

# HISTORY EDUCATION AND DEVELOPMENT OF ENTREPRENEURSHIP SKILLS IN NIGERIA

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## **Abstract**

*Entrepreneurship skills are recognised as key in economic growth and job creation. As a result of that, government all over the world seeks ways to promote entrepreneurship skills through the education sector; starting from the primary to the tertiary level. This will help in national economic growth and development. It will equally guarantee individual self-reliance and economic prosperity. However, these entrepreneurship skills are driven by educational force of which history education is one of the key driven forces in entrepreneurship skills acquisition and development. History education helps secondary school students and historians to establish museum and center for artifacts collection, museums and center of antiquity which could also earn them money for survival. Other entrepreneurship skills in history include production of historical models of artifacts which could be sold to individual or museums. Talk showed and storytelling on TV are all areas that can earn historians and students of history money for survival and even national economic growth. However, there are challenges that can hinder the promotion of these entrepreneurship skills in history. Some of these challenges include, insufficient qualified trainers to develop these skills in the learners, lack of strong government policies, inadequate facilities for practical acquisition of entrepreneurship skills, lack of continuity in government policies and programmes among others. However, the researcher recommended ten (10) steps to follow to find solutions to the enumerated challenges above.*

**Key words:** History Education, Development, Entrepreneurship and Skills

## **Introduction**

Entrepreneurship skills are recognised as keys in economic growth and job creation. As a result of that, government all over the world seeks to promote entrepreneurship skills through the education sector. Gowon (2019) defined entrepreneurship as a capacity and willingness to undertake conception, organization and management or a productive venture with attendant risks while seeking profit as a reward and it has to do with being a self-made individual who is ready to engage in keen competition in order to reach goals and aspirations. That entails forging ahead even when the economic environment is tough or not easy going. For individuals to reach their goals and aspirations even when the environment is tough or not easy going is to acquire some skills include skills in ICT entrepreneurship. Some of these skills include skills in ICT, Marketing, Art and Craft, Electrical and Electronic, Tying and Dyeing, Wood Work and so on.

These entrepreneurship skills are key elements in economic growth and job creation. Therefore, government all over the world seeks ways to promote entrepreneurship skills through the education sector, starting from the primary stage to the tertiary level (Gowon, 2014). Nigeria and other third world countries are seriously backward in entrepreneurship skills acquisition and development. This is the reason why Nigeria and some of the other third world countries had introduced entrepreneurship education right from primary school to tertiary level. This will help them attain to national economic growth and development. Growth and development will equally guarantee individual self-reliance and economics prosperity. However, these skills are driven by educational force of which History education is one of the key driven forces in entrepreneurship skills

acquisition or development. On this paper the researcher wants to see the relationship between History education and entrepreneurship skills acquisition or development, which will help in boosting the economic growth and development in Nigeria.

### **Conceptual framework**

The word history is sometimes difficult to define because of the divergent views of historians as to what the discipline is all about. Amos (2010) explained that history is a subject that pertains to the study and investigation of the past, present event and how this can be used to understand and project into the future. He further says that history establishes linkage between the past, present and future activities of people in the society. By this it implies that there is conformity and changes in human activities or events. In a similar vein, Maigoro and Sanda (2007) defined History as a subject which seeks to study important past event of human activities with the intention of changing the present for a better future. Sanda (2010) looked at History as a subject that deal with the acquisition of knowledge about man in relation to his fellow man and nature which also strive to utilise such knowledge in bringing about solution to the myriads of problems that confront mankind.

Amos (2016) viewed History as a subject that deals with the daily activities of men in the society include their economic activities, social activities, political activities, cultural activities, religious activities. Because of its importance to the growth and development in the society, Nigerian government deemed it fit to be included in the school curriculum with the following promising objectives: to train the mind towards societal goals to expose students to ethical values and moral of the society, to teach students bad and good aspect of life, to instill in students the good leadership qualities and to encourage students take up an enterprise. With recent pronouncement by government it is now made compulsory in our schools levels, started from primary school to tertiary level. For effective implementation of that, the curriculum has being developed for primary school and junior secondary schools. Learning materials were produced to that effect.

Entrepreneurship as defined by the European commission in Sanda (2010) said that it is an individual ability to turn ideas into action. This includes creativity, innovation and risk taking as well as the ability to plan and manage projects in order to achieve objectives. It is also an act or process of going into and managing business enterprises. Oladele (2010) defined entrepreneurship as a capacity and willingness to undertake conceptions, organization and management of a productive venture with all attendant risk while seeking profit as a reward. It has to do with being a self-made individual who is ready to engage in the keen competition in order to reach goals and aspirations which entails forging ahead even when the economic environment is tough and rough.

Shikden, and Abami (2010) looked at entrepreneurship as the ability to imitate and run a large and complicated manufacturing industry. He further says that entrepreneurship has three linked attributes that are essential for self-reliance and economic growth. These attributes are ability to perceive profitable business opportunities, willingness to act on what is perceived and the necessary organizing skills associated with a project.

Zuhumben and Zumben(2010) asserted that the process of creating something different by devoting the necessary time, assuring the accompanying responsibility of the financial physic and social risks and receiving the resulting rewards of most personal satisfaction. He further says that entrepreneurship is about self-reliance, which involves identification of a market and mobilizing necessary resources and it can also be seen as the practice of starting new organization or realizations mature organizations, generally in response to identified opportunities. Therefore, it involves time, planning, discipline, money, and perseverance.

### **History Education and the Promotion of Entrepreneurship Skills**

For history to have it rightful place in the society and for students to patronize it as an interactive discipline, it must properly embrace all areas of entrepreneurship skills in her curriculum right from primary to tertiary level. History which is the study of the daily activities of men in the society which includes economic, social, political, cultural and religious activities has a lot in promoting the economic growth and development of Nigeria through entrepreneurship skills. The general notion that historians are reluctant and cannot be self-employed or that there are no entrepreneurship skills in history or the creation of job opportunities for

historians is a fallacy (Sanda, 2010). A well trained historian can establish a private museum and a Centre for artifact collection, which can run successfully as a business venture. This can be achieved through history education. Equally, through history education, historians can also serve as guides for tourists, museums, and Centre of antiquity. The knowledge of history or history education helps historians in the production of historical models of artifacts for sale and the preservation.

If historians are properly trained, they can organize private lessons, established schools or study center for large population or people who cannot read and write. They can also write and published historical account and finding, organizing seminars symposia and paper presentations. Furthermore, if historians are properly trained, they can produce national symbols such as flag. Coat of arm and for others to buy .Talk show and story-telling events such as NTA TV tales by moon light can be commercialized through the activities or sponsors, producers and directors.

According to Olorukooba and Lawal (2010) enumerated some of the roles of History education in promoting entrepreneurship education in Nigeria as exposing the learners to different job opportunities in arts especially history, exposing student to career opportunities especially those who may not go beyond the secondary school level, and it will help them to upgrade their abilities to succeed as employees and as employers. Others are empower history student with the compliances and skills necessary to prepare them to respond to their life needs which includes running their own business so as to be productive citizens, making history students to understand the economy and career opportunities in history, helping history students to master skills to be successful in a free market economy, encourage innovation in history students, encourage the acquisition of the mind set and know how necessary to make self-employment a visible options career, guiding history students to develop the ability to anticipate and respond to societal changes and helping the history students to develop innovative skills to identify, create, intricate and successfully manage personal community businesses and work opportunities.

According to Joseph and Pambot (2010) enumerated some of the roles of history education in promoting entrepreneurship skills in Nigeria as helping to identify history students that possess entrepreneurship traits and to motivate and develop them to launching managing their own small scale business enterprise, creating necessary awareness and motivation in history student for promoting self-employment, an alternative to wage employment. Others are promoting entrepreneurship skills among history students/graduates so as to enable them make effective contribution to the economic development of the country, developing the interest and attributes of the history students towards self-reliance and self-employment and training potential history entrepreneurs to establish small business that will bring about improved standard of living of the people.

### **Challenges in Promoting Entrepreneurship Skills**

History education is a vehicle or a tool that can promote entrepreneurship skills in our students particularly history students. However, there are numerous problems that have affected the effective promotion of this entrepreneurship skills. Richard and Garba (2010) attributed the challenges of poor entrepreneurship skills development in history to Capital shortage: Akpan (2004) identified the **shortage** of capital to be **one** of the factors causing low pace of entrepreneurial development in Nigeria. Despite the loan provided by government to NBI, NBCL, NDE ACRDB and others. These organizations have collectively failed to accelerate the rate of entrepreneurship development in Nigeria. Government policies in the form of taxes tend to be unfavourable to young entrepreneurs. Also policies involving loans, interest rate and repayment periods are often stringent. Most new businesses tend to operate at a lost for some years before the break-even and begin to show profit. If the loan given is meant to be repaid before the break-even point year, then the young entrepreneur is doomed to failure.

Most young and aspiring entrepreneurs lack the requisite skills required for success. You need education and experience to be successful as an entrepreneur. Our educational system today prepares our youth for industrial age occupations. Our school curriculum tend to teach us to acquire education and get jobs rather than teaching us to be self-employed or to build business system that would employ others and earn incomes or cash flows for us.

Most entrepreneurs fail because of the twin emotions of greed and fear. The fear of failure inhibits from venturing into business. Successful entrepreneurs have proven that they can't learn to ride a bicycle without falling and practical skills needed for successful entrepreneurship. Entrepreneurship education should focus on practical skills that will enable the individual to practice and use them together with the experience required for success in entrepreneurship and not to be taught like other disciplines.

Joseph and Pambot (2010) highlighted some of the challenges of promoting entrepreneurship skills through history education as insufficient qualified trainers to develop and introduce courses in special institutions of learning, lack of strong governmental policies on entrepreneurship education, weak linkage between education institutions, successful entrepreneurs and support agencies involved in the promotion and development of entrepreneurship skills, inadequate facilities for practical acquisition of entrepreneurship skills, poor maintenance of facilities at entrepreneurial training centers, inadequate implementation of policies regarding entrepreneurial training for self-reliance and independence of persons with exceptionality and lack of continuity in government policies and programmes.

Irmiya (2010) enumerated some of the challenges of promoting entrepreneurship skills through history education as the fear of where to get capital and training support, the challenges of poverty and its attendance consequences, the issue of gender inequalities and other constraints to women's involvement in economic development and management issue attributed by lack of experience.

### **Recommendations**

The current history curriculum should be reviewed so that more emphasis will be on practical application of what is taught and learned by students. History rooms or laboratories should be established in all our educational institutions where history is being taught (Sanda, 2010). The history rooms or laboratories should serve as training venues of production and preservation of artifacts, models and relics, so that they can set up their business after graduation.

The National Directorate of Employment and Sustainable Development goals projects should involve historians and history students in their activities. The ministry of education in collaboration with ministry of culture and tourism should organize workshops for history teachers in the schools on entrepreneurship education (Joseph and Pambot, 2010). The schools should create avenues for the students to network with one another in different schools on how entrepreneur can be of value to them.

The school management should create an avenue where the principal, teachers and students can meet and discuss entrepreneurship from different perspectives in order to reach an agreement on how entrepreneurship education could form part of the education in their schools (Irmiya, 2010). With the introduction of entrepreneurship education even at the primary school level, history teachers and school administrators should collaborate to provide the history students the enabling environment for entrepreneurship skills in schools.

History teachers with entrepreneurship skills should open their entrepreneur schools or training centers to create more jobs for training youth and reduce financial burden on government (Sanda, 2010). Workshops and conferences could be organized for history teachers and parents, individuals by successful entrepreneurs on the need to create as well as to start and manage education as a business venture. The Angel investors have the capital and experience, hence can give start-up capital for the expansion of the business. Practical facilities such as artifacts, relics, and others should be provided during teaching and learning process to avoid theoretical learning in history.

### **Conclusion**

In conclusion, History education has contributed in no small measures to promote entrepreneurship skills in History students, History teachers and the historians. History education has greatly help in promoting economic growth and develop and also make History students self-reliance and independent. Equally History education creates necessary awareness and motivation in History students for promoting self-employment as an alternative to wage employment. Because of the contribution of history to the development of

entrepreneurship skills that history is supposed to be studied at all level of education in Nigeria. Some of the entrepreneurship skills in history as enumerated in the paper above includes establishment of private museum and a center for collection, museums and center of antiquity, production of historical models of artifacts, organizing of private lessons, establishment of schools, writing and publishing of historical accounts among others. However, the work have stipulated some challenges that have hindered the successful implementation of these entrepreneurship skills in our secondary schools and other institution of learning in Nigeria through History education. Few among these challenges are unfavourable economic climate, greed and fear, inadequate facilities for practical acquisition of entrepreneurship training centers, and challenges of poverty. It is in view of these challenges that the researchers proffered some recommendations as panacea.

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