

# **Contemporary Management and Entrepreneurship Education and Professionalism in Nigeria.**

## **(Challenges and the Way Forward (Prospects))**

**BY**

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### **Abstract**

A business whether small or big, simple or complex, private or public, is created to provide competitive prices. Business in Nigeria has been classified as small, medium and large. In both the developed and developing countries, the government is turning to small and medium scale industries, (SMEs) as a means of economic development and a veritable means of solving employment problems. These businesses/enterprises are managed by entrepreneurs. The Nigerian Government's attention now is to develop a pool of entrepreneurs who will transform the country and make it the industrial centre of Africa. Entrepreneurs are the seedbed of innovations, inventions and employment SMEs have contributed greatly to Nigerians development by the provision of employment. The objective of this study is to find out the major role of entrepreneurship and Management Education is supposed to play in tertiary education in the Nigeria and the problems and prospects of bon. The paper adopted a literature review method in arrival at some conclusion. There is a growing call for the growth of management and entrepreneurship education in Nigeria. The Nigeria Federal Government directed all tertiary institutions in Nigeria to include it in their educational programmes. Entrepreneurship and management Education is a growing trend in Nigeria. This paper looks of the trend, problems and advocates solutions to the problems. It concludes by making some recommends, funds that institutions must as a matter of fact should engage in entrepreneurship and management education, for entrepreneurship, to survive among the youths in Nigeria. Entrepreneurship and management education is necessity for students to survive in a dynamic business environment.

**Keywords:** Small and Medium Scale Enterprises (SMEs), Small Scale Business, Entrepreneurship, Entrepreneur, Entrepreneurship Education, Management Education.

### **1. INTRODUCTION**

#### **Management and Entrepreneurship Education in Nigeria**

Modern entrepreneurship and management education and training, like many other fields of business management, is still very new and relatively unsophisticated in Nigeria. Omolayole and Akarueze (1983) have pointed out that, when one thinks of the fact that in the developed

countries of the Western world where management consciousness showed itself long ago, increasing attention is still being paid to management education, the even greater need for modern management education in Nigeria becomes obvious. The need, the two author's further point out, has been accentuated by the rapid economic development which the country has witnessed during the past few years. Ayozie (2019) asserted that with increasing unemployment and youth entrepreneurship education should complement management education.

If the need for management education generally has been so pressing, it would appear that the need for marketing education has reached the point of desperation. The Centre for Management Development seems to have discovered this and expressed the problem in the following statements:

1. A survey of management development programmes in Nigeria (conducted by one of us) indicated that marketing management is the area in which the nation has the greatest development needs (Onah 1979).
2. One of the reasons for the situation is the dearth of qualified Nigerian trainers in marketing management (Onah, 1979).

Management education, as we know it today, is concerned with exposing young and new entrants to management, young executives with some experience of business and older and more senior executives with a great wealth of job experience, to the body of knowledge that has been developed, and is being developed, in management, while management training is the overall process where an individual's behavior is changed or modified to a predefined and specified pattern in management. It involves teaching them the act of leading, communicating, organizing, planning, directing of objectives, with the aim of achieving organizational objectives. The executives must be trained on how to manage a business and how to get things done through people and achieve the profit motive of a firm or company.

### **Development of Management**

According to Abashiya, (1983) the growth and development of various courses of study of any significance in the field of management in the various polytechnics in the country has taken place only during the past forty years. Yaba College of technology, the oldest of the institutions in the country, started offering diploma courses in business in 1963, the Institution of Management and Technology, Enugu in 1973.

### **The Need for Management Education and Training in Nigeria**

Nigeria is growing fast and is gradually passing from an agricultural economy into a manufacturing and now a technologically (ICT) driven economy. Nigerians needs a new orientation to this state for this evolving situation. Her citizens need to be educated to be better managers. Management is not always profit-oriented.

Management is not an American invention, as it is often claimed, because it is as old as man himself. It was present during the commercial era of the Phoenicians. It served the Ancient Greeks as well as Ancient Nigerians and Africans. But the process as we know it today, as a discipline of study, started in the Unite State of America. Even though Nigeria has a mixed economy, there is consumer choice in Nigeria. Management is needed because the very process

of choosing from product assortments is management. That company must achieve profit, and human and material resources must be well managed.

The need for management education and training can be seen in these sectors of the Nigerian economy, namely, especially in the private and public sectors, and the foreign and indigenous multi-national conglomerates in Nigeria like GLO, MTN, DSTV, Shoprite, UBA.

Providing management education and training in entrepreneurship has been a controversial subject both at the level of economic development and at the stage of educational development. Management education and training has become one of the challenges facing Nigeria which is a developing economy (Onah 1979).

A developing nation is in difficulty about what should be done. Many management educators and practitioners feel that a developing nation is not ripe for entrepreneurship and management education. According to such critics, entrepreneurship philosophy is very sophisticated and too abstract to be appreciated and not management is the bottleneck but production.

But for others, who feel that management is important, the stage of learning when it should be introduced constitutes another challenge. There are also divergent opinions about what should make up a management education programme. Among those who feel that management is important, there are some who feel that management is an art and cannot be taught. The them management is not just about working with people to get things done. There are others who feel it should be taught, but at the commercial or trade school level. For them management is not intellectual enough to warrant its being taught as an academic subject. It should not be taught in a university. As a practical subject it could be learnt on the job (Onah, 1979), while managing a firm, a family or at most a retail outlet.

### **Contemporary Management Education in Nigeria**

Until the University of Nigeria Nsukka (UNN) and other Universities like Ahmadu Bello University (ABU), Zaria, the University of Lagos, amongst others set up the management faculties in the early 1970s, and the Kaduna Polytechnic, the Institute of Management and Technology (IMT), Enugu, little was known of management education in Nigeria (Onah and Ani, 1984). Because of the importance of management education in the operation of firms in Nigeria and the world, management faculties started springing up, to fill in the gap of training professional manager.

Until the early 1960s in Nigeria, little or nothing was known of management education. The assumption was that people would be trained in management and other professions and they would they graduate by experience on the job to become effective managers. It worked in the past for most Nigerian firms, who lay emphasis on company loyalty and long service as the key factor to the management development process in firms.

The conditions following the Nigerian civil war (1967-1970), the World War II and the independence of Nigeria in 1960 created many opportunities and people with any level of managerial skill to utilize the chance to prove their mettle in the business world.

However, it was recognized that people who were promoted to higher positions under such conditions had to learn through practical and rule of thumb experience. Little opportunity was provided for off the management and job education. For most companies in Nigeria, it was a case of get the experience, or perishes, sink or swim.

After the independence of Nigeria in the 1960s, and precisely after the Nigerian Civil War of 1967 – 1970, many factors and events pointed to the need for a coordinated and well planned approach to modern management education in Nigeria (Ayozie, 2016)

It was recognized that there is an urgent need to have educational organizations, institutions and firms who are specialized in the study and tuition of management or business topics and scholarship.

Many firms, companies or organizations began to recognize that the practical and traditional process of developing managers in Nigeria on the basis of on the job experience, and rule of thumb, needed to be supplemented by a more comprehensive approach to manpower planning and the development of modern managers who will take over the business space vacated by the foreign/alien managers who are vacating their post in the multinational firms like Patterson Zochonic (PZ), United African Company (UAC), Lever Brothers of Nigeria (LBN) amongst other foreign firms. The thought of management faculty's schools came up.

In addition the Nigerian government was setting up indigenous multinational firms. The indigenization decree of 1972 and takeover of most multinational firms provided the stimulus for the establishment of business faculties in the universities and polytechnics who will teach the management education and practice in Nigeria.

These novel moves were not based on charitable and non-charitable notion that education is a good thing and necessary evil in Nigeria. They were based on the responses to the hard realities, logic and challenges of the post-independence/post-civil war challenges of a developing country and economy like Nigeria. These challenges like in the past are still with us today, providing even more challenges and forceful pressure to Nigerian business environment, so that they can develop more effective pragmatic, scientific and technologically based approach to management education in Nigeria.

### **Scope of Entrepreneurship and Entrepreneurial Education in Nigeria**

There is no universal definition of entrepreneurship education and management education organizations and researchers have framed different definitions as well and there is several perceptions of the term according to the context locally and among the countries.

Cases and causes of high unemployment, public sector retrenchment, downsizing in corporations, etc, self-employment entrepreneurship and small enterprise promotion are high on the agenda of virtually every country, and most especially in Nigeria now, hence the need for entrepreneurship education and training.

Every year thousands of school leavers join the labour market in search of gainful employment. The youths who are about 70% of the population in a developing country like Nigeria are the worst hit.

The challenge of many societies is not only of tackling the unemployed and underemployed populace but also absorbing the new entrants from all the institutions of learning. As a consequence, policy makers are concerned about re-orienting education and training systems to prepare learners for a situation where formal wage employment may not exist, and self employment will be way out. Hence, entrepreneurship education is aimed at learning directed towards developing in the student skills competencies, understanding and attributes that will

equip students to be innovative and to identify, create, initiate and successfully manage personal, formal, local, international community business and work opportunities, including working for themselves and starting their own business successfully (Ayozie, 2015).

Nigeria's business opportunities have increased tremendously as the political system becomes increasingly stable, especially with the advent of democracy in 1999. The era of private sector-driven investment has just arrived. Nigerian ex-president, Olusegun Obasanjo, Umaru Yar'adua, Goodluck Jonathan and president Muhammadu Buhari has set an ambitious goal: they want the Nigeria to increasingly globalize education in two key areas: information and communications technology, and entrepreneurship. (Entrepreneurship Education).

### **Management and Entrepreneurial Education in a Nutshell**

Small scale industry orientation is part and parcel of Nigeria. Evidence abound in the respective communities of what successes Nigerians made of their respective trading concerns, yam barns, iron smelting, farming, cottage industries and the likes.

#### **Pre-Independence Historical Development (Before 1960)**

Prior to Nigerian Independence, the business climate was almost totally dominated by the colonial and other European companies like the United African Company (UAC), GB Olivant, Lever Brothers Nigeria (now Unilevers Plc), Patterson Zochoics, Leventies, Challarams, Kewallarams and may others. These companies primarily engaged in bringing into Nigeria finished goods from their parent companies overseas. They have vast business experience and strong capital base, and dominated the Nigerian economy. The government of those days encourages them to become stronger by giving incentives as favorable traffic and tax concessions.

Towards the tail end of the 1950s, the Nigerian industrial Development Bank (NIDB) was established to assist potential entrepreneurs to get involved in Agriculture, exploration of natural resources, commerce and industrial production. That period and the early 1960s saw the massive increase in Nigerian import market, while the Nigerian economy became largely dominated by very few large foreign firms.

#### **(1965 - 1976)**

A major/remarkable breakthrough in entrepreneurship and small scale business came about through the indigenization decree of 1972 and later in Nigeria enterprises promotion Act of 1977.

These were genuine attempts by the Federal Government to make sure that Nigerians play active and worthwhile roles in the development of the economy and entrepreneurship in 1970-74 National Development Plan, the Federal Government gave special attention to the development of entrepreneurship and small scale industries particularly in rural areas. This was in recognition of the roles of small and medium scale industries, as the seedbeds and training grounds for entrepreneurship, and entrepreneurship education in Nigeria.

The cardinal point of the 1970 – 1974 development plans was;

- i. Accelerating the pace of industrialization and dispersal of industries,
- ii. Generating substantial employment opportunities, through entrepreneurship,
- iii. Promoting individual initiatives and entrepreneurship among the populace,

- iv. Assisting in the establishing of small scale industries,
- v. Developing and increasing export trade,
- vi. Complementing large scale industries, and the
- vii. Promotion of entrepreneurship and entrepreneurship education in Nigeria.

An amendment to the decree made in 1997 provided that in order to be economically “self-reliant”. Nigerians needs to learn from economic history, which is well stacked with enough insight into the humble beginnings of the present day giant conglomerates which started as small scale industries, either in Nigeria or overseas.

### **1977 – 1989**

Within this period, the government policy measures placed emphasis on the technological aspects of industrial development of small scale industries in Nigeria. Various tiers of government within this decade embarked on corrective measures to divert efforts towards the maximum exploitation of natural resources, and tried to discourage capital intensive mode of production in the light of the abundant resources available. In this regards, the industrial policy tried to focus its attention mainly on local resources utilization through various forms of incentives worked out by governments. Some of the basic policy strategies aimed at revitalizing the industrial sector included the following;

- a. Encouragement in the use of more local materials in the industrial development activities.
- b. Encourage greater capacity utilization in Nigerian industries.

In addition, in both the third and fourth national development plans, the government then tried to increase her support for and contributions on:

- i. The establishment of research products development institute to provide a bridge between research and commercial development of results and cooperate with manufacturing establishment to adopt imported machines to Nigerians conditions and eventually develop the capacity for fabricating such machines.
- ii. The federal institute of industrial research and other institutions as the project development agency, (PRODA) in Enugu.
- iii. The industrial development centers (IDCs)
- iv. The provision of funds to implement feasible projects emanating from policy paper, prepared by the Nigerian Councils for Science and Technology
- v. The Industrial Research Council of Nigeria is to get organized for coordinating industrial research efforts.

The focal point of these policy measures as construed placed a great emphasis on the technological aspects of industrial development and development of small scale industries and entrepreneurship and management in Nigeria, and specifically on the education of both business themes and terms in Nigeria.

It is worthy of note that the introduction of the Structural Adjustment Programme (SAP) during the Babangida in 1985 regime made matters worse for employers of labour and created a veritable ground for self-employment, entrepreneurship, and entrepreneurship education in Nigeria through the establishment of the National Directorate of Employment (MDE)

**1990 – 2014**

The federal and state governments have both contributed to the growth of entrepreneurship and management in Nigeria especially in the rural areas. In recent times, various fiscal and non-fiscal incentives have been established for investors and entrepreneurs in the small scale sectors of the economy. Of special mentioning was the strategy adopted by the federal government towards the training and motivation of the unemployed graduates, to be gainfully employed after graduation, referred to as the entrepreneurship education development programmes. Thus on the presentation of viable feasible projects, approved loans are disbursed through pre-selected commercial banks assisted by the National Directorate of Employment, and the Bank of Industry (BOI).

To show its seriousness, the Federal Government through its educational agencies like the National Board for Technical Education (NBTE), the Nigerian University Commission (NUC), and the National Youths Service Corps programme (NYSC) gave a directive that entrepreneurship education development courses and programmes be incorporated into the curricular of tertiary institutions and in the NYSC programme. Entrepreneurship education is now compulsory for all undergraduates in the polytechnics, universities and the student of federal unity colleges in Nigeria.

**2. LITERATURE REVIEW****2.1 Factors that Gave Rise to Contemporary Management Education and Faculties in Nigerian Tertiary Institutions (Universities and Polytechnics)****Education Demands More Education**

People coming into the business and management ranks since after Nigerian independence of 1960s and the Nigerian Civil War (1967-1970), have typically more formal education than their predecessors. The indigenization decree of 1972 (later Nigerian Enterprise Act of 1977) provided an opportunity for Nigerian managers to take over the firms vacated by the foreign managers. Therefore, such people recognized the challenges and the value of training especially with the case study experiential learning, computer assisted learning business games, and specialized behavioural programme, approach to education, and are not just content to rest upon the experience they have acquired on the job, or the qualification from other disciplines and profession outside management and business. There is the realization in management that technology and the indigenization of firms have brought in changes in the field of management and also in the Nigerian economic environment and this has generated a new thinking and techniques related to management/business education and practices in Nigeria.

The result has been a continuing pressure from the employees and employers for a modern management education and business faculties so that they can cope and keep up to date with modern business practice just like their counterparts in other parts of the world.

Large conglomerates and even the Small and Medium Scale Enterprises (SMEs) in Nigeria responded to that challenge not only to maintain their overall management, knowledge, skill and expertise within the organisation but to ensure that the managers are left seek the opportunities and skills in management faculties of business and management schools and consulting companies in Nigeria.

The need for the Nigerian managers of old was to acquire business and management skills, and continuing education, so that they can face the jobs adequately and to be up to date in the management profession.

### **The Professionalization of the Management Field**

The indigenization decree of 1972 (later Nigerian Enterprise Act of 1977), the establishment of the Nigerian Institute of Management (NIM) in 1964, in June 2003 Act No. 4 of the National Act granted the institute national chartered status, the Institute of Chartered Accountants of Nigeria (ICAN), was established by the Act of Parliament No. 15 of 1965, the Chartered Institute of Bankers of Nigeria (CIBN) was the umbrella professional body of bankers in Nigeria, incorporated in 1976, and Chartered in 1990, and now covered by the CIBN Act No. 5 of 2007, the Nigerian Bar Association (NBA), and the Nigerian Medical Association (NMA) facilitated the emergence of the management profession in Nigeria. Management experts recognized the need to accord the business and management profession as a distinct field, and not an all comer's profession. The qualification and membership would be based on the acquisition of management education from, a recognized faculty in Nigerian and overseas faculties, and other criteria stated in the Act of 1964 and Amended in 2003 as state above.

The growth of large organizations, the establishment of new ones by the Nigerian government, the emergence and growth of SMEs is an eye opener that there are career prospects in management and management education. Moreover, the day to day operations of organizations and firms are increasingly in the hands of professional managers, and there is a market for their services. So systems were established to ensure that managers were promoted according to their ability and that the process is seen to be excellent, plain and fair by others. The old process of paternalistic selection of managers has had to give way to a more acceptable democratically based form of promotion in the work place. Alongside this therefore, it has been essential to build a total process of management development and education involving marketing, accounting, manpower plans, objective setting, personnel management and recruitment, appraisal and performance review ratings, training and development facility and a well-coordinated planned approach to organization development, education and training either in business faculties of Nigerian Universities, Polytechnics and Management consultancy firms locally or overseas.

### **Action from Unions (Nigerian Labor Congress), the Government and the Society**

Managers have to explain to their employees the current societal trends, social responsibility, government actions and legislation and everything that is happening. Gone were the days of unquestioned authority and paternalistic leadership. Educated employees and unionized staff, started demanding that their leaders should listen to their views and give them current information and ideas, as well as modern instruction. It is therefore very imperative by Nigerian managers to be sufficiently educated and knowledgeable on how to do this and react increasingly to current management demands. Business/management education and faculties were set up to provide training and education on these trends. Experience on the previous job in itself not an excellent guarantee to help the workers not only to manage the next level up but to explain current issues, ideas and management realities to the employees. Therefore, began the great



pressure and action from below and above, inside and outside the organization to develop their knowledge and skill, and the business schools and faculties were established to fill in the gap. Employers and their workers knew more and were exposed and business faculties have to train the managers in negotiation, conflict resolution and presentation. Business faculties must train managers not to be undermined, especially in their roles as business leaders. It is therefore clear why management education and training has become too important in the area of industrial relation in 2020s. Such pressures will continue at a great speed and intensity, especially as the expatriate foreign managers were departing to their home countries and with the proliferation of tertiary institutions and management faculties in Nigeria, and the attendant consultancy practices, and more union representation at all levels (Margerison, 1984), management faculties saw the need to come in and partner with employers and employees in Nigeria.

### **The Nigerian Indigenization Decree of 1972**

A remarkable breakthrough in the quest for management education and training in Nigeria came as a result of the Indigenization Decree of 1972, and later the Nigerian Enterprises Promotion Act of 1977. These came as a result of genuine plans by the Nigerian government to make sure that Nigerians citizens play an active and worthwhile role in the development of the economy. This they can do with proper management education and training. The Indigenization Decree of 1972 transferred some hitherto foreign firms to Nigerian ownership. In its 1970-74 Nigeria National Development Plan, the Nigerian government gave special attention to the development of small scale firms particularly in the rural areas. This was in recognition of the roles of small scale industries as the seedbed and training ground for entrepreneurship and business in Nigeria as a country.

The cardinal points of the development plan were:

- Accelerating the pace of industrialization and dispersal of industries;
- Promoting individual initiatives and entrepreneurship among the populace;
- Increasing business education and training;
- Generating substantial employment opportunities in Nigeria;
- Developing and increasing export trade; and
- Complementing large scale industries.

This was a catalyst for the proliferation and establishment of management/business faculties and the attendant management training and education in Nigeria.

Prior to Nigerian Independence in 1960, the business climate was almost totally dominated by the Colonial and European Multinational Companies, like the United African Company (UAC), G. B. Ollivant (GBO), the then Lever Brothers' Nigeria Limited (LBN) later Unilevers Plc, Leventis Plc, Patterson Zochonis, etc. These companies primarily engaged in bringing into Nigeria finished products from their parent overseas companies overseas. These companies have vast business experiences and strong capital base, and dominated the Nigerian Economy. The Nigerian government of those days encouraged the foreign firms to become stronger by giving them incentives as favorable tariffs and tax concessions (Ayozie, 2011). Precisely in 1958, the Nigerian Industrial Development Bank (NIDB) was established to assist potential Nigerian entrepreneurs to get involved in Agricultural Exploration of natural resources, and in commerce

and industrial production. This saw the massive increase in Nigerian import market, while the Nigerian economy became largely dominated by very few large foreign companies. But, few Nigerian entrepreneurs, mostly semi-illiterates benefitted from the generous government attitude of those days (Ayozie, 2011). The Educated Nigerians most especially graduates of other disciplines outside management knowledge and training were not interested in entrepreneurship and management because their focal point was to fill in the vacant positions being vacated by the foreign expatriate staffs who were leaving the public service to return home. Even the Nigerians considered the civil service to be more prestigious than joining business or managing them despite the creation by the colonial administration. There was an obvious fact that Nigerian managers needed management knowledge and training to be able to run the various business ventures. Management education and Business faculties training and knowledge was the rallying point, to solve these challenges tertiary institution and business faculties were established to fill in the vacuum.

### **The Nigerian Enterprises Promotion Decree or Indigenization Decree of 1972**

The Nigerian Enterprises Promotion Decree, known as the Indigenization Decree, was the first statute which has tried since independence to break through the economic fortress built by foreigners around themselves and place in the hands of indigenes the economy of the country.

Section 1 and 2 of the Decree provide for a Nigerian Enterprises Promotion Board and a Nigerian Enterprises Promotion Committee, whose function among other things is to advise the government on clearly defined policy on matters relating to commerce and industry in Nigeria and generally to see that Nigerian assume control of the Nigerian economy in the shortest possible time (Akamgbo, 1979).

Section 4 of the Decree provides that as from the appointed date all businesses or enterprises enumerated in Schedule I of the Decree shall be exclusively owned and operated by Nigerian citizens or associations and no such enterprise shall be established in Nigeria by and foreigner on or after the commencement of the Decree. Section 2 provides that items in Schedule II of the Decree, which covers fifty categories of business, shall by the appointed date have a minimum indigenous equity participation of 60%. It is interesting to note:

1. That Schedule I of the Decree covers 40 categories of business as against 39 published initially, while Schedule II covers 56 categories of business as against 30 published.
2. Haulage of goods by road, which was classified under the now replaced 1972 Decree, is not classified in either Schedule I or II. It is reasonable to say that it may fall in Schedule III. Furthermore, textile business, that is textile manufacturing industries, and shipping, included in Schedule II in the White Paper, are excluded in Schedule II of the Decree.

Section 3 provides that items specified in Scheduled III, which covers all other businesses not specified in Schedules I and II, require by the appointed date, a minimum of 40% indigenous equity participation. (Akpamgbo, 1979)

It is reasonable to assume that other enterprises not included under either Schedule I or II of the Decree and not being public sector enterprises will fall into Schedule III, and this would include shipping which was excluded from Schedule II but not specified in either Schedule I or III.

Section 7 of the Decree springs a surprise on Nigerian businessman, but the concession may not be as large as envisaged. This Section provides that notwithstanding the scheduling of business and the provisions relating to them, 'any alien who immediately before the commencement of this Decree was the owner or part owner of anybody corporate carrying on an enterprise, the business of which comprised enterprises specified in Schedules I, II and III or in any of those Schedules may after the appointed day continue to be owner or part owner of any such body corporate if:

- (a) The equity participation of Nigerian citizens or associations is by 30<sup>th</sup> June, 1977 not less than 60% as at 1972.
- (b) The annual turnover of the body corporate was not less than N25 million of that time (1977);
- (c) The business of the body Corporate was being carried on in not less than ten (10) states of the Federation;

The effect of this provision is that companies with large turnovers (which most aliens have) and having branches in not less than 10 states (which again many companies have may continue to engage in businesses reserved exclusively for indigenes if they transfer 60% of their equity to Nigerians by the end of June 1977. This concession may not be too much. Possibly the intention or desire of the Government is to get companies to comply as early as possible with provisions of the Decree and also reduce the problems that may arise at the Stock Exchange and with Stockbrokers, if all companies had to wait till the last minute before complying with the provisions of the Decree (Akpangbo, 1979).

This seemed to defeat the aims of the indigenization exercise, which are:

1. To create opportunities for Nigerians;
2. To raise the proportion of Nigeria indigenous ownership of the productive sectors of the economy; and
3. To involve more Nigerians in the management and decision-making processes of business enterprises operated in Nigeria.

Section 9 provides against the concentration in a few indigenous hands of the economy of the nation. But one has expected the Federal Military Government to publish a list of the names of Nigerian citizens and associations who bought up alien enterprises in the first phase of the indigenization exercise. This exercise would serve the dual purpose of attracting employment opportunities for our graduates and also serve as an index of Nigerian citizens, associations and businesses with which any foreign investor might be willing to go into partnership.

In the case of sales or transfers of shares in public companies, S. 9(5) of the Decree provides for the establishment of an Allotment Committee of the Capital Issues Committee with the responsibility of preventing the concentration of ownership of business in a few hands. In particular, except in the case of the owner manager, the Committee shall ensure:

- (a) That in no case should an individual be allowed to have control of more than one enterprise;
- (b) That no enterprise is sold to a single individual;

- (c) That no individual is allotted more than 4% of the equity of any company or a portion of the equity valued at more than N50,000, whichever is higher;
- (d) That where an individual already holds equity in excess of the limits, he would not be allotted any more shares in that enterprise; and
- (e) That not less than 10% of the total shares of enterprises in Schedules II and III are sold to the employees of the business. Where, however, only a fraction of the shares are being sold, 10% of that fraction must be reserved for the employees and in all cases, the Committee will ensure that not less than 50% of these shares are reserved for non-managerial staff.

Furthermore, any sales or transfer of an enterprise made without the approval of the Capital Issues Commission or the Allotment Committee is void and any money paid or received is repayable to the vendor or transferor. Also from the commencement of this Decree, all sales or transfer or enterprises to which SS. 4, 5, 6, or 7 of the Decree relate shall be subject to the approval of the Nigerian Enterprises Board and the Capital Issues Commission of Nigeria (Akpangbo, 1979).

### **The Fear of Unionism Generated the Need for Management Education**

One of the major influences in stimulating management education and training is the concern that senior, middle or junior managers will join unions like the NLC. In this regard management education, training and development became a political response to that challenge and fear. There was the realization that manager needs not to join the union in order to obtain better opportunities for advancement. By establishing a total process of management education, training and development, the management were signaling to other managerial staff and workers, the can help them with their career needs, salary, compensation and career development and training. Unions were gaining ground in lower, middle and senior management level. Therefore, at the political level, management education was a strategic response not to the individual needs, but to ensure a collective approach to maintain managerial identity and solidity (Margerison, 1984). Although today's managers have multi-loyalties both to the organization, profession, career, family, the nation and to the union (Kakabadse, 1984), as well to other interests and organization.

### **2.2 Entrepreneurship in Nigeria**

Africa is the poorest and least less-developed continent in the world. In most countries in Africa, the governments have typically played a significant role in determining the course of development. Many state-owned enterprises in Africa were created when it was believed that the fastest route to development occurred when the state took on the role of the entrepreneur. Unfortunately, in many countries, the performance of these state-owned firms, or parastatals, has been substandard. Part of the problem with the state-owned enterprises is that they are run by bureaucrats with bureaucratic policies, and are plagued with red-tapism, corruption, bribery, graft, inefficiency and unproductively. Thus, these firms were typically run according to state procedures, instead of cost-cutting and profit-maximizing concerns. The typical result is rampant inefficiency. Although Nigeria was at one time characterized by such inefficiencies, it has recently pursued entrepreneurship encouragement policies, and the initial indicators suggest that the policies have been successful. (Alawe, 2004). State firms have now been privatized and sold

off to private entrepreneurs who are better equipped to run business firms and enterprises. Government economic policies are liberalized and opened up to allow or greater private participation.

In Nigeria the state-owned enterprises traditionally clogged business opportunities and state restrictions prevented entrepreneurs from entering the market. However, in the mid-1980s and 90s, Nigeria abolished its marketing board, which prevented entry into certain industries, and opened up its markets to competition from domestic entrepreneurs. Nigeria introduced deregulation and privatization of state-owned industries so as to promote entrepreneurship of the development of the economy. Although Nigeria is still plagued by many development problems, “preliminary evidence suggests a favorable response by the private sector to the new entrepreneurial opportunities thus created”. The youths, retirees, old and elderly have all recognized the importance of self-employment and are capitalizing on it, while a lot of foreign investors have come into the country, to either invest or buy previously state run firms, so as to increase their efficiency and profitability. The importance of entrepreneurship compelled the Federal Government, through the Federal Ministry of Education to make entrepreneurship a compulsory course for all undergraduates in tertiary institutions in Nigeria, and now in the federal government owned secondary schools (Unity Schools).

### **Who then is an Entrepreneur?**

The word entrepreneur is derived from the French word “*entrepredre*” which means to initiate or to take action. An entrepreneur is a person who habitually creates and innovates to build something of recognized value around, perceived opportunities (Ayozie, 2013). Meredith et al (1991) sees entrepreneurs as the people who have the ability to see and evaluate business opportunities, to gather the necessary resources, to take advantage of them, and to initiate appropriate action to ensure success.

Drucker (1987) sees the entrepreneur as the innovator who searches for change, responds to the change, exploit it as an opportunity. It means creating something new, doing something different, doing it better than what is done before. Entrepreneurs shifts resources, from areas of low productivity, and do so by creating a new market and a new customer.

An entrepreneur is a person who takes the initiative or action of starting a business. He/She is described as someone who uses existing resources in a new or more productive ways either to improve existing ways of doing things, or develop a new and creative ways to meet unmet needs of the society of which she/he is a part.

This is seen as the person who makes money by starting or running a business, especially when this involves taking financial risks.

Owodolu (2011) opined that entrepreneur’s sees problems as opportunities, then take action to identify the solutions to these problems, and the customer will pay to have these problems solved. An entrepreneur is an individual who creates an enterprise that becomes a new entry to a market, and is someone who undertakes some products and bears some risks. Entrepreneurs are people who have the ability to see and evaluate business opportunities, to gather the necessary resources, to take advantage of them and to initiate appropriate action to ensure success. Entrepreneurs are action oriented, highly motivated people who takes risks to achieve goals.

Entrepreneurs see a need and then bring together the manpower, materials, and capital required to meet that need. Entrepreneurs use available information to produce new things and easily identify new business opportunities.

Finally, an entrepreneur is a person who habitually creates and innovates to build something of recognized value around perceived opportunities.

In the above definition some key words are to be explained;

- \* Entrepreneur: This can be an individual, entrepreneur, an entrepreneurial team, or entrepreneurial organization.
- \* A Person: This is a personality not a system.
- \* Habitually: Just cannot stop being an entrepreneur.
- \* Creates: Starts from the scratch and brings into being something that was not there before.
- \* Innovates: Able to overcome obstacles that would stop most people. It turns problems into opportunities, delivering ideas through to final/application.
- \* Builds Something: Describes the output of the creation and innovation process.

So from the definitions an entrepreneur is a moderate risk taker, likes converting opportunities to profit, they dislike routine activities and likes being innovative (Arthur 1992). They persevere in the face of challenges and difficulties and strive to make the business a success, they are innovative, strive to be their own boss and are independent minded, sees every situation as an opportunity to succeed, they are result oriented and shows a great leadership qualities. Admires competitiveness and sees competition as normal and a way to excel positively, does not accept no for an answer, strives to succeed in the face of difficulties, challenges and obstacles. They are future oriented and thinks ahead of their time, they work hard to do things better than they meet it and are prepared to withstand the adversities of life (Lawal, et al 2000). Maintains high moral and business ethical standards as a way of life, they are consumer/customer oriented, and believes that the satisfaction of the needs and wants of a customer will guarantee business success and profitability.

### **2.3 Definition of Management**

As a manager or non-manager, or a manager-to-be, think about what Peter E Drucker, the world acclaimed management writer, said about the need to understand skills, techniques and management Drucker (1974) in his book *Management: "Tasks responsibilities and practices"*, wrote:

"A man, who knows only the skills and techniques without understanding the fundamentals of management, is not a manager; he is, at best, a technician"

It is therefore an assurance that after going through this study session your management perspective is going to improve sufficiently. For ease of understanding, this unit has been divided into three sections: an overview of management, what managers do and managerial knowledge and skills.

According to Henry L. Sisk, "Management is the coordination of all resources through the process of planning, organizing, directing and controlling in order to attain stated objectives"

Management is the creation and maintenance of an internal environment in an enterprise where individuals, working in groups, can perform efficiently and effectively towards the attainment of group goals.

*Management is the coordination of all resources through the process of planning, organizing directing and controlling in order to attain stated objectives.*

### **Concepts of Management**

The term “management” has been interpreted in several ways; some of which are given below:

#### **A. Management as an Activity**

Management is an activity just like playing, studying, teaching etc. As an activity, management has been defined as the art of getting things done through the efforts of other people. Management is a group activity wherein managers do to achieve the objectives of the group.

The activities of management are:

- a. Interpersonal activities
- b. Decision activities
- c. Informative activities

#### **B. Management as a Process**

Management is considered a process because it involves a series of interrelated functions. It consists of getting the objectives of an organization and taking steps to achieve objectives. The management process includes planning, organizing, staffing, directing and controlling functions.

Management as a process has the following implications:

**Social Process:**

Management involves interactions among people.

Goals can be achieved only when relations between people are productive. Human factor is the most important part of the management.

**Integrated Process:**

Management brings human, physical and financial resources together to put into effort. Management also integrates human efforts so as to maintain harmony among them.

**Continuous Process:**

Management involves continuous identifying and solving problems. It is repeated every now and then till the goal is achieved.

**Interactive process:**

Managerial functions are contained within each other. For example, when a manager prepares plans, he also lays down standards for control.

**Management as an Economic Resource**

Like land, labor and capital, management is an important factor of production. Management occupies the central place among productive factors as it combines and coordinates all other resources.

#### **D. Management as a Team**

As a group of persons, management consists of all those who have the responsibility of guiding and coordinating the efforts of other persons. These persons are called managers who operate at different levels of authority (top, middle, operating). Some of these managers have ownership stake in their firms while others have become managers by virtue of their training and experience.

Civil servants and defense personnel who manage public sector undertakings are also part of the management team. As a group, managers have become an elite class in society occupying positions with enormous power and prestige.

#### E. Management as an Academic Discipline

Management has emerged as a specialized branch of knowledge. It comprises principles and practices for effective management of organizations. Management has become very popular field of study.

#### F. Management as a Group

Management means the group of persons occupying managerial positions. It refers to all those individuals who perform managerial functions. All the managers, e.g., chief executive (managing director), departmental heads, supervisors and so on are collectively known as management.

For example, when one remarks that the management of Reliance Industries Ltd. is good one refers to the persons who are managing the company. There are several types of managers. They are listed as below:

- a. Family managers who have become managers by virtue of their being owners or relatives of the owners of a company.
- b. Professional managers who have been appointed on account of their degree or diploma in management.
- c. Civil Servants who manage public sector undertakings.

Managers who are also entrepreneurs have become a very powerful and respected group in modern society. This is because the senior managers of companies take decisions that affect the lives of a large number of people. For example, if the managers of Reliance Industries Limited decide to expand production it will create jobs for thousands of people. Managers also help to improve the social life of the public and the economic progress of the country. Senior managers also enjoy a high standard of living in society. They have, therefore, become an elite group in the society.

### **2.4 Nigerian Government Involvement in Entrepreneurship and Management Education in Nigeria**

Alawe (2004) also opined that the Bank of Industry was established by the Nigeria government in October 2001, as a result of the merger of the Nigerian Industrial Development Bank (NIDB), the Nigerian Bank for Commerce and Industry and the National Economic Reconstruction Fund (NERFUND). Its major aim is to provide necessary financial assistance and incentives for the establishment of large, media and mostly small scale projects, and the expansion and diversification of existing industries. It engages in fund mobilization, project appraisals, financing, implementation and investment activities. The Nigerian Agricultural Cooperative and Rural Development Bank (NACRDB) established in the year 2002, is a merger of the defunct Nigerian Agricultural and Cooperative Bank (NACB), People's Bank of Nigeria (PBN) and the



Family Economic Advancement Programme (FEAP). The federal government set up the Bank of Industry limited, in October 2001. It was one of the hallmarks of the President Olusegun Obasanjo democratic government. In merged the Nigerian Industrial Development bank (NIDB) the Nigerian Bank for Commerce and Industry (NBCI) and the National Economic Reconstruction Fund (NERFUND). From 1996 till date many Community Banks (CBs) were established as self-sustaining financial institutions. They might be owned and managed by a group of communities or a community, for the main purpose of providing credit, deposit banking and other financial incentives to its members and the SMEs. They involve SMEs, and rural development by providing credit deposit services, and the increase of the live capacities of SMEs and rural people in industry and in agriculture. The Small and Medium Industries Equity Investment Scheme (SMIEIS) was set up on June 19, 2001 and launched in August 2001. It is the banker's committee initiative which requires banks to set aside 10% of their profit before TAX, for equity investment in small and medium scale enterprises. Its main target is in the areas of Agro-allied business, Information Technology and Telecommunication, Manufacturing, Services, Tourism, Leisure and Construction (Alawe 2004). Also a 10 man Advisory Committee comprises of the Central Bank of Nigeria as the Chairperson, three representatives of the Banker's Committee (i.e. Oceanic Bank, Ecobank, and the Metropolitan Bank), three representatives of the organized private sector and three representatives of the Federal Government which comprises of Federal Ministry of Industry, and the office of the secretary to the Federal Government.

Apart from the implied facilitatory importance of the regulatory function, government specifically in so many ways through demonstrated actions, beneficial investment policies, institutions capacity building through the NYSC, SMEDAN, Universities, Polytechnics, Commercial Banks and other institutions has favorable economic and fiscal policies, protective business laws, and direct financial incentives, promote, encourage and support the growth, and development of SMEs in Nigeria. Government promotes and assist business in Nigeria by: (Ayozie, 2013). Government has of recent introduced some populist graduate programmes like the N power graduate employment program, aimed at providing them self-employment and management of their business enterprises.

The President Buhari government in 2020 after the #EndSars crises reiterated its commitment to these programmes to grow the Micro, Small and Medium Scale Enterprise (MSME) in Nigeria. It provides the bond to lift 100 million Nigerians out of poverty in the next 10 years, by the creation ₦75 billion National Youth Investment fund to provide opportunities for the youths and the MSMEs Survival fund

- (a) Paying three months salaries of the staff of 100,000 micro, small and medium scale enterprise.
- (b) Pay for the registration of 250,000 business of the Corporate Affairs Commission.
- (c) Giving grant of ₦30,000
- (d) Guaranteeing market for the products of traders

These are in addition to some other initiatives such as; (a) farmer moni, (b) tradermoni, (c) market moni, (d) N-power, (e) N-tech and (f) N-Agro.

Thus all initiative was for poverty alleviation and to grow the MSMEs in Nigeria. CBN Central Bank of Nigeria in 2020 followed with the ₦75 billion youth funds with N12.5 seed capitalization fund for a takeoff.

The Central Bank of Nigeria and the Nigeria Youth Investment Fund, will take off in 2020 with the ₦12.5 seed capital. In a guideline for the NIRSC Microfinance Bank to begin the disbursement of the fund, the N75 billion total cash will not be disbursed at the initial slate at the intervention of the Nigeria Youth Employment Action plan was developed by the federal ministry of youth and sports development as a built in strategy to expand effectively to the youth employment challenge in Nigeria by encouraging MSMEs Development.

### **2.5 Provision and Enactment of Beneficial and Supportive Laws**

- i. *The Nigeria Enterprises Promotion Act 1977, No. 3*
- ii. *Patent Right and Design Act 1979, No. 60*
- iii. *Custom Duties (dumped and subsidized goods Acts No. 9 of 1959)*
- iv. *Industrial Promotion Acts 1979, No. 40*
- v. *Industrial Development Income Tax Acts 1971, No. 22*

Tijani Alawe (2004,) enumerated most of other recent facilities as:

- a. The establishment of the finance and Research Institutions in 2001, by the federal government. The research reports of these institutions are very useful to SMEs and business organizations, in their products choice decision, product development approach, product or service delivery strategies. These help to increase business efficiency and effectiveness. The most noticeable of these institutions is the Raw Material and Research Development Council (RMRDC).
- b. The Nigerian Government Provision of Direct financial Assistance to small Business Organization through, the establishment of specific financial and non – financial institutions, for example, the Nigeria Agricultural and Cooperative Bank, Bank of Industry (2001) , the Nigeria National Mortgage Bank (NINAM Bank) which is a merger of the federal Mortgage Bank of Nigeria (FMBN) and the federal Mortgage Finance Limited (FMFL) in 2001. The non-governmental micro credit institutions consists of finance companies and community banks, that venture into funding of micro credit schemes for SMEs, rural women credit schemes, artisans credit schemes, and many other small business people. (Ayozie 2013)
- c. The small and medium industries equity investment scheme (SMIESIS) established on June 19 2001, which requires banks to set aside 10% of their profit Before Tax for equity investment in small and medium scale enterprise (SMEs).
- d. Direct Financial assistance and even loans to SMEs, through a package of subsidized or discounted loan portfolio, such as small scale industrial credit scheme, and the NERFUND Scheme.
- e. The provision of manpower development support schemes. The government established various universities and polytechnics, to provide skilled manpower for the SMEs. It also set up specific manpower development and training institutions, such as the centre for Management and Development, the Administrative Staff College of Nigeria (ASCON) and the Industrial Training Fund. The services and Research Finding of these manpower institutes are mainly used by the small scale business people and establishments.

- f. The establishment of government intervention strategies in 2002. This is mostly direct and indirect. Alawe (2004), Ayozie (2013) describes the direct policy as consisting of direct investment and the establishment of SMEs, promotion institutions or agencies (example technological development institutions, credit lending institutions technical and management institutions) and the provision of infrastructural facilities such as industrial estates, nationalization of foreign firms and the provision of incentives and subsidies for the promotion of small and medium scale companies. Indirect public policy includes the regulatory provision, encouraging savings and reinvestment, restricting imports of consumer goods, introduction of measures that protect SMEs and the provision of various incentives and inducements to small scale industries.
- g. The provision of credit support schemes. The government through its agencies provides capital or loans on soft term basis to SMEs. In 1973, it established the Nigeria Bank for Commerce and Industry to provide soft term loans to small scale industries, it set up the National Economic Reconstruction Fund (NERFUND) in 1989 to pool funds from various sources for lending through commercial and merchant banks to small scale industries in 1997, the Family Economic Advancement Programme (FEAP) was established as a micro credit scheme geared toward investment promotion, and poverty alleviation.
- h. The government also set up most federal polytechnics in 1979, the Administrative and staff College (ASCON) IN 1973, the Centre for Management development (CMD) IN 1973, and the Nigeria institute of policy and strategies Studies in Kuru Jos. it also set up the small scale industries and graduate employment programmes, which aims at encouraging participants, mainly young graduates to set up and own their small scale business. Recently the Nigeria Institute of Management (NIM) established a training programme in all the National Youth Service Corp orientation camp, aimed at inculcating in the Youths, the spirit of entrepreneurship. In the past there was the graduate job creation loan scheme, and the entrepreneurship development programme, managed and supervised by the National Directorate of employment [NDE]
- i. The establishment of industrial development Centre's and the industrial estate schemes, which facilitate industrialization process and the clustering of firms for effective planning and provision of facilities.

## **2.6 Provision of Direct Financial Assistance to Small Business Organization**

The Nigerian Government often gives direct financial assistance to business organization, some of the specific ways by which government gives financial assistance to small businesses are;

- (i) The establishment of specific financial institutions to serve a given or determined business factors for example the People Bank, Nigeria Agricultural and Cooperative Bank and the Bank for Commerce and Industry.
- (ii) Direct financial assistance or loans to some business through a package of subsidized or discounted loan portfolio for example the NEBFUND Scheme and Small Scale Industrial Credit Scheme (SSICS).
- (iii) The creation and sustenance of many development and finance institutions for the purpose of providing long term funding on a generous or beneficial condition to business enterprises. The Nigerian Industrial Development Bank, New Nigerian Development Company Limited, Peoples Bank of Nigeria Limited and the Northern Investment Limited were all established to support the growth of SMEs in Nigeria.

## 2.7 Roles of Entrepreneurship in Economic Development

The importance of entrepreneurship development in economic development has been an established fact in the literature. Ritter (1998) painted this picture about entrepreneurs and economic development thus; “Entrepreneurship is scarce for many types of economic activities in most countries and at most times, particularly for new activities requiring relatively new types of technical and market knowledge. The contribution of entrepreneurship to the process of economic development is clear. Entrepreneurs are dynamic force in an economy, envisioning the possibilities for new types of economic activity and doing everything necessary to realize their visions.

As a result, entrepreneurs give birth to new enterprises, new commercial activities and new economic sectors. They generate jobs for others; they produce goods and services for citizens; they introduce new cost-cutting or product-improving production technologies and improved or lower-cost outputs; they earn foreign exchange through exports expansion or the substitution of imports; they save, raise funds, and invest.

They also generate the income and wealth that permit the collection of taxes by governments for expenditure on human development (education, health, and social services), physical infrastructure and public goods generally. They promote the process of learning and adapting to changing circumstances as technology changes, market evolve; and policies change”.

Recognizing the important roles of entrepreneurs, both developed and developing nations have shifted attention to their development. The need to create and ensure appropriate environment for operations of the enterprises cannot be over emphasized.

Ritter (1998) noted that for entrepreneurship to progress the institutional environment, the system of laws, the regulatory environment, and basic political and economic stability have to exist and be consistent; absence of the enabling environment will deter the entrepreneur.

Nnanna (2003) acknowledged that SMEs are the bedrock of industrial development; they provide large scale employment as they are often labour intensive and they rely more heavily on local raw materials. Zakar (2006) classified the benefits of SMEs and entrepreneurs into three broad categories – benefits to the nation, benefits to the society and benefits to the individual. Olayiwola and Ogundele (2008) also pointed out the roles of entrepreneurs as engine of growth and development. The study highlighted the following roles among others

## 3. Methodology

This paper adopted the literature review method. It analyzed the contributions of authors on Entrepreneurship and Entrepreneurship Education of arrived of a conclusion that for entrepreneurship and small scale business to survive in Nigeria, Entrepreneurship Education should be an integral part of Nigerian Educational and practical work life. Entrepreneurship education must be promoted from the primary Educational level, up to the tertiary level. This will afford Nigerian students the nation of being self reliant, startup and nurturing their own business up to maturity level

### **Entrepreneurial and Functional Education**

Entrepreneurship education is aimed at a learning directed towards developing in the students, skills, competencies, understanding and attributes that will equip them to be innovative, and to identify, create, initiate and successfully manage personnel, community, business and work opportunities, including working for themselves and starting their own business.

Ekong and Williams (2003) have reported that there have been extensive calls for entrepreneurial education in Nigeria. In 1983, the Federal Government of Nigeria urged training institutions in the country to involve their programmes towards vocational relevance for the production of graduates that possess relevant skills for self-employment and self-reliance.

It is, however, observed that entrepreneurial education depends on a functional education environment that provides motivation for the acquisition of relevant skills and knowledge for entrepreneurial practices. In other words, training programmes in Nigeria educational institutions, at all levels, should emphasize practical experiences in related fields. This is important because, it is only through the inculcation of favorable values, skills and competencies towards specific discipline that could be utilized in real situation.

Parkin (1994) in line with recent observations and reports from scholars like Obanya (2003) and Williams (2002), have emphasized that entrepreneurship education must develop the intellectual and favorable values, skills and competencies. This is because entrepreneurship education posits that the purpose of education is to acquire the skills of understanding life situation, adapting to it, acting to influence it, and contributing to development through useful employment.

In other words, entrepreneurial and functional education should be able to:

- (a) Ensure that technical and vocational education are made integral part of education for all;
- (b) Ensure that training in specialized technical and vocational skills are predicated on a sound general education, complemented with a sound general exposure to technical and vocational education;
- (c) Expose learners to the versatility of knowledge to meet the challenges of dynamism of nature of the world of work;
- (d) Provide equal opportunities for both men and women to acquire entrepreneurial and vocational education;
- (e) Explore relevant methods, strategies and techniques of making entrepreneurial and vocational education affordable through informal and non-formal approaches.

Supper (1983) described the entrepreneurship and functional education curriculum as that which is learner-centered. In other words, the learning experiences involve interpretation of occupational needs of the learners and assisting them to acquire integrated occupational knowledge, skills and values about the real world through investigative or research experiences.

In other words, the curriculum process of the entrepreneurial and functional education should be based on the assumption that human beings have natural potentials for learning when they are made aware of the relevance of what is to be learnt; that through action-learning is facilitated; and that self-initiated learning promotes lasting skills acquisition. That is to say, that creativity in learning is enhanced by self-evaluation.

### **Objectives of the Entrepreneurship Education**

The gains in entrepreneurial and functional education include:

- (a) The assistance that individuals would get to develop needed activities in job performance;
- (b) Encouraging individuals to utilize available instructions to use entrepreneurial and functional education to provide the stepping stone to other lucrative jobs and life-long occupations,
- (c) Facilitate better job performance through effective and efficient acquisition of relevant skills, equipping learners with various industrial functions which are multidimensional in nature that include design;
- (d) Development, construction, production, management and research functions;
- (e) Helping individuals to develop good work habits,
- (f) Readjustment and operating within the established work rules; and
- (g) Assisting the general workforce be aware of existing vocations in the job market that let them make appropriate choice of vocation and develop autonomy in the world of work thereafter.

### **3.1 What are the aims and objectives of the Entrepreneurship Education?**

For Entrepreneurship to survive, and to be respected and practiced like other professions, it needs to have a clear cut objective, so as to guide the curriculum designers. The objectives for the HND/ND or BSc programmes in the Polytechnics and Universities includes giving the student sufficient knowledge in entrepreneurship, advertising and related subjects so as to enable them secure employment or pursue higher studies in tertiary institutions. But most of these objectives are not diversified enough and in most cases reflect the individual perspectives of their authors and institutions that they represent.

A solution to these deficiencies made the 1999/2000 Executive Council of the Nigerian Association of Schools of Management Education and Training to commission a study into the objectives of entrepreneurship education. In order to seek broad based inputs into the definition of objectives of entrepreneur, by both the scholars, practitioners in industry and other bodies concerned with the development of management education in Nigeria.

In the study conducted by Ayozie (2016), which covers mailing questionnaires to Polytechnics and Universities offering entrepreneurship education, to professional bodies and business concerns, on what should be the broad objectives of entrepreneurship education in Nigeria; the answers of the academicians and industry people are summarized as thus:

- (i) Emphasizing aspects of entrepreneurship education like practical experience for students and the lectures
- (ii) Indicating in the learner knowledge, skills attitude, positive attitudes and awareness of certain factors relating to the internal and external environments of entrepreneurship.
- (iii) Developing/producing and providing things like relevant educational materials or people, to man high and middle level positions in the Nigeria economy, and develop a large pool of new creative entrepreneurs and business people

Respondents answers on the functional area of Entrepreneurship that they were most familiar with, and what specific educational objectives that should be in areas like marketing, stated the other responses as:

- (a) To train entrepreneurs who can establish on their own;
  - (b) To promote entrepreneurship management effectively;
  - (c) To equip students with fundamental and advanced concepts in Entrepreneurship and Business;
  - (d) To produce entrepreneurship oriented managers;
  - (e) To develop entrepreneurship as a field of studies with emphasis on local conditions;
  - (f) To make entrepreneurship play its rightful role in the economic development of Nigeria.
- Specifically, the Federal Polytechnic, Ilaro prospectus stated its own objectives and goals of entrepreneurship as;
- \* Conduct entrepreneurial planning for organizations/firm.
  - \* Organize feasibility studies.
  - \* Carry out entrepreneurial training/studies.
  - \* Undertake market research and other marketing functions.
  - \* Prepare feasibility reports and other business plans.
  - \* Develop and market products, produced by the students

These goals from the same pattern as indicated by many Polytechnics and Universities in Nigeria. The above set of goals and objectives pose a big challenge to our academicians and educational planners and will serve as a guide in providing a meaningful entrepreneurship education system in Nigeria.

### **What is the Entrepreneurship Curricula in our Polytechnics and Universities, especially for the undergraduate (ND, HND/BSc) Programmes in Nigeria.**

Some polytechnics prepare students for a two year National Diploma (ND) programme in Entrepreneurship and all courses which will be followed by another two year study for the Higher National Diploma (HND). The ND entrepreneurship although not an adequate background to prepare a student for HND entrepreneurship, gives the student an option in entrepreneurship, business administration or small scale entrepreneurship. The universities run programmes that award the bachelor's degree (BSc) in Entrepreneurship after three or four years, depending on the qualification of the student. The minimum admission requirements into the polytechnics includes four credits in four core subjects including English Language and Mathematics, while the universities programmes requires five credits in SSCE/GCE or its equivalent.

The NBTE (National Board for Technical Education) based in Kaduna, regulates and accredits programmes in polytechnics, monotronics and colleges of technology, while the NUC (Nigerian University Commission) with other relevant bodies accredit programmes for the universities. The NBTE also sets minimum guideline syllabus for the ND and HND programmes in Entrepreneurship.

### **The Entrepreneurship Curricula in Our Polytechnics and Universities**

Some polytechnics prepare students for two a two year National Diploma (ND) Programme in Entrepreneurship or Business Administration, which will be followed by another two year study for Higher National Diploma (HND). The ND entrepreneurship although not an adequate background to prepare a student for HND in Entrepreneurship, gives the student an option in

Entrepreneurship, Business Administration and purchasing and supply. The universities run programmes that award the bachelor's degree (B.Sc) in Entrepreneurship after three or four years, depending on the qualification off the student. The minimum admission requirements into polytechnics is five credits in five subjects including English Language and Mathematics, while the university programme requires five credits in SSCE/GCE or its equivalent. Presently Entrepreneurship Education is a compulsory theoretical and practical course to be offered by all students in Nigerian tertiary Institution in Nigeria. The essence is to promote gainful employment and reduce the focus on salaried employment Nigeria wants to produces pooled practically endowed Entrepreneurs in the future who will be employers of labor

The NBTE (National Board for Technical Education) based in Kaduna regulates and accredits programmes in polytechnics and colleges of technology while the NUC (Nigeria University Commission) with other relevant bodies accredit programmes for the universities. In between the ND graduates, where they are expected to seek relevant employment to gain practical experience

The curricula for B.Sc. programme in marketing have basically a similar spread of courses like the HND/ND version, but it has more general studies and behavioral Science courses. The advantage of polytechnic education is its emphasis on the practical knowledge needed to succeed in the business world

### **What role for Institute of Entrepreneurship in Nigeria (IOEN)**

Apart from IOEN, no other professional body in Entrepreneurship has legal backing of government. Among the problems of the Institute is that of Goal Aspiration (Nwokoye 1989), it wants to model itself in the mould of Accountancy and Banking, without taking into consideration the objective the practitioners of each profession. There is total alienation between the Academicians and the practitioners of Entrepreneurship denying the Association that Espirit-de-corps and contribution to IOEN growth. IOEN is presently organized as an association, handled and coordinated by the Lagos workers. Entrepreneurship is not like Accountancy or Banking, and it cannot attract membership by not being dynamic, down to earth, and identifying with all strata of the Entrepreneurship profession. Entrepreneurship cannot attract members by holding out to them sheltered professional practice protected by barriers erected by the Association through ineffective information dissemination and lack of camaraderie.

Entrepreneurship should embrace all related associations under umbrella as it is in the UK (the Chartered Institute of Marketing). In essence, while a section of IOEN should be in charge of the day to Day activities, another section should take up the role of regulation of the practice and coming up with practical education, seminars and conferences that will enable the marketers cope with the dynamism of the 21st century

Entrepreneurship profession in Nigeria should combine the attributes of the highly successful Chartered Institute of Marketing of United Kingdom, the American Marketing Association, and the instate of chartered Accountants of Nigeria (ICAN). In essence, it can conduct examination for all categories of students and still provide quality services to its members. Entrepreneurship in Nigeria must have its own peculiarity. Such quality services should include journals, news magazines, employment services, books monographs, National Conferences and Seminars, professional recognition by the government and the industry awareness campaigns, international



networking opportunities, comprehensive personnel and professional development, continuous transition from student to fellow based on life time learning programme leading to Registered and Chartered Entrepreneurship Status (as obtainable in the UK) Entrepreneurship information such as Quarterly members' newsletter, list of registered members comprehensive use of information and library service, and the most important of all the personal benefits such as use of training facilities access to consultancy services, free personal advice, independent financial and insurance advice covering pensions, investment and family protection, travel service and the entrepreneurship web site in Nigeria, so that members will have privileged access to certain areas of the site it should all rail the membership and professional Associations of the Dangotes, Otedolas, Orji Kalus, Alakijas, Innosun's and other notable business men and women in Nigeria

The IOEN and other institutes should have common goal, co-operate and co-exist and should aspire to greater heights of efficiency and performance. In essence, there should be just one Apex Professional Organization in Entrepreneurship in Nigeria, which admits members from diverse groups but should also have a Hard Core membership group, consisting of experienced Entrepreneurship educators (Academicians) and top industry CEOs managers in the industry. To resemble the United Kingdom, CIM, and the AMA, THE Entrepreneurship professional body IOEN should recruit more academicians, educators and lecturers, into its ranks, and get them more involved in its activities. Establishing Nigeria Entrepreneurs most become a role model to other practical and fist hand knowledge to the younger ones.

### **3.2 The Future of Management Education: Way Forward for Managers and Management Students in Nigeria**

- a) That the management programs of the future will be spread out over a period of time on a modular basis so that managers can learn, them implement, then learn again before going back to implementation. This process of reinforcement, as we know, is the most effective form of learning (Margieson, 1984).
- b) The management student of the future was to be technologically complaint and learn how to use the computer and the ICT (Internet Communication Technology) and the social media and the internet to push the business ideas and solve managerial learning. The internet will be a source of more information, business ideas, and a vital means of management education for the management students. More students will focus on acquiring practical knowledge as opposed to theoretical knowledge. The practical knowledge will be useful to the company and the society at large.
- c) There will be far more learning by interpersonal consultation and practice rather than didactic exposition.
- d) There will be far more of the personal audit approach through checklists, questionnaires and managerial style indicators. This will range over all functions of the business and in the area of leadership which has innovated in this particular respect.
- e) The managers will be asked to learn far more by looking at their existing personal way of operating rather than looking at someone else's way of operating. Positive introspection will therefore be very important for learning. Managers will think inside out.
- f) What does this mean? It means in essence that the most important person in management programmes and faculties will be the managers themselves. They will be expected to bring with them to programmes issues which they wish to discuss and the teachers will be expected

to build their contributions around the agendas of the participants. This will demand for more flexibility from the teachers, lecturers and professors, than we have seen previously. The lecturers, consultants and educators will take the lead.

#### **4.0 For Lecturer/Teacher Educators in Nigeria**

We shall, therefore, move more towards management education as a resource concept. No longer can we begin to think of dispensing knowledge and skills. Instead we must see education establishments as resource centers. This means the teachers will be resources as well as other participants. Their job is to provide an environment within which people can work and take an active part in acquiring what is required to improve their managerial abilities. This will take some time to develop, but the beginning has already been made as seen in the distance and open learning strategies of most universities and the online lectures by lecturers in the internet and using the social media platforms and sites. What it essential means is that the management teachers must take a lead and set up opportunities where people can learn from each other. It is in this sense they must become managers of learning, and management educators with practical industrial knowledge.

This is not to say that the management teachers and lecturer should not teach. What it does say is that the management teacher must become more flexible in the way he lectures and teaches. He will have to build upon the agendas set by participants rather than just teach his theories based upon historical cases with only the vaguest form of discussion about the current particular problems brought by members. In future the management lecturer/educator will be expected to take the initiative in setting the area for discussion, but then relate his contribution to the specific requirements of the participants.

In addition, we shall see much closer relationship between management education and the role of the teacher and lecturer as an organizer of learning. In this sense the teacher and lecturer will have to become a manager. Equally, the manager will have to become a teacher. As we all known, it is the teacher who learns the most. In this sense, future management programmes will have to be organized so that the managers can become active learners about their own situations in the context of new theories and methods, but worked upon in a practical way using both teachers and fellow students as resources, lecturers will take the lead role.

The educator or lecturer would be expected to hold or have industry experience. An industrial attachment either on full or part time basis.

Management educators will have a great knowledge of the internet and modern technology. This will assist in lecturing and in the acquisition of modern knowledge. The world is now a global village.

#### **4.1 Problems of Entrepreneurship Education**

Ayozie (2015) enumerated the problems of Entrepreneurship Education as such:

- i. Poorly defined professional status, creating problems among potential Entrepreneurs
- ii. Scarcity of relevant books and teaching materials
- iii. Insufficient provision of opportunities for practical experience for students

Ayozie (1999) in a published work of marketing Education,

- i. Lack of close and roper interaction between the academics and the industry
- ii. Lack of practical industry experience among the entrepreneurship

- iii. Very poor remuneration and incentives for educators, thereby reducing their interest and commitment to research on entrepreneurship
- iv. Empire building by industry practitioners making it impossible for the educators to learn from them
- v. Insufficient undergraduate opportunities for students who want to study entrepreneurship
- vi. Very poor academic background of entrepreneurship

Quite significant is the fact that Nigerian entrepreneurship lecturers have been relying too much on foreign textbooks that are in most cases marginal relevant to own peculiar Nigerian environment. Some of these textbooks are not written to consider the practical peculiarity of the Nigerian environment. Although the Nigerian environment does not favour publishing, due to high cost of printing, piracy, lack of exposure and unconducive writing environment, efforts have been made by present day marketing educators to fill in this vacuum.

## 5. Conclusion and Recommendations

The importance of entrepreneurship development in economic development has been an established fact in the literature. Ritter (1998) painted this picture about entrepreneurs and economic development thus; “Entrepreneurship is scarce for many types of economic activities in most countries and at most times, particularly for new activities requiring relatively new types of technical and market knowledge. The contribution of entrepreneurship to the process of economic development is clear. Entrepreneurs are dynamic force in an economy, envisioning the possibilities for new types of economic activity and doing everything necessary to realize their visions.

Entrepreneurship educators and management education should answer this question: can they successfully position their products and supply the skills and the resources that are to make entrepreneurship and management education products significant players in the new years ahead. To do this, this recommendation would be relevant

1. There is the need to provide beneficial industrial work experience for entrepreneurship students. The suggested alternative to direct placement in companies should be:
  - a) Placing students on campus from where they commute to places of work, provided the institution is located in an industrial areas, where they can learn some vocation, trade and be mentored by well established entrepreneurs and management experts.
  - b) Supervised visits by all final year students to entrepreneurship and management companies should be arranged, the universities and polytechnic does this now. This will raise the awareness of the students in the entrepreneurship and management profession and offer them the opportunity of interacting with industry practitioners. SWIES programs must be reintroduced for entrepreneurial courses and lectures must be made to supervise the student
  - c) To enhance entrepreneurship education and make it more relevant, opportunities should be increased for interaction between students, lectures and viable companies
  - d) Adequate funding should be provided so that tertiary institution can improve on the facilities and equipment that lectures need for accreditation of entrepreneurship and management courses.
  - e) Increasing the number of universities and polytechnics that run post-graduate programmes in entrepreneurship and management as to produce better lectures for the future.

- f) Providing a vacancy service unit with the recognized entrepreneurship body management (IOE, NIM), so as to assist our numerous graduates/ students, in their job hunting efforts
- g) Enacting the law that will give legal backing to the entrepreneurship professional body (IOEN), comparable the ones of accountancy, banking and law. This will give the members the much desired professional status and recognition
- h) Practicalising the theory as it relates to management of firms, students should be encouraged to run small firms on a part time basis especially during holidays, so as to relate theory to practice. A success in managing a small firm is a sine qua non in managing a large firm after graduation.
- i) There should be the introduction of ND Programme in Entrepreneurship and Management by NBTE and the various polytechnic and BSc programmes in Entrepreneurship and Management in the universities as accredited by the Nigeria University Commission.

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