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Creating Entrepreneurial Environment for Sustainable Development in Nigeria through Adult and Non-Formal Education

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Abstract:

The main aim of this study was to find out how entrepreneurial environment can be created through Adult and Non-formal education for Sustainable Development. The study was carried out in Obi Local Government Area of Benue State. It adopted a descriptive survey design and questionnaire as the main instrument for data collection. A total of one hundred and fifty three (153) respondents constitute the population and sample of the study. Weighted mean and t-test statistics were used to analyze relevant data. The findings showed that elements of Adult and Non-formal education such as functional literacy (\bar{X} 2.89, \bar{X} 2.97), vocational education (\bar{X} 3.5 & \bar{X} 3.68), continuing or community education (\bar{X} 2.73 & \bar{X} 2.98) cultural and civic education, Remedial and Aesthetic education (\bar{X} 2.52 & \bar{X} 2.69) as perceived by both Adult instructors and Adult learners can promote entrepreneurial environment for sustainable development. The findings further indicated that Adult and Non-formal education can promote entrepreneurship environment by providing learners with computer and other job related skills which are needed for self reliance.

Key words: poverty alleviation, entrepreneur and sustainable development

1. Introduction

It has been argued that entrepreneurial education is a panacea for unemployment and Adult restiveness in Nigeria. This argument seems to have gained ground because the present Adult and Non-formal education programmes have been consumed instead of productive. Adult learners are taught to master literacy activities but failed to relate those literacy skills to their needs in order to enable them to solve their fundamental problems of living in the globalized world. According to Abaribe (2002), the minds of the Adult learners have been imprisoned instead of releasing them to invent, discover, build and produce. This imprisonment seems to have led to the barrenness of the Adult education programmes. Enhancing the living condition of the Adults calls for the creation of an entrepreneurship environment through Adult and Non-formal education.

Entrepreneurship education, according to Udida (2008) is a form of education that seeks to prepare people, especially, Adults to be responsible, enterprising individual, who can contribute to the economic and sustainable community development. For entrepreneurship education to be effective through Adult and Non-formal education, there is a need for creating an environment in which entrepreneurship will function effectively. That is, an environment which will be favourable to small scale and cottage industries reduces illiteracy, ignorance, poverty, mortality, drug addition, thuggery, unemployment.

Creating an entrepreneurship environment is very vital to the stimulation of gainful employment in a depressed economy, such as Nigerian and in the World at large. To attain this, according to Obike (2008) there is a need for adequate provision of facilities and equipment, such as machines, computer system, telephone to mention but a few, for the training of Adults at every stage of their skills development and for acquisition of functional literacy. Due to the fact that adult and Non-formal education programmes are practical oriented, there is also the need for concrete efforts in providing adequate facilities and equipment needed for training Adults in both Adult and non-formal education centres.

Despite the importance of Adult and Non-formal education in creating an entrepreneurship environment for preparing Adults toward self employment and sustainable development, it is yet to be seen how adult learners are oriented towards the acquisition of entrepreneurship education. No doubt, Adult learners have different views about creating an entrepreneurship environment. It is, the provision made by both Adult and Non-formal education management that will mostly influence Adult learners' interest towards the

adoption of entrepreneurship education. Though, entrepreneurship education is still in its early stage in Nigeria, adult learners' orientation towards it and the creation of conducive environment will determine whether or not entrepreneurship through Adult and Non-formal education will achieve its objectives, one of which is to produce graduates in Adult and Non-formal education who would be self-employed and employers of labour instead of job seekers.

Odumosu (2008) however linked the slow development and creation of an entrepreneurship education to poor funding. When Adult and Non-formal education are well funded, learners will be effectively equipped and will be self-employed. It is against this background that this study sought to find out if creating an entrepreneurship environment through Adult and Non-formal education in Obi Local Government Area of Benue State Nigeria will lead to sustainable development.

2. Purpose of the Study

The main purpose of this study was to investigate how entrepreneurship environment can be created through Adult and Non-formal education to enhance sustainable development in Nigeria. Specifically, the study sought to:

- Find out the type of Adult and Non-formal education that will promote entrepreneurial environment for sustainable development.
- Determine the extent Adult and Non-formal education will create an entrepreneurial environment for a sustainable development;
- Identify the challenges of Adult and Non-formal education in creating an entrepreneurial environment for sustainable development;
- Ascertain the extent to which improving an entrepreneurial environment through Adult and Non-formal education can enhance sustainable development in Nigeria.

3. Research Questions

The following research questions guided the study:

- What are the types of adult and non-formal education that can promote entrepreneurship environment for sustainable development?
- To what extent can adult and non-formal education create an entrepreneurship environment for sustainable development?
- What are the challenges facing adult and non-formal education in creating entrepreneurial environment for sustainable development?
- To what extent can entrepreneurship environment be improved through Adult and Non-formal education in Nigeria?

4. Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

- **HO₁:** There is no significant difference between the mean scores of adult instructors and adult learners with regard to the type of environment needed for entrepreneurial through Adult and Non-formal education.
- **HO₂:** There is no significant difference between the mean ratings of adult instructors and adult learners with regard to challenges in creating entrepreneurial environment through Adult and Non-formal education in a globalized world.

5. Methodology

The design of this study was descriptive survey, which was used to generate information on the creation of an entrepreneurial environment for sustainable development in Nigeria through Adult and Non-formal education. The population consisted of a total of 153 respondents made up of nineteen adult instructors (19) and one hundred and thirty-four adult learners in Obi adult literacy study centres, Benue State. There was no sampling since the population was small and manageable.

Questionnaire constructed by the researcher entitled "Creating an Entrepreneurial Environment through Adult and Non-Formal Education" was used for data collection. The instrument was arranged on a 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) as well as (1) Very high extent, (2) High extent, (3) Low and (4) very low extent with the assigned scores of 4, 3, 2 and 1 respectively. The questionnaire items, numbering twenty derived from four research questions were clustered into four sections, namely A, B, C and D.

The instrument was validated by experts in both Adult Education and Measurement and Evaluation from the University of Nigeria, Nsukka. Their comments helped in final preparation of the instrument. Fifty copies of the questionnaire were administered and retrieved to test the reliability, after which Cronbach alpha was used to test the internal consistency which gave a grand score of 0.89. The t-test statistic was used to test the two null hypotheses at 0.05 level of significant while the four research questions were analyzed using mean and standard deviation.

6. Results

S/N	Items	Adult Instructors			Adult learners		
		\bar{X}	SD	Dec	\bar{X}	SD	Dec
1.	Functional literacy;	2.89	0.84		2.97	0.86	A
2.	Vocational education;	3.15	0.88		3.68	0.95	A
3.	Continuing or community	2.73	0.82		2.98	0.60	A
4.	Cultural and civic education;	2.52	0.79		3.04	0.87	A
5.	Remedial and aesthetic education.	2.52	0.79		2.69	0.81	A

Table 1: Mean Ratings and Standard Deviation of Adult Instructors and Adult Learners on Types of Adult and Non-Formal Education that Can Provide Entrepreneurship Environment

Table 1 above presents the views of the respondents with regard to types of adult and non-formal education that can provide an entrepreneurial environment for sustainable development. A look at the table shows that items 1, 2, 3, 4 and 5 are rated with mean scores of 2.89, 3.15, 2.73, 2.52 and 2.52 for adult instructors, while adult learners were rated with mean scores of \bar{x} 2.97, 3.68, 2.98, 3.04 and 2.69 respectively

S/N	Items	Adult Instructors			Adult learners		
		\bar{X}	SD	Dec	\bar{X}	SD	Dec
6.	provision of computer skills for self-reliant;	2.57	0.80		2.62	0.80	++
7.	Provision of local skill like hair;	2.78	0.83		3.20	0.89	++
8.	Organizing workshops and various forms of extension activities	2.50	0.78		3.13	0.88	++
9.	Provision of cottage industries;	3.05	0.87		3.02	0.86	++
10.	Provision of computer skills.	2.63	0.80		2.71	0.81	++

Table 2: Mean Rating and Standard Deviation of Adult Instructors and Adult Learners on the Extent Adult and Non-Formal Education Can Create an Entrepreneurship Environment for Sustainable Development

Table 2 above indicated the responses of the respondents on creating an entrepreneurship environment. A look at the table shows that adult instructors are credited with mean scores of \bar{x} 2.57, 2.78, 2.50, 3.05 and 2.63 while adult learners were rated with mean score of \bar{X} 2.62, 3.20, 3.13, 3.02, and 2.71 respectively.

S/N	Items	Adult Instructors			Adult learners		
		\bar{X}	SD	Dec	\bar{X}	SD	Dec
11.	Lack of proper funding;	2.89	0.84		2.97	0.83	A
12.	Inadequate infrastructural facilities;	2.73	0.82		2.71	0.81	A
13.	Negative attitude towards adult and Non-formal education;	2.68	0.81		2.97	0.86	A
14.	Low status accorded to adult and non-formal education in Nigeria;	2.78	0.83		3.03	0.86	A
15.	Lack of continuity on various development Projects in Adult and non-formal education;	3.15	0.88		3.02	0.86	A

Table 3: Mean Ratings and Standard Deviation of Adult Instructors and Adult Learners on Challenges of the Adult Education in the Creation of an Entrepreneurship Environment for Sustainable Development

Table 3 reveals the opinions of adult instructors and adult learners on challenges to the creation of an entrepreneurship environment through adult and non-formal education. The table shows that adult instructors have the mean scores of $\bar{X} = 2.89, 2.73, 2.68, 2.78$ and 3.15 while adult learners were rated with mean scores of $2.79, 2.97, 3.03$ and 2.92 respectively. The findings show a consensus acceptance by all the respondents.

S/N	Items	Adult Instructors			Adult learners		
		\bar{X}	SD	Dec	\bar{X}	SD	Dec
16.	Formation of legislative support	2.57	0.80		2.89	0.84	A
17.	re-position adult and non-formal education in Nigeria;	2.84	0.84		3.19	0.88	A
18.	Creating awareness on the role of adult and non-formal education in creating entrepreneurship environment in Nigeria;	2.50	0.78		2.88	0.84	A
19.	Involving adult in the planning of project that can lead to effect entrepreneurship environment;	2.50	0.78		2.97	0.86	A
20.	Incorporating entrepreneurial education into adult education curriculum;	3.05	0.87		3.02	0.88	A

Table 4: Mean Ratings and Standard Deviation of Adult Instructors and Adult Learners on the Extent of Improving an Entrepreneurship Environment through Adult and Non-Formal Education

Table 4 above presents the views of the respondents on ways of improving an entrepreneurship environment. Adult instructors were credited with mean scores of 2.57, 2.84, 2.50, 2.50 and 3.05 while adult learners were recorded with mean scores of 2.89, 3.19, 2.88, 2.97 and 3.02 respectively.

Items	No	\bar{X}	SD	DF	Calculated t	Table value of t	decision
Adult Instructors	19	2.76	0.82	151	0.56	1.96	Not Significant
Adult Learners	134	3.07	0.81				

Table 5: t-Test Analysis of the Responses of Adult Instructors and Adult Learners on Types of Environment Needed for Entrepreneurship Enterprise

Table 5 above shows that the calculated t-value of 0.56 at 151 degree of freedom and at 0.05 level of significant. Since the calculated t-value of 0.56 is less than the table value 1.96, the null hypothesis is accepted as postulated. Therefore, there is no significant difference between the mean scores of adult instructors and adult learners.

Items	No	\bar{X}	SD	DF	Calculated T	Table value of t	decision
Adult Instructors	19	2.84	0.83	151	0.58	1.96	Not Significant
Adult Learners	134	2.88X	0.84				

Table 6: t-Test Analysis of the Responses of Adult Instructors and Adult Learners on Challenges to the Creation of an Entrepreneurship Environment

Table 6 reveals that the calculated t-value of 0.58 at 151 degree of freedom and at 0.05 level of significant. Since the calculated t-value 0.58 is less than the table value of 1.96, the second null hypothesis of this study is accepted. Therefore, there is no significant difference between the mean scores of adult instructors and adult learners.

7. Discussion

Instructors and learners in OBI adult literacy centres agreed that functional literacy will assist them to solve their personal and collective entrepreneurial problems through adult and non-formal education. Both parties also agreed that vocational education, continuing education, cultural and civic education, remedial education are types of Adult and Non-formal education capable of acquainting them with entrepreneurial skills and enabling environment required for sustainable development.

The respondents agreed that provision of computer skills and vocational skill such as hair-dressing, cloth weaving, tie and dye, organizing workshops on the various forms of extension activities (fertilizer application, provision of cottage industries, like grading machines and provision of carpentering skill) will to a high extent create entrepreneurial environment for sustainable development. This is appropriate because suitable environment will promote entrepreneurship, which ultimately will assist in the reduction of poverty, ignorance, illiteracy and all other related problems that can affect development.

Adult and Non-formal education seem to be faced with a lot of challenges such as poor funding, inadequate infrastructural facilities, negative attitude towards Adult and non-formal education in Nigeria, low status accorded to adult and non formal education and lack of continuity on the various development projects in adult and non-formal education. These findings are correct because what kills most of the good projects in Nigeria is lack of continuity.

The problems facing adult and Non-formal education will be reduced or improved upon if appropriate legislative policies are put in place, and Adult and Non-formal education repositioned to create relevant awareness on the roles they can play in creating entrepreneurship environment for sustainable development

Entrepreneurship in the context of this study implies that Adult learners should be sensitized on occupational choices to which they possess the requisite aptitude and abilities. It will make them to be job creators instead, of job seekers. The learners on graduation would have acquired relevant skills that will make them to be efficient in all aspects of life. Above all, poverty will be reduced and national development will be enhanced through adult and non-formal education.

To the adult instructors, conducive environment must be clearly defined and created if the objective of entrepreneurship is to be realized. Learning opportunities and materials needed to help the learners develop in the desired direction must be provided.

8. Recommendations

On the strength of the findings of this study, the following recommendations were made:

- Adult learners should be inspired by the proprietors to have a positive attitude to the acquisition of skills to help shape and prepare them for self-reliance and self-employment. This will help to reduce poverty in the country.
- Adult and non-formal education programme of the government should give vocational and technical education adequate place in its curriculum content. Existing adult instructors should be retrained on new ideas in teaching entrepreneurship skills.
- The content of adult and non-formal education should be modified by the Federal Ministry of education to include adequate measures aimed at development appropriate skills for self-reliance.
- Teaching materials for entrepreneurship and curriculum implementation activities should be provided with the assistance of the government, individual adult learners and Non-Government Organizations.

9. Conclusion

Entrepreneurship knowledge is necessary for Adults to acquire skills needed to sustain themselves on graduation. An idle mind they say is the devil's workshop. Medically, it is harmful for adult to be idle. Engaging one in useful skills provides an avenue for all round development physically, mentally, emotionally and socially. Acquisition of entrepreneurship through adult and non-formal education is a major factor in the development of a nation. It therefore, implies that for growth and sustainable development; emphasis on creating entrepreneurship cannot be over-emphasizing among adults. Product of adult literacy education needs to have a feeling of self-sufficiency and self-reliance in order to effectively contribute to sustainable development and genuinely alleviate poverty in Nigeria.

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