

Teaching Entrepreneurship Education among Basic Education Pupils: A Tool for Addressing Insecurity in Nigeria

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Abstract

This paper examines the teaching of entrepreneurship education to basic education pupils as a tool for addressing insecurity in Nigeria. Entrepreneurship education is an act of equipping learners with relevant knowledge, theory, and skills with the purpose of preparing them to establish small-scale or large businesses for self-employment, self-development, and the possibility of employing others. Examples of entrepreneurship skills include carving, painting, fish farming, poultry farming, welding, tile making, and more. Insecurity is the state of being subjected to terror, threats, risk, molestation, bullying, and harassment. Some causes of insecurity in Nigeria include bad leadership, corruption, ethnicity, religious fanaticism, and unemployment. Among the challenges of teaching entrepreneurship education are inadequate funding and a poor educational system. It is suggested that the government should provide sufficient funds for the provision of essential facilities for practical teaching, and that educational policymakers should redesign the present curriculum to better suit our contemporary needs.

Keywords: Teaching, Entrepreneurship Education, Insecurity, Basic Education.

Introduction

In Nigeria, education is seen as the pivot of any meaningful development, be it social, economic, technological, or political. It is the process of providing an inexperienced person with guidance to help him or her develop physically, mentally, socially, emotionally, politically, and economically (Mahmud, 2023).

Entrepreneurship education is a process that seeks to provide students 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 primary or

secondary schools through graduate university programmes (Usaini, 2021).

The word insecurity has many meanings and interpretations. According to Shuaibu and Atiku (2021), insecurity signifies dangers, hazards, uncertainty, lack of protection, and lack of safety. Omufade, Imboropi, and Utin in Shuaibu and Atiku (2021) describe insecurity as "the state of fear and anxiety stemming from a concrete or alleged lack of protection."

In another definition, Akin, Tunde, and Seizing in Shuaibu and Atiku (2021) describe insecurity as the state of being

subjected in every regard to terror, threat, risk, molestation, bullying, and harassment.

According to Hussain in Menakaya, Uzoegwu, and Uloh-Bethels (2022), insecurity is a negative feeling involving fear, anxiety, uncertainty, and injustice, among others. When an individual does not have control over a situation but must rely on the cooperation of others that cannot be guaranteed, the result may be insecurity. It is a state of fear or anxiety characterised by an inadequate sense of freedom from danger. This reflects physical insecurity, which is considered the most visible form of insecurity, and it feeds into many other forms of insecurity such as economic and social insecurity.

Insecurity in Nigeria has been very alarming since independence and has penetrated various facets of people's lives on a large scale. Nigeria has in past decades been experiencing national insecurity, social insecurity, economic insecurity, political insecurity, health and food insecurity, as well as educational insecurity, among others (Igbuzor in Garba, Ephraim, and Deborah, 2022).

Universal Basic Education (UBE)

Universal Basic Education is a foundation for the acquisition of further knowledge, skills, and competencies in diverse fields. It involves a variety of formal and non-formal educational activities. The Universal Basic Education Scheme was formally launched by President Olusegun Obasanjo in September, 1999 in Sokoto State (Olayemi, 2019).

According to the Federal Republic of Nigeria (FRN) (Olayemi, 2019), the Universal Basic Education Blueprint aims at equipping

individuals with the knowledge, skills, and attitudes that would enable them to live meaningful and fulfilling lives, contribute to the development of society, and ultimately derive maximum social, economic, and cultural benefits from society while discharging civic obligations competently.

The Universal Basic Education (UBE) Scheme consists of nine years of compulsory education, that is, six years of primary school plus three years of junior secondary education. It also includes adult and non-formal education as well as education for special groups such as nomads and fishing communities.

Concept of Entrepreneurship

The term entrepreneurship has been viewed from different conceptual perspectives, as evidenced by many diverse definitions. However, despite these differences, there are common parameters running through them, such as innovation and creativity, competency, risk-taking, independence, and rewards (Olushola, 2023). The Federal Republic of Nigeria in Olushola (2023) opines that entrepreneurship means self-reliance, thereby alleviating the problem of unemployment.

Ifegbo in Olushola (2023) describes entrepreneurship as competency in resourceful skills, a process through which entrepreneurs create, nurture, and grow enterprises using a reasonable degree of initiative and competencies necessary for transforming change into opportunities, thereby deriving personal satisfaction, monetary rewards, and independence. With adequate competence, entrepreneurs can exercise their talents and convert education

into productive ventures to address the rising challenges of unemployment.

Entrepreneurial education involves equipping students with the skills required for starting a new business based on a recognised business opportunity and for sustaining that business. Although some believe that entrepreneurship does not need to be taught and that an entrepreneur is born, not made, it should be noted that one must learn specific skills to become a successful entrepreneur (Federal Republic of Nigeria in Olushola, 2023).

Entrepreneurial education is also a deliberate approach to sensitising young people at different levels of education to acquire skills in any vocation of their choice, so as to avoid unemployment in the future. Adeoti in Olushola (2023) defines entrepreneurship education as the art of equipping a learner with relevant knowledge, theory, and skills with the purpose of preparing them to establish small-scale or large businesses for self-employment, self-development, and the possible employment of others.

The Federal Government of Nigeria introduced an entrepreneurship curriculum covering over thirty-six subject areas, including: arts, crafts and creative industries; hairdressing; fashion designing; electronics maintenance; food and nutrition; carpentry; wood carving; bag making; shoemaking; textile and weaving; music; photography and video coverage; bead making; wire works; tile making; graphic designing; branding; poultry farming; fish farming; goat farming; snail farming; agriculture; horticulture; web designing; welding; painting; carving; barbering; car alignment; desktop

publishing; Ankara craft; tie and dye; interior and exterior decoration; bricklaying; event planning; piggery; and rabbit farming, among others (Federal Republic of Nigeria in Olushola, 2023).

Objectives of Entrepreneurship Education

Entrepreneurship education has a wide range of objectives. Olorunmolu and Kizito in John, Mamuda, and Ezekiel (2015) state the objectives of entrepreneurship education as follows:

- i. To provide meaningful education for youth that could make them self-reliant and subsequently encourage them to derive profit and achieve financial independence.
- ii. To stimulate industrial and economic growth in rural and less developed areas.
- iii. To provide graduates with sufficient knowledge that will make them creative and innovative in identifying new business opportunities.
- iv. To provide graduates with the training and support necessary to help them establish careers in small and medium-sized businesses.
- v. To provide graduates with skills training that will help them meet the manpower needs of society.

Entrepreneurship Education as a Tool for Addressing Insecurity in Nigeria

Balarabe (2018) argues that entrepreneurship education, when properly executed, will empower young graduates with the requisite technical, vocational, and entrepreneurial skills to make them job creators and wealth generators. This will go a long way in reducing the current problems of poverty,

insecurity, and poor quality of living, as reflected in the international human development indices of the country.

Sani Idem (2024) identified the following roles of entrepreneurship education in the development of society:

1. It generates employment opportunities, mainly through self-employment.
2. It improves the quality of goods and services, brought about by constant competition among entrepreneurs.
3. It leads to the introduction of new technologies through entrepreneurial activities.
4. It improves the welfare of society by producing a variety of goods and services.
5. It facilitates forward and backward linkages; that is, a new business leads to the introduction of other related businesses.
6. It contributes to the Gross Domestic Product (GDP) of the economy, thereby increasing economic growth and per capita income.

Challenges of Entrepreneurship Education

According to Akpan in John, Mamuda, and Ezekiel (2015), despite the profound benefits of entrepreneurship education, it is still not fully explored in Nigeria. The problems that hinder the development of entrepreneurship education in Nigeria include the following:

- i. **Inadequate Funds:** There is a need for substantial funds for teaching the practical aspects of entrepreneurial education. These funds could come from internal sources such as personal savings, financial support from friends, relatives,

and traditional cooperative groups and societies, or from external sources such as banks, government agencies, and non-governmental organisations.

- ii. **Poor Educational System:** Entrepreneurship demands a talented and skilled workforce. The Nigerian educational system currently fails to provide the necessary foundation for such a workforce. Schools up to the tertiary level do not have a well-developed curriculum that emphasises initiative to build accountability and entrepreneurial capacity.
- iii. **Entrepreneurial Information:** Data and resources for entrepreneurship education are inadequate. There are few programmes specifically designed to support entrepreneurship education at the basic level.
- iv. **Cultural Barriers:** Entrepreneurship requires a culture that is confident and respects risk-taking. Without a willingness to take risks, it is not possible to create value from knowledge. The culture of risk-taking in Nigeria needs to be properly addressed, given the country's diverse cultural backgrounds, which can create barriers to entrepreneurial involvement.
- v. **Research and Linkages:** Success in entrepreneurship depends critically on openness and linkages with innovation systems in other countries, since strong innovation systems depend on both local environments and global connectedness. The level of linkage between Nigerian research centres and colleges with the outside world is still not fully developed,

which remains a significant impediment to entrepreneurial success.

Some Causes of Insecurity in Nigeria

According to Shuaibu and Atiku (2021), Nigeria enjoyed relatively permanent peace for a long period of time. Unfortunately, in recent times, the country has been suffering from frequent crises resulting in loss of lives and destruction of properties. The insecurity crises in Nigeria include kidnapping, armed robbery, and insurgency, among others. Shuaibu and Atiku (2021) further identify the failure of government to provide or manage the basic human needs of citizens, ethnic disagreement, and national resource contention as factors responsible for insecurity in Nigeria.

Udoji in Shuaibu and Atiku (2021) argues that insecurity in Nigeria is caused by poor border control, illegal arms importation, proliferation of illegal arms, ethnicity, emergence of ethnic militia groups, corruption, marginalisation, poor leadership, religious fanaticism, extreme hatred, and unemployment. Nadech in Shuaibu and Atiku (2021) sees bad leadership, corruption, and illiteracy, among other factors, as broadening insecurity in Nigeria.

Suggestions

1. There is a need for improvement in the curriculum to ensure that it is comprehensive and to increase the practice of entrepreneurial skills after leaving school.
2. Government and school administrators should ensure that adequate instructional materials, modern equipment, and well-trained teachers are present in schools to train students adequately and effectively.

3. Policymakers should make the study of entrepreneurial education compulsory at all basic education levels.

4. Government should establish entrepreneurial training centres to produce the required skilled personnel to cater for local demands in Nigeria.

5. Entrepreneurial centres should be properly equipped and utilised to assist students in effectively acquiring knowledge and skills in their chosen entrepreneurship trade.

Conclusion

Insecurity challenges in Nigeria are rapidly increasing across all dimensions, in different forms, and in different parts of the country. These insecurity challenges include kidnapping, armed robbery, theft, and Boko Haram insurgency, among others. The teaching of entrepreneurship education to pupils at the early stage of their formal education will assist in addressing insecurity in our country. These skills may be in the areas of painting, fish farming, poultry farming, carving, barbering, tile making, shoemaking, and others. When pupils learn one of these skills, they can become self-employed and remain engaged in productive activities throughout the day. By doing so, pupils will have neither the time nor the inclination to engage in any form of criminality within the society in which they live.

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