

## Impact of Entrepreneurial Education in Abakaliki Local Government Area of Ebonyi State, Nigeria

Ugwu Nnenna Jovita

Department of Publication and Extension, Kampala International University, Uganda

---

### ABSTRACT

Entrepreneurship is a key driver of the economy and wealth. Majority of jobs are created by small business started by entrepreneurial minded individuals, many of whom go on to create big businesses. There are more creative freedom for people who are exposed to entrepreneurship education. There is higher self-esteem, and an overall greater sense of control over their own lives. It is the belief of many experienced business people, political leaders, economists and educators that fostering a robust entrepreneurship culture will maximize individuals and collective economic and social success on a local national and global scale. It is with this in mind that the national standards for entrepreneurship education were developed to prepare youth and adults to succeed in an entrepreneurship economy. Hence, this paper examined the impact of entrepreneurial education on residents of Abakaliki, in Ebonyi state. From the findings, the paper was able to draw the conclusion that entrepreneurial education has the capacity to increase economic growth and reduce poverty and dependence in the area. There is need for relevant authorities to support entrepreneurial educational programme and ensure that is only well qualified educators that handle the programme, across all strata of the educational system in the state.

**Keywords:** Entrepreneurship, Education, Abakaliki, Poverty, Economy.

---

### INTRODUCTION

The matter of entrepreneurship has received extensive attention among researchers over the past decades [1,2,3,4]. Entrepreneurship has become a dominant issue in developed and under-developed nations as well because it develops efforts in improving the economic welfare of the nation [2,5,6,7]. Entrepreneurship improves the economic and social growth of nations [3,8,9,10]. Previous studies have remarked that entrepreneurship education, entrepreneurial mindset, and creativity cultivate young talents and develop entrepreneurial intention among individuals to become entrepreneurs [11,12,13,14]. To develop these human resources means, to equip them with the necessary skills and knowledge to contribute and trigger economic revolution, towards attainment of the nation's objective. Entrepreneurship education has been a great inventory in the education sector but has always been there in different forms, designed to produce graduates or individuals who can initiate or innovate a new business ideology to create wealth for themselves and by so doing, create aggregate wealth for the nation [15,16,17,18,19]. Entrepreneurial education comes in different varieties, all aimed at the development of skills to meet or prepare for opportunities and development

of inherent traits in human beings. The programme aims at preparing students or people to open new business or reorganize existing business towards profit making, which will lead to growth in Gross Domestic Product (GDP). Entrepreneurial programmes can be found in basic school level in Nigerian educational system and higher levels (senior secondary and tertiary institution) as well [13,14,15,16].

Advanced economies of the West and Asian Tigers have a highly trained, innovative and entrepreneurship education in their curriculum to prepare citizens who can take risk and start up a business and sustain it towards profitability, Citizens who can compete internationally with others and strengthen their regional economic dominance and Global position [17,18,19]. To utilize the great potentiality embedded in the nation's population, through enhancement of the enterprising potentials of the people, the government and other agencies have marshaled out plans for it. The government through the national policy on education stated the desirable qualities of her education. And these qualities can only be achieved through inculcation of entrepreneurship programmes in all areas of education in the 6-3-3-4 education model. According to [4], objectives of Entrepreneurial education and

the Nigerian National Policy on Education includes:-

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

While the objectives of entrepreneurship education are:-

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

“To this effect, this paper conceptualizes “entrepreneur education” as the inculcation of values into the students through the formal education system, aimed at preparing them with skills necessary to establish new business and make innovations towards sustainability and profit maximization of business units, which will help reduce unemployment, poverty and create aggregate wealth for the nation”. Curriculum bodies like National University Commission (NUC), National Board for Technical Education (NBTE), National Commission for Colleges of

### Conceptual Framework

#### Entrepreneurship and Education.

Enem et al [5], writing on the need for entrepreneurship in the educational sector observed that “the high crime rate and violence experienced in Nigeria has been

Education (NCCE), Nigerian Education Research and Development Council (NERDC) etc. have also insisted on entrepreneurship education to achieve overall national objective. Entrepreneurship education all over the world is a known panacea to poverty alleviation, and to achieve evenly distributed and sustained economic growth and development. From the foregoing records, there is then the need to evaluate the impact of entrepreneurship education in Enugu North Local Government area.

#### Statement of the Problem

Nigeria's leaders have struggled to develop the educational sector and have seen to the review of curriculum, to ensure that entrepreneur education is part of it for possible future economic development, while dealing with other socio-political challenges which is a common denominator of virtually all sub-Saharan Africa countries. In the face of chronic fall in revenue generation, high employment and threat to peace and security of the nation due to restiveness, Nigeria started promoting the development of innovative skills in her populace. This was after various forms of consultation and seminars have been conducted to chart the way forward for a successful nation through the educational system. Of all the effort so far made, the impact has not been felt in the nation significantly. Every year, thousands of graduates join the league of increasing unemployed people in the nation. There is therefore, the need to evaluate entrepreneur education programme in the country, to know the gains so far and where it is lagging behind. Hence, this research attempts to address these issues.

#### Objectives of the study

The study objectives include:

- To ascertain the positive effect of entrepreneurial education in the economic development of Nigeria.
- To determine if the curriculum content matches with the educators handling it.
- To find out if the government is doing enough both in infrastructure, finance and policy continuity to complement the educational programme and see to its success.

variously blamed on inappropriate educational objectives, let out by high unemployment rate all over the country. The current objectives of education in Nigeria is to produce employable

graduates, a feat which can be achieved only if the content of the curriculum is drastically restructured to a completely vocational or professional configuration, so that all the undergraduates at secondary and tertiary educational levels are streamed into specific or cluster of industries that will absorb them on graduation either on hired or entrepreneurial employment." From the national policy on education, the Nigerian education system is structured into: Early child care and Development aged 0-4 years; Basic Education aged 5-15 years. It

#### Theoretical Framework

**Innovation Theory of Joseph Schumpeter-** This theory is based on the innovative prowess of an entrepreneur for economic success. He said that the main function of an entrepreneur is to introduce innovations and that profit in the form of reward is given for his performance [7]. Innovation refers to any new policy that an entrepreneur undertakes to reduce the

encompasses pre-primary: 1 year, 6 years of primary education and 3 years of junior secondary Education; Post-Basic Education of 3 years in senior secondary schools and Technical colleges; and Tertiary Education provided in Colleges of Education, Monotechnics, Polytechnics, and the Universities [9]. Entrepreneurship education in all levels of education is aimed at educating students to think creatively and transform knowledge through technological and non-technological processes into wealth, and to broaden the nation's economic base [8].

overall cost of production or increase the demand for his products. Hence, entrepreneurship takes place when the entrepreneur innovates new ways of making things new source of raw materials, new product or output, new method of making product [6].

#### RESEARCH METHODOLOGY

##### Study design

Survey research method was adopted for this study. It is considered most appropriate because it will enable the researcher to adequately study the impact of entrepreneurial education. The population of the study consists of residents within Abakaliki L.G.A. of Ebonyi state.

##### Sample/Sampling Technique

The sampling size consists of 100 respondents drawn from entrepreneurs, educators, students and public administrators, selected through stratified random sampling technique. The population is stratified into male and female populace with varying degrees of numbers.

##### Method of data collection

A structured questionnaire was used to elicit information from the respondents, validated by experts in measurement and

evaluation. The instrument was assessed in terms of clarity, relevance and suitability, while their comments guided the modification of the instrument. To ascertain the internal consistency of the instrument, the researcher conducted a trial test using 20 people that falls within the population. During the trial test, the researcher administered the instrument once to the respondents, with an introductory letter acquainting them of the reason for the study. The respondents were assured of complete confidentiality of all information they will supply, and allowed to complete the instrument at their own convenience. The researcher then used the Frequency and Percentage to measure the consistency of the instrument, hence the reliability of the instrument. Data was analyzed using frequency and percentage, with a criterion mean is 50%.

**RESULTS**

Data collected are presented in tables showing the comparison of various results. n=100

**Table 1: Effect of entrepreneurial education in the economic development of Nigeria**

S/n	Items	freq		%	
		Yes	No	Yes	No
1	Do you know what entrepreneurial education programme is	100	0	100	0
2	Do you think that the link between entrepreneurial education, entrepreneurial initiative and national development is of positive nature	90	10	90	10
3	Do you think it's because the programme is taught in school that people choose to become entrepreneurs	50	50	50	50

From the result, it can be deduced that the items had mean above the 50% criterion. Based on this, it can be said that

entrepreneurial education programme of Nigeria have a positive effect in the economic development of Nigeria.

**Table 2: Extent to which curriculum content is in tandem with the Instructors capacity**

S/n	Items	Freq		%	
		Yes	No	Yes	No
1	Do you think that educators handling the entrepreneurial programs are adequately trained and have the prerequisites for such teaching and can motivate students	30	70	30	70
2	Do you think that the entrepreneurial education embedded in the various curriculum of the Nigerian educational system have yielded the required results	20	80	20	80
3	Should the program be taught in schools as a separate course or embedded in all academic programs in the country	50	50	50	50

From the result, it can be seen that there are various challenges encountered in entrepreneurship education as a result of the poor quality of instructors handling the

subject, hence, the content of the curriculum does not tally with the capacity of the instructors.

**Table 3: Level of government's efforts in regards to infrastructure, finance and policy continuity toward entrepreneurship**

S/n	Items	Freq		%	
		Yes	No	Yes	No
1	Do you think that the infrastructural state of the nation is affecting the proficiency of the programme in Nigeria	80	20	80	20
2	Is funding a new entrepreneurial initiative a treat to self-reliance aim of entrepreneurial education programme of Nigeria	50	50	50	50
3	Do you think the gap between entrepreneurs in urban area and the rural area is as a result of infrastructural gap	50	50	50	50

From the data gathered, government's effort both in infrastructure, finance and policy continuity to complement

entrepreneurship education programme is not enough.

#### DISCUSSION OF FINDINGS

From the results, it was evident that entrepreneurial education is a good initiative from the government to empower the people and increase self-reliance and reduce the dependency ratio. In the case where cross sectional data or time series data or even panel data can be accessed on it based on its effect on the GDP, it is believed that entrepreneurial education will

have a good effect on the GDP of the nation, hence, it will bidirectional Granger causality with GDP. Also, the findings indicate that irrespective of the government's aim in commencing entrepreneurial education, it still has to do more to provide an enabling environment for entrepreneurship to thrive across the states of the federation.

#### CONCLUSION/RECOMMENDATION

This paper evaluated the impact of entrepreneurial education in Abakaliki Local Government Area. It was able to draw the conclusion that entrepreneurial education has the capacity to increase economic growth and reduce poverty and dependence in the area. Also, there were socio-economic factors that were found to affect and influence the efficiency of the programme, and hence, should be taken into consideration during educational policy prescription and implementation. Accordingly, the paper recommends as follows:

- There is need for relevant authorities to support entrepreneurial educational programme and ensure that is only well qualified educators that handle the programme, across all strata of the educational system in the state.
- Regulatory framework should be established to curb excessive corruption and misappropriation of public funds so as to ensure stability in provision and availability of infrastructural needs of the people, which will influence economic growth and development.

#### REFERENCES

1. Wadhvani, R. D., Kirsch, D., Welter, F., Gartner, W. B. and Jones, G. G. (2020). Context, time, and change: Historical approaches to entrepreneurship research. *Strateg. Entrep. J.* 14, 3-19. doi: 10.1002/sej.1346
2. Värlander, S. W., Sölvell, I. and Klyver, K. (2020). Entrepreneurship as a vocational choice in contested entrepreneurship communities: The role of entrepreneurs' justification strategies. *J. Bus. Ventur.* 35:106006. doi: 10.1016/j.jbusvent.2020.106006
3. Neneh, B. N. (2020). Entrepreneurial passion and entrepreneurial intention: the role of social support and entrepreneurial self-efficacy. *Stud. High. Educ.* 25, 1-17. doi: 10.1080/03075079.2020.1770716
4. Ezemoyih, C. M. (2011). Strategies for Effective Teaching of Entrepreneurship Education in

- Tertiary Institutions in Imo and Anambra States. *Business Education Journal*, VIII (1), 119.
5. Enem, F. O., Davidson, V. C., Ezike, S. M., Aneke, H. C., Ugwoke, P. U., Njuku, P. C. and Obetta, A. N. (2012). *Curriculum studies: TONEM Publicity, Publications LTD.*
  6. Asogwa, O. S. and Anah, S. A. (2017). *Impact of Entrepreneurship Development on Economic Growth of Enugu State: A Study of Registered Entrepreneurs in Enugu State, Nigeria. International Journal of Economics, Business and Management Research* 1(2).
  7. Chinonye, M., Oludayo, O., Agboola, M. and Akinbode, M. (2015). *Social and Economic Models for Development Track Entrepreneurship Education and Poverty Alleviation: Impact Analysis of Covenant University Graduate between 2006- 2013 .International Conference on African Development Issues (CU-ICADI).*
  8. Ekpe, I., Razli, C. R., Mohammad, I. and Zulhamri, A. (2015). *Entrepreneurial Skill Acquisition and Youth's Self-Employment in Malaysia: How Far? Mediterranean Journal of Social Sciences*, 6(4).
  9. Sulayman, D. G. and Philo, A. (2014). *Role of Business Education in Promoting Entrepreneurship in Nigeria; International Journal of Academic Research in Progressive Education and Development*, 3(4).
  10. Abenawe Constantine (2022). *Social Economic Status in Selected Secondary Schools in Ibanda District Uganda. IAA Journal of Education*, 8(1): 73-89.
  11. A Constantine (2022). *Evaluation of the relationship between socio-economic status and the quality of education in secondary schools in Ibanda District. IAA Journal Arts and Humanities* 9 (1), 83-94.
  12. H Thabugha, A Bateyo, M Baineamasanyu (2022). *Savings and women involvement in business in Kasese District: A Case of Women Entrepreneurs in Hima Town Council. IDOSR Journal Of Current Issues In Social Sciences* 8 (1), 38-44.
  13. ON David, OO Benedicto, NM Michael (2022). *An Assessment of Collaborative Governance for Sustainable Development in Urban Planning in Kenya. IDOSR Journal of Current issues in Social Sciences*, 8(1): 1-18.
  14. C Mukabaranga, M Michael, B Asuman (2022). *The relationship between intrinsic rewards and employee performance in Non-Profit Organisation in Rwanda; A case study of Shyogwe diocese. IDOSR Journal of Current Issues in Social Sciences* 8 (1), 52-65.
  15. C Mukabaranga, M Michael, A Bateyo (2022). *The Relationship between Employee Recognition Programs and Employee Performance of Shyogwe Diocese. INOSR Arts And Management* 8 (1), 35-48.
  16. OO Benedicto, ON David, A Joseph, NM Michael (2022). *Herding Behaviour and Stock Market Volatility at the Nairobi Securities Exchange: An Exploratory Analysis. IDOSR Journal of Current Issues in Social Sciences* 8 (1), 19-37
  17. Rukundo Sarah Aruho, Benard Nuwatuhaire, Micheal Manyange, Asuman Bateyo (2022). *Performance of Small and Medium Enterprises in Uganda: A Case Study of Kabale Municipality South Western Uganda. INOSR Humanities and Social Sciences*. 8(1), 1-10.
  18. Aruho Rukundo Sarah, Nuwatuhaire Benard, Manyange Micheal, Bateyo Asuman (2022). *Evaluation of Constraints of Small and Medium Enterprises in Uganda: A Case Study of Kabale Municipality South Western Uganda. INOSR Arts and Management*, 8 (1), 8-20.
  19. Rukundo Sarah Aruho, Benard Nuwatuhaire, Micheal Manyange, Asuman Bateyo (2022). *Socio-demographic Distribution of Persons with Small and Medium Enterprises in Uganda: A Case Study of Kabale Municipality South, Western Uganda. INOSR Arts And Management*, 8 (1), 1-7.