



REVAMPING ENTREPRENEURSHIP EDUCATION FOR SKILLS ACQUISITION

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Abstract

Any country that wants to achieve economic progress and self-reliance must prioritize education. The standard of education offered by the educational system needs to be raised to meet these objectives. This calls for updating the curriculum with components that support the intended adjustments. This paper suggests that the essential element required to revive the curriculum for skill development targeted at self-employment is entrepreneurship education. It defines education as the set of knowledge, abilities, and attitudes that a person gains to modify their behaviour. It also emphasizes the role that entrepreneurship education plays in providing students with the skills they need to start their own business and become self-employed when it is incorporated into the curriculum at all educational levels. Curriculum is also defined in the paper as all the experiences that a student has while being guided by the school. It describes the actions made to bring the curriculum back to life, which included adding entrepreneurship education to make it applicable to the acquisition of skills. The article also addresses the benefits of including entrepreneurship education in the curriculum, including how it can be useful for self-employment and focus the curriculum on developing skills.

Keywords: Education, Curriculum, Entrepreneurship, Skill development, Self-employment

Introduction

The world is undergoing a profound transformation, driven by technological advancements, shifting workforce demographics, and escalating global competition (World Economic Forum, 2020). As a result, the nature of work is changing, and the skills required to succeed in the 21st century economy are evolving rapidly. In this context, entrepreneurship education has emerged as a critical component of modern education systems, aiming to equip students with the skills, knowledge, and mindset necessary to drive innovation, creativity, and economic growth. However, traditional entrepreneurship education programmes often focus on theoretical foundations, neglecting the practical skills and real-world experience required for successful entrepreneurship. This mis-match between education and industry needs has resulted in a significant skills gap, hindering the ability of entrepreneurs to launch and grow successful ventures. To address this challenge, there is a pressing need to revamp entrepreneurship education, prioritising skills acquisition, industry connection, and practical experience.

This article proposes a comprehensive framework for revamping entrepreneurship education, drawing on insights from leading-edge

research, industry best practices, and experts' opinions. By adopting a skills-centric approach, entrepreneurship education can be transformed into a powerful catalyst for sustainable economic growth, empowering entrepreneurs to drive innovation, create jobs, and foster prosperity.

Too much focus on academic credentials has caused many students to overlook competency development and skill acquisition. The high unemployment rates among young school dropouts are a result of this emphasis on theoretical knowledge over practical abilities; they are unable to obtain white-collar jobs and lack the necessary skills for self-employment (Odifa, 2009). Instead of focusing on just one of the three domains of learning: cognitive, emotional, and psychomotor, education should support the growth of all three. According to the National Policy on Education (FRN, 2014), an all-encompassing approach is required to give students the abilities they need to make significant contributions to their own and society's development.

The Concept of Skills Acquisition

Like craftsmanship, skill acquisition is the process of learning and developing new professional skills. It may also entail coming up with fresh ideas for enhancing preexisting abilities via education or

experience, as mentioned by (Bassey, and Archibong, 2005). This method comprises receiving specialized instruction or training for a given task until a high degree of proficiency is attained. As the acquired actions grow increasingly fluid, rapid, and smooth, the action eventually becomes automatic, efficient, and almost easy. Skills can be anything from learning a new language to becoming an artist to fixing and improving computer technology. Most talents are acquired by intentional practice, learning, and ongoing improvement over time to become proficient; they are not inborn. Skill acquisition is a growing concern in Nigeria due to socio-economic circumstances and a glut in the labour market which predisposes people to alternatives such as self-employment and a refocus on the care for the environment (Ochuema and Oza, 2010). Diverse by-products of the self-employed artisans have varied effects on the environment, hence the need to establish how their training affects their environmental practices (Adeniyi, 2012). Learning new skill is essential for survival in the twenty-first century, and in the spirit of adult education, it's never too late to pick up new abilities. Learning skills can open doors to employment prospects, financial security, independence, and self-determination for individuals.

The Theory behind Entrepreneurship Skills Development in Postsecondary Education

The idea of gaining entrepreneurship skills in higher education can be seen as a methodical approach to instruction that instructs and prepares people who want to support socio-economic development by raising awareness of entrepreneurship, starting a business, or expanding a small business (Kobani, and Mba, 2012). Entrepreneurship training promotes independence, job options, and diversity of income, especially for individuals who are currently unemployed. According to the NUC Benchmark Minimum Academic Standards for undergraduate programs in Nigerian Universities (2011), the goals of entrepreneurship skill acquisition at this level include:

- a. To include students in the promotion of a positive social culture through instruction, mentorship, advisory and consulting services, and active engagement.
- b. To impart analytical abilities to students in the areas of marketing, leadership, dispute resolution, negotiations, problem solving, and financial management.
- c. To instil in kids a desire for self-actualization and a purposeful life via self-exploration.
- d. To encourage students' independent thought,

financial independence, and respect for their unique skills.

- e. To get graduates ready for further course work in the area.
- f. To engage students in promoting a productive culture within society through teaching, advisory and consultancy services, mentoring, and active participation.
- g. To provide students with analytical skills in problem-solving, negotiations, conflict resolution, marketing, leadership, interpersonal relations, and financial management.
- h. To cultivate in students a drive for personal excellence and a meaningful life through self-discovery.
- i. To foster independent thinking, economic independence, and respect for individual talents among students.
- j. To prepare graduates for advanced studies in the field.

Significance of Acquiring Entrepreneurship Skills at the Tertiary Education Level

The importance of gaining entrepreneurship skills at the post secondary level includes multiple critical roles for students and school leavers. Among these roles are:

- Alleviating unemployment.
- Boosting business ventures.
- Promoting individual development and creativity.
- Fostering independence.
- Realizing one's own potential.
- Supporting stability in the economy.
- Offering a venue for the improvement of talents (Nwadinobi, et al. 2010).

After gaining entrepreneurial skills, students ought to be given the freedom to start their own companies instead of depending on the government or other parties for employment. This independence can lessen restlessness, which is frequently linked to social problems and criminal activity (Adeyanju, 2006). As dreams come true, being an entrepreneur can help people achieve self-actualization and personal fulfillment. Additionally, it gives them the chance to express their creativity, grow personally, and demonstrate their talents, all of which encourage economic activity and long-term economic stability (Nwaokolo, 2003).

Importance of Enhancing Curriculum Through Entrepreneurship Education

There are various reasons why entrepreneurship

education is necessary to revitalize the curriculum.

1. **Skill Development Emphasis:** According to Umezuruike (2014), the curriculum should place a high priority on teaching students the skills necessary for self-employment and independence, especially considering the country's high rate of unemployment. A framework for education that places a strong emphasis on developing skills will produce pragmatic students who can advance national security and drive economic progress. This strategy may also help lower the rate of crime.
2. **Orientation to the Job:** An adept student can start their own businesses and hire people, which advances economic growth, national security, and self-reliance. Since the curriculum considers every facet of a student's education both inside and outside of the classroom, emphasizing entrepreneurship and job preparedness can greatly reduce the widespread problem of unemployment in a country (Akintola, 2001).
3. **Improving the Applicability of Curriculum:** The practicality of the curriculum ought to serve as a guiding concept for its renewal via entrepreneurial education. This method places a strong emphasis on learning by doing and developing practical skills while a student is pursuing their education under the direction of their teacher (Banabo, and Ndiomu, 2011).
4. **Encouraging Entrepreneurial Focus:** Bringing entrepreneurship education back into the curriculum hopes to produce many entrepreneurs who take advantage of the lessons they learned in school (Ocholi, et al. 2019). A person who spots business opportunities and pursues them with the intention of becoming profitable is called an entrepreneur.
5. **Reviving the curriculum through entrepreneurship education** is essential for a nation's economic development to match it with current demands, particularly considering unemployment and economic issues (Yusuf and Soyemi, 2012). Instead of depending on government jobs, this strategy attempts to enable people to launch their own firms and become self-employed as soon as they graduate from college. This change has the potential to increase money flow, lessen poverty, and promote national economic expansion.

Revamping the curriculum with emphasis on entrepreneurship education fosters the emergence of entrepreneurs who will launch and run their own companies in addition to improving learners' learning

of entrepreneurial skills (Yusuf and Soyemi, 2012). These business people will also generate employment, which would boost nation's flagging economy and open the door for long-term security and progress.

The Curriculum Concept

Numerous academics have defined curricula in a variety of methods. The Latin verb "currere," which means "to run," is where the word "curriculum" originates (Hendry and Winfield, 2013). It now refers to a course of education over time. The disciplines covered in a course of study or taught in a certain school or institution are referred to as the curriculum in this context. The curriculum is understood in the context of the formal education system as course manuals, sequences of courses, assignments, and material (Lunenberg, 2011). It acts as a guide or road map that leads instructional efforts in the direction of a sensible conclusion. Mohammed (2007) backed up this claim by saying that the curriculum includes all the experiences and extracurricular activities that the school offers to help the student undergo the changes that are intended. Everything that a country teaches its citizens through its educational system, including knowledge, skills, and attitudes, is included in the curriculum (Dike and Eze, 2009). It also entails learning the abilities required to carry out duties while being supervised by an educational institution (Umezuruike, 2014). To give people the skills they need to work for themselves, the curriculum should be revived with an emphasis on entrepreneurship education. This will improve economic development and security in a nation.

Strategies to Revamp Entrepreneurship Education Towards Skills Acquisition

1. Public awareness and education on entrepreneurship issues can be addressed through various strategies across different domains. These include:
 - a. Educating the public about entrepreneurship rights, responsibilities, and their associated consequences within legal frameworks (Stokes, et al. 2001).
 - b. Utilizing media platforms, print, broadcast, and internet, to conduct awareness campaigns and integrate entrepreneurship topics into mainstream education (Stokes, et al. 2001).
 - c. Increasing targeted group awareness and education, fostering public engagement in entrepreneurship decision-making processes (Olawolu and Kaegon, 2012).
2. Collaboration between communities and governments is essential to effectively utilize media channels in educating the public about



- entrepreneurship issues. This collaboration often involves informal methods such as regular briefings and information centers to ensure media outlets are well-informed (Kaegon, 2009).
3. Collaborating with the Media: Print, broadcast, and online media are effective means of informing the public about entrepreneurship concerns. Collaboration between the media, the government, and the community is frequently required to carry out this duty effectively. Usually, informal techniques like information centres and frequent briefings are used in this partnership (Kaegon, 2009).
 4. Educating Community and Traditional Leaders: Community behaviour is greatly influenced by the influence of local, religious, and traditional leaders, particularly in rural regions. Initiatives to raise entrepreneurship awareness can be implemented more easily if these leaders receive education. Dealing with them requires that one address:
 - a. Language: Despite possible translation expenses, offering instructional resources in regional tongues can improve accessibility.
 - b. Literacy: In places with low literacy rates, it can be wise to use radio programs, posters, and other visual or audio means.
 - c. Clarity and Simplified Language: Written content, especially in second or third language, should be simple to comprehend. This means that active verbs, straightforward words, and short phrases should be preferred above convoluted language (Olawolu and Kaegon, 2012).
 5. Insufficiently Outfitted Vocational Labs: Insufficiently equipped vocational laboratories are available for psycho-productive learning (Olawolu and Kaegon, 2012).
 6. Lack of Employment Opportunities: Graduates of vocational programmes cannot easily find employment.
 7. Insufficient Funding for Self-Employment: Graduates who want to work for themselves but do not have the money to start their own business encounter difficulties.
 8. Government Emphasis on Other Programs: The continuation and expansion of entrepreneurship education are threatened by the government's increased focus on other programmes (Nwodo, 2011).
 9. Corruption in Policy Implementation: The advancement of entrepreneurship education is impeded by corruption in those tasked with carrying out policies in this area.
 10. Mistreatment of Vocational Technical Education Teachers: These educators hardly ever get paid to attend conferences, seminars, or workshops on vocational education. They also have to wait for promotions (Stokes, et al. 2001).
 11. Absence of Indigenous Educational Materials: Most texts that are available are foreign and lack the familiar context required for good student learning. There are also no indigenous books or manuals on entrepreneurship education (Olawolu and Kaegon, 2012).
 12. Inadequate Use of Local Industrial Raw Materials for Skills Training: Since many training materials are still imported, there is insufficient use of local industrial raw materials (Nwodo, 2011).
 13. Unreliable Power Supply: A lot of the equipment and tools used in entrepreneurship education require electricity to run. These machines atrophied when they are left idle because of a variable or non-existent power source. Furthermore, it can be difficult to maintain or repair foreign equipment, which makes it difficult to acquire new skills (Nwodo, 2011).
 14. Too Few Technically Qualified instructors: Too few qualified instructors are eager to continue working in classrooms. 95.5% of qualified teachers are abandoning the teaching profession (Olawolu and Kaegon, 2012).
 15. Inadequate Facilities: An essential part of entrepreneurship education is practical work. Program execution and structuring become

Challenges Hindering the Revamping of Entrepreneurship Education towards Skill Acquisition

The following is a summary and quick explanation of these concerns:

1. **Insufficient Public Awareness:** It is still unclear how the public understands entrepreneurship education. Many people in society still have unclear perceptions about this kind of schooling (Onokerhoraye, 1995).
2. **Inadequate Government assistance:** When it comes to the distribution of resources, vocational technical education frequently receives insufficient assistance from the government (Mera, 2004).
3. **Lack of Ability Scales:** The identification of young people who are most likely to succeed in entrepreneurship education, a critical component of national development is bereft of appropriate



extremely challenging, if not impossible, in the absence of adequate workshop space. If more funding is given by the government to vocational technical education, this problem might be resolved (Mera, 2004).

Future Potentials of Entrepreneurship Education

Graduates of entrepreneurship education are in great demand everywhere, including Nigeria, as the world of work grows more complex due to the growth of commercial and technical businesses as well as the sophistication of technology. Technological improvements and changing societal needs are driving the growth of vocational and technical education, which increases job options for graduates. By 2030, graduates of vocational and technical education should have excellent job prospects (Maclean and Wilson, 2009). New technologies are constantly being developed for use in business and industry, and their proper operation and maintenance depend on highly qualified professionals and trained personnel. Life is full of change, and when business and industry in Nigeria and other emerging countries change, additional job possibilities arise across a range of industries.

One of these industries, vocational technical education, has a bright future and plenty of employment opportunities. These aspirations are expected to come true with the successful implementation of the National Policy of Education (6-3-3-4 and 9-3-4 systems) and the achievement of Vision 2030.

Conclusion

This paper examines how entrepreneurship education may revitalize the curriculum while highlighting the promotion of self-employment, security, and economic growth. It starts by characterizing education as the process of gaining information, abilities, attitudes, and values that impact behaviour and advance society. Examining the curriculum as the totality of a student's educational journey under the direction of the school, curriculum emphasizes the dynamic modifications meant to bring about rejuvenation. To revamp the curriculum, entrepreneurship education is prioritized, placing a strong emphasis on developing skills and encouraging self-employment. The study promotes entrepreneurship education as a means of reviving the curriculum and meeting modern demands.

Recommendations

The following recommendations are made

- i. Making entrepreneurial education required at every educational level in the Nigerian system.
- ii. Making sure educators are sufficiently

compensated and inspired to assist in the effective execution of efforts to revitalize the curriculum.

- iii. Retaining a teacher-to-student ratio of 1:25 in elementary schools and 1:30 in secondary schools to accomplish the intended results and give enough time for curriculum rejuvenation through entrepreneurship education.
- iv. Provision of sufficient funding, equipment, and infrastructure to facilitate the execution of the entrepreneurship education curriculum by the government.

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