilities they need to go into business. Ogundele calls this situation a "mismatch" between the educational system and the job market. It is essential to keep in mind that

African educational systems have not yet successfully adapted to the changing requirements of the labor market for knowledge, abilities, and attitudes. Okojie (2003) claims that this makes individuals with formal education who lack the necessary skills for the job market unattractive to employers who prefer skilled and experienced workers.

High-Quality Entrepreneurial Education Should Be Adopted for Sustainable Advancement The Following Should Be Adopted for High-Quality Entrepreneurial Education:

- School curricula should include more education about entrepreneurship from post-primary to tertiary education.

To show country occupants how to become business visionaries, professional instructional hubs ought to be laid out in rustic towns and semi-metropolitan regions. The young and ladies who come up short on method for resource will actually want to have one thus; In addition, this training needs to be affordable, utilize the most convenient means of communication, and focus on life skills. The various levels of government ought to be able to provide funding for this kind of training.

In order to serve as a link between industries and individuals who wish to establish themselves independently and technology, entrepreneurship education ought to be incorporated into the educational policies of many African nations.

- The government should beef up its National Youth Advancement Policies to emphasize teaching young people about entrepreneurship through vocational education training and giving them power at the local level.

- As the only type of education that provides graduates with the marketable skills they need to become self-sufficient and employ workers, encourage young people to enroll in entrepreneurial advancement programs at tertiary institutions.

Every youthful business visionary ought to get adequate financing from the public authority to send off an independent venture.

- The Students' Modern Work Experience Plan (SIWES) ought to be adequately supported and organized to help students become accustomed to the modern workplace. Free tuition ought to be offered to students in order to encourage them to enroll in entrepreneurial education programs.

- Entrepreneurs should be encouraged to invest in their relocation after graduation.

Nigerian governments should establish new national centers for basic technical and vocational resources; Participate in the nationwide delivery of technical, vocation, and training by involving local artisans.

- Give adult and youth vocational centers all over the country materials and equipment to help them learn functional literacy, occupational skills, and other skills.

CONCLUSION

The findings of the study indicate that access to and quality of entrepreneurial education will result in the necessary advancement and reduce unemployment and poverty in Nigeria and other developing nations. In addition, it is argued that Nigeria can achieve the Millennium Development Goals and advance comprehensive advancement if it places a strong emphasis on pioneering education. Thorough Progression targets cultivating a more exhaustive society. Subsequently, it is important to work on people's admittance to top notch schooling, proceed with instruction changes to widen the pathways to

progress, and guarantee that graduates are applicable to business needs. In addition, as the population of the elderly grows older in various nations, it is critical to enable this group to work longer, live longer, and receive better federal retirement benefits. Other vulnerable groups, such as children, young women, and people with disabilities, must also have access to more affordable housing and better healthcare. Additionally, it is essential to prevent the establishment of a permanent underclass in each society and to preserve social mobility throughout each generation.

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