Business Education and Entrepreneurship Development

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Abstract
In Nigeria education programme, the teaching of Entrepreneurship skills becomes imperative most especially in this era that students are supposed to be self reliant instead of job seekers after graduation as the white-collar jobs are very scarce. This paper highlighted the objectives of Business Education which include among others, to give training and impact the necessary skills leading to the production of craftsman, technicians and other skilled personnel who will be enterprising and self-reliant. It also highlighted objectives of Entrepreneurship Education and how business education programme can enhance entrepreneurship development in Nigeria. The paper discussed the need for entrepreneurship development through Business Education as a means to curb the problem of unemployment. It tried to find out if the Business Education objectives effectively emphasize entrepreneurial development. It suggested that the curriculum of Business Education be reviewed to accommodate adequate courses on entrepreneurial skills.

Keywords: Business Education, Entrepreneurship Education, Entrepreneurial Development

Introduction
National development connotes a total economics, technical, social and cultural advancement. It is all about people, how they attain self-realization and how they improve on their living standard. To realize these essential elements of their well being, the people need to develop their knowledge and skills on a continuous basis so that they can live and work to contribute to the sociality. Education and training then become very useful tools in preparing the individual to realize his/her potentials, contribute to the development of his/her personality and provision of skills and knowledge that would raise output and generate income, (Ikeanyionwu and Ekwue, 2013). Functional Education according to Ocho (2005) in Ikeanyionwu and Ekwue, (2013), is the process through which individuals are made participating members of their society. It enables them to become capable of living in the society and contribute towards its economic development. This shows that a functional education system takes cognizance of the dynamics of the labour market, equips its graduates with occupational skills and competences to enable them be self reliant.

Business education is an essential part of the preparation of youth for life and living. Business education is a programme of instruction which consists of two parts: (1) Office careers through initial refresher and upgrading education and (2) General Business Education – a programme that provides students with information and competencies which are needed by all in managing personal business affairs and in using the services of the business, (Osuala, 1969 as cited by Akanni, Yahuya and Kamaldeen, 2014). Business education as a functional
educational programme provides individual with functional and suitable skills, knowledge, understanding, attitudes and values that would enable him/her to be fit in the field of work and contribute to economic development of the nation. Entrepreneurships skills development focuses on developing understanding and capacity for pursuit, of entrepreneurial behaviours, skills and attributes in widely different contexts. Entrepreneurship can be defined as the propensity of mind to take calculated risks with confidence to achieve a predetermined business or industrial objective, (Umar, 2014). In their opinion, Tambuwal and Saulawa (2012), see basic entrepreneurship education as that form of education which is essential for life. Such education must equip an individual with necessary skills to service in his environment to that extent it is particular, rather than universal, problem centred rather than abstract, practical rather than theoretical and functional rather than been too small. Akanbi (2007) in Doggoh and Ahine (2012) defines entrepreneurship as the process whereby individuals become aware of business ownership as an option or viable alternative, develop ideas for business, learn the process of becoming an entrepreneur and undertake the initiation and development of business. To this end, business education is essential in entrepreneurship development, it provides the required entrepreneurial skills to students.

Objectives of Business Education
Objective of business education are not separated from that of technical education and are included in the national policy on education revised edition (2006) as:

- To provide trained manpower in applied science, technology and commerce particularly at sub – professional grades.
- To provide the technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development
- To provide people who can apply science knowledge to the improvement and solution of environmental problems for the use and convenience of man
- To give an introduction to professional studies in engineering and other technologies.
- To give training and impart the necessary skills leading to the production of craftsman, technicians and other skills personnel who will be enterprising and self – reliant, and
- To enable our young men and women to have an intelligent understanding of the increasing, complexity of technology.

Objectives of Entrepreneurship Education
Entrepreneurship education according to Osuala (2004) is a specialized training given to students to acquire the skills, ideas and the management abilities necessary for self reliance. The major objectives of entrepreneurship education include:

- To provide meaningful education for youth which could make them self – reliant and subsequently encourage them to derive profit and be self independent.
- To provide small and medium sized enterprises with the opportunity to recruit qualified graduates who will the training and support necessary to help them establish a career in small and medium sized businesses.
- To provide graduates with training in skills that will make them meet the manpower needs of the society.
- To provide graduates with enough training in risk management, to make uncertainties near possible or easy.
• Receive training and tutoring in the skills relevant to the management of the small business centre.
• To provide graduate with
• To stimulate industrial and economic growth of rural and less developed areas.
• To provide graduates with enough training that will make them creative and innovative in identifying new business opportunities.

The Need for Entrepreneurship Education
Ojo (2012) asserted that, the recent calls for the inclusion of entrepreneurship education in tertiary sub-sector of educational system in Nigeria cannot be over emphasized as Nigeria continues to churn out graduates that are hardly self reliant but solely dependend on white collar jobs for sustenance. There is therefore the need to engage the youth who constitutes over 60 percent of the population to avoid unhealthy alternatives for this group of people. She explained further that, the novelty of the entrepreneur study in our tertiary institute will not only supply the nation with entrepreneurship workshop for both private and public business, but also in disseminating innovations through the students’ research activities. Our tertiary institutions must therefore move from their traditional enclaves of domesticating their products, to possible commercialization of some of their untapped research activities and findings which will automatically bring benefit to the general public while at the same time generating revenue for the institutions.

Entrepreneurship is the act of being an entrepreneur or one who undertakes innovations, finance and business acumen in an effort to transform innovations into economic goods. This may result in new organizations or may be part of revitalizing mature organization in response to a perceived opportunity. It has assumed super importance for accelerating economic growth both in developed and developing countries (Ahukannal, Nchna and Arukwe, (2003), in Wuyah and Paul 2012). It generates capital formation and creates wealth in a country; it is a hope and dreams of millions of individuals around the world. Entrepreneurship reduces unemployment and poverty and it is a pathway to prosperity. It is the process of exploring the opportunities in the market place and arranging resources required to exploit these opportunities for long term gain. It may be distinguished as an ability to take risk independently to make utmost earnings in the market. It is a creative and innovative skill and adapting response to environment, (Wuyah and Paul, 2012).

Who is an Entrepreneur?
Entrepreneurs are action – oriented, highly motivated individuals who undertake the identification of investment opportunities, choice of opportunities, decision to form an enterprise, resource combination; business leadership; bearing enterprises risk and creative and innovative activities, (Aruwa, 2004). An entrepreneur is a person who develops a new idea and takes the risk of setting up an enterprise to produce a product or service which satisfies customers’ needs. All entrepreneurs are business person, but not all business persons are entrepreneurs, (Tambuwal and Saulawa, 2012). Akhuemonkhan (2003), maintained that entrepreneurship can be more correctly viewed as a behavioural characteristics than a personality trait and that means entrepreneurial skills and attitudes could be taught and learnt. He summarized the entrepreneurial characteristics as follows:
- Need for achievement.
- Sense of efficacy.
- Risk taking.
- Dealing with failure.
- Openness to feedback and learning from experience.
- Need for independent.
- Self confidence.
- Optimist.
- Need for power.
- Creativity.
- Foresight
- Problem – solving.
- Time boundless.
- Tendency to analysis the environment.
- Long – term involvement.
- Drive and energy.
- Money as a measure.
- Use of resources.
- Internal locus of control.
- Tolerance to ambiguity and uncertainty.
- Tough – mindedness.
- Opportunity seeker.

Business Education and Entrepreneur Development
Entrepreneur development through education has been receiving attention globally. Several attempts have been made through researches, mounting of entrepreneurship courses, programmes in both institutions of learning and entrepreneurship research centres for the purpose of developing both entrepreneurship spirit and culture. (Akpomi, 2009). The acquisition of entrepreneurship skill is strongly emphasized in the curriculum of business education programme. Among the basic goals of business education programme according to Aina (2001) in Umar (2014) are to apply the various business concepts acquired in class to real life situation and acquire skills and competencies required for the performance of basic business job. The role of business education programme in developing entrepreneurship skills in students is very crucial. The programme has loudable and pious objective required for entrepreneurship development in students. This tends to lead us to fundamental question previously asked by Tony - Okeme and Unwuchola (2012). How effective has business education programme been in stimulating economic resources into generating new jobs for its growing work force and does the acquisition of technical and vocational skills translate into entrepreneurship? Jones (2003) stated that the content of business education must reflect the demands of the work place and prepare prospective graduates to face the challenges of rapid occupational changes. It is required to reform the programme content that will equip the programme beneficiaries better to meet socio-economic challenges. The content of the programme must therefore meet the needs of the learner to whom these learning experiences are directed. Business education programme concentrates more on theory, dwells on acquisition of behavioural skills and deficient in competencies which the learner need for self-employment. The business education curriculum needs to be more functional. Plumly, Marshall, Eastman, Iyer, Stanley & Boatright, (2008) in Umar (2014), agree, stating that ‘reality-based pedagogies’ embedded in courses anchored to skill-building are better suited to entrepreneurship education than more traditional methodologies that focus on knowledge building, such as in Accounting and Management.
Conclusion
The stated objectives of business education are fantastic, but not adequate as required for developing entrepreneurship in students. There is need for more emphasis on practical and functional course contents that will adequately equip the beneficiaries of the programme to face the challenges of workplaces. Business Education programme has the potential for entrepreneurship development. It is capable of preparing youth for their future life especially in this critical period of massive unemployment.

Recommendations
1. Business Education curriculum should be reviewed and expanded for inclusion of various entrepreneurial skills required for students to be self-reliant.
2. Pronounced entrepreneurs should be engaged once in a while to give lectures in seminars and workshops to be attended by the students.
3. Business educators should be encouraged to take additional qualifications in entrepreneurship education as one cannot give what he does not possess.
4. Government should provide adequate fund for the maintenance of available equipment and procurement of modern ones.

References

