

ENTREPRENEURSHIP EDUCATION AND GOOD GOVERNANCE: A POTENT TOOL FOR ACHIEVING SUSTAINABLE DEVELOPMENT IN NIGERIA.

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ABSTRACT

The emergence of the need for entrepreneurship education in the mid 1990s has shed light on its roles as a catalyst for good governance and invariable a prominent key factor that can be used to achieve sustainable development. The paper applied descriptive and inferential statistical techniques. The target population comprised of 120 Students of three tertiary institutions in Kwara State. A questionnaire tagged EEQ was used for data collection. Data was analyzed using chi-square statistical technique. The finding of the paper has shown that there is a significant relationship between vocational skills, financial knowledge, good governance and actualization of sustainable development. However, the paper concluded that good governance and sustainable development are achievable through the infusion of teaching and learning of entrepreneurship education into the tertiary institutions' curricula.

Keywords: Good governance, Entrepreneurship education, Vocational skills, Financial knowledge and Sustainable development

INTRODUCTION

For a long time, one issue on which Nigerians agreed upon is that the country is going through a period of lapses and the long-term apathy to the development of entrepreneurial skill. This, was as a result of certain causes, chief among are massive unemployment problem, diminish rural poverty exacerbated by national policy on education that was geared towards *education for paid employment* rather than education for self-employment as well as utter neglect of small enterprises in the industrialization policy (Otamiri and Ikechi 2014). However, the inability of the Nigerian leaders to tackle developmental challenges, distribute state resources equitably, render good services to the people particularly in the provision of jobs to drastically reduce the idle minds that have been serving the devils workshop appear to be one of the causes of serious unemployment problem now facing the nation.

In Nigeria today, the increasing rate of poverty, unemployment, corruption and so many other social problems had become worrisome to the government and to well meaning Nigerians. The increase rate of poverty in Nigeria is largely due to corruption and bad governance by the leaders. The success of government in any organized political system is determined by the quality of leadership in such government. Lawal and Owolabi (2012) argues that the socio-economic and political development of any country depends largely on the ability of its leaders to facilitate, entrench and sustain good governance, which is a function of committed, patriotic, and discipline people. However, Anazodo, Okoye and Ezenwile (2012) emphasized that Nigeria is one of the countries in sub-Sahara Africa whose development has been undermined by the menace of corrupt practices by her leaders.

Otamiri and Ikechi (2014), in their study enunciated that there is a need in Nigeria to create a synergy between education with entrepreneurial skill acquisition and self-employment through integrated national policies. They opined that this would serve as a panacea for solving the massive unemployment problem, diminish rural poverty and empower a larger percentage of the citizens economically. They observed that, for a long time also, there was utter neglect of small enterprises in the industrialization policy and suggested that what remains to be done is to link educational policy with industrialization and employment policies through formal education intervention in entrepreneurship development.

The youths represent a very important stakeholder in any society. They are not only the future of Nigeria, but also a major stakeholder and useful resource in the building of the nation. For the youths to become useful resource in the Nigerian project, they must be gainfully employed. The problem of unemployment is specifically pathetic as the thousands of graduates produced by the educational institutions annually flood the labour markets without hope of when to secure gainful employment. Leadership corruption was adjudged responsible for this and the other woes of the Nigerian society.

In the absence of paid employment by the government, self-employment is expected to take over which would convert the job seekers to employer of labour. This is where entrepreneurship education comes in. Before a particular government can set aside certain percentage of her budget to promote entrepreneurship education, which is a branch of education, she must have fully observed the major sector itself, that is, the education sector. Duze (2011) argues that there is a general worry about the poor quality of education output in Nigeria. It is pertinent to note that Nigerian has not invested heavily in education in recent

years despite massive expansions in the sector. It would be recalled that UNESCO (in Dauda, 2011) recommended that countries should commit at least 26 percent of budgetary allocations to education. However, the highest Nigeria has gone in recent years was 11.12 percent in 1999. Other years were 2000 (8.36%), 2001 (7.0%), 2002 (5.9%), 2003 (1.83%) and 2004 (10.5%).

The level of development and technological transformation recorded by nations like Malaysia, Indonesia, Singapore, Brazil, India and the likes was due to the huge investment in education and the proper observation of entrepreneurship education. This led to the revelation that development is driven by innovativeness, creativity, originality and human imitateness all which entrepreneurship education promotes in totality. Entrepreneurship education for the youth enhances their mastery of skills and exposure to a variety of activities that could change their lives and those of other and lead them to become self-reliant and self-employed.

In a bid to address the above developmental challenges highlighted above, the successive government in Nigeria has keyed into the Millennium Developmental Goals (MDGs) which were agreed by United Nations (UN) member states in 2001. The eight MDGs namely: reduction of poverty and hunger, achieve universal education, promote gender equality; reduce child and material deaths, combat HIV, malaria and other diseases, ensure environmental sustainability and develop global partnerships.

In addition, Liz Ford in Guardian News and Media Limited (2015) posited that globally as the deadline of the implementation of the MDGs approaches the World Bank measures on poverty that stipulated \$1.25 income per day could not be met because about 1 billion people still live on less than \$1.25 a day. It is equally on record that more than 800 million people do not have enough food to eat. However, insufficient funds because of fluctuating in the world market price of crude oil lack of political will and corruption pervasiveness in our society inability to raise adequate external aids has made the MDGs unrealizable in Nigeria by 2015 just like other sub-Saharan countries.

The above scenarios have demonstrated the inadequacies amongst other factors of MDGs in actualizing economic growth and development in Nigeria. This ugly development has necessitated a further process or framework for international development agenda known as Sustainable Development Goals (SDGs).

It is important to note that education can be a means to an end if it is rightly structured and channeled towards achieving a goal. However, it should be stressed further that the combination of the faulty educational policy and non linking of education with skills acquisition have no doubt contributed to the problems of massive unemployment and rural poverty now facing the nation. As a way forward for the above scenario discussed, Aladekomo (2004) asserted that linking education with enterprise would lead to self-employment, and serve as panacea for massive employment and invariably reaping of the dividends of good governance in Nigeria. Therefore, the need for our education to be enterprise based and job creative, which will usher in sustainable development that has eluded our society over the years, is the major discuss of this paper.

ENTREPRENEURSHIP EDUCATION, GOOD GOVERNANCE AND SUSTAINABLE DEVELOPMENT: A CONCEPTUAL EXPOSITION

It is pertinent to note that empirical literature that investigates entrepreneurship education, good governance and sustainable development in Nigeria is limited. This paper therefore relies on publications from developing and developed countries for a clear articulation and understanding of synergy between entrepreneurship education, good governance and sustainable development. Aladekomo (2004) writes that the Ashby Commission set up to review the educational policy was because the country wanted to produce manpower for the positions that would be vacated by the whites. The expectations was that undergraduates were to be prepared in leadership styles, managerial thinking and decision making procedures suitable for large organizations and good governing style of the society.

Generally, from all the above, Education for Ifenkwe (2013) is regarded globally as a potent instrument for introducing and sustaining social change in human societies, as well as shaping its destiny. Apart from serving as a vehicle for enhancing upward social and economic mobility, education is regarded as a key to social reconstruction and an instrument for conserving, transmitting and renewing culture (Ukeje, 1978 and Erder, 1966). This refers to the fact that education can be the basis for positive organization and good governance in any society considering the type of leaders each society possess. The extent to which a society is educated indicates the level of governance in the society; hence, education signifies good governance by the leaders.

Governance for Agagu (2010) means how public institutions manage public affairs to ensure effective use of resources o achieve the good life expected of citizens in a given state. To ensure citizens benefits dividends of democracy, government must ensure check and balances in government operations and uphold the rule of law where it needs to be enforced in a situation where a government officials misappropriate, embezzle, or divert fund meant for social upkeep.

It is very imperative to note that the goal of democracy amongst other things is to bring about some forms of dividends. However, this brought about the need for Nigeria to link education with enterprise and employment generation.

Oyelola, Ajiboshin, Ajiboshin, Raimi, Raheem, and Igwe (2013) quoting Shane and Venkataraman, (2000) defines entrepreneurship as the creation and management of a new organization designed to pursue a unique, innovative opportunity and achieve rapid, profitable growth. Furthermore, Kanothi (2009) quoting Binks and Vale (1990) defines entrepreneurship as "an unrehearsed combination of economic resources instigated by the uncertain prospect of temporary monopoly profit". According to Acs and Storey (2004), Minniti and Lévesque (2008), Naudé (2007), Kanothi, (2009) in Oyelola et al (2013) "Entrepreneurship entails the act of risk-taking, innovation, arbitrage and co-ordination of factors of production in the creation of new products or services for new and existing users in human society". Oyelola et al (2013) added that "the deliverable of entrepreneurship is making or doing things differently; making or providing innovative products or services; or

organizing how the products are made or supplied". Sustainability is the long-term availability of proper means that are necessary for a long-term achievement of pre-specified goals.

Ogunowo and Oderinde (2012) posited that sustainable development as a new paradigm world over has been explained differently. According to Abumere (1997), the concept means, "that in our use of environmental resources to satisfy current demands, we must not inflict irreversible damage on the environment in such a way as to jeopardize the ability of future generations to meet their needs". Ogunowo and Oderinde (2012) opined that sustainable development refers to the "designed development that meets the needs of the present generation without compromising the ability of unborn generations in meeting their own needs". Furthermore, the discussion for the framing known as SDGs of agendas and political policies over the next 15 years (2015-2030) began with the United Nations System Task Team. The three notable dimensions of sustainable development and their interlinkages, which the goals should capture, are environment, economics and society.

The United Nations report identified four dimension as part of global vision for sustainable development namely social development namely social development, environmental sustainability, inclusive economic development, peace and security (Wikipedia, the free encyclopedia). The SDGs otherwise known as "Transforming our world" or "Realizing the Future We Want" follow and expand on the MDGs. SDGs official are a new, universal set of 17 goals, 169 proposed targets to achieve these goals and 304 proposed indicators to show compliance by UN member states (The Future We Want, 2013).

The proposed 17 goals are: End poverty in all its forms everywhere; End hunger, achieve food security and improved nutrition, and promote sustainable agriculture; Ensure healthy lives and promote wellbeing for all at all ages; Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; Achieve gender equality and empower all women and girls; Ensure availability and sustainable management of water and sanitation for all; Ensure access to affordable, reliable, sustainable and modern energy for all; Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all; Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation; Reduce inequality within and among countries; Make cities and human settlements inclusive, safe, resilient and sustainable; Ensure sustainable consumption and production patterns Take urgent action to combat climate change and its impacts (taking note of agreements made by the UNFCCC forum); Conserve and sustainably use the oceans, seas and marine resources for sustainable development; Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation, and halt biodiversity loss; Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels; and Strengthen the means of implementation and revitalize the global partnership for sustainable development (United Nations, 2007 and 2015). Sustainable development in the context of this discourse requires the infusion of entrepreneurship education into curricula of tertiary institutions that will promote good governance, boost and expand economic production, human welfare and invariably actualization of sustainable development in Nigeria.

Objectives of the study

- Examine the relationship between vocational skills, good governance and sustainable development.
- Ascertain the synergies between financial knowledge, good governance and sustainable development.

Hypotheses

- H₁: There is no significant difference between vocational skills, good governance and sustainable development.
- H₂: There is no significant relationship between financial knowledge, good governance and sustainable development.

Research methodology and data

The respondents were Economics and Business Education students from three tertiary institutions in Kwara State. Purposive sampling was used to select students from each institution. Entrepreneurship Education Questionnaire (EEQ) was used as instrument for data collection. A four points Likert-type of scale was used. The scale is designed with degree of agreement as strongly agree, agree, strongly disagree, and disagree. The comparison statistics of chi-square was used for analyzing the data. All the hypotheses were tested at 0.05 level of significance.

Analysis and interpretation of data

Table 1: Response on the relationship between vocational skills, good governance and sustainable development

Variable	SA	A	SD	D	Total
	4	3	2	1	
Vocational skills produces good leaders	26	13	1	0	40
Vocational training builds organizational capacity	9	21	2	0	32
Vocational skills promotes resource management	5	16	1	1	23
Vocational skills enhance innovation capacity of existing firms	18	5	0	2	25
Total	58	55	4	3	120

Source: Computation using Chi-Square analysis by the researchers

Table 1.1: Expected Frequency

Variable	SA	A	SD	D
Vocational skills produces good leaders	19.33	18.33	1.33	1
Vocational training builds organizational capacity	15.46	14.66	1.06	0.8
Vocational skills promotes resource management	11.11	10.54	0.76	0.57
Vocational skills enhance innovation capacity of existing firms	12.08	11.45	0.83	0.62

Source: Computation using Chi-Square analysis by the researcher

Table 1.2: Contingency Table

O	E	(O-E)	(O-E) ²	(O-E) ² /E
26	19.33	6.67	44.48	2.30
9	15.46	-6.46	41.60	2.69
5	11.11	-6.11	37.33	3.36
18	12.08	5.92	35.04	2.90
13	18.33	-5.33	28.40	1.54
21	14.66	6.34	40.19	2.74
16	10.54	5.46	29.81	2.82
5	11.45	-6.45	41.60	3.63
1	1.33	-0.33	-1.66	1.24
2	1.06	0.94	0.88	0.83
1	0.76	0.24	0.05	0.07
0	0.83	-0.83	0.68	0.83
0	1	-1	1	1
0	0.8	-0.8	0.64	10.8
1	0.57	0.43	0.18	0.32
2	0.62	1.38	1.90	3.07
				$X^2=30.14$

Source: Computation using Chi-Square analysis by the researchers

$$Df=(r-1)(c-1)$$

$$(4-1)(4-1)$$

$$3(3)$$

$$9$$

Table 1.3 Decision

Variable	Cal Value	Table Value	D/fx ²	Decision
Vocational skills produces good leaders	30.14	16.919	9	Calculated value is greater than tabulated value. There is a significant relationship between vocational skills and good governance

Source: Computation using Chi-Square analysis by the researchers

Table 2: Financial studies, good governance and sustainable development

Variable	SA	A	SD	D	Total
	4	3	2	1	
Financial knowledge enhances social mobility	12	7	0	2	21
Financial knowledge enhances employability	12	16	2	0	30
Financial knowledge stimulates the birth of new enterprises	15	3	3	1	22
Financial knowledge facilitates transparency	25	2	0	0	27
Financial knowledge promotes self employment	16	2	0	2	20
Total	80	30	5	5	120

Source: Computation using Chi-Square analysis by the researchers

Table 2.1: Expected Frequency

Variable	SA	A	SD	D
Financial knowledge enhances social mobility	14	5.25	0.87	0.87
Financial knowledge enhances employability	20	7.5	1.25	1.25
Financial knowledge stimulates the birth of new enterprises	14.66	5.5	0.91	0.91
Financial knowledge facilitates transparency tools	18	6.75	1.12	1.12
Financial knowledge promotes self employment	13.33	5	0.83	0.83

Source: Computation using Chi-Square analysis by the researcher

Table 2.2: Contingency Table

O	E	(O-E)	(O-E) ²	(O-E) ² /E
12	14	-2	4	0.28
12	20	-8	64	3.2
15	14.66	0.34	0.11	0.007
25	18	7	49	2.72
16	13.33	2.67	7.12	0.53
7	5.25	1.75	3.06	0.58
16	7.5	8.5	72.25	9.63
3	5.5	-2.5	6.25	1.13
2	6.75	-4.75	22.56	3.34
2	5	-3	9	1.8
0	0.87	-0.87	0.75	0.87
2	1.25	0.75	0.56	0.45
3	0.91	2.09	4.36	4.80
0	1.12	-1.12	1.25	1.12
0	0.83	-0.83	0.68	0.83
2	0.87	1.13	1.27	1.46
0	1.25	-1.25	1.56	1.25
1	0.91	0.09	0.008	0.008
0	1.12	-1.12	1.25	1.12
2	0.83	1.17	1.36	1.64
				$\chi^2=36.765$

Source: Computation using Chi-Square analysis by the researchers

$$Df=(r-1)(c-1)$$

$$(5-1)(4-1) = 4(3)$$

$$=12$$

Table 2.3: Decision

Variable	Cal Value	Table Value	D/df ²	Decision
Financial knowledge and good governance	36.765	21.026	12	Calculated value is greater than tabulated value. Thus, H_1 is accepted while H_0 is rejected i.e. There is a significant relationship between financial knowledge and good governance

Source: Computation using Chi-Square analysis by the researcher

DISCUSSION OF RESULTS

The first objective of this paper was to determine the relationship between students' vocational skills, good governance and sustainable development. To achieve this objective, a cross tabulation was carried out between vocational skills on rows against good governance on the column side (Table 1-1.3). The results on the contingency table show that calculated chi-square value for items 1-4 (30.14) were greater than tabulated value (16.919) at df 9. Therefore, H_0 is rejected and H_1 is accepted. Thus, there is a significant relationship between vocational skills and good governance. That is, all items named above play major roles on the relationship between good governance and vocational skill and sustainable development.

The second objective of this paper was to examine the significant relationship between students' financial knowledge, good government and sustainable development. To achieve this objective, a cross tabulation was carried out between financial knowledge on rows against good governance on the column side (Table 2-2.3). The results on the contingency table show that calculated chi-square value for items 1-5 (36.765) were greater than tabulated value (21.026) at df 12. Therefore, H_0 is rejected and H_2 is accepted. Thus, there is a significant relationship between vocational skills, good governance and sustainable development. That is, all items named above play major roles on the relationship between good governance, vocational skills and sustainable development.

CONCLUSION

An attempt has been made to show the relationship between entrepreneurial education, good governance and sustainable development in Nigeria by examining the roles of entrepreneurial education and its implications for good governance and

sustainable development. The findings of the study showed that there is a significant relationship between vocational skills, good governance and sustainable development.

Furthermore, result of the paper has shown that participation of students in professional development courses have led to the improvement in their skills. The null hypothesis stated that there was no significant relationship between financial knowledge, good governance and sustainable development. The paper revealed that items 1-4 (36.765) were greater than tabulated value 21.026 at df 12. Therefore, H_2 is accepted while H_0 is rejected. Thus, there is a significant relationship between financial knowledge, good governance and sustainable development. That is, for the people to be positively affected by good governance and invariably sustainable development, having financial knowledge is a fundamental and inevitable condition.

RECOMMENDATION

Entrepreneurial education has been demonstrated as a field of study that can be used to change the psyche of our students that have seen school setting as an avenue of studying and getting certificate to work. The mindset of the students has been tailored towards skill acquisition and human empowerment. The finding of the study has necessitated the advancement of the following recommendations:

Infusion of vocational skills and training in the curriculum of the tertiary schools to cut across all field of study so as entrench good governance and sustainable development.

Entrepreneurship education should emphasize financial knowledge and attitudes that encompasses business management, cash management and planning as well as computer appreciation training to promote good governance and realization of sustainable development.

Teachers/instructors of financial knowledge should be broadening with more-periodical training through seminars, workshops and conferences.

Schools should create enabling environment for students and teachers that will enhance skill acquisition and training as a way of boosting good governance and actualization of sustainable development.

IMPLICATION AND CONCLUDING REMARK

The paper has demonstrated that entrepreneurship education is a sine qua non to managerial and organizational efficiency, which are ingredients of good governance and realization of sustainable development. By extension, infusion of entrepreneurship education to all sphere of tertiary institutions' curricula in the country will boost production of goods and services, open more jobs and opportunities as well as innovation which are in essence prerequisite of sustainable economic growth and development.

From the foregoing, this paper has emphasized that infusion of entrepreneurship education into the tertiary institutions curriculum will bail the graduate of parlous and precarious conditions of unemployment that most of them are currently facing. As such, Nigerian tertiary institutions will now be producing innovative graduates that can create jobs rather than job

seekers. The paper has illuminated the mindset of the educational policy makers in redesigning the curriculum of the tertiary institutions that will take the country out of the bottom of the development ladder. Creation of such genuine and feasible educational policies that are germane for good governance and institutionalizing the sustainable development depends upon the mental servitude, attitude and behaviours of leaders in positions of authority, most importantly at the political levels.

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